



Spurgeon's College

Access and Participation Plan

Part 1: Assessing our Current Performance

1.1 Introduction

Spurgeon's College is a confessional Higher Education Institution whose core activity is training men and women for Christian mission, ministry and leadership in the contemporary world. Based in South London, the College has over 1000 students enrolled across its validated and non-validated programmes. These students include those from a wide range of socio-economic and academic backgrounds and representatives from various age-groups, ethnicities and cultures.

The College was founded by Charles Haddon Spurgeon in 1856 because he recognised the injustice and frustration faced by those who desired to serve churches as ordained ministers but who had not benefitted from the academic education required to gain entry for professional training. Charles Spurgeon wanted to embrace natural talents and abilities and looked for potential and passion, rather than academic privilege and family connections, when recruiting his students. The College has remained committed to raising aspiration and opportunity and widening access to education since that time.

Today Spurgeon's College continues to prepare candidates for ordination to Baptist ministry within the Baptist Union of Great Britain. It now also trains pastors from other denominations and those called to Pioneer Ministry and Missional work in its ministerial formation programmes. Today's students include those who are pursuing a theological education on its own merits and this further enriches the life and experience of Spurgeon's diverse learning community. The College has also developed post-graduate provision for continuing ministerial development training and has a thriving post-graduate research community. It offers other accessible training packages for church members seeking to serve in lay capacities and in counselling roles.

In 2018 the College produced a revised statement of its mission, values, aims and objectives in order to set the scene for its activities and development for the next ten years.¹ This statement is based upon Christian principles which lie at the heart of its operations. Its vision includes cultivating "a creative learning environment allowing *every student* to develop spiritually, academically, emotionally and socially". The College's values, directly aligned with biblical principles, include the statements that "we believe in the inherent moral equality, dignity and worth of *every individual*"; "we value the unique distinctiveness of *each member* of the College community" and "we celebrate the richness of being a *diverse and inclusive* community". It is such principles that underpin its ongoing mission and vision, and which are of inherent value to our identity and ethos as a College, which drive our Action and Participation Plan as we seek to secure equality of opportunity for Under-Represented Groups (URGs) across the student life cycle. This plan takes a strategic approach. It is based on available data and is evidence-led. It aims to secure continuous improvement in

¹ Available on the Spurgeon's College website.

terms of the contribution the College makes to social mobility by ensuring that Under Represented Groups can access and succeed in higher education and achieve better outcomes in terms of progression from higher education.

1.2 Partnership with students

Engagement with students about all aspects of College life and development is viewed as both central and critical to the way Spurgeon's College views itself as an embracing, self-evaluating community. The College is particularly mindful that in order to bring about sustainable change in social mobility, students, as the next generation of educators, will need to embrace, own and take forward access and participation principles. On account of these convictions, students have been closely involved with the production of this Access and Participation Plan. Teaching staff met with the Student Representatives at the start of the process and have canvassed their views. A member of the internal Access and Participation Plan team subsequently met with a group of 6 students who were drawn from various Under-Represented Groups (Specific Learning Difficulty, mental health illness, Black Asian Minority Ethnic (BAME), mature students) to discuss the targets and measures. Further views of students were solicited by email with encouraging responses; one student responded, "The targets definitely fall into the ambitious category. I am particularly excited by the opportunities spoken about for refugees, Teaching English as a Foreign Language etc. I think a lot of these proposals have the potential to really transform Spurgeon's as they take root".

In addition the College Principal and the Director of Operations have met with the Student Representatives on a bi-weekly basis throughout the period when the plan has been drawn up. Many informal discussions have also taken place. Where student contribution has been particularly instrumental in determining strategy this is reflected in the plan's narrative. In various targets we have indicated where student involvement in the plan's implementation will be particularly important (see e.g., section 2.2, T16a_01 and T16a_02). Students will take a strategic role in the monitoring and evaluation processes (see section 2.7 below). It is considered imperative that students who serve on the Access and Participation Plan Monitoring Group (APPMG) are themselves representative of Under Represented Groups (see constitution of APPMG in section 2.7.4 below). Routinely at Spurgeon's we ensure diversity in our student representation in other bodies involved in monitoring and evaluation processes, for example, Academic Board, Quality Assurance Committee, Admissions Committee, Equality and Diversity Monitoring Group (see 2.7.1 below).

1.3 Data analysis

In order to assess our current performance we have drawn on a variety of data sources: internal and external data, national data and data specific to our context. In the tables below the Spurgeon's College statistics rely on the Alternative Provider Student Record for 2016-17 in which the student pool consisted of 214 UK domiciled students. The tables focus on the mandatory Under-Represented Groups categories and compare the performance of Spurgeon's College with the national performance of Higher Education institutions in 2016-17. Some inter-sectional data is also provided where it is deemed particularly relevant to our sector and context. In addition we have undertaken some analysis in relation to additional sets of Under-Represented Group categories (i.e., those categories where it has been identified that barriers exist that may prevent equal opportunity) where they represent particular opportunity or challenge to the College. Some commentary is provided for each category prior to a summary which identifies our strengths and weaknesses across the student lifecycle.

1.3.1 Mandatory Under-Represented Groups categories

1. Areas of Low HE Participation (ALP)

2016-17	National Statistics ²	Spurgeon's College Statistics
Access data	YFT1 ³ 11.4%	0% ⁴
	YPTO 15.5%	0%
	MFT1 12.1%	9.5% ⁵
	MPTO 8.1%	10.4% ⁶
	YFTO 16.8%	0%
	MFTO 12.5%	8% ⁷
	YPT1 15.5%	Not available (No students)
	MPT1 8.1%	0%
Success data (i) Expressed in terms of the percentage of students graduating with the degree who achieved a First Class or Upper Second classification (Higher Education Statistics Agency (HESA))	75% of first degree qualifiers at Higher Education providers in England obtained a First or Upper Second Class degree in 2016/17	100% ⁸
Success data (ii) Expressed in terms of the percentage of Undergraduate students from Areas of Low Higher Education Participation (ALP) who were expected to complete their awards and did so successfully	No comparable figure available	100% [6/6 students] ⁹
Progress data (i) HESA POLAR3 ¹⁰ Expressed in terms of percentage of graduates in ministerial post (Destination of Leavers from Higher Education (DLHE) data)	No comparable data	67% ¹¹
Progress data (ii) HESA POLAR3 Expressed in terms of the percentage of graduates accessing our professional development programme (DLHE data)	No comparable data	33% ¹²
Progress data (iii)		

² The percentages presented in this column are extracted from Tables T1, T2a, T2b, UKPIs 2016-17. HESA.

³ YFT1 = young (<21 years) students on a full-time, 'first' degree; MFT1 = mature (≥21 years) students on a full-time, 'first' degree; YPTO = young students on a part-time, 'other' undergraduate course; and MPTO = mature students on a part-time, 'other' undergraduate course. These four groups account for 188 of UK-domiciled students at Spurgeon's College in 2016-17. POLAR3 measures have not been defined for YFTO, MFTO, YPT1, and MPT1.

⁴ i.e., 4 out of the pool of 214 students were in the YFTI category but none of these were from an ALP.

⁵ This percentage represents less than five students.

⁶ This percentage represents less than fifteen students.

⁷ This percentage represents less than five students.

⁸ This percentage represents less than five students

⁹ The success data (ii) rate at Spurgeon's College as a whole was 84%.

¹⁰ Participation of Local Areas, category 3

¹¹ This percentage represents less than five students

¹² This percentage represents less than five students

HESA POLAR3 Expressed in terms of the percentage of graduates studying for further degrees (DLHE data)	No comparable data	0%
---	--------------------	----

In terms of **access** the low student numbers in two data collections (YFT1/ YFTU¹³) makes statistic comparisons non-significant. However, the College recognises that it has the opportunity to do more to encourage young people from local low participation areas within London to aspire to Higher Education (see target T16a_03 and also section 2.4 below). In terms of mature students we are performing slightly above average for part-time students and slightly below average for full-time students. In terms of **success** our results are particularly encouraging though student numbers are small. In addition course progression statistics for full-time Undergraduate students (FT1 and FTU) indicate progression rates of 91% (level 4), 88% (level 5) and 94% (level 6).¹⁴ In terms of **progress** the results are relatively insignificant due to the low student numbers.¹⁵

2. Low household income/low socio-economic status (LS-E)¹⁶

2016-17	National Statistics ¹⁷	Spurgeon's College Statistics ¹⁸
Access data	YFT1 ¹⁹ 90%	100% ²⁰
	YPTO	86% ²¹
	MFT1	96% ²²
	MPTO	93% ²³
	YFTO 96%	100% ²⁴
	MFTO	95% ²⁵

¹³ YFT1 = young (<21 years) students on a full-time, 'first' degree; YFTU = young (<21 years) students on a full-time, Undergraduate degree

¹⁴ These figures include all Under-Represented Groups presented in the tables in 1.3.1).

¹⁵ Unistats 2015-16 reported that 100% of student leavers (34 in number) were in a professional job six months after finishing their studies at Spurgeon's College. This indicates no room for improvement in relation to students from URGs who left in 2016 and completed the DLHE questionnaire. NB 2016-17 figures are not published until 30.8.18.

¹⁶ For the purpose of this table LS-E is defined by HESA indicator: state education

¹⁷ The percentages presented in this column are extracted from Table T1, UKPIs 2016-17. HESA.

¹⁸ 113 (53%) of 214 students were last educated at a UK state school, UK independent school, or UK college of FE and 93% of these (105 out of 113) were not educated privately. This table shows for each group the percentage not educated privately, i.e. the percentage last educated at a UK state school or UK FE college.

¹⁹ See footnote 3 above

²⁰ This percentage represents less than five students

²¹ i.e., 6 out of 7 YPTOs were educated in the state sector.

²² This percentage represents 22 students out of 23 students.

²³ This percentage represents 54 out of 58 students.

²⁴ This percentage represents less than five students

²⁵ This percentage represents 18 out of 19 students.

	YPT1	Not available (No students)
	MPT1	0%
Success data (i) Expressed in terms of the percentage of students graduating with the degree who achieved a First Class or Upper Second classification (HESA)	75% of first degree qualifiers at HE providers in England obtained a First or Upper Second Class degree in 2016/17	64% ²⁶
Success data (ii) Expressed in terms of the percentage of UG students from ALP who were expected to complete their awards and did so successfully	No comparable figure available	88% ²⁷
Progress data (i) Expressed in terms of the percentage of graduates in ministerial post (DLHE data)	No comparable data	36% ²⁸
Progress data (ii) Expressed in terms of the percentage of graduates accessing our professional development programme (DLHE data)	No comparable data	29% ²⁹
Progress data (iii) Expressed in terms of the percentage of graduates studying for further degrees (DLHE data)	No comparable data	21% ³⁰

In terms of **access** the data suggests we are performing above the national level where statistics are available. In terms of **success** and **progress** we are satisfied with our results though we would like to see more students from Low household income/low socio-economic status (LS-E) obtaining First Class and Upper Second Class degrees.

3. Particular ethnicities (E)

2016-17	National Statistics	Spurgeon's College Statistics
Access data	Black 8%	Black 33%
	White 73%	White 58%
	Asian 12%	Asian 1%
	Other mixed 6%	Other mixed 8%
Success data (i) Expressed in terms of the percentage of non-white students graduating with the degree who achieved a First Class or Upper Second classification (HESA)	75% of first degree qualifiers at HE providers in England obtained a First or Upper Second Class degree in 2016/17	17% ³¹

²⁶ This percentage represents less nine out of fourteen students.

²⁷ The success data (ii) rate at Spurgeon's College as a whole was 84%. 88% represents 35 out of 40 students.

²⁸ This percentage represents 5 out 14 students.

²⁹ This percentage represents five students

³⁰ This percentage represents less than five students

³¹ The figure for white graduates was 100% [12/12 graduates] gained first class or upper second class degrees. 17% percentage represents five students.

Success data (ii) Expressed in terms of the percentage of non-white Undergraduate students who were expected to complete their awards and did so successfully	No comparable figure available	85% ³²
Progress data (i) Expressed in terms of the percentage of numbers of non-white graduates in ministerial post (DLHE data)	No comparable data	50% ³³
Progress data (ii) Expressed in terms of percentage of non-white graduates accessing our professional development programme (DLHE data)	No comparable data	33% ³⁴
Progress data (iii) Expressed in terms of the percentage of non-white graduates studying for further degrees (DLHE data)	No comparable data	17% ³⁵

In terms of **access** we notice that Asian students are under-represented. This is possibly related to our specific single subject focus. We perform very well in terms of black students' access which is related to our location and to the growing black churches with which we are linked. In terms of **success** we are concerned about the relatively low 17% statistic for non-white students obtaining a first or 2-1 degree. Anecdotal internal information suggests that this is influenced by unfamiliarity with English academic conventions (see section 2.2 below, target T1a_01). In terms of **progress** we want to particularly address the short-fall in non-white students accessing further degrees.

4. Mature Students (M)³⁶

2016-17	National Statistics	Spurgeon's College Statistics
Access data	45%	94%
Success data (i) Expressed in terms of the percentage of students graduating with the degree who achieved a First Class or Upper Second classification (HESA)	75% of first degree qualifiers at HE providers in England obtained a First or Upper Second Class degree in 2016/17	73%
Success data (ii) Expressed in terms of the percentage of M students who were expected to complete their awards and did so successfully	No comparable figure available	83% ³⁷
Progress data³⁸ (i) Expressed in terms of percentage of M		

³² This percentage represents 28/33 students. The figure for white students was 86% [24/28 students] successfully completed their awards.

³³ This percentage represents five students

³⁴ This percentage represents five students

³⁵ This percentage represents five students

³⁶ For the purpose of this table mature students are defined as 21+ years (in according with HESA definition).

³⁷ The 83% in this table relates to mature student's success. The overall student success data (ii) rate at Spurgeon's College across age ranges as a whole was 84%. This would suggest that mature students are not significantly disadvantaged in terms of success.

³⁸ This table indicates therefore that the total number of mature graduates either in ministerial post or studying for further degrees is equivalent to or less than 65%.

graduates in ministerial post (DLHE data)	No comparable data	54%
Progress data (ii) Expressed in terms of percentage of M graduates accessing our professional development programme (DLHE data)	No comparable data	31%
Progress data (iii) Expressed in terms of percentage of M graduates studying for further degrees (DLHE data)	No comparable data	12% ³⁹

In terms of **access** we outperform many other Higher Education institutions and we consider this to be a particular important contribution that we make to the Higher Education scene. The flip side of this statistic is that young students are under-represented and we are committed to attracting students of more diverse ages to the College's learning community. In terms of **success** our results are particularly encouraging. In terms of **progress** we would like to see a higher percentage of our graduates from low household income/low socio-economic (LS-E) status backgrounds accessing professional development programmes and further degrees (see section 2.2, target T16b_01).

5. Disabled Students (D)⁴⁰

2016-17	National Statistics	Spurgeon's College Statistics
Access data	FT1 6.8% PT other UG 5.4%	FT1 8% PT other UG 0%
Success data (i) Expressed in terms of the percentage of students graduating with the degree who achieved a First Class or Upper Second classification (HESA)	75% of first degree qualifiers at Higher Education providers in England obtained a First or Upper Second Class degree in 2016/17	0%
Success data (ii) Expressed in terms of the percentage of Undergraduate students from Areas of Low HE Participation who were expected to complete their awards and did so successfully	No comparable figure available	100% ⁴¹
Progress data (i) Expressed in terms of numbers of graduates in ministerial post (DLHE data)	No comparable data	0%
Progress data (ii) Expressed in terms of graduates accessing our professional development programme (DLHE data)	No comparable data	0%
Progress data (iii) Expressed in terms of graduates studying for further degrees (DLHE data)	No comparable data	0%

In terms of **access** our full-time figures are above national ones though lower for part time figures. In terms of **success** the 0% outcome results from the single student figure completing the degree programme, though all 3 disabled students were successful in

³⁹ This percentage represents five students.

⁴⁰ For the purpose of this table disabled students are classified as those in receipt of Disabled Students Allowance.

⁴¹ This percentage represents five students. The success data (ii) rate at Spurgeon's College as a whole was 84%.

completing their awards. In terms of **progress** the return relates again to the single student figure.

6. Care Leavers (CL)

[No data available]

In our 2016-2017 data collection cycle we did not collect data on care leavers as we had no internal or statutory reporting requirements for such data. However in light of *data futures* and the increasing requirement to collect additional data, we have extended our course registration form to capture care leaver data. Therefore we will be able to supply this data going forward in future access and participation plans.⁴²

We anticipate that our work with care leavers will develop and that we will benefit from the research and training events offered by the National Network for the Education of Care Leavers (NNECL).

1.3.2 Additional URG categories

We have identified three categories which present the College with particular opportunity or challenge:

1. Refugees (R)

Reason for interest	Available data
Location of College – refugee centre in Croydon. Staff expertise and commitment to refugee initiatives locally, nationally and globally. Constituency looking to the College to take a lead in providing help to this group lacking opportunity in the UK.	Success: students whose entry data indicated refugee status graduated with a Diploma HE at this College in 2017. We intend to capture this information at the point of registration from 2019 onwards.

2. People with specific learning difficulties and mental health problems⁴³

Reason for interest	Available data ⁴⁴
Many students access help from our Learning Support Department and ask for special consideration from our Special Cases Committee. Particular intersection with ethnic groups in terms of success.	Information collated by the Special Cases Committee. We intend to capture this information at the point of registration from 2019 onwards.

3. Children of military families (M)

Reason for interest	Available data ⁴⁵
Experience of military life of our current Principal. Opportunities for progression into military chaplaincy roles.	Success: Students whose fees were paid by Enhanced Learning Credits Administration Service (ELCAS) successfully completed their planned studies in 2017.

⁴² See table relating to provision of bursaries in 2.3.1 below which highlights our commitment to helping care leavers into Higher Education.

⁴³ This group is kept distinct from those students identified in 1.3.1 table 5 as the Equality Act 2010 defines disabled students as those whose physical or mental impairment has substantial and long term negative effects on your ability to do “**normal daily activities**” (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>). This is distinct from specific learning difficulties and mental health issues which bring challenges specifically in the area of **learning**.

⁴⁴ The data in this table is anecdotal. Much information related to this category is privileged and held confidentially.

⁴⁵ We do not know how many other students were ex-forces or from military families but not in receipt of Enhanced Learning Credits Administration Service (ELCAS) funds.

1.3.3 Summary

In response to the data and commentary sections above our assessment of our performance to 2016-17 is summarised by the following headlines:

We are **satisfied** with our performance in relation to the following Under-Represented Groups:

- Mature students (across the student life-cycle)
- Black students (access)

We are also satisfied with our overall contribution to student's progression after graduation. We know that the majority of our graduates take up professional roles in ministerial positions (progress data (i); footnote 7 above). During their first year in these roles they are not permitted by the Baptist Union of Great Britain to begin further study programmes. However, we would like to strengthen our contribution to the graduate progression performance (progress data (ii) and (iii)).

We recognise **the need to perform better** in relation to the following Under-Represented Groups:

- Non-white students (success)
- Young white male students (18-20 year olds) from Areas of Low Higher Education Participation (access)
- Disabled students (access)
- Students from low household income/low socio-economic (LS-E) (progress – data (ii))

We believe the College can make **a significant contribution** in the future in relation to the following Under-Represented Groups:

- Refugees (access)
- Military families (access)⁴⁶
- Students with mental health issues (success)

We have identified **a number of weaknesses** that need to be addressed to benefit all Under-Represented Groups. In particular a high priority for the future is to develop a **schools outreach programme** as this would benefit Under-Represented Group access (see section 2.4 below). We are also aware that we need to develop the capacity of our **Learning Support Department** in order to ensure success among our diverse student body (see section 2.2, T16a_01). In terms of progression we need to develop our provision for non-BU graduates and also for Baptist Union graduates post-Newly Accredited Ministers studies.⁴⁷

1.4 Assessment of current performance

The College is committed to continued improvement in both addressing the gaps identified and building on our strengths. The data provided relates to the academic year 2016-17. In this section we provide some illustrative examples of initiatives we have taken in the academic years 2016-17 and 2017-18 and those already planned for the academic year

⁴⁶ The College intends to explore in 2019 the potential of forming a partnership with a military charity in order to develop a bespoke programme targeted at a distinct and identifiable part of the military family with the intention to increase access from this Under-Represented Group into Higher Education.

⁴⁷ The College provides ongoing development training for Newly Accredited Ministers (NAMs) – see section 2.2 target T16b_01 below.

2018-19. This will provide evidence of a trajectory of commitment to continuous improvement which in turn provides the background to the targets for 2019-20 (Part 2) and the five year plan detailed in the accompanying Resource Plan.

Year	Target URG ⁴⁸	Student Life Cycle stage	Proactive Initiatives	Desired Outcomes
16-17	All	Access	UCAS registration	Attract diverse applications from Under-Represented Groups
	ALP, LS-E, E, SLD, R	Access	Development of access courses	Students without formal academic qualifications aspire to and gain access to our designated courses
	D	Access; Success	Improved disabled access and accommodation	Attract disabled students; facilitate their ease when studying with us
	All (esp SLD, D)	Success	Launched Learning Support Department and employed a part-time member of staff to head the department	All students receive appropriate learning support to meet their needs
	All	Progress	Annual interviews offered to all Open Option students to encourage personal development planning	Students prepared well for successful future in employment
17-18	All	Access	Open Days revised and Open Mornings/Evenings introduced to facilitate attendance by single parents, carers, shift workers	Attract more applicants from Under-Represented Groups
	All	Access; Success	Begin to investigate trusts and other sources of scholarships and bursaries for Under-Represented Groups	Attract more applicants from Under-Represented Groups
	All	Success	Recruited a team of volunteers for the Learning Support Department	All students receive appropriate learning support to meet their needs
	All (esp SLD; D)	Success	Recruited a Virtual Learning Environment administrator to facilitate the introduction of increased variety of resources available on Moodle (audios/ videos/ powerpoint slides/ notes) targeting preferred learning styles and conforming to Universal Teaching Design principles	Students succeed in their studies and a more 'level playing field' for Under-Represented Groups is created
	E, R	Success	Advised students of free online resources (e.g. Massive Open Online Course (MOOC UoReading; uefap website) designed for English as an	English as an additional language (EAL) learners reach their potential in their studies

⁴⁸ In this column the following abbreviations introduced in 1.3.1 and 1.3.2 are used: ALP = Areas of Low HE Participation; LS-E = Low household income/low socio-economic status; E = Particular ethnicities; M =Mature Students; D = Disabled Students; CL = Care Leavers; R = Refugees; SLD = People with specific learning difficulties and mental health problems; M = Children of military families.

	All	Access; Success; Progress	additional language (EAL) learners BA Curriculum Review commenced with a priority to make content, delivery, assessment and learning more varied, attractive, useful and inspiring for Under-Represented Groups	Under-Represented Groups will be inspired by our courses and this will improve access, success and progression outcomes for Under-Represented Groups
	All	Progress	Career section on Moodle introduced	Students are informed and inspired by job opportunities
	All	Progress	Alumni access to learning resources secured through new subscriptions	Alumni access and benefit from continued learning and profession development
18-19	All	Success	Fee waiver for Study Skills online unit for all incoming students	Students are prepared well for commencing Higher Education
	ALP, LS-E, E, SLD, R	Access	Regional delivery of access course (Equipped To Minister)	More students without formal academic qualifications aspire to and gain access to our designated courses
	All	Access	New College website designed giving more deliberate focus to diversity and equality principles; provision for mature and disabled students; targeted bursaries	Attract more applicants from Under-Represented Groups
	All	Access; Success, Progress	Budget planning to establish future Spurgeon's College's URG targeted scholarships and bursaries	Attract Under-Represented Groups and encourage their success
	All	Progress	Plan a future national conference for NAMs to include more development opportunities for graduates	Our graduates benefit from a co-ordinated programme for continuous professional development and networking
	R, E	Access	Develop further links with those in South London training Iranian leaders among the Persian diaspora (Elam Ministries; Dr Malcolm Patten)	Meet immediate needs of this ethnic group and raise aspirations about accessing Higher Education

While these initiatives that have arisen naturally from our intent and ethos as a College indicate that we are already on a journey towards narrowing the gap for Under-Represented Groups, we realise that we need to be (i) more intentional about allocating resources to the identified target groups and stages in a student's life-cycle; (ii) more deliberate in monitoring success in terms of target outcomes. These conclusions are consistent with the Higher Education Academy "What works?" report which emphasises that activities to reduce gaps in access, success and progression for Under-Represented Groups should aim to enhance student engagement and belonging (through supportive peer and staff-student interactions) relations; develop students' capacity as successful higher education learners; and provide an higher education experience that is relevant to students' interests and future goals. This report identifies among the main obstacles to equality in educational opportunity: early disengagement from education; poorer educational opportunities prior to Higher Education; concerns about completing and benefiting from Higher Education; and difficulties in securing financial support (extracted from https://www.heacademy.ac.uk/system/files/hub/download/what_works_2_-_summary_report.pdf). With this research as its backdrop Part 2 will detail our measurable and realistic gap-reducing targets.

Part 2: Ambition and Strategy: Access, Student Success and Progression measures

2.1 Introduction

This is the first time Spurgeon's College has specifically allocated financial resources to a programme of access and participation measures which are targeted across the student lifecycle. It is essential therefore that, given that we are a small and specialised College, our strategy is:

- supported by a careful evaluation and monitoring process (see sections 2.3.2 and 2.7 below)
- enhanced by increased collaborative working (see section 2.6 below)
- aligned with our wider policies (see section 2.8 below).

Our assessment of our current performance has resulted in focused targets as summarised in this table:

URG targeted	Life-cycle stage	Target Reference
BAME students	Success	T16a_01
Young white male students from ALP	Access	T16a_03
Disabled students	Access	T16a_04
Students from low household income/low socio-economic (LS-E)	Progress	T16b_01
Refugees	Access	T16a_02

Prior to the implementation of this plan we have not engaged in any outreach activities but we recognise that this needs to be rectified (see section 2.4 below). The intent described in sections 2.4 and 2.5 below intends to strengthen our provision for Under-Represented Groups as a whole by developing our internal expertise, sector awareness and interaction with those who model good practice.

Our proposed financial support packages are aimed at increasing the provision of targeted bursaries and scholarships for Under-Represented Groups. This intention is motivated by the recognition that financial incentives can be instrumental in attracting students from Under-Represented Groups to Higher Education and then motivating them towards continued success which in turn aids progression (see 2.3 below).

2.2 Targets

This section outlines the targets we have adopted for the next five years as a result of our self-assessment. Although these targets build on our ethos and intent as a College, they are all new targets and are wide-ranging in scope and ambitious in intent as we are eager to achieve measurable and prompt results. The measures which are listed indicate our planned supporting activities in the year 2019-20. As this is our initial Access and Participation Plan we envisage that some changes will need to be made to the milestone figures detailed in the Resource Plan in subsequent years.

Target T16a_01 Increase the percentage of Black Asian Minority Ethnic (BAME) students achieving 1st class and 2:1 degrees

Lifecycle stage: Success	Under-Represented Group targeted: Ethnicity
--------------------------	---

This target draws on data presented in part 1 but it has also taken into account other internal evidence that suggests that the College needs to do more to enable Black Asian Minority

Ethnic (BAME) students to reach their academic potential. For example, BAME students who have not received sufficient induction into the conventions of academic English find themselves facing malpractice/poor practice panels which normally lead to mark penalties; our pastoral support personnel indicate that BAME students need frequent reassurance about their academic abilities in relation to written work; and reports from the Learning Support Department indicate that they are struggling to meet the needs of BAME students who often require time-intensive interventions.

Measures

Develop our Learning Support Department capacity and expertise to support BAME students for whom English is an Additional Language (EAL) in terms of personnel and training through increased levels of investment.⁴⁹ In **2019-20** we intend to increase Learning Support Department staffing levels by 50%; secure appropriate EAL⁵⁰ training for staff; strengthen oversight and monitoring of the department's effectiveness; introduce a pre-sessional 'English for Academic Purposes' summer school for EAL students entering Higher Education.⁵¹ These interventions will be targeted towards providing additional support to EAL students (and prospective students) from BAME groups who are enrolled on (or about to embark on) qualifying courses. Students were particularly enthusiastic about these measures and reflected from their own experience that a buddy mentoring programme should also be considered for support for students from particular ethnicities. This would encourage student involvement with the implementation of the Access and Participation Plan targets. Students also suggested we introduce taster days to try to encourage BAME students to enrol and find confidence through meeting other students with whom they identify.⁵²

Target T16a_02 Increase the number of students with refugee status accessing our courses

Lifecycle stage: Access	Under-Represented Group targeted: Refugees
-------------------------	---

We consider Spurgeon's College to be in a unique place to contribute to the Office for Students aims to improve representation from this group within Higher Education. This is due to the College's location as well as its established connections with refugee organizations whose work we believe reflects our own ministry and outlook, linking well with the work of many churches to which our graduating students will progress. This means that student involvement with this ministry will extend beyond their student days. Evidence suggests that the provision of scholarships may be a key factor in enabling refugee access to Higher Education.⁵³

⁴⁹ The measures associated with this target will also benefit Low Socio-Economic background students (see 1.3.1, table 2 above).

⁵⁰ English as an Additional Language

⁵¹ See 'Improving the degree attainment of Black and minority ethnic students' (joint publication from the Higher Education Academy (now Advance HE) and the Equality Challenge Unit) that demonstrates the value of a proactive learning support framework.

<https://www.ecu.ac.uk/wp-content/uploads/external/improving-degree-attainment-bme.pdf>

⁵² These priorities are in line with the six prioritised actions identified in 'Exploring the Black and Minority Ethnic (BME) Student Attainment Gap: What Did It Tell Us? Actions to Address Home BME Undergraduate Students' Degree Attainment' by Dr Susan Smith, Leeds Beckett University, *Journal of Perspectives in Applied Academic Practice*, vol 5, issue 1, 2017, pp.58-57. For further confirmation about the value of mentoring see

http://webarchive.nationalarchives.gov.uk/20120804224233tf_/http://sitetest.idea.gov.uk/idk/core/page.do?pageld=8038754&aspect=print

⁵³ See the report by the Refugee Support Network, 'I Just Want to Study: Access to Higher

Measures

Develop further intentional collaborative work with the organizations HopeTowns and Peaceful Borders with a view to developing an access programme for those from a refugee background with leave to remain in the UK. Such work will enable the personal contact and assessment of individual needs that evidence shows are the most effective means of enabling participation in Higher Education by people from Under-Represented Groups, including refugees, through suitable access programmes.⁵⁴ In **2019-20** we will make provision for one member of staff to dedicate one day per month to develop this partnership. We will also provide fee waivers as outlined in the Resource Plan. We will make contact with the Refugee Support Network and draw on their London-based training events for practitioners seeking to help young refugees face the challenges of accessing, remaining and progressing in Higher Education.⁵⁵ Students suggested that we also plan for future years to look at whether we can do more to support refugees in their search for permanent accommodation.

Target T16a_03 Increase the number of admissions of young white male students (18-20 year olds) from Areas of Low Higher Education Participation (ALP)

Lifecycle stage: Access and Success	Cross sectional Under-Represented Group targeted: Young white male students from Areas of Low HE Participation
-------------------------------------	--

Spurgeon's College attracts a high percentage of mature students across Under-Represented Groups but the flip side of that is that young students are under-represented, especially those from the category recognized as being most under-represented, white

Education for Young Refugees and Asylum Seekers', February 2012 (https://hubble-live-assets.s3.amazonaws.com/rsn/attachment/file/19/2012_Jan_Comms_Publications_I_just_want_to_study.pdf). The report was based on a range of research papers and on the experiences of 39 refugees and asylum seekers. The report highlighted both the benefits of higher education for this group and the challenges they face in seeking to enter it. One of the report's recommendations (p. 15) was that universities should 'facilitate access to education through granting more fee waivers for asylum seeking young people', following the example of some that were already doing so.

For anecdotal evidence see Amr, 'From a Syrian refugee to a UK university student', *THES* February 13, 2018 (<https://www.timeshighereducation.com/student/blogs/syrian-refugee-uk-university-student>).

Amr writes: 'I asked [the volunteers who welcomed me after my arrival in the UK] whether I would be able to study here and complete my education. They told me about the costs and I started to lose hope because I couldn't afford the fees and I couldn't apply for a loan because I had not been in the country long enough. But later, the volunteers found out that the University of Hertfordshire offered a special scholarship for refugees.'

⁵⁴ Carla Minsky, 'Do widening participation schemes work? Students share their stories', *THES* March 3, 2016 (<https://www.timeshighereducation.com/student/news/do-widening-participation-schemes-work-students-share-their-stories>). This article includes the testimony of Mohammed Baraka Nassor, a refugee from Zanzibar who was granted indefinite leave to remain in the UK in 2011. He enrolled on the New Beginnings course at the University of East London, which asks students 'to reflect not only on their academic aspirations, but also on the practical side of studying at university, including living costs and financial arrangements.' The article concludes thus: 'For all students who have gone through access schemes, the most fundamental factor in their success is receiving personalised attention and support. And that need certainly does not disappear once students have got into higher education. Participation at university is an ongoing process, and, at least according to students themselves, is best fulfilled by ensuring that studies match up with individual needs and aspirations.'

⁵⁵ See <https://www.refugeesupportnetwork.org/resources/3-access-to-higher-education-for-young-refugees-training-for-practitioners>).

working-class males.⁵⁶ A small specialised College like our own allows for a well-targeted outreach programme into our local community in order to raise aspirations. It also fits with our plans to offer extra-curriculum activities on our site (see sections 2.4 and 2.5 below).

Measures

Develop a student recruitment strategy that targets 18-20 year olds from the specified Under-Represented group. 12 out of 214 UK domiciled students (Alternative Provider Student Return 2016-17) were not yet 21 when they enrolled. 11 of these were male; 8 classed themselves as white; 0 came from Areas of Low Higher Education Participation. While continuing to seek to attract students from the whole population, we want to focus on raising the proportion of males from Areas of Low Higher Education Participation. We see the provision of appropriate recreational facilities as vital to this and will adapt site development plans and budget accordingly (e.g., gym, games room, sports and leisure equipment). Research has demonstrated the benefits of such activities for students.⁵⁷ We will also consider the introduction of “school leavers” open days. Our students suggested that we work with local churches and ask them to nominate two young people with leadership potential to visit the College/ access courses. We will consider implementing this while at the same time ensuring that local churches are aware of the cross-sectional Under-Represented Groups we seek to target.

Target T16a_4 Increase the number of disabled students accessing our courses

Lifecycle stage: Access [+ Success]	Under-Represented Group targeted: Disabled
--	---

Spurgeon’s College operates with a firm commitment to diversity and equal opportunities (see section 2.8 below). However, it is noticeable that disabled students⁵⁸ are underrepresented in terms of accessing the College’s courses, especially those courses offered on site and focused on ministerial training.⁵⁹ The Baptist Union’s Disability Justice

⁵⁶ A widening participation practitioner, Anne-Marie Canning from King’s College, London, has recommended that the Office for Students should ‘place a top priority on higher education access for white working-class boys, who are the most under-represented group in higher education, as well as white working-class girls.’ See HEPI Report 106, ‘Reaching the parts of society universities have missed: A manifesto for the new Director of Fair Access and Participation’ ed. by Paul Clarke and Diana Beech, May 2018 (https://www.hepi.ac.uk/wp-content/uploads/2018/05/HEPI-Brightside_WP-Manifesto-for-OfS_FINAL-Report-106.pdf), pp. 23-24. See also OfS, ‘Supporting social mobility through higher education access, success and progression’, January 2018 (<https://www.officeforstudents.org.uk/media/1326/bd-2018-jan-41-ofs-approach-to-social-mobility.pdf>), para 23: ‘We should be particularly concerned to: improve access for white male students from disadvantaged backgrounds, given their low entry rates’.

⁵⁷ These include ‘[for institutions] positive effects on student recruitment, retention, and satisfaction and the opportunity for recreation programs to support academic programs directly. For students, benefits include increased academic success, smoother transitions to college, better mental and physical health, lower levels of stress and anxiety, better and more numerous social connections, better intra- and interpersonal skills, increased environmental sensitivity, and better connectedness to nature and to place.’ See abstract of Andre, Elizabeth & Williams, Nathan & Schwartz, Forrest & Bullard, Chris. (2017). Benefits of Campus Outdoor Recreation Programs: A Review of the Literature. *Journal of Outdoor Recreation, Education, and Leadership*. 9. 15-25. 10.18666/JOREL-2017-V9-I1-7491.

⁵⁸ For the purposes of this target we are adopting the definition of “disabled student” from the Equality Act 2010: “If you have a physical or mental impairment that has substantial and long term negative effects on your ability to do **normal daily activities**”. This is distinct from specific learning difficulties and mental health issues which bring challenges specifically in the area of learning (see section 1.3.2).

⁵⁹ This underrepresentation seems consistent with figures from other Christian denominations - see the survey of Church of England ordinands in training conducted by the Ordinands Association in 2017 which found that

Group has been instrumental in highlighting the experience of students training for Baptist Union ministry. One of its members, David Beech, produced an article entitled “Disability and ministry formation” in which he highlights physical accessibility of College buildings, disability awareness and sensitivity as key to his successful training experience. He also ruefully comments: “the process of ministerial formation included courses on gender and racism awareness but nothing on disability awareness” and, “I do feel there is probably still work to be done so that those actively or passively marginalised by society are given level access to explore their gifts and callings in the life of the church—including ministry”.⁶⁰

Measures

In 2019-20 we intend to complete the process of designing a new degree programme which will include new units, including a focus on disability theology (see section 2.5.2 below). We also intend to (i) take professional advice about maintaining and improving our wheelchair accessibility as our site is developed; (ii) ensure our website profiles our commitment to disabled students; (iii) invest in assistive technology that will benefit all our disabled students (distance learning or campus based). Initially this will take the form of the introduction of *panopto* (lecture capture software).⁶¹

Target T16b_01 Increase participation of graduates from low household income/low socio-economic (LS-E) status backgrounds in our professional development programme

Lifecycle stage: Progression	Under-Represented Group targeted: graduates from LS-E
------------------------------	---

For many years the College has provided a programme of professional development for Newly Accredited Ministers (NAMs) in order to encourage a pattern of lifelong learning. Our NAMs include representation from all Under-Represented Groups but we want to see improved representation particularly from our graduates with Low Socio-Economic status backgrounds in order to improve their progression opportunities. We want to offer a more developed and structured programme of professional ministerial development while also extending our post-graduate provision for our non-vocational/open option alumni so that employability options for all our graduates continuously improve. Due to our location and the longevity of our experience in post graduate training we believe we are in a good place to contribute to the Office for Students aims to raise progression standards.

Measures

Developing our professional development programme to embrace the ongoing professional development needs of our diverse graduates, including those from Low Socio-Economic status backgrounds, is in line with current research.⁶² In **2019-20** we intend to extend our provision for all alumni (including our open option students); partner with regional Baptist leadership teams to facilitate a nation-wide professional development programme for Newly Accredited Ministers; and budget to invest in this intent going forwards.

16 out of 250 respondents has a physical disability (32 had a specific learning difficulty)

<https://www.churchtimes.co.uk/articles/2018/6-july/features/features/ordinations-disabled-but-enabled>

⁶⁰ See Baptist Ministers’ Journal, October 2014, vol 324, pp11-14.

⁶¹ The University of Greenwich produced a report entitled ‘Panopto: the Potential Benefits for Disabled Students’ which concluded as an outcome of its research that, “there is also particular focus on ensuring that the University’s disability team is aware of the system’s potential to support students with a wide range of disabilities” (<https://journals.gre.ac.uk/index.php/compass/article/view/283/332>).

⁶² Mackay concludes that educators need to elevate “the long-term value of professional development that enhances well-being, supports empowerment and supports individuals’ ability to contribute to society”, see e.g., Margaret Mackay (2017) Professional development seen as employment capital, Professional Development in Education, 43:1, 140-155, DOI:10.1080/19415257.2015.1010015

Target T16b_02 Lead research projects relating to Under-Represented Groups, church life, training and leadership

Lifecycle stage: Success [+ Access, Progression]	Under-Represented Group targeted: Particular Ethnicities
---	---

As a research-centred institution we want to lead research which will enhance the experience of Under-Represented Groups in our sector (theological Colleges). We are eager to meet the specific training requirements of potential leaders of single-nation churches which are being formed in the London area. In recent years we have trained some church leaders in Myanmar Christian Fellowship network and the New Malden based Korean Community. These students have enriched our learning community and we have enabled them to access Higher Education vocational training which has addressed their needs. Other research projects are emerging, for example, we are beginning to reflect on the spirituality of refugees and the leadership/training needs demanded by their life experiences.⁶³ In due course such research would feed into our College and curriculum development.

Measures

Develop a rolling programme of research into the experience of Under-Represented Groups in our sector (theological Colleges). In **2019-20**, building on our relationships with Elam Ministries and Dr Malcolm Patten who have identified the desperate need for training Iranian leaders/pastors/evangelists among the Persian diaspora,⁶⁴ we intend to investigate the potential of appointing a research lead to pursue our interest in training people for leadership in Iranian churches in our locality given the exponential growth of the community and its declared need for trained leaders.⁶⁵ We will need to consider the financial commitment in terms of research leave for staff, scholarships for research students, involvement of our present students in such projects, as well as the potential for further collaboration.

Target T16b_03 Introduce a sustained programme of collaborative staff training events targeting provision for Under-Represented Groups across Colleges in our sector

Lifecycle stage: Access	Under-Represented Group targeted: Military Families
-------------------------	--

⁶³ While there are a number of reports (academic and popular) on the spirituality of refugees and migrants, and the need of spiritual leadership among them, peer reviewed academic studies from a Christian perspective is less evident, suggesting the need for active research. Marshall, Katherine et al. (2018) Religious roles in refugee resettlement: Pertinent experience and insights, addressed to G20 members, Economics Discussion Papers, No. 2018-11, Kiel Institute for the World Economy (IfW), Kiel (<https://www.econstor.eu/bitstream/10419/174588/1/1013729722.pdf>) nevertheless identifies the significant role “religious entities” have in addressing inadequacies in humanitarian aid, yet also how “religious factors and contributions are poorly understood and insufficiently taken into account by policy makers and in think tank analyses”.

⁶⁴ See <https://www.elam.com/page/training-leaders>

⁶⁵ See Annabelle Sreberny and Reza Gholami, ‘Iranian Communities: A Research Report’ (London: SOAS, 2016) (<https://www.soas.ac.uk/lmei-cis/events/file113142.pdf>) that concludes “The growing size and diversity of Iranians living in Britain would seem to speak to the need for and capacity to support a range of community and cultural organizations” (p.33); and a 2014 article by the Evangelical Alliance that notes that “Estimates suggest there are between 2,000 and 3,000 Iranian Christians in Britain, compared with a 1,000 eight years ago and just 100 a decade before that ...The majority of Iranians in the UK are asylum-seekers.” (<https://www.eauk.org/idea/church-growth-the-real-story.cfm>).

Single-discipline Colleges represent a fairly small niche sector within Higher Education. Our good working relationship with similar providers has been nurtured over many years. We are in particular close contact with other Baptist theological Colleges but also have regular contact with Colleges representing other denominations of the Christian Church. To date joint ventures have included acting as examiners or advisors, sharing of research and conference participation. However, we have not held collaborative staff training events which have focused specifically on tackling issues related to Under-Represented Groups in Higher Education.⁶⁶ We believe such collaboration is crucial as together we pursue an access and participation agenda – not least because collaboration will help us to increase coverage of relevant topics, avoid duplication and be a prudent use of our financial resources.⁶⁷

Measures

Develop a collaborative staff training programme, with at least one event being held each academic year, specifically targeting the needs of Under-Represented Groups in Higher Education. In 2019-20 we intend to focus such training on improving access to students from military families. This ongoing collaborative staff training programme will, we hope, foster understanding and narrow the gaps for Under-Represented Groups across the student life-cycle in our sector Colleges.

Target T16b_04 Improve employability outcomes for care leavers

Lifecycle stage: Success	Under-Represented Group targeted: Care leavers
--------------------------	--

This target aims to improve employability outcomes for care leavers by proactively increasing the opportunities for external personnel who have experience of the care system (personally or professionally) to engage with our student body. In the light of the numerous reports that confirm the positive outcomes of “employer engagement” in Higher Education institutions⁶⁸, and in recognition that care leavers often experience particular challenges when it comes to securing employment, we will ensure that such external representation offers good role models in terms of their employment profile in order to raise confidence and aspirations among student care leavers. While the College Governors have been very mindful of the need for external personnel to reflect the gender, age and ethnic diversity of our student body, we do not have information relating to other characteristics like life-story measures and employment status.

Measures

During the academic year **2019-20** the governors will evaluate external representation across the College’s operations and in so doing will seek to make new appointments, if required, with the specific aim of improving the success outcomes for those among its student body who are care leavers. The intention is to recruit individuals who have experience in the challenges facing care leavers. Such people would be appointed to roles which allow *either* interaction with students in a way that will stimulate aspiration and self-belief, *or* meaningful contributions to discussion of policy and practice that would contribute

⁶⁶ The importance of staff training in this respect has been confirmed by several studies. See the literature review in Gwen Lawrie and others, ‘Moving Towards Inclusive Learning and Teaching: A Synthesis of Recent Literature’, *Teaching & Learning Inquiry*, 5/1 (2017), 1-13 (p. 9)
<<https://files.eric.ed.gov/fulltext/EJ1148444.pdf>>

⁶⁷ A good model, though admittedly on a different scale, is the collaborative staff training of the Utrecht Network about ‘optimising support for refugees in higher education’: <http://www.utrecht-network.org/news/staff-training-week-optimizing-support-refugees-higher-education/>

⁶⁸ See http://www.bbk.ac.uk/linkinglondon/resources/employability-engagement-1/report_Feb2010_Strategies_for_Effective_HEEmployer_Engagement_SWHigher_Skills_report.pdf, p. 13 ; https://www.qaa.ac.uk/docs/qaa/about-us/employer-engagement-report.pdf?sfvrsn=8ce2f581_8

to that end. The governors will particularly seek out such individuals who have experience in employing care leavers, whether in secular or ministerial contexts.

2.3 Financial Support:

2.3.1 Increasing the provision of targeted bursaries and scholarships for Under-Represented Groups

Spurgeon’s College has for many years operated a number of bursary schemes for students. Some of these are privately funded (from trusts or individuals). Students are able to apply for these bursaries and such applications are considered by the bursary committee. Ministerial students can also apply for Baptist Union (BU) bursaries. We recognise the need to promote bursaries and scholarship schemes providing cash or fee waivers on our College website for the benefit of applicants as well as to continue to give full information on our internal platform (Moodle) for active students.⁶⁹ We also believe it will be essential to monitor the impact of these student support packages on a regular basis (see section 2.3.2 below). In the case of applicants from military families we intend to supplement the provision of scholarships for this Under-Represented Group by considering the University of Winchester’s toolkit targeted at improving access to Higher Education for children of military families and by pursuing our desire to become signatories to the Armed Forces Covenant.⁷⁰ This Under-Represented Group is of particular interest to us as our present College Principal brings a wealth of experience and expertise of military life. We also have seen increased opportunities for our graduates to enter sector ministries like military chaplaincy and we believe children from military families might assume an important role in filling the gaps in such ministry opportunities post-graduation.

For these reasons we aim to establish a sponsorship scheme that will benefit students across the life cycle in particular Under-Represented Group categories. Staff hours will need to be allocated specifically to this task. In **2019-20** Spurgeon’s College will offer the following:

Fee Waiver	Full time - Care leavers ⁷¹	£2000
Fee Waiver	Full time - Students from Asian ethnicities	£2000
Bursary	Full time - Student with household residual incomes up to 25,000	£4000
Scholarship	Full time - Refugee	£4000
Bursary	Part time - Student with household residual incomes up to 25,000	£1000
Bursary	Part time – children from	£1000

⁶⁹ This is in line with the expectations expressed by the Higher Education Policy Institute 2014 <https://www.hepi.ac.uk/wp-content/uploads/2014/02/37NationalBursaryfull.pdf> : “The director of OFFA was therefore encouraged to be ‘robust in expecting more, in financial support and outreach activity, from institutions whose records suggest they have furthest to go in securing a broadly-based intake of students’. In its guidance to institutions, OFFA advised that it expected the ‘majority’ of financial support targeted at under-represented groups to be offered as cash or as fee waivers”.

⁷⁰ The OFFA Topic Briefing commends the University of Hull’s commitment to offering a bursary or scholarship to members of the Armed Forces Community as part of their covenant commitment, <http://webarchive.nationalarchives.gov.uk/20180511111620/https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/students-from-military-service-families/>

⁷¹ See OFFA briefing on care leavers which commends “Targeted fee waivers, bursaries or scholarships, and priority access to hardship funds” see <http://webarchive.nationalarchives.gov.uk/20180511112414/https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topic-briefing-care-leavers/#support>

	military families	
Hardship funds	All students	£2000

In addition we intend to work with the Brethren International Church of Christ (BICC) in the UK and welcome students in receipt of Mennonite Trust bursaries. BICC works among some of the most deprived and marginalised people groups in the UK; their congregations have many immigrants and asylum seekers from sub-Saharan Africa (e.g. Zimbabwe and Tanzania). Our students urged us to consider resurrecting our relationships with the Church in Ghana by the promotion of an appropriate sponsorship scheme.

2.3.2 Financial Support Evaluation

At the end of the academic year 2019-20, we intend to use an adapted version of the survey questions provided in the Office For Fair Access (OFFA) toolkit for evaluating the impact of our financial support packages (see <https://www.offa.org.uk/wp-content/uploads/2018/02/Financial-support-evaluation-toolkit-survey-questions.pdf>). This toolkit will be adapted to meet the nuanced needs of our institution. For example, some of our students undertake paid employment roles as part of the professional training package. We will need to evaluate how this financial arrangement may be significant in terms of student outcomes, across the student life cycle, paying particular attention to Under-Represented Groups. Students receiving financial support will be expected to contribute to this evaluation process; this will be explicit in the Terms and Conditions of awards. The outcome of this survey, together with any insights gathered from semi-structured interviews or informal conversations, will feed into monitoring the processes outlined in 2.7 below. We will develop a process of statistical analysis, tailored to the characteristics of our institution, which will facilitate a successful mechanism for evaluating the institute's financial support for students. The financial support packages we propose in 2019-20 will be evaluated in a timely and effective way for necessary changes to be implemented expeditiously. We will evaluate our institution's findings in the light of findings across the sector.⁷²

2.4 Attainment Raising Ambition: Initiate outreach work with local primary and secondary schools

2.4.1 Primary School

To date Spurgeon's College does not have an early years outreach programme. However, we are eager to rectify this and contribute to raising attainment and aspirations in our local community. We are located close to a local state primary school which has the following profile:

Cypress Primary School has 724 pupils, is a non-selective academy and the 2016 Ofsted report (prior to the school becoming an academy) shows its status as 'requires improvement'. 23% of pupils do not have English as their first language, and 16% of pupils are eligible for free school meals (National Average 15%). The 2016 Ofsted report states that the proportion of disabled pupils and those pupils who have special educational needs is higher than average, as is the proportion of pupils from minority ethnic heritages. The school shows below average score of 57% in the number of key stage 2 pupils meeting the expected standards for reading, writing and maths. For disadvantaged pupils this figure drops to 47%, and to 42% for those pupils for whom English is an additional language. The school is situated within Crystal Palace and Upper Norwood ward, but a significant part of its catchment comes from South Norwood ward, where 17% of the population have no qualifications and only 29% have qualifications of level 4 and above (Office for National

⁷² For example, UWE Bristol has published the results of their study into the financial support packages they offer and has concluded, "the results of this study show very clearly that bursaries are effective in reducing the disadvantage that students from low income households and other difficult backgrounds might face in succeeding at university", <https://info.uwe.ac.uk/news/uwenews/news.aspx?id=3821>.

Statistics 2011). The index of multiple deprivation shows that 60% of South Norwood ward falls in the top two most deprived deciles in the country. The school states that they want to spend their pupil premium to address barriers to education for this group by: “Funding educational experiences for eligible children that enhance the curriculum and engender a life-long love of learning.”⁷³ Evaluations of existing programmes, such as the Bournemouth Children’s University,⁷⁴ have indicated that targeted approaches to primary school students resulted in increased student interest in higher education.⁷⁵ Further, a programme promoted by the National Collaborative Outreach Project (NCOP) at Newman University, Birmingham to specifically address Higher Education institution engagement with young people from disadvantaged backgrounds, is targeted to working ‘with pupils on raising their aspirations, building a rapport with pupils and seeing them respond and be passionate about their future’.⁷⁶

We have a historically significant building, interesting artefacts and a diversified woodland area which has good educational potential. We intend to work with Cypress Primary School and build on its own desire to raise educational aspirations. We want to open up our site to local primary school children and support their learning and also expose them to Higher Education possibilities for their own futures.

During the academic year 2018-19 we will appoint for the first time a voluntary school’s outreach coordinator (who will report to an internal member of staff) to begin the process of developing relationships with our local primary school. The Office for Fair Access’ (OFFA) Topic Briefing ‘Raising attainment in schools and colleges to widen participation’⁷⁷ lists learning enrichment opportunities as an activity that is likely to produce short term gains in terms of a student/teacher/institution’s characteristics which will in turn lead to medium term increased attainment and in the longer term increased access to Higher Education. In 2019-20 we anticipate that we will hold our first ‘School Visit Day’ and utilise our woodlands and buildings to provide a good educational experience for primary aged pupils. We will work with the school to design an appropriate method of evaluating the outcomes of such ventures, initially concentrating on short term outcomes in terms of characteristics associated with increased attainment. We will build on this initiative in future years as our partnership develops. For example we could investigate making our indoor and outdoor spaces available to school children at more regular intervals; investigate the potential for input into school’s governance; determine whether our students could support the school’s activities; offer training for staff. Our subsequent Access and Participation Plans (from 2020-21 onwards) will include an outcome focused target related to primary school outreach.

2.4.2 Secondary School

To date Spurgeon’s College does not have any outreach work targeting secondary schools. However, we are eager to rectify this and contribute to raising attainment and aspirations in our local secondary school. We are located close to a local secondary school which has the following profile:

Harris Academy South Norwood is a mixed 11-19 academy with 1872 pupils. A large majority of pupils are from minority ethnic groups and a larger than average number of pupils

⁷³ See <http://www.pegasusacademytrust.org/cypress-primary-school/information/pupil-premium>

⁷⁴ <https://www1.bournemouth.ac.uk/news/2017-03-10/bu-kicks-bournemouth-children-s-university-pokesdown-primary-school>

⁷⁵ See the summary of a presentation by Dr Alex Wardrop at the OFFA-Warwick Symposium in March, 2016: <https://research.bournemouth.ac.uk/wp-content/uploads/2017/05/Wardrop-Warwick-OFFA-Symposium.pdf>

⁷⁶ See the article from Newman University: <https://www.newman.ac.uk/news/newmans-lewis-hickman-gives-back-local-community-ncop-project/>

⁷⁷ <http://webarchive.nationalarchives.gov.uk/20180511112330/https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topic-briefing-raising-attainment/>

speak English as an additional language. A much lower proportion of pupils than the national figure receive support for special educational needs and/or disabilities. The school accepts pupils at risk of exclusion through Croydon's fair access panel (Ofsted 2017). The school is rated outstanding by Ofsted and shows above average progress at key stage 4, with 96% of pupils staying in education and 44% gaining grade 5 or above in English and Maths GCSE. The school is situated within South Norwood ward, where 17% of the population have no qualifications and only 29% have qualifications of level 4 and above (Office for National Statistics 2011). The index of multiple deprivation shows that 60% of South Norwood ward falls in the top two most deprived deciles in the country.

The National Collaborative Outreach Programme (NCOP) recognises the valuable part higher education institutions might play particularly in the following goals '1) Double the proportion of young people from disadvantaged backgrounds in higher education by 2020; 2) Increase by 20 per cent the number of students in higher education from ethnic minority groups; 3) address the under-representation of young men from disadvantaged backgrounds in higher education'.⁷⁸ Further, homework clubs meeting in accessible locations have been shown to provide significant improvement in student engagement, particularly in the case of disadvantaged and refugee students.⁷⁹ Through the work of the NCOP, programmes promoting better targeted student engagement have been established.⁸⁰

During the academic year 2018-19 we will appoint for the first time a voluntary secondary school liaison officer (who will report to an internal member of staff) to investigate the potential of working with the Harris Academy South Norwood to raise aspirations and attainment. In **2019-20** we anticipate that we will be in a position to offer study days for A-level Religious Studies students (including tutorials/ use of library facilities) and launch an annual school leavers "Into Higher Education" day. Such activities are listed by the Office for Fair Access (OFFA) as those which are likely in the first instance to see improvement in characteristics which are associated with both attainment and gaining access to Higher Education.⁸¹ In the future we hope to embark on a capital build which will enable this ambition to be fully realised by constructing a well-equipped self-contained building which can be used by secondary school pupils in a variety of ways (e.g., as a location for a school homework club for years 7-11). Building on the research undertaken by the Sutton trust which has established the connection between great teaching and student success we would like to consider offering collaborative teacher training events for secondary school teachers and Higher Education teachers based around its findings.⁸² The success of such initiatives would need to be measured over the short, medium and long term and evaluation methods would need to be developed on a collaborative basis. The Office for Fair Access' (OFFA) topic briefing indicates that attainment at key stage 4 (GCSE) is a key predictor of likely participation in Higher Education so the long term outcome of raised GCSE results will be a significant marker of the success of these initiatives. Our subsequent Access and Participation Plans (from 2020-21 onwards) will include an outcome focused target related to secondary school outreach.

⁷⁸ For further information, see: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/national-collaborative-outreach-programme-ncop/>

⁷⁹ <https://www.cmy.net.au/sites/default/files/Best%20practice%20case%20studies%20of%20homework%20clubs.pdf>

⁸⁰ <https://www.birmingham.ac.uk/news/latest/2016/12/4.5m-to-help-disadvantaged-pupils-in-the-West-Midlands-enter-higher-education.aspx>

⁸¹ <http://webarchive.nationalarchives.gov.uk/20180511112330/https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/topic-briefing-raising-attainment/>

⁸² See the Sutton Trust report 'What makes great teaching?' (2014), <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>

2.5 Additional background information relating to curriculum development

Our access and participation aims are also supported by planned innovations in our teaching programmes which are targeted across the student life-cycle and towards various Under-Represented Groups.

2.5.1 Master classes and evening classes

We intend to introduce a sustained programme of master classes/evening classes which aims to (i) raise aspirations and access to Higher Education in our local community; (ii) offer our own students from low socio-economic backgrounds a programme which will increase their employability potential. We are keen to retain our specialist identity as a confessional theological College, however, we are open to using our facilities in appropriate ways to the benefit of our students and the local community. Among our learning community is a range of subject expertise – some of which is pertinent to our specialism (for example, learning a second language is a desired skills because theological research students benefit from having modern language skills and our graduates include those who are involved in employment/ministry overseas). Providing local, accessible and affordable creative master classes will be of great benefit to Under-Represented Groups, in particular those on low income or with caring responsibilities.

Research undertaken by the Workers' Educational Association (the largest voluntary sector provider of adult education in England and Scotland) and the Oxford University Department of Experimental Psychology has shown that participants on evening courses experience “a greater feeling of control over their lives and more willingness to take on new challenges”, including exploring further education opportunities.⁸³ One recent study concluded that “regular adult education classes involving creativity can enhance well-being and help community integration regardless of the subject studied.”⁸⁴

The cognitive and overall health benefits of evening language classes have been well established by numerous studies. For instance, it has been demonstrated conclusively that even encountering a second language for one hour a week can have significant benefits for native English speakers, including more creative and flexible problem-solving abilities and improved skills in reading and spoken English.⁸⁵ Second language acquisition also leads to “increased self-awareness and maturity”, which are key elements to success in Higher Education.⁸⁶ Moreover, learning foreign languages creates new opportunities for the ability to communicate in several languages is among the key skills needed to meet labour market demands.⁸⁷ Similarly, Teaching English as a Foreign Language (TEFL) classes aimed at improving the speaking, listening, reading and writing abilities of those for who English is a

⁸³ <http://www.ox.ac.uk/news/2016-09-20-health-benefits-evening-classes-revealed>

⁸⁴ Eiluned Pearce, ‘Participants’ perspectives on the social bonding and well-being effects of creative arts adult education classes’, *Arts & Health: An International Journal for Research, Policy and Practice* Volume 9 (2017), 42–59.

⁸⁵ Istvan Kecskes and Tuende Papp, *Foreign Language and Mother Tongue* (New York: Taylor and Francis, 2016).

⁸⁶ Vivian Cook, *Second Language Learning and Language Teaching*, Fifth Edition (London: Routledge, 2016), 8–12.

⁸⁷ See, for example, the 2014 Council of the European Union report, *Conclusions on Multilingualism and the Development of Language Competences*, which notes that, “Language competences contribute to the mobility, employability and personal development of European citizens.” See: https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142692.pdf

second language helps learners to integrate into the wider society and enables them to qualify for enrolment in Higher Education institutions.⁸⁸

In **2019-20** we intend to investigate the possibility of offering master classes (e.g., in Public Speaking; German; Russian; Career Planning; Philosophy; Financial Planning; TEFL; Digital Literacy) as the first stage of our commitment towards developing a rolling “extra curriculum” programme.

2.5.2 *The re-design of our internal degree programme*

During 2017-18 we embarked on an extensive review of our academic programme for our Undergraduate degree. The curriculum review group identified among its goals: “to deliver an undergraduate curriculum that is a positive experience for **all our students**; meets their expectations and training needs; and helps them to fulfil their individual potential”. There is a clear commitment to introducing inclusive, diverse, and innovative course content which will represent the interests of Under-Represented Groups and attract, inspire and aid the practical, theological and spiritual development of its diverse student body.⁸⁹ This process of curriculum review is continuing in 2018-19. By the end of the academic year **2019-20** we aim to have reached the point where we can launch a new degree programme which will include new units and themes across the curriculum, including units on equality, justice, global awareness, sociology, disability theology. This may necessitate the employment of additional part-time tutors with specialist interest in these areas and this will be an item included in future budget setting.

2.6 Further initiatives

2.6.1 Our Access and Participation ambitions will benefit from developing further collaborative projects in the future. Some collaborative initiatives are mentioned in 2.3 above. In addition we are particularly interested in pursuing the possibility of working with Office for Students National Collaborative Outreach Programme (NCOP) London, not least due to our proximity to New Addington, one of the 8 wards in South London which has been identified as an area of high deprivation and low participation in higher education and where numbers of learners progressing to higher education based on GCSE attainment is lower than expected. Some initial contact has been made with the project leads which we hope to build on in 2019-20.

2.6.2 Given that in 2018-19 we established a hub for our access level Equipped to Minister course in Histon, Cambridgeshire, we intend in 2019-20 to build on this initiative by making available a general study skills course in this locality which would support the government’s initiative regarding increasing social mobility through education in Opportunity Areas, namely the Fenland and East Cambridgeshire district.

⁸⁸ <https://www.thecompleteuniversityguide.co.uk/international/learn-english-in-the-uk/why-learn-english-in-the-uk/english-language-tests-and-requirements/>

⁸⁹ The role of curriculum development in inclusion is an under-studied area. Yet, there are a number of studies that suggest that if all students can recognise their interests in the curriculum that can foster inclusion and academic success. Christine Hockings, ‘Inclusive learning and teaching in higher education: a synthesis of research’, *EvidenceNet* (April 2010), 1-67 (pp. 23-27) <https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_1.doc>; Gwen Lawrie and others, ‘Moving Towards Inclusive Learning and Teaching: A Synthesis of Recent Literature’, *Teaching & Learning Inquiry*, 5/1 (2017), 1-13 (p. 6) <https://files.eric.ed.gov/fulltext/EJ1148444.pdf>; Cf. ‘Using a value added metric and an inclusive curriculum framework to address the black and minority ethnic attainment gap’ <https://www.officeforstudents.org.uk/media/bacc8217-0abd-46a0-9d3e-9ad6970e52e3/kingston-poster.pdf> [accessed on 08/11/2018]

2.6.3 Both these intentions are targeted towards raising aspirations and participation in higher education among students from areas of low participation, low household income and low socio-economic status.

2.6.4 Success rates are good at Spurgeon's College but we want to ensure that they continually improve. We have a strong pastoral support provision (pastoral tutors, internal and external chaplains, Churches Ministerial Counselling Services, mentors and placement supervisors) but we have noticed a rise in students suffering from stress and mental health issues as evidenced by statistics from our Special Case Committee.⁹⁰ Published national statistics highlight a 210% increase in university dropouts among students with mental health problems from 2009/10 to 2014/15 and this trend is likely to continue.⁹¹ On occasions staff members feel ill-equipped to deal with mental health issues and for this reason we will arrange more specific training for all our staff. We also will explore extending our provision of support services for our students – especially independent services where confidentiality is assured. Both these initiatives will provide opportunity for collaborative working with appropriate bodies.

2.6.5 We will therefore increase and improve student support services for students facing mental health issues. In **2019-20** we aim to (i) provide training for all the College's pastoral tutors and the Learning Support Department's staff on 'mental health and student success';⁹² (ii) investigate the potential of hosting an independent Counselling service at the College.⁹³ The success of these initiatives will be measured in terms of a decrease in the number of students who report stress and mental health issues as factors which contribute to lack of success.

2.7 Monitoring and Performance Strategy

Monitoring and evaluating performance in relation to the targets and measures we have adopted is critical for a small institution like ours. It is critical to our ethos, identity and aims that we improve our access and participation performance on a continuous basis and use our financial resources in a targeted and effective manner in order to do so. Our monitoring and evaluation aims to inform policy development, make us more accountable and influence our practice.

2.7.1 Evaluation of individual activities and financial support packages will be undertaken primarily by the College's Access and Participation Plan Monitoring Group (APPMG), supported by the Academic Board, Quality Assurance Committee, Admissions Committee,

⁹⁰ 27% of those who applied to the Special Cases Committee for essay deadline extensions cited stress or mental health issues as a reason for their application. Our anecdotal evidence is in line with UK reporting. For example, see the report published by Sheffield Hallam University 'The mental health of university students in the United Kingdom' "In the UK, the actual incidence of mental disturbance is unknown, although university counselling services report increased referrals (Association of University & College Counselling, 2011)". The report concludes, "Students need to be psychologically healthy if they are to get the most out of their education and move confidently into employment" (<https://shura.shu.ac.uk/6449/1/>)

⁹¹ <https://www.mentalhealth.org.uk/blog/declining-state-student-mental-health-universities-and-what-can-be-done>

⁹² The benefits of such training is affirmed by attendees at Bournemouth University, Mental Health Awareness Events, see. <https://www.ecu.ac.uk/casestudies/reasonable-adjustments-bournemouth-university-mental-health-awareness-events/>. It is likely that staff training will be planned which will address the needs of students with Specific Learning Difficulties (see report by York Consulting and University of Leeds on students with Specific Learning Difficulties commissioned by Higher Education Funding Council of England (HEFCE) <http://webarchive.nationalarchives.gov.uk/20180319114951/http://www.hefce.ac.uk/pubs/rereports/year/2015/spld/>)

⁹³ Such an initiative is explored in Understanding Adjustments: supporting staff and students who are experiencing mental health difficulties; a research report from the Equality Challenge Unit. https://www.ecu.ac.uk/wp-content/uploads/2015/02/ECU_Understanding-adjustments.pdf

and the Equality and Diversity Monitoring Group. The APPMG will provide an annual monitoring and evaluation report that will be examined by the Principal and Heads of Departments before being presented to the Board of Governors. This report will focus on two tasks:

(i) the provision of empirical evidence on which the senior management and Board can evaluate whether the College is on track to meet its stated targets, ambitions and goals.

(ii) an evaluation of the measures being used to support the College's access and participation goals. In particular the report will:

- highlight what measures are working well in closing the gaps
- offer suggestions about what could be improved
- be informed by new external research into effective measures and their implementation
- be informed by internal research into the effectiveness of the institution's activities which support access and participation
- offer recommendations on the basis of its findings about any innovations and consolidation activities required in terms of future practice.

2.7.2 Performance will be evaluated by means of:

- the ongoing collection of data in relation to the access, success and progression of students from Under-Represented Groups at Spurgeon's College, mapped against national and sector statistics to evaluate our performance
- the ongoing collection of student views through (i) the unit, end of year and end of course evaluation forms; (ii) exit interviews and end of year interviews conducted by College tutors
- where relevant to specific targets, the results of the financial support evaluation survey (detailed in 2.3.2 above)
- where relevant to specific targets, the views collated from collaborative partners and researchers and partner schools and Colleges regarding the impact of targets and measures.

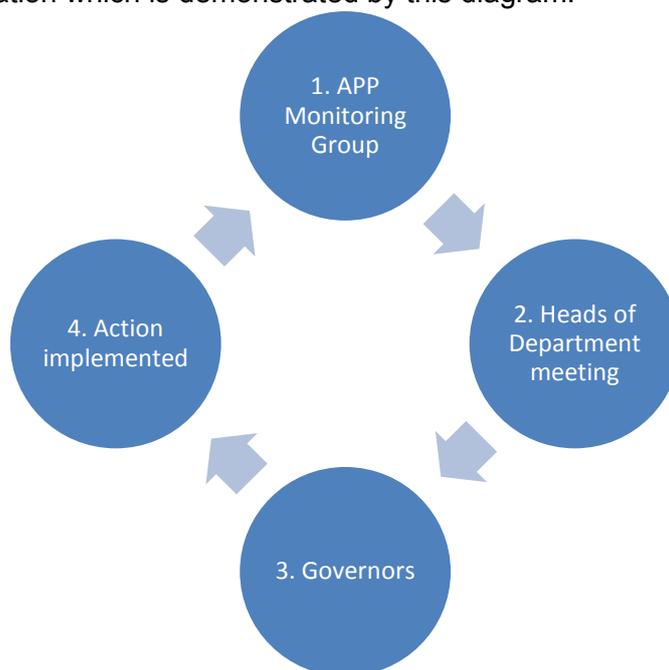
2.7.3 We anticipate that it may be necessary to introduce new data mechanisms to assist in evaluating some targets in the future. For example, we anticipate that we will need to improve our capacity to break down data into cross-sectional groupings (see details in section 2.2 under each target heading). This will likely involve:

- comparison of prior attainment against the most recent data – we would expect a steady improvement in performance
- identifying outcomes according to the following classifications – we would expect to see short term gains within one year of implementing this plan; medium gains within 5 years; long term gains within 5-10 years

Primary Outcomes	Short term gains (changing characteristics that are associated with narrowing the gaps for Under-Represented Groups e.g., academic confidence; aspiring towards Higher Education) Medium term gains (1-5% improvement for Under-Represented Groups across the student life-cycle) Long term gains (sustained above 5% improvement for Under-Represented Groups, across the student life-cycle)
Secondary Outcomes	Short term gains Medium term gains Long term gains

- conducting impact assessments on an annual basis for each target to assist in determining future funding allocation

2.7.4 Our Access and Participation Plan is wide ranging and benefits from a whole-College approach to its evaluation which is demonstrated by this diagram:



1. The Access and Participation Monitoring Group (APPMG) meets twice each year to evaluate available evidence of progress towards targets and to reflect on the achievements of the measures and activities in the Access and Participation Plan (see 2.3.1 above). The APPMG produces an annual report for the Heads of Departments using the APP Monitoring and Evaluation Report Form.
2. Heads of Departments meet to assess the report focusing on both the degree to which targets have been met and the evaluation of present activities and measures. They identify actions required in order to improve future practice which they record on the Access and Participation Plan Monitoring and Evaluation Form and communicate accordingly with relevant staff.
3. The APP Monitoring and Evaluation Form (now including the Heads of Departments' input) is sent to the Governors. This will enable the Governors to evaluate whether the College is making sufficient progress in regard to closing the gaps for specified Under Represented Groups. The Governors will record their own observations and/or instructions to the Principal and Heads of Departments. The instructions will be based on the evidence they have received about progress towards targets and the evidence gathered about the effectiveness of measures and activities. The instructions by Governors will set the agenda in terms of improved practice going forward into the next academic year.
4. Action will be overseen by the Heads of Departments and implemented by relevant staff. Completion of identified actions will be recorded on the Access and Participation Plan Monitoring Form and forwarded to the Principal to sign off.

2.7.5 The APP Monitoring and Evaluation Forms will instruct the Access and Participation Plan updating and review process. This will take place annually. The APPMG will be responsible for the implementation of this review process. At each stage of the monitoring cycle personnel will consider:

- Increasing target milestones where targets have been successfully reached and /or are not ambitious enough
- Addressing slow, no or negative progress in reaching gap reduction targets

- Adding new targets
- Revising and adding new measures and activities
- Increasing student involvement in designing, implementing and monitoring the Access and Participation Plan.

2.7.6 Student Involvement in and ownership of the Access and Participation Plan monitoring and evaluation processes is considered essential (see also 1.2 above). Student views will be canvassed by the use of monitoring and evaluation surveys (see 2.3.2 above); they will be partners in terms of the plans implementation (see for example targets 16a_01 and T16a_02). Student representation is routine across our internal committees (see 1.2 above); at least two students will sit on the Access and Participation Plan Monitoring Group; and outcomes of Access and Participation Plan monitoring and evaluation will be available to students through the College's Virtual Learning Environment (VLE) platform (Moodle). Furthermore Heads of Departments and Governors (see stages 2 and 3 in the diagram at 2.7.4) will ascertain the views of students as they fulfil their roles in monitoring and evaluation and implementing changes for future practice. Student Representatives will be asked to draw students' attention to the APP and the Student-Staff Liaison Committee will also ensure that at least annually the gathered student body will have opportunity to feedback ideas and concerns relating to the access and participation agenda of the College. The minutes of such meetings will be made available on the VLE platform (Moodle).

2.7.7 Where appropriate, outcomes related to Access and Participation Plan monitoring will be communicated within our sector in order to facilitate dissemination of learning and good practice. This will intentionally promote collaborative working and research across the sector of theological education.

2.8 Interaction with other policies

2.8.1 Equality and Diversity Strategy

Our Access and Participation Plan is closely linked to the College's mission, vision and values (see 1.1 above). It is also aligned with our Diversity and Equal Opportunities Policy which itself is aligned with the Equality Act 2010. To date we have not conducted a formal Equality Impact Assessment although the College has, in a variety of ways reviewed the effectiveness and adherence to our Equality policy. The primary body for doing this to date is the College's Diversity and Equal Opportunities Monitoring Group which is chaired by the College Principal. This group's activities are supported by the College's Anti-Harassment Policy and Complaints Policy. The group consists of representatives of internal staff and students and Higher Education staff, as well as external stakeholders who bring expertise and personal experience of issues facing Under-Represented Groups.

In 2019-20 we will initiate two new steps to ensure that the College remains aligned to its Equality and Diversity strategy:

1. The Governance group that approves all revised and new policies, regulations and procedures documents will measure all such proposals against Equality Impact Assessment priorities
2. The Diversity and Equal Opportunities Monitoring Group will trial various approaches to Equality Impact Assessment and make recommendations in relation to future practice and implementation.

The College Principal will continue to address all new students and invited staff during orientation week via his keynote lecture entitled "Equality and Inclusion". This lecture is made available to all members of the College community, with its supporting resources, on the College's Moodle platform. The aim of this lecture is to set out expectations that will foster good relationships and promote a positive learning environment for all those with protected characteristics covered by the Equality Act 2010. It illustrates our commitment to Public Sector Equality Duty.

2.8.2 Other relevant policies

The College has adopted a rolling programme of policy review. In particular the following policies will be reviewed with the intention of explicitly aligning them with the provisions of this Access and Participation Plan: Admissions Policy; Anti-Harassment Policy; Bursary Policy; Diversity and Equal Opportunities Policy; Complaints Policy; Disability Statement and Special Educational Needs Guidelines; Fees and Refund Policy; Freedom of Speech Policy; Public Information Policy; Research Ethics Committee TOR; Security-Sensitive Research; Visa Policy.

The interaction between our policies and our ethos enable us to maintain an explicit organisational commitment to improving access and participation across the student lifecycle while engaging staff and students across its structures and at all levels.

Part 3: Investment

We intend to allocate 35.9% of our higher fee income to access and participation in 2019-20. This amounts to an investment figure of **£45,330**. This percentage and sum has been agreed because although our student body is well-represented by Under-Represented Groups we are ambitious about what we want to achieve.

In 2019-20 we envisage that our total expenditure on our access and participation targets will be divided as follows and have concluded that this is a fair distribution of our resources in the light of our self-assessment of performance:

Target type	% of higher fee income	Investment sum
Access	6.4	£8016
Success	13.1	£16532
Progression	3.8	£4782
Investment in financial support	12.7	£16000

In addition the College administers Baptist Union bursaries for ministerial students and further privately funded/ trust fund support packages.

Part 4: Provision of Information to Students

This Access and Participation Plan will be accessible to students through the following means:

- The College's website will publish the full Access and Participation Plan for the benefit of all prospective and current students
- The College's internal Moodle Platform will publish a copy of the Access and Participation Plan for the benefit of current students (and internal staff)
- The College's Moodle Platform will frequently release relevant news items relating to this Access and Participation Plan
- The Student Reps will receive regular updates regarding the Access and Participation targets and measures through their regular meetings with the College Principal and Director of Operations
- Students will be actively involved in monitoring and reviewing the Access and Participation Plan (see section 2.7.6 above)
- Results of evaluation exercises which relate to our Access and Participation Plan will be published on our website.

Individual provisions within the Access and Participation Plan will be communicated clearly and openly to students. To support this intention the presentation and scope of information on our website will be enhanced when our new website is launched in September 2018. In particular we will have a designated "Finance" section for students which will bring together

all relevant information about fees and fee plans, refunds, scholarships, bursaries and student loans. In particular we will ensure that any external provision for Under-Represented Groups of which we are aware will be detailed on our website (for example, care leavers starting Higher Education may be entitled to a minimum one-off bursary of £2000 under the Children and Young Persons Act 2008 financed by their Local Authority; Disabled Students may be entitled to Disabled Students' Allowances; some trust funds target learners from Areas of Low Participation). We will be transparent about the ways in which students can apply and are assessed for internal bursaries and scholarships. The clarity and comprehensiveness of the website information will be continuously reviewed and updated in line with our Public Information Policy. In addition:

- Individual student's contracts will give full and individualised fee information in compliance with consumer protection law (see submission for Condition C1).
- All students will receive a copy of the College's Terms and Conditions (which will also be available on the College's website and on Moodle) which explains relevant policies (e.g., refund policy) (see submission for Condition C1).
- The Student Protection Plan will be published on the website and on Moodle (see submission for Condition C3).
- All students in receipt of bursaries/ scholarships or fee waivers will be given full information about the terms and conditions of the award they receive (including the duration of payments or fee waivers; the expectation that recipients of bursaries/scholarships/fee waivers will help us evaluate their impact, see 2.4 above). We will never reduce the financial support package agreed on admission but may increase it if conditions allow us to do so.
- We will provide all relevant information to the Universities and Colleges Admissions Service (UCAS) and Student Loan Company (SLC) in a timely and accurate manner so applicants have reliable information available to them through these services.

Spurgeon's College
February 2019

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Fees amounts will remain the same throughout the duration of your course.

Full-time course type:	Additional information:	Course fee:
First degree	Bachelor of Arts (Hons) in Theology (Church-based)	£8,889
First degree	Bachelor of Arts (Hons) in Theology (College-based)	£8,889
First degree	Bachelor of Arts (Hons) in Theology (Open option)	£7,818
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE	Certificate of Higher Education in Theology	£8,889
CertHE / DipHE	Diploma of Higher Education in Theology	£8,889
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- Bachelor of Arts (Hons) in Theology (Church-based)	£4,764
First degree	- Bachelor of Arts (Hons) in Theology (College-based)	£4,764
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE	- Certificate of Higher Education in Theology	£4,764
CertHE / DipHE	- Diploma of Higher Education in Theology	£4,764
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

