

# Nazarene Theological College

## Access and participation plan 2025-26 to 2028-29

### 1. Introduction and strategic aim

- i. Nazarene Theological College (NTC), founded in 1944, is a validated college of The University of Manchester, offering courses in the broad area of Theology. Previously falling under the designation of an 'alternative provider,' the College has some 250 students (110 FTE), of whom about 55% are undergraduate. Its validated awards are offered at undergraduate, taught postgraduate, and research degree level.
- ii. As a small college, with a range of programmes, statistical information needs to be supported by qualitative narrative: at times, numbers are so small that they are not statistically significant; and on occasion, provision of data on students in specific categories could risk identifying students.
- iii. Student fees at the College are currently (2024-25) set at £9,000 for each full time student (UK). The College reviews its fees annually with a view to adjusting them, subject to maximum fee limits, in line with RPI-X.
- iiiv. As the data below reveals, the natural student demographic of a theological college is rather different from that of a public university: this presents opportunities and challenges, many of which are particularly focussed around access, participation, progression, and completion. As a result, the goals articulated in this Access and Participation Plan reflect very closely the institutional goals of the College: part of the College's strategic vision is "An emphasis on supporting communities on the periphery of society [which] means that our reach into areas traditionally not accessible to Higher Education and people who typically would not access it is a key focus. We work closely with partners to help people who have a desire to learn to access education at a level that enables them to flourish and not fail. From there we cultivate and incubate opportunities for some of those students to enter Higher Education from a non traditional entry point."<sup>1</sup>

### 2. Risks to equality of opportunity

The College has undertaken an assessment of risk to equality of opportunity, in light of student characteristics drawn from the OfS 'Equality of Opportunity Risk Register,'<sup>2</sup> and has identified the student characteristics which this Access and participation Plan will address:

- i. Mature Students: NTC reports that 81.2% of its undergraduate students registered in 2023-24 were classified as mature students (aged 21 or over) when they started their studies. This compares with a national average of

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<sup>1</sup> NTC Vision 2030: Educational Context (Paragraph 28)

<sup>2</sup> <https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/>

38% (data for 2021-22<sup>3</sup>) of the student entrant population. The attendant risk associated with mature students is multiple. Mature students are more likely than younger entrants to have non-traditional entry qualifications, so do not have the traditional academic scaffolding of A-levels. They have often been out of the educational system for many years, and so have a high level of anxiety about possessing the skills necessary to thrive in the HE environment. As older students they have a greater range of personal and family responsibilities, whether those are parental duties, financial commitments, or other factors. The nature of theological study tends to attract mature students, many of whom respond to a vocational calling later in life. It is the goal of the College to keep this percentage consistently high – well above the national average. This does, however, mean that systems and structures need to offer the support needed by this particular demographic. The particular risk categories potentially experienced by mature students include the following (again, identified by the OfS ‘Equality of Opportunity Risk Register’): Knowledge and skills (to enable access); information and guidance (to make informed choices about HE); perception of higher education; insufficient academic support; insufficient personal support; mental health risk; cost pressures; progression from higher education to suitable employment. While this risk is real, the College has had long-term success in managing this risk, and outcomes for mature student have been in line with those of all students over many years. With this in mind, this APP has not targeted specific intervention strategies for this group.

- ii. Ethnicity: Just over 30% of overall NTC undergraduate students report non-white ethnicity, slightly higher than the national average, of 27%. A detailed breakdown of ethnicity is outlined below (Table #1) for admission year 2023-24. NTC has previously identified a *success gap* at degree level for its non-white students, with these students (2019-2021) performing, on average, 6.9% lower than white students. In 2023-24, the gap had reduced to 3.9% (though with small numbers, the statistical significance of the data is uncertain), very close to the original goal of the 2022 APP of 3.8%. This remains an area of focus: for non-white students, there are typically several ‘intersections of disadvantage’: for many, English is not a first language, their early schooling was not in the UK, and was often disrupted by social unrest. For others, their economic hinterland, as reflected by their household income and socio-economic status, has proven an obstacle. The College has developed strategies to address some of these risks, but others are not within the purview of the institution to resolve. The particular risk categories potentially experienced because of student ethnicity include the following (again, identified by the OfS ‘Equality of Opportunity Risk Register’): Knowledge and skills (to enable access); information and guidance (to make informed choices about HE);

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<sup>3</sup> <https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/higher-education-facts-and-figures-2023/students>

perception of higher education; insufficient academic support; insufficient personal support; mental health risk; cost pressures; progression from higher education to suitable employment. Since the College's Widening Participation agenda is also attempting to increase numbers of non-white students, the success gap is an area of continued concern, and so there is a specific intervention focussed on this group.

2023-24 Entry	White British	White Other	Black African /British	Asian British	Indian	Asian	Not Given
100%	53%	12.5%	15.6%	3.2%	6.25%	3.2%	6.2 %

*Table 1: 2023-24 NTC UG Admission by Ethnicity*

- iii. Disabled students: NTC has a total of 31.9% of students with a declared disability (2023-24), significantly higher than the national average of 16%<sup>4</sup>. Table #2 indicates the distribution of disabilities for the 2023-24 intake at NTC. NTC reported that in 2019-2021 there was a performance gap of less than 3%, taken over a four-year period. In the period 2021-2023, this performance gap had reduced further still, to 1.96%. However, since NTC continues to have a significant percentage of students with an acknowledged disability, this remains an area of focus, and so maintaining a high standard of support continues to be a priority. The particular risk categories potentially experienced by students with a disability include the following: information and guidance (to make informed choices about HE); perception of higher education; insufficient academic support; insufficient personal support; mental health risk; cost pressures; progression from higher education to suitable employment. Although intervention strategies have proven effective, the increasing numbers of students in this category means it remains a focus of intervention.

2023-24 Entry (% With a declared disability)	Dyslexia	Dyspraxia	ADHD	PTSD	Physical Disability	Multiple disability
32% of UG admissions	10.7%	7.1%	7.1%	3.6%	14.2%	14.2%

*Table 2: 2023-24 NTC UG Admissions by declared disability*

- iv. Students from low participation neighbourhoods (as determined by postcode/polar quintile): Table #3a, below, reveals the following information: currently, 40% of all undergraduates at NTC are from POLAR 4 quintiles 1 & 2 (the most under-represented), against a national

<sup>4</sup> <https://www.hesa.ac.uk/data-and-analysis/students/table-4>

benchmark (2023-4) of 26.9%. In 2015-17, the ‘success gap’ for students at NTC from low-participation neighbourhoods was 6.8%. In 2023-24, the success gap for these students was 2.53% (see Table #4) – slightly ahead of the target set in NTC’s 2019 APP. The College is using Polar 4 Quintiles 1 and 2 as a measure of disadvantage because of small overall numbers. However, looking at AdultHE data (where data on those holding an HE award is triangulated against postcode), NTC has an even higher proportion of students from low participation neighbourhoods (see table 3b). The particular risk categories potentially experienced by students from low participation neighbourhoods include the following OfS-identified categories: Knowledge and skills (to enable access); information and guidance (to make informed choices about HE); perception of higher education; insufficient academic support; insufficient personal support; mental health risk; cost pressures; progression from higher education to suitable employment. Since NTC’s Widening Participation agenda is specially identifying those traditionally excluded from HE, support for such students remains a high priority, and so intervention is required.

NTC UG Population (Current)	Polar Quintile 1 (most under-represented)	Polar Quintile 2	Polar Quintile 3	Polar Quintile 4	Polar Quintile 5 (least under-represented)
(Not including N/A )	21%	19%	21%	21%	18%

*Table 3a: Percentage of NTC UG Population from Underrepresented Polar Quintiles*

NTC UG Population (Current)	Polar Quintile 1 (most under-represented)	Polar Quintile 2	Polar Quintile 3	Polar Quintile 4	Polar Quintile 5 (least under-represented)
(Not including N/A )	29%	25%	21%	10%	16%

*Table 3b: Percentage of NTC UG AdultHE Population from Underrepresented postcodes*

Performance of Graduating Students	Polar Quintile 1 & 2 Average Grade (Most underrepresented)	Overall Average Grade	Success Gap
2015-17	53%	59.8%	6.8%
2023-24	61.38%	63.91%	2.53%

Table 4: Performance Gap for students from low participation neighbourhoods

- v. Commuter students: There is not a single agreed definition for what constitutes a 'commuter student'.<sup>5</sup> In some cases, it identifies all those who do not live in university accommodation. Given that definition, 88% of NTC students are commuters: they do not live in College accommodation. But there is a wider issue for those who have a lengthy commute to their institution: for NTC, 37.7% of all students have a home address in a postcode that is more than 15 miles from the campus, with a significant number driving over 60 miles for a return trip. This is often because more mature students are unable or unwilling to relocate family, and so prefer to undertake lengthy commutes for study. Newbold et al observe that commuter students are more likely to be non-traditional students, and had more hours of outside employment than non-commuters<sup>5</sup>. This creates challenges for students: economic obstacles, due to costs of travel; travel-based time pressures, which limit a student's study time and family time; mental health issues, because of the stress that travel generates; issues of 'community,' to ensure that such students do not feel isolated from the resident students, but have a sense of being a valued part of the learning community. The particular risk categories potentially experienced by commuter students include the following: insufficient academic support; insufficient personal support; mental health risk; cost pressures.
- vi. Students with Parental responsibilities: The College does not currently keep statistical data on students who are the parents of young children, but the age range of students, and general narrative accounts within a small institution, indicate that a significant number of students are also parents, so carry those responsibilities. This adds to the challenges at HE level for such students, because of time demands, financial expectations, and triangulates with other categories of disadvantage. The absence of data means that the College has not at this time generated an intervention to address this group, but will act to track data in order to consider whether future intervention will be required.

Some of the student characteristics drawn from the OfS 'Equality of Opportunity Risk Register' are not identified in this plan because numbers are so small (less than 5%) that such data would endanger student anonymity, and plans designed around a demographic group would be statistically impossible to measure for significance. This does not mean that these students are overlooked, but that strategies are designed around supporting individuals, rather than targeting student cohorts.

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<sup>5</sup> Newbold, J, et al. *Commuter Students: Involvement and Identification with an Institution of Higher Education*. Academy of Educational Leadership Journal, 15,2, pp 141-153

### 3. Objectives

The College continues to affirm the following strategic aims, which serve as the foundation of this Access and Participation Plan, based on its analysis of student access and participation data:

- a. To continue its commitment to widening participation by striving to maintain the level of engagement and access from under-represented groups: mature students; non-white students; students from low participation locations; students with a disability; students who are part-time; others who experience barriers in higher education; those with multiple intersections of disadvantage.
- b. To continue its commitment to increase support to those students from under-represented groups where a success gap is evident, and maintain support where a success gap has been eliminated.
- c. To continue its commitment to enhance opportunities for progression to (professional) employment, through establishing careers partnerships and investing in placement-based learning.

The College's overall aim is to maintain its already high level of access and participation, and to focus attention on key areas of success and progression. As a result, much of the detailed strategy in this area will examine approaches to supporting students who have already been admitted to study.

The College has identified the following objectives as means of addressing identified risks to opportunity noted above.

**Objective 3.1: Widening participation:** Nazarene Theological College will work to develop access routes to study for students from non-white ethnic groups and students from low participation neighbourhoods (LPNs), with the goal of demystifying the study of theology and building capacity for those who have been typically excluded from higher education, and increasing enrolment from these groups which typically experience barriers to HE.. This is a key part of the College's ongoing commitment to widening participation by reaching marginalised populations, and builds on previous APP initiatives in the area of access. Objective: to enrol 50-80 participants in these pre-degree developmental courses, and see 5-10% of those students progress to HE admission within three years.

**Objective 3.2: Strengthening Academic and Pastoral Support.** To address the achievement gap for non-white students, students with a disability, and students from low participation neighbourhoods, the college has designed several strategies to targets issues of the antecedent learning deficit, student obstacles to learning, and issues of poor self-image and mental health. The College will aim to continue to close the success gap for graduates in at-risk categories: in particular, to reduce the success gap to under 2% for students with a disability and students from at-risk ethnic backgrounds; and to reduce the gap to below 3% for students from low participation

neighbourhoods. This is an important initiative, but numbers are small, and so data may need to be suppressed to protect the identity of students.

**Objective 3.3: Financial Support for students:** The College will address issues of student withdrawal and student anxiety caused by financial stress: those from under-represented groups in HE are disproportionately at risk of financial crisis<sup>6</sup>, and the College will identify activities to help support students when they are at their most needy.

**Objective 3.4: Supporting disability.** The College will invest in upgrading its infrastructure to improve access for those with disabilities.

**Objective 3.5: Progression to Further Study:** Enabling under-represented groups to progress to postgraduate study. The College will invest in supporting students from under-represented groups to access postgraduate study, by targeting bursary support to such students, who are typically also under-represented in postgraduate study. Currently, only 25% of NTC's postgraduate taught students are non-white, compared to just over 30% of undergraduates. The College aims to close that gap from 6% to 3%. [Up to four students receive award each year from minority ethnic backgrounds: average bursary, £1152 per student per annum; average spend: £4214 p.a. since 2022; number of recipients 3-4 per year. Students may apply annually.] This is an important initiative, but numbers are small, and so data may need to be suppressed to protect the identity of students.

## **Intervention strategies and expected outcomes**

### **Intervention strategy 1: Widening participation for non-white and LPN Students (PTA\_1, PTA\_2)**

#### **Objectives and targets**

The objective is to develop access routes for students from non-white ethnic groups, and from low participation neighbourhoods, with the goal of demystifying the study of theology and building capacity for those who have been typically excluded from higher education, and increasing enrolment from these groups which typically experience barriers to HE. The College will do this through two activities (*1.1 and 1.2, below*): *firstly*, by delivering off-site pre-degree developmental courses, in partnership with local churches and organisations, primarily for non-white ethnic groups, and for students from low participation neighbourhoods; *secondly*, by offering a range of low cost entry-level taster courses both on campus and online.

#### **Risks to equality of opportunity**

The risk to equality of opportunity is a risk to access: that students from low participation neighbourhoods and from ethnicities under-represented in HE will not be offered access routes into HE.

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<sup>6</sup> <https://www.theguardian.com/education/2022/oct/10/thousands-of-uk-students-face-financial-hardship-as-costs-rise>

## Related objectives and targets

Objectives 3.2 – 3.4 are linked to this intervention, as success in improving access to under-represented groups then requires improved support, which objectives 3.2 – 3.4 provide.

## Related risks to equality of opportunity

NA

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## Intervention strategy 2: Supporting Student Performance (PTS\_1, PTS\_2)

### Objectives and targets

The objective is to address the achievement gap for non-white students, students with a disability, and students from low participation neighbourhoods, by designing several strategies to targets issues of the antecedent learning deficit, of barriers to learning for students with a disability, and of poor self-image and mental health. The College will do this through three activities (2.1, 2.2, and 2.3 below): *first*, by extending to work of the student enhancement unit, and enlarging its team to address particular student characteristics (adding learning enhancement staff to address these specific groups. These staff members include former mature students, themselves from low participation neighbourhoods and non-white backgrounds); *second*, by supporting issues of student mental health by increasing the number of College team members who are qualified Mental Health first-aiders. *Third*, by extending pastoral care systems to include students who access these online, extending in-person groups to online groups of support<sup>7</sup>.

### Risks to equality of opportunity

The risk to equality of opportunity is a risk to completion and performance based on an antecedent learning deficit and/or on a student's poor self-image and mental health the students in these at-risk groups have inherent disadvantages because of the absence of support on their prior learning journey, and a heightened frequency of mental health incidences, so even when they access HE they are at risk of non-completion and/or of sub-optimal performance.

### Related objectives and targets

Objectives 3.1, and 3.3 – 3.4 are linked to this intervention, as this strategy interacts with improving access (3.1) and offering other means of support (3.3 and 3.4) for the student.

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<sup>7</sup> The third of these does *not* appear in the Fee Investment Target (FIT) spreadsheet because small numbers means that collecting data would risk identifying individual students



## **Related risks to equality of opportunity**

This risk of a learning deficit relates to risks to the student based on financial inequity and on an enhanced need for personal pastoral care.

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## **Intervention strategy 3: Financial Support for Students<sup>8</sup>**

### **Objectives and targets**

The College will address issues of student withdrawal and anxiety caused by financial stress: those from under-represented groups in HE are disproportionately at risk of financial crisis<sup>9</sup>, and the College will identify activities to help support students when they are at their most needy. The College will commit ongoing investment in the 'student hardship fund,' particularly important for those without the safety net of an affluent family to support them. The hardship fund targets a minimum spend of £4000 each year to assist students who find themselves in financial difficulty, with an average of £4500 given since 2022-23: students may apply up to three times in a year, with awards based on student need, and an average award of £300 – 400. The College will also continue to cover the direct cost to students of university validation costs (previously carried by students as an additional cost). This fee, first subsidised in the College's original APP, will continue to be absorbed by the College: though the fee is not included as an expenditure in this plan (due to disagreement about whether it met the category of 'fee waiver'), it was the single biggest factor in reducing withdrawal following the introduction of the first APP, and the College wants to go on record that it remains committed to this.

### **Risks to equality of opportunity**

The risk to equality of opportunity is a risk to completion and performance based on the stress caused by financial need: this intervention will help support students when they encounter conditions of financial hardship.

### **Related objectives and targets**

Objectives 3.1– 3.4 are all linked as they involve improving access to targeted groups of people and then offering the additional support that they will need in order to achieve successful outcomes.

### **Related risks to equality of opportunity**

Financial risk for students is closely allied to issues of mental health, and so this is linked to objective 3.2, which supports students' mental health.

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<sup>8</sup> These does not appear in the Fee Investment Target (FIT) spreadsheet because small numbers means that collecting data would risk identifying individual students

<sup>9</sup> <https://www.theguardian.com/education/2022/oct/10/thousands-of-uk-students-face-financial-hardship-as-costs-rise>

## **Intervention strategy 4: Improving Access for Students with a Disability<sup>10</sup>**

### **Activity for earlier intervention**

#### **Objectives and targets**

The College will invest in upgrading its infrastructure to improve access for those with disabilities. The activities here include investment in entry systems; upgrading of audio loop systems; improvement of access and egress to historic buildings.

#### **Risks to equality of opportunity**

This intervention addresses issues of equality of access to facilities for students with disabilities, continuing to invest in student-facing infrastructure in order to improve their student experience.

#### **Related objectives and targets**

N/A

#### **Related risks to equality of opportunity**

Improving access to facilities will remove obstacles to learning for students with disabilities, ensuring that they are able to make full use of learning resources on the campus.

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## **Intervention strategy 5: Supporting progression to Postgraduate Study<sup>10</sup>**

#### **Objectives and targets**

The College will invest in supporting under-represented students to access postgraduate study, by targeting bursary support to students from disadvantaged ethnic groups who are typically also under-represented in postgraduate study. [Up to four students each year from minority ethnic backgrounds: average bursary, £1152 per student per annum; average spend: £4214 p.a. since 2022; number of recipients 3-4 per year. Students may apply or re-apply annually.]

#### **Risks to equality of opportunity**

This intervention addresses issues of equality of access to postgraduate study across disadvantaged groups, by offering bursary support to such students.

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<sup>10</sup> This does not appear in the Fee Investment Target (FIT) spreadsheet because small numbers means that collecting data would risk identifying individual students

### **Related objectives and targets**

Where other initiatives address student access to and support in higher education, this initiative addresses historic under-representation in *postgraduate* study, as a means of developing future faculty who will reflect greater diversity in lecturing roles<sup>11</sup>.

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<sup>11</sup> Standing on the Outside Looking In: Underrepresented Students' Experiences in Advanced Degree Programs. (2023). United States: Taylor & Francis.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>A short descriptive name</b>	<p>A high-level description of each activity that will contribute towards reaching the objective of the intervention strategy, including:</p> <ul style="list-style-type: none"> <li>target student groups</li> <li>numbers of participants/schools (if applicable)</li> <li>if this is a new or already existing activity</li> <li>if this is collaborative.</li> </ul>	An estimate of the resources (human and financial) that will be needed to deliver the activity over the four years of the plan. Where resources are shared across departments or intervention strategies, make an estimate of the proportion that will go into this activity.	A high-level overview of the expected outcomes of the activity. These can be used to track progress and understand the impact of each activity on the overall intervention strategy objective.	Indicate if the activity will contribute to other intervention strategies.
<b>1.1 NTC Foundations</b>	<p>Deliver pre-degree developmental courses, to enable access for non-traditional students, in partnership with local churches and organisations,</p> <ul style="list-style-type: none"> <li>Aimed for students from <i>non-white ethnic groups</i>, and <i>low participation neighbourhoods</i></li> <li>Work with 2-4 partner organisations</li> <li>A pilot activity has run this year</li> </ul>	<p>Resources needed:</p> <p>Core Staffing costs: £7500 pa</p> <p>Teacher/LC Costs: £4600</p> <p>Publicity/Admin Costs: £900 pa</p> <p>Facility Use: £1000</p> <p>[Income: £4000]</p> <p><b>Net expenditure: £10,000 p.a</b></p>	<p>Expected Outcomes:</p> <p>Engagement of 60 – 80 students each year in pre-degree developmental courses</p> <p>Expectation that 60% will be supported to submit course work</p> <p><b>Expectation that 10% of these will transition to HE in the two years following study.</b></p>	Yes

<b>1.2 Taster Courses</b>	Taster entry-level courses: Offering subsidised level 3 and level 4 course units as online and in-person taster courses for students from <i>low participation neighbourhoods</i>	Resources needed:  Core staffing costs:     £4600 pa  Publicity/Admin Costs:   £900 p.a.  Facility Use:               £1000  [Income:                    £1000]  <b>Net Expenditure: 5500</b>	Expected Outcomes:  Engagement of 50-70 students each year in taster courses.  <b>Expectation that 10% of these will transition to HE in the two years following study, so 5 – 7 each year.</b>	No
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<p><b>2.1 Supporting Student Performance</b></p>	<p>Develop the student enhancement staff team to address the achievement gap for <i>non-white students, students with a disability, and students from LPNs</i> :</p> <ul style="list-style-type: none"> <li>• Learning enhancement team increased to four employees</li> <li>• At least one of the team from a visible minority</li> <li>• At least one of the team works with students in NTC Foundations to provide continuity</li> <li>• At least one of the team is alumni so has course experience</li> <li>• Work with students on the learning support register</li> <li>• This is a collaborative project with partner organisation in NTC Foundations</li> </ul>	<p>Resources Needed:</p> <p>Learning Enhancement personnel (3 part time, 1 full time):</p> <p><b>Cost: £35,217 pa</b></p>	<p>To address the achievement gap for non-white students, students with a disability, and students from LPNs. These staff deliver study skills, mentor students, and ensure equality of provision for all students. Goal: to eliminate the performance gap for mature students; <b>to reduce the gap to under 2% for students with a disability and students from at-risk ethnic backgrounds;</b> and <b>to reduce the gap to below 3% for students from low participation neighbourhoods.</b> This is an important initiative, but numbers are small, and so data may need to be suppressed to protect the identity of students.</p>	<p>Yes: links with 1.1 and 2.2</p>
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<b>2.2 Mental Health First Aid</b>	<p>The College will offer Mental Health First Aid training to faculty, staff, and student leaders, in order to better support <i>students with mental health needs</i></p> <ul style="list-style-type: none"> <li>• Aimed to support the increasing number of students who experience mental health challenges</li> <li>• This addresses all students – potentially – but offers training for 10</li> <li>• This will be an ongoing project</li> </ul>	<p>Resources needed:</p> <ul style="list-style-type: none"> <li>• <b>£3000 per annum</b> (per cohort)</li> </ul>	<p>This is to increase the competency of members of the College community for dealing with mental health issues, and so enhance the experience of students who experience mental health challenges. Aim: <b>to have up to 10 qualified team members each year.</b></p>	<p>Links with 2.1</p>
<b>2.3 Online Pastoral Care</b>	<p>This intervention will ensure that comprehensive pastoral care arrangements are available for students in an online environment, to support those students who are unable to attend in person.</p> <ul style="list-style-type: none"> <li>• Aimed for <i>mature students, commuter students</i></li> <li>• This includes over 80% of students</li> <li>• This has been piloted this year.</li> </ul>	<p>Resources needed:</p> <p>Staff appointment to support students in an online environment</p> <p><b>Cost: £5500 p.a.</b></p>	<p>This is to ensure that students at risk have a nurturing community, even when the pressure of time means they are unable to attend on-campus support sessions. Aim: <b>to have 10 – 15 students each year take advantage of the online pastoral care team,</b> and to reduce rates of withdrawal for remote learning students due to mental health issues. Data will need to be suppressed to protect the identity of students.</p>	<p>Links with Mental Health Training</p>

<b>3.1 Hardship Finance</b>	<p>This intervention will see the College support students through the Hardship fund.</p> <ul style="list-style-type: none"> <li>The Hardship Fund will target those without financial safety nets – particularly those <i>students with a disability</i> and those from <i>low participation neighbourhoods</i>.</li> <li>Students may apply up to three times a year; award based on need. Average award £300-400; average total each year since 2022 is £4500 pa</li> </ul> <p>This extends an existing APP initiative; it is not collaborative.</p>	<p>Resources needed:</p> <p>Hardship Fund: £4000 minimum</p> <p><b>Total: £4,000 p.a. minimum</b></p>	<p>This intervention offers targeted financial support to students who fall into acute need – typically those also most at risk from other factors addressed in this plan. <b>Aim: to support at least 20 students in urgent financial need, and reduce LPN student withdrawal due to financial crisis.</b> Data will need to be suppressed to protect the identity of students.</p>	<p>Yes, 2.1</p>
<b>4.1 Disability Access</b>	<p>This intervention will enable better access to historic buildings for students with a range of disabilities</p> <ul style="list-style-type: none"> <li>Aimed for <i>students with physical disabilities</i>, including visual and aural impairment</li> <li>This addresses &gt;20% of students</li> <li>This will begin with the current intake of students</li> </ul>	<p>Resources needed:</p> <p>£41,000 for renovation and development</p> <p>(Cost will be front-ended)</p> <p><b>£8,200 p.a.</b></p>	<p>This is to ensure optimum accessibility for students with identified physical disabilities. <b>Aim: Ensures all reception spaces are equipped with hearing loops, and key public spaces with door opening technology.</b> Reduce attrition rates for students with a disability. Data will need to be suppressed to protect the identity of students.</p>	<p>No</p>



<b>5.1 Postgraduate Bursaries</b>	<p>The College offers bursaries to support underrepresented students in postgraduate study.</p> <ul style="list-style-type: none"> <li>• Aimed at <i>students from ethnic minorities</i> (Emerging Theologians)</li> <li>• Offers access to 3 students each year</li> <li>• This is a continued initiative</li> </ul>	<p>Resources needed:</p> <ul style="list-style-type: none"> <li>• £12,000 (Emerging Theologians)</li> </ul> <p><b>Total: £12,000 p.a.</b></p>	<p>This is to encourage students from under-represented demographics to engage in postgraduate study. <b>Aim: To support at least 3 non-white students into postgraduate study in each year.</b> Data will need to be suppressed to protect the identity of students.</p>	<p>No</p>
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## **Total cost of activities and evaluation for intervention strategy: £83,417pa**

### **Summary of evidence base and rationale**

Extensive research supports the view that students from under-represented groups in HE face barriers at all levels: at the point of access and entry; at the point of attrition and completion; at the point of progression to graduate level employment.<sup>12</sup> A successful intervention strategy cannot simply address one of these areas of concern, but must follow the journey of the student, identifying obstacles to success, anticipating gaps in provision, and offering strategies of support to help address some of these historic injustices and inequities. It is unrealistic to suppose that any HE institution can fully offset the multiple factors of disadvantage that often face the non-traditional student, but only a multi-pronged approach can hope to move such students from exclusion to engagement and successful progression.<sup>13</sup> The strategy at Nazarene Theological College examines the particular way in which a small institution can offer a model of integrated support and intervention that is particularly beneficial to enhancing student success.<sup>14</sup>

### **Evaluation**

The following table outlines the process of evaluation: the process is that the responsible officers will prepare the data report on the APP each autumn, and will bring that report, first, to the APP Monitoring group (which includes student members), then to the College's Academic Board. An overview will also be reported to the College's Board of Governors each year (Academic Subcommittee). Although the APP Dashboard is a useful tool, the small scale of NTC's student population (in terms of UK undergraduate numbers) means that most data is suppressed to avoid risk of compromising anonymity, so internal data is used.

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<sup>12</sup> See references above and also Thiem, K.C. and Dasgupta, N. (2022), From Precollege to Career: Barriers Facing Historically Marginalized Students and Evidence-Based Solutions. *Social Issues and Policy Review*, 16: 212-251. <https://doi.org/10.1111/sipr.12085>

<sup>13</sup> Dodd, E., Ellis, S., & Singh, S. (2020). Making the invisible, visible: a twenty-first century approach to tertiary preparation, attainment and access for student equity. *International Journal of Inclusive Education*, 27(2), 167–187. <https://doi.org/10.1080/13603116.2020.1831629>

<sup>14</sup> McCall, D., Western, D., & Petrakis, M. (2020). Opportunities for change: What factors influence non-traditional students to enrol in higher education? *Australian Journal of Adult Learning*, 60(1), [89]-112. <https://search.informit.org/doi/10.3316/ielapa.228794272705890>

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<i>Short name of activity</i>	<i>Short description of outcomes</i>	<i>Type of evidence you intend to generate e.g. empirical (Type 2).</i>	<i>When evaluation findings will be shared and the format that they will take.</i>
1.1 NTC Foundations	Enabling access to HE for non-traditional students	Empirical evidence (Type 2): level of participation, evidence of progression to HE as a number and as a percentage	Report to APP monitoring group, then to Academic Board each autumn, where there is student representation. Published and available to students on VLE.
1.2 Taster Courses	Enabling access to HE for non-traditional students	Empirical evidence (Type 2): level of participation, evidence of progression to HE as a number and as a percentage	Report to APP monitoring group, then to Academic Board each autumn, where there is student representation. Published and available to students on VLE.
2.1 Supporting Student Performance	Addressing the achievement gap for targeted student groups through increased learning support.	Empirical evidence (2): level of achievement at the point of graduation for students in under-represented groups. Narrative evidence (1): survey data from students engaged with learning enhancement office.	Report to APP monitoring group, then to Academic Board each autumn, where there is student representation. Published and available to students on VLE. However, given small numbers, <i>some</i> data may need to be suppressed or aggregated to protect the identity of students.
2.2 Mental Health First Aid	Aim to increase support to students who experience mental health challenges	Narrative evidence (1): survey data from students engaged with pastoral support. Empirical evidence (2): number of persons trained in mental health first aid award	<b>None:</b> Given small numbers, data must be suppressed to protect the identity of students
2.3 Online Pastoral Care	Improve levels of student satisfaction	Narrative evidence (1): annual student survey data on effective pastoral care. Empirical evidence (2): Number of students who participate in online pastoral care; (3) comparative data on outcomes for students who participate vs control group.	<b>None:</b> Given small numbers, data must be suppressed to protect the identity of students

3.1 Hardship Finance	Reduce level of attrition/withdrawal	Empirical Evidence (2): data on uptake of hardship fund, linked to student progression.	<b>None:</b> Given small numbers, data must be suppressed to protect the identity of students
4.1 Disability Access	Enable easy student access to all parts of the institution, so improve student satisfaction.	Narrative evidence (1): survey data from students engaged with learning enhancement office. Empirical evidence (2): completion of investment tasks	<b>None:</b> Given small numbers, data must be suppressed to protect the identity of students
5.1 Postgraduate Bursaries	Aim to see level of non-white students accessing postgraduate studies increase	Empirical evidence re uptake of bursary awards and percentage of engagement.	<b>None:</b> Given small numbers, data must be suppressed to protect the identity of students

## Whole provider approach

- i. **Overview:** The College's *Strategic Framework* explicitly articulates a commitment to "develop flexible and accessible approaches to education for all, recruiting widely for a diverse student body," and to "enhance learning experiences for all students." The NTC 'Vision to 2030' document affirms this strategy, underlining a commitment to 'be flexible, accessible, and offer excellent support structures', and 'to broaden accessibility and provision of high quality education.'
- ii. These documents have been considered and adopted by the College's *Board of Governors*, so inform the highest level of the College's strategic engagement. But they have also been shaped and developed by a continual iterative process, involving all members of the College's faculty and staff (in explicit reading and revising of the documents), and drawing on student participation, both through specific student representatives on the bodies that consider these strategic documents (there is student representation on the Governors, and on the Academic Board and Administrative Council) and through separate student forums which have fed into the text of these documents.
- iii. This articulation of a commitment to access and participation within the strategic framework means that the College's Senior Leadership Team (SLT) regularly reviews the College's ongoing commitment to and progress on these issues, and they are reflected in the ongoing reviews of programmes and systems.
- iv. **Theory of Change:**<sup>15</sup> The fact that NTC has established access and enhancement as strategic priorities informs the theory of change held by the institution: it helps 'articulate

<sup>15</sup> The concept of 'Theory of Change' is contested, but it can be seen as 'a way of thinking (overall approach), a process (doing a TOC analysis), and a product (the result)' (Hivos, 2015, p 13). This APP understands the concept to be about 'articulating those many underlying assumptions about how change will happen in a programme' (Rogers, 2011), and will use the idea of an 'outcomes chain' to interrogate how (or whether) interventions attain desired outcomes.

the assumptions about how change happens' (Rogers, 2011), since it shows that an APP is integral to institutional identity. The College's theory of change has, at an organisational level, identified the following *aims*: to ensure that the College continues to recruit widely for a diverse student body, and enhances the learning experiences for all students – particularly those students who show a 'success gap' in their academic experience.

v. The desired *outcomes* are as follows:

- a. to maintain the College's strong record of access and widening participation at the point of admission and registration, ensuring admission outcomes are ahead of national average figures for the sector;
- b. to improve the pattern of success for students with a range of disadvantage characteristics when this is mapped against average student performance and, in particular, to target an improvement in completion statistics for these students.
- c. The College will *measure* the effectiveness of interventions in the following ways:
  - i. Comparison of year-on-year data for access, participation, and progression, within and beyond the College on a range of characteristics, to provide a broad assessment of the extent to which the range of interventions have been effective;
  - ii. Since a number of the interventions invite but do not require student participation, a comparison of performance between those who have engaged in the particular support and/or progression interventions and those who have not, and (where appropriate) between the performance of students prior to intervention and following it;
  - iii. Survey of students who have engaged with activities designed to contribute to desired outcomes;
  - iv. Undertake focus group research to allow a range of students to consider the data set and the college's initiatives to address issues of access and participation.

- vi. **Alignment with other strategies:** As noted above, the College's Strategic Framework explicitly articulates a commitment to "develop flexible and accessible approaches to education for all, recruiting widely for a diverse student body," and to "enhance learning experiences for all students." The College's Learning, Teaching, and Assessment Policy explicitly "recognises different educational backgrounds and abilities. The College is committed to widening access of under-represented groups to higher education and facilitating the learning of these students without standard academic qualifications where and as appropriate." The Policy commits the College to providing "excellent Learning Support to students with Specific Learning Difficulties;" to the "to the on-going professional development of its teachers, holding regular Faculty Training days." The Faculty Handbook notes that the College "fosters a safe, but challenging environment of learning within each programme, so that students learn as part of a supportive and diverse community."
- vii. The College's admission policy follows the Schwartz Report (2004) in its commitment to transparency; to fairness; to widening participation. It affirms the findings of the report that 'it is fair and appropriate to consider contextual factors as well as formal educational achievement, given the variation in learners' opportunities and circumstances.' It affirms that "The College welcomes applications from people with additional support needs. We operate procedures to ensure that these applications will be considered appropriately and that applicants with additional support needs will be provided with appropriate support for the application process and subsequent study."
- viii. The College's Equal Opportunity Statement notes that "We believe in equal opportunities: we are actively opposed to discrimination in society and endeavour to demonstrate this through all our activities, including our employment practices." Further, "course content and teaching demonstrates a commitment to social inclusion, cultural diversity and the elimination of discrimination and oppression. Every opportunity is taken to address inequality, both with staff, students and placement organisations." This is a key value affirmed by the College. The 'Equal opportunities' noted in the statement are expressed in admissions policies that affirm widening participation; they support the College's commitment to addressing issues of discrimination, and to providing support (human resources; financial resources) where that is needed in order to ensure that the statement is an embodied value, and not just an espoused one. The strategic framework draws these policies together, so they are not just disparate documents, but a coherent, strategic declaration to "enhance learning experiences for all students."
- ix. **Strategic Measures:** The College's Access and Participation Plan has identified a range of *inputs* which it intends to use to reach the outcomes identified above. In the area of access, the following investments will be made in order to maintain or improve the strong record of access:
- a) The College will invest in delivering a selection of Theological Foundation units, as routes into study, for students who are not ready to register on a course of study. Some of these will be delivered in off-site locations, through collaboration with a range of churches, so that learning opportunities are taken to the doorstep of the student. These classes are subsidised by the College, and are designed to support students into study, or to function as self-contained learning experiences for those who do not choose to

progress into a full course of study<sup>16</sup>. Wong (2015) writes that prior development in academic skills proves to be a key ingredient in academic success.<sup>17</sup>

- b) Since many of our students are non-traditional, mature, students from low participation neighbourhoods, finance is often an issue for them. Eerisman and Steele (2012) identify concern about finance as a key issue for non-traditional students<sup>18</sup>. We are taking steps to ease their financial burden: we have moved to increase our hardship bursary (this is awarded according to need, by application): a needs-based award, typically a maximum of £200-400 per award, a maximum of two to three applications per student per year (average spend since 2022, £4500 per year). The College will also continue to cover an additional charge that such students previously paid (before the original APP was in place), over and above their tuition fees, to cover validation costs, a benefit of some £850 per year to each of the students who fall into the primary categories of disadvantage. This has not been formally included as a 'fee waiver' in this APP, but is noted here to underline the College's commitment to addressing student financial need.
- x. In the areas of *success and progression*, the following investments will be made in order to increase student retention and 'close the success gap' that the College has identified:
  - a) To address the achievement gap for non-white students and for students from low participation neighbourhoods, the college has moved to invest in additional academic learning support workers. The intention is for these to include successful graduates of the College, themselves mature students, and (if possible) from low participation neighbourhoods and non-white backgrounds. They will form part of the learning support team in delivering study skills, in mentoring students, and in shaping peer learning opportunities.
  - b) Because travel issues affect NTC's mature students and commuter students, the College is rolling out online study options, to allow students to take some of their studies online and reduce the travel time involved for those who commute. Erisman and Steele (2012) observe that 75% of mature students felt that flexible schedules were of critical importance to them. A recent study noted that "travel, or commuting, time remained a significant predictor of student progression or continuation for England-domiciled full time undergraduates."<sup>19</sup>
  - c) Anxiety issues are identified as a key challenge for more than half of adult learners (Erisman and Steele, 2012). To address issues of mental health and related issues of student need, the College has acted to invest in providing mental health first aid training for its staff and a range of student leaders.
  - d) The College will continue to invest in Pastoral Care and Community, extending this to those students who wish to engage such services online: Wong (2015) comments that

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<sup>16</sup> Ross-Gordon, J. M. (2011). Research on adult learners: Supporting the needs of a student population that is no longer traditional. *Peer Review*, 13(1), 26–29.

<sup>17</sup> Billy Wong, "By Chance or Plan? The Academic Success of Nontraditional Students in Higher Education," *AREA Open*, Vol 4, No. 2, April-June (2018), pp 1-14

<sup>18</sup> Erisman, W. , & Steele, P. (2012). From contact to completion: Supporting returning adult students in obtaining a college credential. HigherEd Insight, Washington DC

<sup>19</sup> [https://www.londonhigher.ac.uk/wp-content/uploads/2019/08/CSIL\\_Continuation\\_Aug2019.pdf](https://www.londonhigher.ac.uk/wp-content/uploads/2019/08/CSIL_Continuation_Aug2019.pdf)

‘academic success [of non-traditional students] is motivated and supported by key personnel such as ...tutors/staff, and members of the wider community.’

- e) The College will resource staff development: ‘raising staff knowledge and awareness’ is part of the ongoing investment, in light of our distinct learning community. Recent faculty development sessions (‘Critical Thinking with Non-Traditional Students’; Mental Health for PhD Students; Rethinking Induction) have followed this thread.
  - f) The College will continue to invest in its infrastructure to improve access for those with disabilities, ensuring that access for all students is consistent and equitable.
- xi. In the area of *progression* to employment, the following investments will be made:
- a) The College will partner with a faith-based careers organisation, to offer careers advice for students, aimed both at students approaching graduation and at recent graduates.
  - b) The College will continue to invest in partnering with employers, particularly through developing placement-based learning opportunities, to give students experience in the fields in which they wish to pursue employment.

## **Student consultation**

This *Access and Participation Plan* has been circulated to the student council, which includes students from all main categories of disadvantage: mature students, non-white students, students with an assessed learning need, commuter students, students from low participation neighbourhoods, and students with caring responsibilities. Following this, the student council met to discuss the plan with the VP Academic, and discussed their role in the annual monitoring of the data reports. It has been revised in light of their suggestions and recommendations.

## **Evaluation of the plan**

The College has recently established a Compliance and Risk Committee, which meets quarterly and includes in that consideration the regular evaluation of the APP. The APP results are also part of the report of the VP Academic to the Academic Board – a strategic body that has student membership and examines and assesses the policies and processes of the college for their effectiveness and sustainability – and the report will then be considered by the Academic Affairs committee of the College’s Board of Governors.

## **Provision of information to students**

The College will ensure that each student is provided with information on fees and on financial support as part of the documentation at admission. Specifically, it will form part of the College’s contractual ‘letter of offer,’ sent to every student as part of the admissions process. Details are also fully disclosed on the College’s web site, as is information about bursary support. A copy of this plan is available on the College’s web site.



## **Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity**

As noted in the main APP, above, the College has reviewed the Equality of Opportunity Risk Register (EORR), in light of the demographic data on student admissions over a five year period (with small admission numbers, it is often difficult to establish patterns of risk from a single cohort). Since the College student body is small, certain risks were not present in numbers large enough to require a specific response strategy – but rather needed an individualised response more suited for such a context (for instance, the College rarely has more than a single student who has a history in the care system, and so each individual is supported with an individualised plan).

**Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.**

The rationale for the several intervention strategies has been included in the main plan, above.

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Nazarene Theological College

Provider UKPRN: 10004538

### Summary of 2025-26 entrant course fees

\*course type not listed

#### Inflation statement:

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

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9275
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6955
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Nazarene Theological College

Provider UKPRN: 10004538

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£16,000	£16,000	£16,000	£16,000
Financial support (£)	NA	£20,000	£20,000	£20,000	£20,000
Research and evaluation (£)	NA	£2,000	£2,000	£2,000	£2,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£16,000	£16,000	£16,000	£16,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£16,000</b>	<b>£16,000</b>	<b>£16,000</b>	<b>£16,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>10.3%</b>	<b>9.2%</b>	<b>9.2%</b>	<b>8.4%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£16,000</b>	<b>£16,000</b>	<b>£16,000</b>	<b>£16,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£16,000	£16,000	£16,000	£16,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£4,000	£4,000	£4,000	£4,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£20,000</b>	<b>£20,000</b>	<b>£20,000</b>	<b>£20,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>12.8%</b>	<b>11.5%</b>	<b>11.5%</b>	<b>10.5%</b>
Research and evaluation investment	Research and evaluation investment (£)	£2,000	£2,000	£2,000	£2,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.3%	1.1%	1.1%	1.1%

# Fees, investments and targets

2025-26 to 2028-29

Provider name: Nazarene Theological College

Provider UKPRN: 10004538

## Targets

Table 5b: Access and/or raising attainment targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
NTC Foundations aims to enable access for non-white and LPN students in partnership with local churches and organisations	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		Nazarene Theological College will deliver off-site pre-degree developmental courses, in partnership with local churches/organisations, developed for students primarily from non-white ethnic groups, and from low participation neighbourhoods, to demystify the study of theology and build capacity for those typically excluded from higher education. Data will identify progression to study. Data source from NTC statistics, as the APP Dashboard does not offer granular data for smaller numbers.	Yes	Other data source (please include details in commentary)	2022-23	Headcount	2	3	3	4	4
NTC Foundations aims to enable access for non-white and LPN students in partnership with local churches and organisations	PTA_2	Access	Low income background	Other (please specify in description)		Nazarene Theological College will deliver off-site pre-degree developmental courses, in partnership with local churches/organisations, developed for students primarily from non-white ethnic groups, and from low participation neighbourhoods, to demystify the study of theology and build capacity for those typically excluded from higher education. Data will identify progression to study. Data source from NTC statistics, as the APP Dashboard does not offer granular data for smaller numbers.	Yes	Other data source (please include details in commentary)	2022-23	Headcount	2	3	3	4	4
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To address the achievement gap for non-white students, students with a disability, mature students, and students from low participation neighbourhood.	PTS_1	Completion	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	By extending the learning enhancement team, the College will endeavour to close the success gap for graduates in at-risk categories; reduce the gap to under 2% for students with a disability and students from at-risk ethnic backgrounds; and reduce the gap to below 3% for students from low participation neighbourhoods. Data from College records as data dashboard does not offer this granularity.	No	Other data source (please include details in commentary)	2017-18	Percentage points	6.8	2.6	2.3	2	1.9

[illegible]