BPP University

Access and Participation Statement 2026/2027

Background and Context

1. BPP University ("the University") is proud of its diverse student community and inclusive environment and remains committed to supporting students to succeed during their studies and beyond graduation. The University's mission of **Building Careers Through Education** reflects its commitment to widening access to the professions through flexible, professionally focussed education and lifelong learning opportunities.
2. Widening participation, promoting equality of opportunity, and supporting student success remain central to the University's values. The University is committed to ensuring that students from all backgrounds, particularly those facing barriers to higher education, have equal opportunities to access, participate in, succeed within, and progress from higher education. This commitment is underpinned by the University's values of Everybody Matters, Trust and Respect, Stronger Together, Embrace Change, and being Student, Learner and Client Centric.
3. The University has submitted a new Access and Participation Plan (APP) covering the period 2026/27–2029/30 to the Office for Students (OfS) and is currently awaiting approval. In the interim, this Statement sets out the University's continuing commitment to improving equality of opportunity, addressing risks identified through institutional and sector data, and supporting students from underrepresented and disadvantaged groups. The Statement reflects the strategic priorities and interventions contained within the submitted APP and aligns them to the OfS Equality of Opportunity Risk Register (EORR).

The Areas We Are Seeking to Address

Access

4. BPP University continues to play a significant role in widening participation by offering flexible routes into higher education, including undergraduate degrees, degree apprenticeships, postgraduate programmes and professional qualifications. The University attracts a highly diverse and non-traditional student population, including mature learners, apprentices, students entering with non-traditional qualifications and those studying flexibly alongside employment and caring responsibilities.

Approximately half of full-time undergraduates enter with qualifications other than A Levels, demonstrating the University's commitment to inclusive admissions and alternative pathways to professional careers.

5. Analysis undertaken for the 2026–2030 Access and Participation Plan identified continued underrepresentation amongst students from the most disadvantaged socio-economic backgrounds, particularly those from ABCS Quintile 1 and areas of high deprivation. While participation from these groups has improved over time, further progress is required to ensure equitable access to higher education opportunities. The University has therefore prioritised increasing participation from disadvantaged groups as a key strategic objective.
6. Disability disclosure remains an important area of focus. Whilst disclosure rates have improved, the University recognises that some students may enter higher education without disclosing a disability, mental health condition, SEND history, Education Health and Care Plan (EHCP), or other support need. Students who do not disclose may be less likely to access support and reasonable adjustments that could help them succeed. The University will therefore continue to promote disclosure, awareness, and early engagement with support services throughout the student journey.
7. BPP University's undergraduate population continues to include a substantial proportion of mature learners. As the University expands its undergraduate provision, it will continue to ensure that both mature and younger students are appropriately supported and can benefit equally from access, engagement and success initiatives.

Success and Progression

8. The University's analysis of continuation, completion, attainment and progression data has identified differential outcomes affecting several student groups. Particular focus has been placed on improving outcomes for Black, Asian and Minority Ethnic (ABMO) students, students from disadvantaged socio-economic backgrounds, mature learners, disabled students and students with mental health conditions.
9. While continuation rates across the University remain strong overall, data indicates that some ethnic groups experience lower continuation rates than their peers and that students with declared disabilities may experience barriers affecting continuation. The University has therefore prioritised targeted interventions designed to improve engagement, belonging, academic support and access to specialist services.
10. Completion and attainment analyses highlight attainment gaps between White and Black students, as well as gaps linked to socio-economic background and age.

Through targeted academic support, Race Equality Charter action plans, enhanced student analytics, personalised interventions and inclusive learning practices, the University aims to reduce these differential outcomes and ensure all students have the opportunity to achieve their full potential.

11. Graduate outcomes remain a significant strength of the University. Most recently, 96% of UK-domiciled graduates were in highly skilled employment fifteen months after graduation and 98% were in employment, further study or other positive outcomes. Despite these strong overall outcomes, the University has identified opportunities to improve progression outcomes amongst certain student groups, including particular minority ethnic groups, mature learners, care-experienced students and LGBTQ+ students.

Employability

12. The University continues to place employability and professional outcomes at the centre of curriculum design and student support. Through close collaboration with employers, students benefit from professionally relevant education, industry engagement, work-based learning, apprenticeships, internships, mentoring opportunities and extensive careers support.
13. The Careers Service offers a comprehensive range of services including:

    - Personalised careers guidance and Career Development Planning.
    - Career Ready workshops.
    - Access to platforms such as Forage, Graduates First, ShortlistMe and eCareersGrad.
    - Mock interviews and assessment centre preparation.
    - Employer engagement events and networking opportunities.

14. The University continues to embed twelve core Career Skills throughout its educational provision: Analytical and Technological; Communication; Emotional Intelligence; Innovation; Management and Leadership; Problem Solving; Professionalism; Resilience and Wellbeing; Self-Development; Self-Awareness; Cultural Awareness; and Teamwork. These skills support students' progression into highly skilled employment and professional careers.
15. Through its Social Impact and Careers teams, the University provides volunteering, mentoring, outreach and work-based learning opportunities that enhance students'

confidence, networks and employability while supporting social mobility and widening participation objectives.

Our Activities and Support for Students

Fair Admissions

16. The University remains committed to fair admissions and ensuring applicants are assessed holistically and equitably. Admissions processes recognise that traditional qualifications may not always demonstrate an applicant's potential and therefore alternative evidence, contextual consideration and individual review may be used where appropriate.
17. The Admissions and Student Support teams work closely together to identify and support applicants who may require additional support, helping ensure a positive transition into higher education and facilitating early access to appropriate services and interventions.

Strategic Focus

18. A whole-provider approach underpins the University's commitment to access and participation. Progress in relation to continuation, completion, attainment, progression and equality of opportunity is monitored through academic quality processes, continuous programme monitoring, committee oversight and equality and diversity reporting structures.
19. The University continues to employ data-driven approaches to identify emerging risks and implement targeted interventions. This includes enhanced learner analytics, student engagement dashboards, Race Equality Charter activities, academic coaching, targeted wellbeing support and tailored interventions for underrepresented groups.
20. The University has recently submitted a full application for Race Equality Charter membership. This work provides an important framework for understanding and addressing barriers affecting ABMO students and supports the University's wider commitment to promoting equitable outcomes for all students.

Wellbeing and Responding to At-Risk Students

21. Student wellbeing remains a strategic priority. The University operates a Student Wellbeing and Mental Health Steering Group and continues to strengthen its whole-provider approach to wellbeing and mental health.
22. More than 500 staff members have received Mental Health First Aider training and the University continues to invest in specialist support services, safeguarding provision, counselling and wellbeing initiatives.
23. Dedicated safeguarding, wellbeing and support teams operate an integrated “At Risk” approach that supports students experiencing mental health difficulties, safeguarding concerns, personal crises, homelessness, financial hardship or other vulnerabilities that may impact their ability to succeed.
24. As part of its new APP, the University has committed to increasing engagement with learning support and mental health services and improving outcomes for students who disclose mental health conditions.

Learning Support and Inclusion

25. The University promotes learning support throughout the student lifecycle and seeks to create an environment in which students feel confident to disclose disabilities and access support.
26. Students can access a range of support including:

    - Disability and Inclusion Advice.
    - Learning Support Plans and reasonable adjustments.
    - Mental Health and Wellbeing Support.
    - Specialist mentoring and study skills support.
    - Assistive technology and accessibility adjustments.
    - Peer support and mentoring opportunities.

27. The University also maintains a strong commitment to digital accessibility and continues to embed accessibility standards across systems, services, learning materials and communications.

Scholarships, Financial Support and Social Impact

28. The University continues to invest significantly in scholarships and financial support for students from underrepresented and disadvantaged backgrounds. More than £1.4

million per year is currently allocated through scholarship schemes, bursaries and fee discounts.

29. Additional support is available through hardship funding and crisis support arrangements, helping students who experience unforeseen financial difficulties continue their studies successfully.
30. Through its award-winning Social Impact programme, the University engages students in outreach, volunteering, widening participation projects, public legal education, community support initiatives and professional mentoring activities that contribute to both student development and social mobility.

Future Priorities and Targets

31. Pending approval of the University's 2026/27–2029/30 Access and Participation Plan, the University will continue to pursue the following priorities:

    - Increase access for students from disadvantaged backgrounds.
    - Increase participation of students from the most deprived communities.
    - Improve disability disclosure and engagement with support services.
    - Increase student engagement with learning support.
    - Reduce continuation gaps affecting minority ethnic students.
    - Reduce attainment and completion gaps experienced by Black students and other disadvantaged groups.
    - Reduce attainment gaps linked to socio-economic background and age.
    - Improve progression outcomes for underrepresented groups including LGBTQ+ students and care leavers.
    - Maintain exceptionally strong graduate outcomes whilst reducing identified differential outcomes.
    - Improve outcomes for students with mental health conditions across the student lifecycle.

Evaluation and Monitoring

32. Progress against access and participation priorities will be monitored through the University's governance framework, including Student Experience Committee, Academic Quality and Standards Committee, Education and Standards Committee, Academic Council and Board-level oversight. Regular evaluation, equality analysis,

student feedback and data review will ensure interventions remain evidence-informed, effective and responsive to student need.

33. The University remains fully committed to creating an inclusive learning environment where all students, irrespective of background or circumstance, can access higher education, succeed in their studies and progress into rewarding professional careers.

Appendix A – APP Objectives, Priority Groups, and Targets

Objective	Priority Group	Target by 2029/30
Access	ABCS Q1 Students	Increase access by 10%
Access	IMD Q1 Students	Increase participation by 5%
Access	Disabled Students	Increase disclosure rates by 3% annually
Continuation	All Students	Increase engagement with learning support by 5%
Continuation	ABMO Students	Reduce continuation gap by 5%
Continuation	Disabled Students	Improve continuation by 3%
Completion & Attainment	Black Students	Reduce attainment/completion gap to below 10%
Completion & Attainment	IMD Q1 Students	Reduce attainment gap by 5%
Completion & Attainment	Mature Students	Reduce attainment gap by 5%
Progression	LGBTQ+, Care Leavers	Improve participation/progression by 5%
Progression	Mixed Heritage Students	Increase progression by 5%
Progression	Mature Students	Improve progression by 5%
Mental Health	Students disclosing mental health conditions	Improve continuation and attainment by 5%