



Access and Participation Plan

2025 - 2029

TEF
2023

Overall: **Bronze**

Student experience: **Silver**

Student outcomes: **Bronze**

Teaching Excellence Framework

blackburn.ac.uk

Providing education and training for the communities of Blackburn with Darwen and East Lancashire

We are proud to provide education and training for communities of Blackburn with Darwen and beyond. We are determined to ensure everyone is able to access these opportunities. No matter what their background or circumstances are, we will support every learner to reach their full potential, gain sector leading qualifications and progress into rewarding careers.

Our Access and Participation Plan is our promise to:

- ◆ To improve access to Higher Education opportunities at University Centre Blackburn College for everyone.
- ◆ To support every student to ensure they have the best possible chance of success on their programme of study.
- ◆ Enable every student to progress from their higher education on to the path they want to follow, whether they want to undertake further studies or move into employment.

Our partner universities:



About University Centre Blackburn College

University Centre Blackburn College is one of the largest college based providers of Higher Education in England.

Our mission:

‘Transforming students’ lives and our community through outstanding education, training and support.’

We are committed to offering specialised Level 4, Level 5 and degree programmes focused on high academic student experiences, equipping confident graduates for lifelong achievement in the world of work.

A selection of alumni:



Paloma Wood
BA (Hons) Criminology
and Criminal Justice

Employed as:
Changing Futures
Navigator

‘Being at university presents challenges but the tutors always helped us. I’m now working on a new programme to try to get people with multiple disadvantages working with services which is what I learnt was needed from my course.’



Mohammad Baqai
BA (Hons) Accounting

Employed at: HMRC

‘University Centre at Blackburn College is friendly and supportive.’

‘With my new qualification I will be a Grade 7 employee in HMRC which is the biggest achievement for me.’



Laura-Jane Clark
BA (Hons) Social Care
and Wellbeing

Employed as: Working
for Drug and Alcohol
Services

‘The tutors were just amazing. I’ve always struggled academically and I just loved how much support the university centre offers. I’m now working for the Drug and Alcohol Services, none of which would be possible without UCBC.’

The Office for Students (OfS) Access and Participation Dataset

This provides vital data and information that shows how well we, as a college, enable everyone who wants to study with us to access Higher Education, compared to other colleges' and universities.

In this plan, we have used this data to examine our own performance in access and participation to find out where we need to improve. We have also used our own local HE data dashboard to allow us to analyse performance in year.

At every stage of the plan we are guided by the key principles of equality, equity, diversity and inclusion. This plan has been reviewed by both staff and student working groups and the Single Equality Committee.

To ensure a good all-round plan that supports students at every single stage of their journey with us (from application to graduation and further progression), we have involved student representatives and college staff.

- 
- ◆ Single Equalities Committee
 - ◆ Executive Leadership Team
 - ◆ Central Leadership Team
 - ◆ Staff – including those who teach degree level courses
 - ◆ Quality, Admissions and student recruitment colleagues
 - ◆ Student representatives/student Access and Participation Plan submission group
 - ◆ FutureU outreach programme

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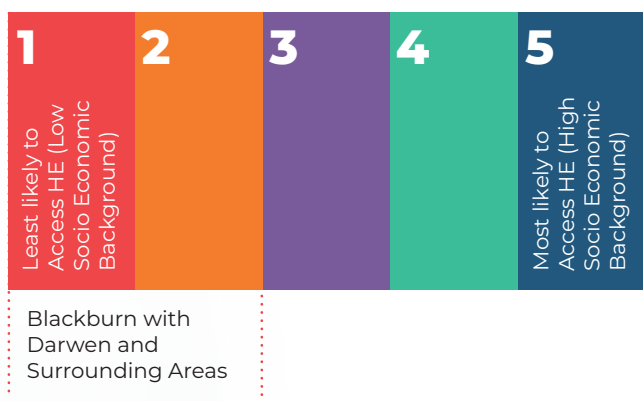
Assessment of Performance

Socio Economic Background and Polar Analysis

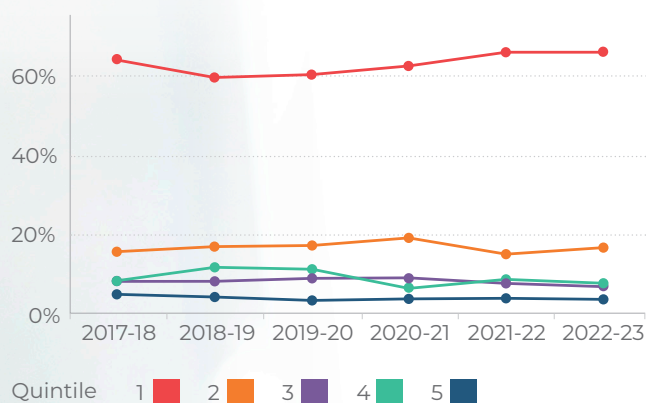
Blackburn with Darwen is a unitary authority area in Lancashire, England. The population of Blackburn with Darwen and the surrounding areas is a mix of moderate socioeconomic deprivation and low engagement. They typically fall into the POLAR quintile 1&2, as defined by the Office for Students' insert (OfS) measures of participation rates of young people in higher education by local areas:



Polar Quintile



Deprivation (IMD 2019): Indicator values for entrants



The graph above shows deprivation by quintile over the last six years, with a steady increase in Q1, this illustrates the growing socioeconomic challenges faced by students in Blackburn with Darwen and East Lancashire within our cohort.

The first quintile (Q1) represents the most deprived segment, while the last quintile (Q4 or Q5) would represent the least deprived segment. The proportion of students coming from quintile 1 has increased as a proportional percentage from 62% in 21/22 to 65% in 22/23.

There are areas further out from the centre of Blackburn with Darwen, within a commutable distance, that are within regions of polar quintile 4&5, or areas where young people are more likely to attend higher education settings. These are places like Clitheroe, Rossendale, Pleasington.

The typical pattern of student recruitment is largely driven by a very small number of wards defined as Polar Q2 and 3, with the majority of pockets coming from polar Q1, where deprivation is considerable.

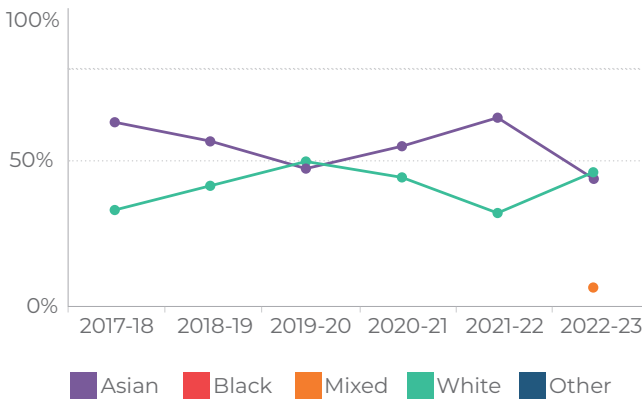
Whilst the OfS dashboard suggests that since 2017 the colleges student body has remained stable in relation to access for students from different quintiles, we do have information to suggest that our student body is made up of mainly quintile 1 students, and these in most cases are first generation Higher education students. This has led to continuation and completion issues. The proportion of students who come to college from areas of considerable deprivation has grown, however students with family backgrounds in Higher Education have chosen to move away from their local provision. This is partly due to local colleges and universities who are not restricted by limits to recruitment, and who appear to use unconditional offers to encourage admissions. The main trend to notice from this data table is that our student cohort continues to be, by and large, from areas of most deprivation.

Ethnicity

Access

Over the past 5 years the Colleges' HE population has reduced from around 3500 to 700 students. The College population has shifted from a majority of asian students, to now both white and Asian are around 50% of the overall college demographic. As illustrated above, the Colleges student population is diverse, and this is our norm.

Ethnicity: Indicator values for entrants (18 year olds only)

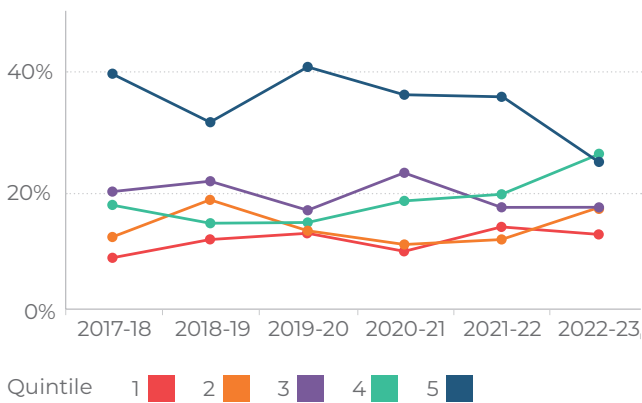


Asian and white students are the most represented students groups at University Centre Blackburn College. Blackburn College reflects the local communities of which we are very proud. While our student access figures reflect this, we recognise the priority challenge to ensure the highest possible levels of attainment and successful progression among all of our students, especially those from quintile 1.

ABCS

ABCS - calculates the most and least likely to achieve based on all the data surrounding those students.

ABCS quintile: Access indicator values



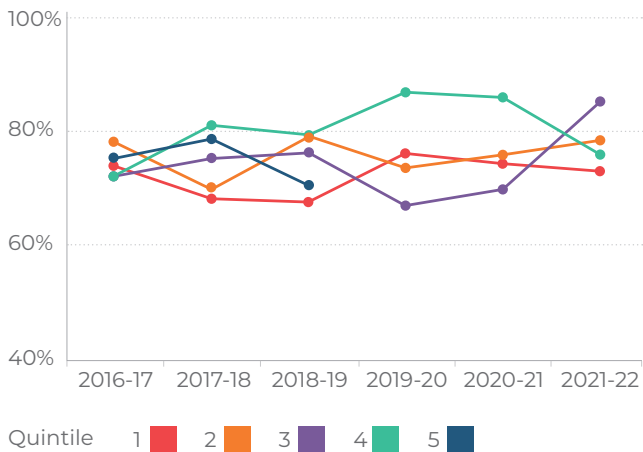
As you can see from the data, the majority of our student cohort are among the most likely to access. However, these proportions are statistically less spread for 2022-2023. The key takeaway from this is that, although we only have around 70% completion rates, we support a large number of students to achieve who would otherwise not have been expected to. The surprising aspect in relation to this data, is that the quintile 4 is representative of the highest proportion. This is surprising as our deprivation table suggests our cohort is mainly from areas of high deprivation. However, our ABCS seems to suggest the opposite, this is due to ABCS including more than just deprivation in its measurement.



Continuation

Deprivation

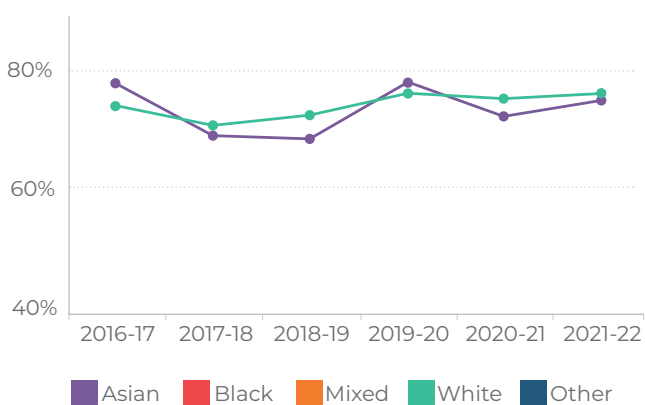
Deprivation (IMD 2019): Continuation indicator values



As you can see from the data table the data is erratic in regards to its representation of continuation in relation to deprivation. Comparing this table to the access table the clear areas for concern for our college, is that our student cohort is made up, by and large of entrants for quintile 1, however in our most recent data, these continued at the lowest rate. This emphasises the need for further intervention and support for this quintile.

Ethnicity

Ethnicity: Continuation indicator values

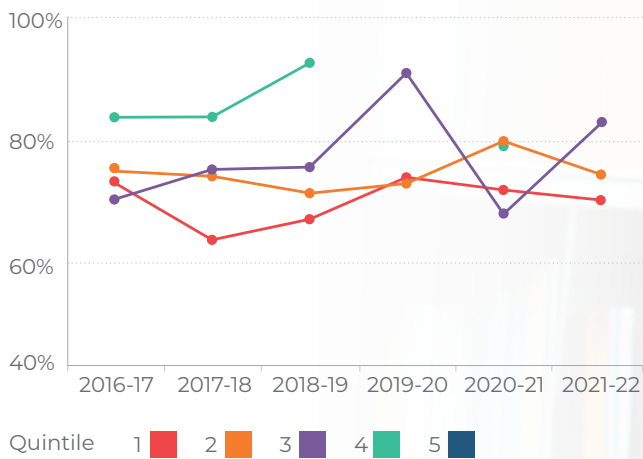


The most recent data from the OfS HE data dashboard shows that the gap in continuation rates between White and Asian students is narrowing. However, when analysing the last two years of data it is clear there is still work to be done to increase continuation for both ethnicities. However, the improvements to date reflect targeted efforts in UCBC to address disparities and promote equal support services. All students are now persisting in their studies, suggesting that interventions, such as mentoring programs and academic support, are yielding positive results. These advancements are critical in ensuring fair access and success for more students, regardless of ethnic background.

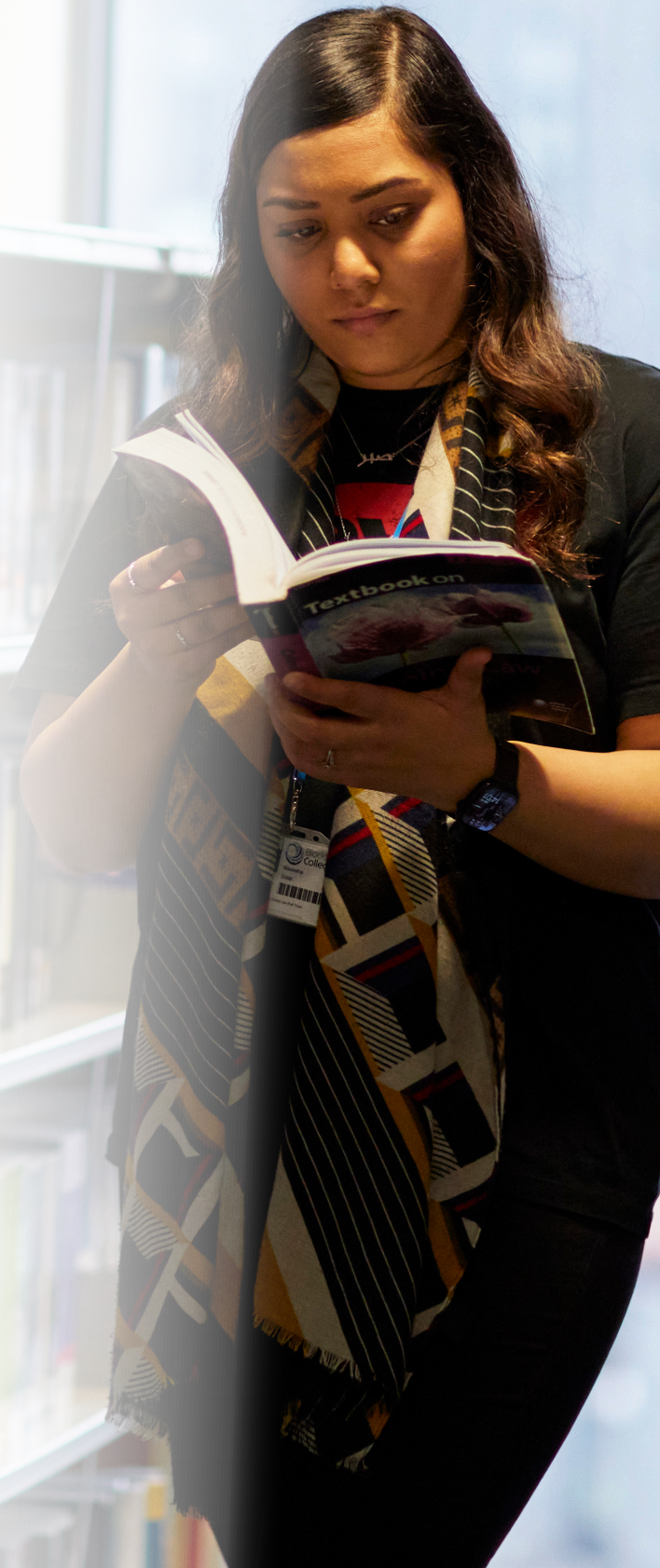
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ABCS - calculates the most and least likely to achieve based on all the data surrounding those students.

ABCS quintile: Continuation indicator values



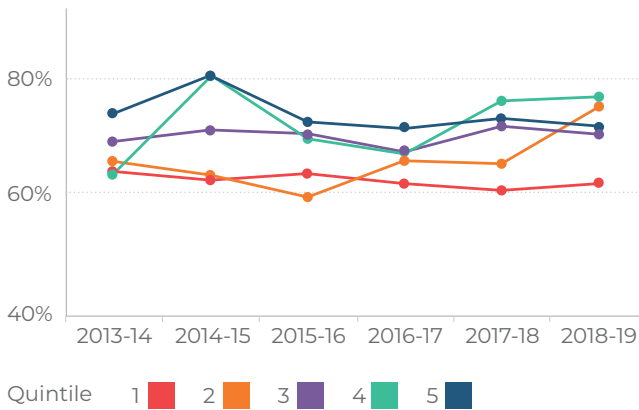
The ABCS data at UCBC shows that continuation rates are lowest for students in quintile 1, representing the least likely to access. This indicates that students from these areas face greater challenges in persisting with their studies, possibly due to socioeconomic barriers such as financial pressures, lower access to academic support, or limited cultural capital. To improve these outcomes, we will introduce targeted support initiatives for these students, focusing on mentorship, financial aid, and tailored academic resources to address the unique obstacles faced by those from the lowest participation backgrounds.



Attainment/Completion

Deprivation

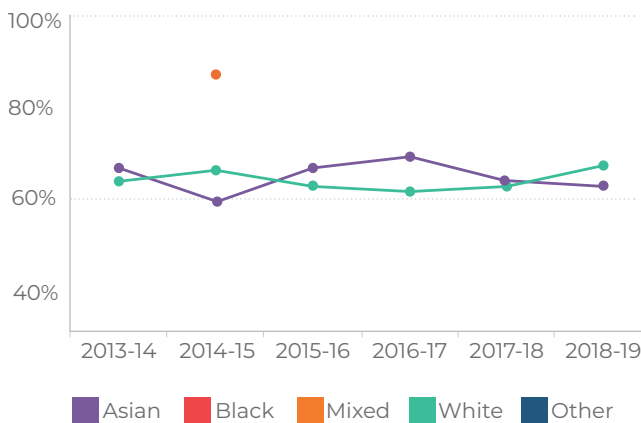
Deprivation (IMD 2019): Continuation indicator values



Attainment rates are problematic in some areas of provision compared to others, but the data tells us there is a clear need to raise attainment amongst the entire population of the University Centre Blackburn College, but specifically quintile 1. This is a major concern due to the fact that quintile 1 makes up the majority of our student cohort. This again emphasises, the need for further intervention and support for this quintile.

Ethnicity

Ethnicity: Continuation indicator values

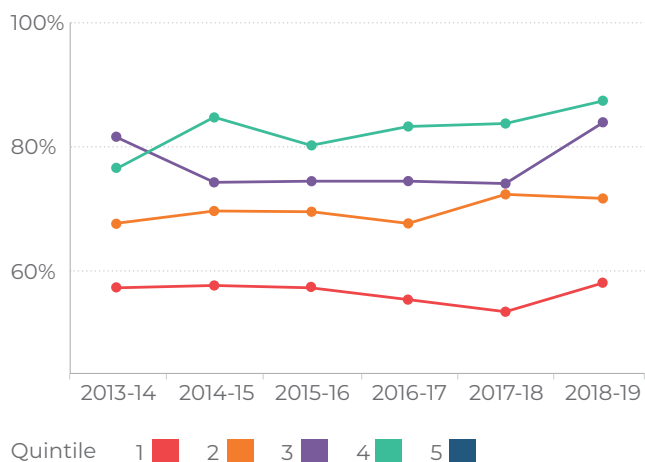


Attainment rates are problematic in some areas of provision compared to others. Comparing attainment/completion of White and Asian students at the college, it can be seen that these figures are now very close, but below our expectations and targets, meaning the need for continued support across these ethnicities.

ABCS

ABCS - calculates the most and least likely to achieve based on all the data surrounding those students.

ABCS quintile: Completion indicator values

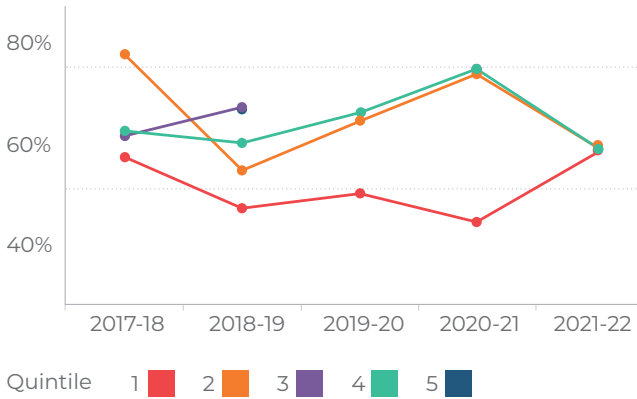


ABCS data at UCBC reveals that completion rates are significantly lower for students in quintile 1, representing the most least likely to access. These students are far less likely to achieve compared to their peers, likely due to compounding factors such as financial instability, limited academic support, and personal circumstances that hinder their ability to complete their studies. This stark gap highlights the need for more robust interventions, such as increased financial aid, academic tutoring, and mental health services, to better support students from the least likely to access backgrounds in reaching successful outcomes.



Progression

Deprivation (IMD 2019): Progression indicator values



In summary of the datasets, there has been some degree of improvement in progression for quintile 1 in both deprivation and ABCS. But in most cases this is relatively limited and absolutely needs to be improved. In the last two years of OfS data 20/21 and 21/22, full time study reflects a significant decline in relation to completion/progression data.

Through curriculum redesign, the college has made efforts to improve level 4 and level 5 provision, and the designed top up provisions/modular approach needs to be further developed.

Year zero programmes are being phased out of the offer and soon to be replaced with Access courses. This is to support adults with transitioning and progressing successfully into higher education.

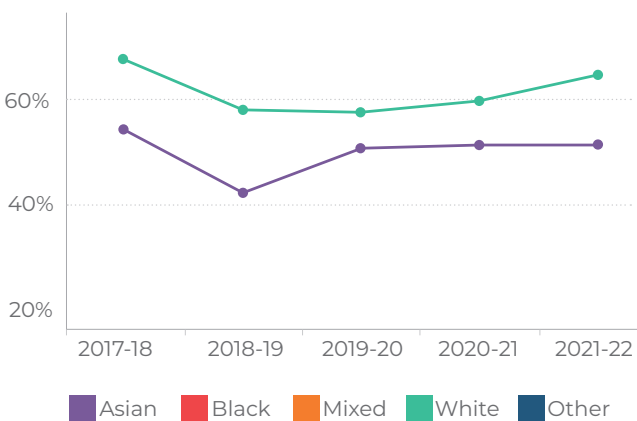
More widely, the destination of leavers – Higher Education destination data over the past few years has indicated a shift towards this post graduate study as a choice for our students at all levels.

According to Blackburn with Darwen local employment opportunities have declined, however unemployment rates for alumni has also fallen. This suggests it remains possible for our students to positively progress.

Focusing our APP interventions on employability in the curriculum design and delivery, the college will continue to make sure there are suitable routes for progression and suitable options for postgraduate programmes associated with our most popular degree courses such as education and psychology, criminology.

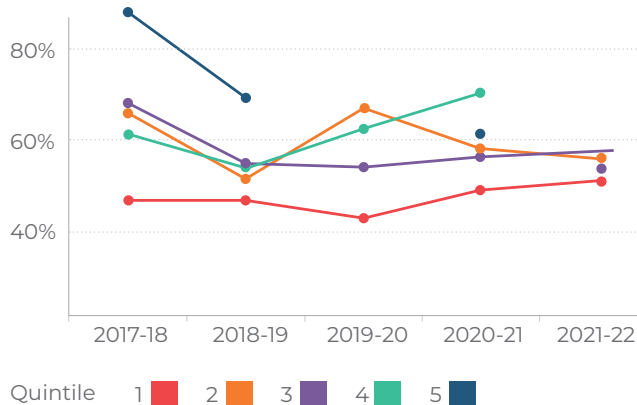
By further aligning the programme offer with not only further education programmes but also careers, will continue to develop and support the ever increasingly demand for highly skilled employees of the future. The college hopes to improve the highly skilled employment attainment figures and contribute to the LSIP plan and skills gaps.

Ethnicity: Progression indicator values



ABCS - calculates the most and least likely to achieve based on all the data surrounding those students.

ABCS quintile: Progression indicator values



The previously detailed data in summary shows that:

- Post study experiences are most challenging for female students.
- Whilst Asian males also experience challenges, white males from Q1 and Q2 categories face particularly severe challenges.
- Male performance is buoyed by the better prospects of Q3-Q5 students statistically.



Care Experienced

Whilst numbers of this cohort are relatively small we are committed to on going support for this group. Maintaining strong links with the local authorities and the student pastoral team at the college will be a priority and maximising collaborative efforts that deliver aspirational activities to engage this group are essential. Support through the admission process, financial support and through the student experience and services teams will also continue for this target group.

Our targets indicate the need to increase the number of students declaring as a care experienced so we can provide quality and effective support at the earliest point in the students journey with us.

Other groups who experience barriers to higher education

Our own data and tracking of the target group below requires development in order to undertake a gap analysis and to deliver evidence based interventions. That said, we recognise the sectors need to address gaps in terms of access and participation. Therefore we will work to develop programmes of activity across all lifecycles and improve impact measures ad tracking processes.



Most deprived local authorities based on Score

1. Blackpool
2. Knowsley
3. Liverpool
4. Kingston upon Hull
5. Middlesbrough
6. Manchester
7. Birmingham
8. Burnley
9. Blackburn with Darwen
10. Hartlepool

Most deprived local authorities based on Proportion of LSOAs in the most deprived 10% nationally

1. Middlesbrough
2. Liverpool
3. Knowsley
4. Kingston upon Hull
5. Manchester
6. Blackpool
7. Birmingham
8. Burnley
9. Blackburn with Darwen
10. Hartlepool



Intersectionality

To truly comprehend the social environment, we must consider the lens of intersectionality; that social characteristics such as race, class, and gender create overlapping and interdependent systems of discrimination or disadvantage. These factors position colleges as sites of intersectionality with a potential intersection of opportunity for policymakers. At the College we firmly believe that to address interconnected structural social challenges, colleges play a pivotal role.



Conclusion of performance

Blackburn College compared to the wider sector:

There has been an increase in black, Asian and minority ethnic population as a whole, and the Asian population in particular. In the context of the local population, this reflects the College's principal catchment areas which are predominantly Asian households.

Whilst the number of Asian students is robust, the College still has a significant role to play in engaging students from the local communities.

The representation of polar Q1 students/areas least likely to engage with higher education by the age of 19 has increased proportionally. This has increased from 65.4% to 65.6%.

We recognise the need to address this through initiatives and interventions, action plans and evaluation strategies. These measures also support the polar Q1 populations who make up the vast majority of the student body.

** White students make up a large majority of the most economically deprived groups, though, as expected, a relatively small proportion as a whole.

There is a small but significant and growing gap amongst our Asian and white groups. The UK census (2023) data for the region shows the non Asian BME population to be relatively small, and University Centre Blackburn College recruitment of this group is proportionality higher than the census data.

University Centre Blackburn College data reflects the communities closest to the College.

This is a growing population and one that requires clear strategies for attainment and progression.

Amongst our mature students, the proportionate difference here is very small. We are keen to ensure that we support admissions and recruitment with providing the correct CEIAG for mature students.



Section 2

Strategic aims and objectives

In this section we will demonstrate how we will set targets for student access and participation, including key areas for rigorous interventions based on the assessment of performance within this plan.



Target groups

The College takes a realistic approach to targeting based on a current performance measures and the enrolment forecast. The College recognises that interventions require careful use of resources and planning to have maximum impact.

Interventions, evaluation, and support

The table overleaf illustrates some of the general interventions the College will use to improve student outcomes across access, success and progression. Specific interventions for students with disabilities, care experienced and part time students are also embedded in the student journey.

The following objectives remain relevant for the University Centre Blackburn College as we work to ensure that everyone with the ability and desire to undertake Higher Education studies has the opportunity to access University Centre Blackburn College.

We are passionate about making sure whatever background, or identity of a student we do not present barriers to their access, success and progression. Furthermore, where gaps are identified within our College population we will tackle and remove these barriers.

Our investment in supporting students to access higher education this year has been £1.6 million, however this figure is due to reduce.

This reduction is in recognition that our targets and actuals have been declining for a number of years.



APP Targets

Increase continuation rate for most socio economically disadvantaged students. (PTS1)

Increase continuation rate of students from all ethnicities. (PTS2)

Increase completion rate for most socio economically disadvantaged students. (PTS3)

Increase completion rate of students from all ethnicities. (PTS4)

Increase access rates for all students (PTA1)

Rationale

OfS data dashboard suggests there is a significant gap between IMD Q1 and other quintiles in terms of continuation.

OfS data dashboard suggest that all students are under benchmark (when categorised by ethnicity).

OfS data dashboard suggest there is a significant gap between Q1 and Q4/Q5 in terms of completion.

OfS data dashboard suggest that both ethnicity groups are below benchmark when group by ethnicity.

Strategies

To Support students from less socially advantaged areas of our community to continue their course through to completion.

- APP community/schools focused outreach programme.
- CIAG team to provide advice for students considering F/T and P/T programmes.
- Programmes offered with P/T route where possible.
- Study skills package revision with Academic Skills Coaches.
- Clear policy and process around attendance, engagement and interventions expected for students.
- Develop programme to offer more modular technical qualifications such as HNC/HND pathways. (To introduce 3 new HN's per year for the next 3 years)
- Develop Access to HE offer to support mature students with accessing L4 and above.
- HE Financial Bursaries in place to support Access, Participation and Completion of studies.

Ensure strategies are in place to allow students from all ethnicities the same opportunity to succeed

- Study skills package revision with Academic Skills Coaches.
- Student experience team to be involved to support from a pastoral perspective.
- Progression boards/summits to identify early causes for concern and at risk students.
- Student voice evaluation of support and a clear *You Said We Did* strategy to improve further.
- HE Financial Bursaries in place to support Access, Participation and Completion of studies.

Provide a supportive learning experience and environment that creates a culture of success for our community

- APP community focused outreach programme. Schools, adults etc
- CIAG team to provide advice for students considering F/T and P/T programmes.
- All programme offered with P/T route where possible.
- Study skills package revision with Academic Skills Coaches.
- Clear policy and process around attendance, engagement and interventions expected for students.
- Develop programme to offer more modular technical qualifications such as HNC/HND pathways.
- Develop Access to HE offer to support mature students with accessing L4 and above.
- HE Financial Bursaries in place to support Access, Participation and Completion of studies.

Create a wrap around network of support for all parts of the student journey

- Employability skills, placements and working life experience.
- Disability service to forensically monitor performance and to provide timely effective intervention.
- IAG and learning support team guidance on using access to work services.
- HE Financial Bursaries in place to support Access, Participation and Completion of studies.

Who is involved

Careers Team
Student Experience Team
Academic Skills Coaches
Head of School
Curriculum Managers
Student Finance Team

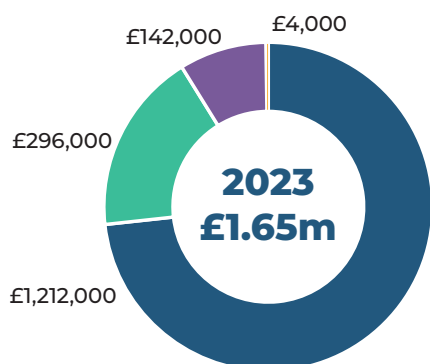
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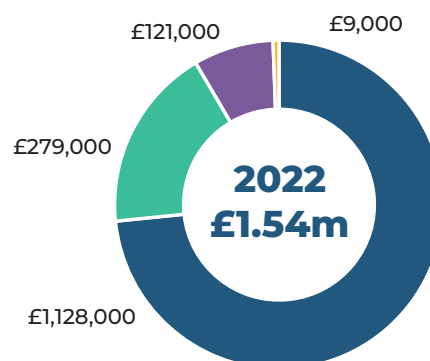
Careers Team
Student Experience Team
Academic Skills Coaches
Head of School
Curriculum Managers
HE Disability Services
Student Finance Team

Financial Support that will be offered to the following target groups:

Access and Participation Spending



- Access Investment
- Financial support provided to students
- Support for disabled students
- Research and evaluation expenditure



Aims and objectives

The target objectives below will be implemented to enhance the existing outreach programmes which target young people and adults from areas of deprivation and low participation, such as white working class males. This will ensure we continue to embed and further develop our work with our schools and colleges as well as developing new ways approaches to reaching the adult population.



Specific interventions

Attendance Intervention Mentors

Intervention and attendance mentors will follow-up on students who are missing lessons to quickly ascertain if there are issues that the College is able to help with e.g. attendance, academic support, financial advice, and hardship support or pastoral support.

Evaluation of data has demonstrated that by intervening quickly, it is envisaged that the students' barriers to learning can be managed before they become overwhelmed and not continue with their studies.

Academic Skills Coaches

Academic skills coaches will support students with their academic writing and other academic related aspects of study.

Improved data reporting for academic and support staff

Introduction of new College HE data dashboard to report on progression information, tracking and monitoring systems will provide Business Intelligence live data on cohort, target group data and individual achievement and continuation profiles.

- This information will be available to inform termly quality summits.
- To support data use, quality summits are in place for all schools – as a result of linear management structure change.

Staff development

Connect before you correct, trauma informed etc – supports widening participation

All staff will be provided with knowledge and skill development opportunities through staff training days to raise awareness of their roles and responsibilities in increasing access to learning for students and understanding of the Access and Participation Plan.

Personal tutors now in HE

Personal tutors will be supported to work with the Head of Student Experience to help students plan their next steps to further learning or professional employment.

Attendance Bursaries

Higher Education bursaries are financial awards given to students to support their studies at colleges or universities. Unlike loans, bursaries do not require repayment. They are typically granted based on financial need, though some may also consider academic merit or specific circumstances such as disability, geographic location, or belonging to an underrepresented group. Bursaries aim to make education more accessible by alleviating financial barriers, covering costs such as tuition fees, living expenses, books, and other educational materials. Various organisations, including governments, educational institutions, private companies, and non-profits, offer bursaries.

HE Health and Wellbeing Officer

The University Centre Blackburn College's Health and Wellbeing Officer plays a vital role in promoting and supporting the mental, emotional, and physical health of students. They provide one-on-one support sessions, crisis intervention, and health promotion through workshops and campaigns on various health topics. Additionally, they manage resources, develop policies, and advocate for student needs, ensuring inclusivity and accessibility of services. They also offer training for staff and faculty to recognise and respond to student health issues. With a background in psychology, counselling, or a related field, these officers use their empathy, communication, and problem-solving skills to enhance students' overall wellbeing, academic performance, and retention rates, fostering a positive and healthy campus environment.

Student Assistance Programme

The Student Assistance Programme with Health Assured is a comprehensive support service designed to help students manage personal and academic challenges. It provides 24/7 confidential access to professional advice, counselling, and resources on various issues including mental health, financial worries, relationship problems, and academic stress. Services include telephone support, face-to-face or online counselling, and self-help materials. The programme aims to enhance student well-being, promote resilience, and support academic success by offering practical assistance and emotional support.

School Liaison HE Outreach work

The School Liaison Team is dedicated to recruiting school students for higher education by building strong connections between secondary schools and universities. They organise outreach activities such as school visits, campus tours, workshops, and information sessions to inform students about higher education opportunities. The team provides guidance on the application process, entry requirements, and available courses, often involving current university students as ambassadors. Their efforts aim to inspire and motivate school students to pursue further education, ensuring they have the information and support needed to make informed decisions about their academic futures.



Section 3

Strategic measures

This section documents our strategy and key interventions for achieving our stated aims and objectives and provides details of our approach to the student consultation, engagement and evaluation.

Strategic approach

To support our Access and Participation Plan, we have drawn on the College's vision and HE strategic goals and priorities (as per the SED and HE QIP)

We have one very simple aim at Blackburn College and that is to transform students lives through outstanding education, training and support.

We are passionate about our students, the student experience they have, the support we provide and the opportunities we generate.

Strategic Pillars/Aim:

Student Experience

To provide an excellent student experience which leads to high levels of student success and support progression to employment, education and training, raising future aspirations.

Teaching and Learning

To deliver outstanding teaching, learning and assessment practice that enables, students of all abilities to succeed in their ambitions, progress to their chosen next steps and prepares them for leading successful and prosperous lives.

Curriculum

To have an academic and in industry led technical curriculum which meets the needs of employers, the local economy, addresses the regional skills shortages, has employability at its heart and provides a holistic education experience.

Learning Environment and Sustainability

To provide students with an inspiring, sustainable and outstanding learning environment, which prepares them of industry and enables innovation in teaching and learning.

Partnerships and Communities

As an anchor institution, lead and be known for partnership work and collaboration that increases social mobility and the opportunities for different groups of students and helps communities grow and thrive.

Delivering the plan

The College Executive Leadership Team and the Single Equality Committee will deliver the plan by:

Ensuring all Heads of School are fully aware of the significance of the APP to their function and their responsibility to the APP

Ensuring a robust system and method of measuring required outcomes

Collaborating with other partner organisation to share best practice and implements learning from the pilot collaborative evaluation

Ensuring capability of systems and processes to capture relevant data of vulnerable groups at suitable points in the student journey and lifecycle

Supporting the improvement of admissions systems to capture, evidence and collate entry grades/ qualifications and target group information



Staff consultation

The staff consultation and working group for Access and Participation focused on ensuring equitable access to Higher Education and supporting the success of underrepresented and disadvantaged student groups. This group collaborated to develop and implement strategies aimed at increasing the enrolment, retention, and achievement of these students.

By engaging with a diverse range of staff, the group gathered insights and feedback to inform policy and practice. They analysed data on student demographics and outcomes, identified barriers to access and participation, and create targeted interventions to address these challenges.

The working group also monitored the progress of implemented initiatives, ensuring continuous improvement and alignment with institutional goals for diversity, equity, and inclusion. Through this collaborative effort, this group aims to foster a more inclusive and supportive educational environment, enhancing the opportunities and experiences of all students.

Alignment with other strategies

Our Access and Participation Plan aligns with The College's Strategic Plan, Higher Education Strategy and a range of other strategies, policies and governance principles.

Student consultation

The Access and Participation staff working groups will facilitate student representation to inform the planning, monitoring, delivery and evaluation of access and participation activity. Students will be invited from a range of backgrounds to provide an inclusive approach.

Our Quality Improvement Plan addresses student engagement and coproduction work from module level through to programme level evaluations, programme design and review, student representation on governance committees and through regular curriculum area student experience focus groups.

The College has, for many years, operated a traditional model of gathering and considering student feedback. This has been through the collection and collation of questionnaires at module and programme level and a formal process of programme committees. We have judged the effectiveness of these systems to be adequate. However, we recognise an update of our feedback systems is required as we strive to establish a genuine partnership with our students in shaping the College's environment and ethos.

Over the next two years we will transition from our current traditional model to a dynamic system of continuous feedback, working within a partnership model to tackle areas for improvement characterised by opportunities for the co-production of change. This will be completed through student programme reviews with the Quality department.



Evaluation strategy

Data collection

To ensure an effective approach to evaluation, data collection and access to data will be vital.

Alongside developments to our own systems and processes, we will work with schools and the local authority to ensure we capture relevant and necessary information in line with GDPR regulations. Data-sharing agreements will be put in place, with other organisations that are able to commit to supporting our evaluation processes by sharing data with us.

Financial Monitoring

A cross-college approach to evaluation of financial support will be implemented going forward. This will include an agreed cross-departmental process for assessing eligibility, monitoring of funds and evaluating impact. The teams responsible for the process will include Admissions, Access and Participation Officers and the Student Finance Team. Applications for student financial support, alongside the results of annual impact measuring will all feature as key points of discussion within the termly single equality committee meetings which are already established.

Monitoring progress against delivery of the plan

Overarching responsibility for the delivery of this plan will sit with Director Student Support and Experience, Vice Principal Curriculum and Quality, Director of Quality Innovation, Heads of School, Head of MIS and IT, supported by key staff within student services and support teams. We will ensure regular monitoring of our plan and related strategies through the Single Equality and Learning and Quality Committees.

Quality monitoring, evaluation, and support

We have undertaken a comprehensive review of the Self-Evaluation Document (SED) and Quality Improvement Plans (QIPs) to inform our quality monitoring processes, ensuring alignment with our institutional goals and regulatory requirements. This review involved a detailed analysis of our current practices, performance data, and feedback from various stakeholders. By examining the SED, we identified key areas of strength and potential improvement, which were then addressed through targeted actions in the QIPs. These plans outlined specific, measurable objectives and the steps needed to achieve them, creating a clear roadmap for quality enhancement.

In addition to internal evaluations, we actively liaised with our three key university partners to ensure a cohesive approach to quality monitoring. Regular meetings and communication channels were established to share best practices, align our strategies, and address any emerging issues collaboratively. These partnerships provided valuable external perspectives and benchmarking opportunities, enhancing our understanding of sector standards and expectations. Through this collaborative effort, we ensured that our quality monitoring processes were robust, transparent, and continuously evolving to meet the needs of our students and stakeholders effectively.

Section 4

Providing information to students

We are very aware that providing accurate, informative, and timely information is vital for our students, their families and the communities we serve.

We will ensure that applicants and students have the right information, advice and guidance, at the right time to help them make the best-informed decisions.

We will deliver:

1. Targeted marketing campaigns to support all in terms of access and participation to higher education. This will include a range of ages and communities. Marketing will identify appropriate online channels and produce digital materials relevant to specific target groups.
2. System upgrades to the admissions data collections and communication processes, to ensure that timely and relevant information around financial support for specific target groups or details of targeted applicant visit days.
3. Course fees and additional course costs presented in a clear and accessible form across marketing and applicant communications. This information will be available on our website, UCAS and printed resources, such as the prospectus.
4. Information about any financial support for underrepresented groups on our website and in any pre and post application communications.



