

City College Plymouth

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

City College Plymouth is a large vocational and technical General Further Education College offering both Further and Higher Education (FE and HE) provision. The College makes a significant contribution to the educational, cultural and economic life of Plymouth, and its Higher Education provision is an integral part of this. The College's delivery and development of vocational HE and Higher Apprenticeships across Plymouth and its travel to work area, and proactive engagement with employers ensures that local higher skills needs are met. Widening access to HE is a significant contributor to our context as an HE provider, and informs our approach to delivering teaching excellence. The College is a partner within the South West Institute of Technology (SWIoT). This partnership has supported the College in investment in resources for our Higher Education courses and supporting us in the development and delivery of new and innovative technical provision at levels 4, 5 and 6.

Higher Education (HE) has been offered at the College since the early 1990s, and consists of a portfolio of 34 courses including Higher National Certificates (HNCs), Higher National Diploma (HNDs), Higher Technical Qualifications (HTQs), Foundation Degrees and Bachelor's Degrees. The College's portfolio includes specialist subject areas like Marine and Maritime, Mechanical and manufacturing Engineering, electrical Engineering, Civil and construction, Sports therapy, Public Services, Computer Science, Cyber security, Health and Social care, Immersive technologies, Dance, Creative arts etc. The College works closely with local and national employers and stakeholders and offers part-time, full-time and other flexible learning routes and opportunities for our students. Our students are throughout supported to achieve the highest personal, academic and emotional outcomes. The College partners with two local HEI's to award these qualifications; University of Plymouth and Plymouth Marjon University.

Our ongoing commitment to our strategic focus has created an atmosphere of excellence that resonates throughout our entire staff. To reach all staff, strategic leads hold roadshows bi-annually and prepare promotional material updating stakeholders of the progress of actions and ensuring the College's vision is maintained while staff remain well informed. Well-developed and strong strategic links with the Heart of the Southwest Local Enterprise Partnership, Plymouth City Council, Devon & Plymouth Chamber of Commerce (DPCC), community organisations, local and national employers, exist to ensure that the curriculum meets their needs and effectively prepares students for work or further study. The strategic links are diversifying further into the community to incorporate the newly established Health Hub and the expansion of the Free Port. This enhances the College's contribution to developing the local and regional skills needs ensuring provision is established for students to upskill or smoothly transition into employment. In addition, the college's HE Strategy articulates a strategic aim "to continue to raise aspirations, widen participation and increase progression into and through HE, providing the opportunity for successful participation in HE to all who can benefit from it and building on our success in this area". City College Plymouth promotes equality of opportunity and well-being of both staff and students. This is a strategically supported monitored and on the weekly agenda, with middle and senior management.

College facilities are modern and enhance teaching and learning with leaders and managers accessing multiple funding streams to provide state of the art facilities and equipment. The College is in a financially stable position and has been assessed as having good financial health. We have quantified areas of cost underspend and additional income, enabling the

College to complete several projects. In total, the College has spent £597k on equipment and completed capital investments totalling £1929k.

Our curriculum practices such as teaching, learning and assessment practices are highly effective and tailored to supporting students. This reflects our 'TEF Gold' classification in the recent TEF panel outcomes. We were awarded gold in both student experience and student outcomes and one of the only 6 colleges in the UK to achieve these standards. In the report for our student experience they highlighted our staff professional development, learning environment and academic support, course content and student engagement, learning resources to be the outstanding quality feature. For the student outcome they stated our approach to student success, intended educational gains, approaches to support educational gains are outstanding quality features. This also demonstrates our strong commitment towards student engagement and success. We recognise that the STEM aspect of our curriculum is the very fabric of our curriculum needs maximising. This is important because we recognise that although our curriculum is tailored, the STEM aspect of curriculum is important and appreciated by students we are reaching as part of widening participation in our offer.

The Quality of Education (QoE) Strategy articulates the College's strategic commitment to provide outstanding teaching, learning and assessment in line with the College's Vision and Purpose articulated in section 1. We are committed to providing an academic experience which develops students' knowledge, skills and behaviours through high quality, supportive and aspirational teaching and assessment. This strategy articulates the importance of ensuring that all students at the College are fully prepared for progression to further study, and to meet their employment and career aspirations.

The strategy is underpinned by the Quality of Education Policy (QoE). This Policy provides an overview of the expectations for all staff at the College regarding the delivery of an outstanding educational experience for all students within the scope of this submission. The expectations articulated are applied to all academic and support staff and include the celebration of good practice, the provision of excellent learning environments, clear structure and delivery and the importance of utilising an individualised approach to student's academic experience, providing opportunities for recap and review, and that students are clear on the intent of each academic experience. The impact of our QoE strategy and policy is that our curriculum teams are delivering a broad and rich curriculum. This curriculum equips students with the appropriate skills, supports successful outcomes regarding completion of studies and enables and encourages progression to further study and employment.

To ensure consistent and strategic enhancement of the student experience and student outcomes, the College employs a process of Annual Programme Monitoring (APM) for all recognised HE provision, and Course Performance Reviews for all non-recognised higher level provision. These processes ensure quality assurance through continual monitoring and drive improvements and innovation at both programme and College level, informed by both qualitative and quantitative data. The College strives continuously to be the 'College of the future', and part of this strategic vision has been realised with the College achieving Google Reference College status, the only college in the South West and one of only eight colleges across the country. The Google Reference status reflects the College's embedded approach to blended learning, with 100% of students and staff using Google Workspace as their go-to productivity suite since 2018-19. Google reference status firmly positions us as a leading education provider who has successfully embedded technology into our strategy. It recognises the College's innovative work in technology and our commitment to provide our HE students with the best opportunities to work and learn, enabling them to progress.

All of our Higher Education courses are validated and awarded by the partner Universities. We also actively engage with local Small and Medium Employers (SME's) and also with big

employers like Babcock, Livewell Southwest. The College reflects annually on the impact this strategic approach is having to ensure we are continually enhancing the HE student experience, and makes adjustments in line with emerging priorities and areas for development. An example of this is the increased focus on the development of digital skills since 2020, which is now an embedded agenda item within all meetings, and an area specifically discussed within the HEQDP and HESED.

Risks to equality of opportunity

Risk 1: There are lower proportions of ethnic minority students accessing higher education at City College Plymouth. National data evidence suggests the average access of the BMAE group is below 9 % (OFS data dashboard). Due to the small number, the students can be identified and hence no significant data for the College in this section. This is a function of access to information and guidance, the College's location, local students' ethnicity, demographics of the South West, perceptions of higher education, course type and delivery mode and lack of accommodation facilities available. The more detailed access information is given in **Annex A**.

Risk 2: There is also a lower rate of continuation and completion for the students in PQ1 and 2 both nationally and at the College (OFS data dashboard). Evidence suggests this can be attributed due to lack of resources, access to academic and personal support, alongside the cost pressures associated with accessing and continuing higher education. The more detailed continuation and completion information are given in **Annex A**.

Risk 3: A lower percentage of students with a reported disability attain degree outcome of 2:1 or above than students with no reported disability. Evidence suggests this is a function of access to academic and personal support, alongside the financial pressures associated with accessing higher education. The more detailed attainment information is given in **Annex A**.

Risk 4: There are a lower percentage of Higher Education students progressing into high skilled work or further study nationally. Students' progression data indicates it has decreased nationally from 73.65 % to 72.3 % from 2017 to 2022. For the College, the data shows it has increased from 60 % to 66.55 % for the same time period but still below the national average (OfS data dashboard). Evidence suggests this is due to socio-economic barriers of the region and lack of information and guidance for the students. The more detailed progression information is given in **Annex A**.

Risk 5: There is a lower percentage of mature students continuing study at higher education level. Using our internal data, we have observed that the mature student non-continuation rate has doubled from 6.62% in 2020-2021 to 13.62% in 2023/24. Evidence suggests this is due to cost pressures, lack of information and guidance, insufficient academic support and insufficient personal support. The more detailed continuation information is given in **Annex A**.

Objectives

Objective 1 - The College aims to increase access into its Higher Education provision for under-represented groups to 5% by 2029. Reduce the access gap between ethnic minority and white students. Our current internal data shows only 3.96 % of our Higher Education students are from the Black Asian Minority Ethnic (BAME) group and the last 3 year trend shows 0.6% increase for our BAME student population (Linked with PTA_1).

Objective 2 - The College aims to reduce rates of non-continuation for all students in PQ1 to PQ5 by 8 % by 2028/29, with a commitment to improvement of monitoring and tracking of continuation data for all underrepresented groups. Reduce the completion gap between students with and without a disability to 4% by 2028/29, with a particular focus on reducing the completion (gap for students with a mental health condition. The continuation increased from 77% (2019-20) to 80% (2020-2021) but 2021-22 data shows the continuation is at 73% which has decreased from 80% but the trend doesn't reflect the true rate due to small numbers. OfS data also suggests the current completion gap between students with disability reported and no disability reported at 6%, the gap has increased by 2% in the past 3 years. The College will embed a sustained approach to supporting and raising levels of student continuation and completion throughout the student journey through the development and delivery of targeted activities and initiatives which are inspirational, motivational and supportive (Linked with PTS_1 and PTS_2).

Objective 3 - The College aims to reduce the attainment gap of distinction between students with and without a disability by 5% by 2028/29 and also eliminate the gap in attainment of distinction between students in PQ1 and PQ5 by 2028/29. Limited data in this section but internal statistics show a 10% gap in attainment for students with disability and against those with no disability reported. The gap has decreased by 2 % in the past 3 years. The College will support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment. The College to ensure high achievement rates for all students through ensuring that those from disadvantaged background groups are fully supported to successful outcomes and progress to meaningful next steps (Linked with PTS_3).

Objective 4 - The College aims to reduce the gap between students from PQ1&2 and PQ3,4&5 progressing into highly skilled work or further study by 5% by 2028/29. Reduce the gap between students with and without disabilities progressing into highly-skilled work or further study by 6% by 2028/29. Limited OfS data here but internal data shows a gap of 8% (2022-23) which has reduced by 2% in the past 3 years. Also the progression gap of students with or without disabilities is at 8% which has reduced by 3% in the past 3 years. The College is committed to remove barriers to progression into highly skilled work or further study for its Higher Education students (linked with PTP_1 and PTP_2).

Intervention strategies and expected outcomes

Intervention strategy 1: The College aims to increase access into its Higher Education provision for under-represented groups by 5% by 2029.

Objectives and targets

This section includes activities related to other educational organisations and community group interaction. To improve collaboration with other Higher Education Institutions in Plymouth to develop unified access and participation initiatives for underrepresented students, including the sharing of facilities, with the aim of having improved and targeted partnerships in place by 2029. Activities will be incorporated to build and further develop a series of outreach initiatives and a comprehensive package of information, advice, and guidance, modelled to challenge barriers associated with higher education for PQ1 and PQ2 students, students with disabilities, care leavers, students with caring responsibilities, and children of military families. The College will also continue to support high levels of recruitment for all other groups with low representation nationally, including mature students and White British males from a low socioeconomic background through engagement with employers, community groups, schools and FE students.

Risks to equality of opportunity

Consultation with staff and consideration of current practice against the Equality of Opportunity Risk Register identified access to information and guidance (Risk 2), application success rates (Risk 4), perception of higher education (Risk 3) and knowledge and skills (Risk 1) as potential risks. The College established good links with the local community through the previous access and participation plan and will continue to do so. The College will also look into providing digital literacy and accessibility equipment to all students, especially those from disadvantaged backgrounds. The College has been building good links with the BAME community through ongoing access and participation activity, this will be enhanced further through a close working relationship with a BAME community group as outlined below

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>Targeted Outreach Activities for all new BAME students</p> <ul style="list-style-type: none"> To continue building the reputation of the College as the learning destination of choice and implement an outreach strategy to build upon the Colleges strong outreach and engagement programme to include targeted activities to raise awareness of underprivileged groups including increase in community partnerships. (New) To work in partnership with Schools, local community organisations, and local businesses to organise workshops(3 per year) , open days (2 per year), and information sessions (2 per year) specifically aimed at under-represented groups, such as first-generation students, ethnic minorities, and students from low-income backgrounds.(New) The College will utilise dedicated staff to work with schools in disadvantaged areas (5 per year), providing guidance and information about pathways to HE to new BAME students.(Existing) <p>Related to Risk 2, Risk 3 and Risk 4</p>	<p>A dedicated marketing budget to support 5 of targeted events throughout each academic year The targeted events throughout the academic year will focus on outreach activities.</p> <p>Dedicated Student Liaison Officer to use 0.2 full-time equivalent (0.2 FTE) with dedicated hours to attend, promote and engage students with these events dedicated hours to organise and promote these events.</p> <p>Dedicated HE Careers Advisor (1 FTE) to actively involved in all those events to give effective advice to the students.</p>	<p>Increased enquiries and applications from potential BAME applicants by 20%.</p> <p>Increased conversion rates from BAME applicants to 5%.</p>	
<p>To celebrate diversity through aspiration raising activities targeted at the new and existing BAME student community including;</p> <ul style="list-style-type: none"> Hands-On Science and Technology Projects: Continue to organise workshops (3 per year) where students can engage in hands-on activities related to Science, Technology, Engineering, and 	<p>HE Teaching Team to organise taster sessions 2 times a year for students especially focusing on BAME students. The sessions will be focused on subjects like Engineering, Health and Social Care, Sports etc.</p> <p>Projects and partnerships Team to support and find any collaborative project opportunity to engage with local community and other Higher Education Institutions</p>	<p>Longer term impact on applications and enquiries for higher education and increase in applications by 10%.</p> <p>Increased engagement from the BAME applicants group by 10%.</p>	

<p>Mathematics (STEM). Projects will include coding clubs, robotics competitions, environmental science experiments, and engineering challenges.(New)</p> <ul style="list-style-type: none"> • Career Panels to be held with BAME Professionals: Host panels (2 per year) in collaboration with other HEI's where BAME professionals from various industries share insights into their careers, the challenges they've faced, and strategies for success.(New) • BAME Role Models in STEM: Invite BAME professionals (2 per year) working in STEM fields to lead sessions or give talks, sharing their experiences and career paths to inspire students.(New) <p>Related to Risk 2 and Risk 3</p>	<p>(HEI's). These projects will be based on the funding availability and will be maximised.</p> <p>To engage with external speakers who will act as role models for the students and get them involved in higher education. External speakers will be arranged at least once per semester</p> <p>Dedicated HE Careers Advisor to engage in all the events to give effective career options/ advice to the students and increase students' progression.</p>	<p>Increased intention to progress to Higher Education by 8%.</p>	
<p>Knowledge and skills development activity targeting BAME students aims to address specific barriers and challenges they may face, while providing tailored support to enhance their academic and personal growth.</p> <ul style="list-style-type: none"> • Tailored programme design: Develop a knowledge and skills development programme, specifically tailored to the needs of BAME students.(New) • Flexible Delivery Methods: To continue offering the programme through various formats, including in-person workshops, online modules, and hybrid options, to accommodate different learning preferences and schedules.(Existing) • Career Skills Development: Provide training on resume writing, interview skills, networking, and job search strategies, with a focus on addressing potential biases and challenges in the job market. (New) 	<p>Dedicated HE Careers Advisor to support students from the BAME group with resume writing, interview skills, job search etc. This sessions will be held once every week with the students having the opportunity to book for additional sessions.</p> <p>HE teaching team to develop flexible delivery models for the students and offer academic and pastoral support to the students. The pastoral support will be scheduled once every week with room for additional sessions if requested.</p> <p>The Colleges IT and Learning Teaching and Innovation (LTI) Team to support the BAME students from disadvantaged backgrounds to access technology and other learning resources. There will be a dedicated once a week session available to the students to drop-in.</p>	<p>Increased engagement from the BAME applicants group by 10%.</p> <p>Increased knowledge and skills to support application to higher education and raise aspirations and raise the applications from the BAME group to 5%.</p>	<p>Intervention Strategy (IS) 3</p>

Linked to Risk 3 and Risk 4			
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Summary of evidence base and rationale

The College provides a supporting environment for students from all backgrounds. Pre-entry Information Advice and Guidance (IAG), aspiration raising and study and soft skill support are common activities to increase access, although it is noted that these are more effective when targeted, delivered early and linked to other activities (TASO, 2023). The College's rationale for activity related to this objective is outlined in Intervention strategy 1 is targeted towards BMAE students. Using College's most recent internal data, close to 100% of our students live in a 60 mile radius of the college so our student population is closely interconnected with the ethnicity data of Plymouth. The number of students from minority ethnic groups is too small for us to disclose as students will become identifiable so the College is unable to include specific ethnicity data in our considerations but this remains a priority. The College have reviewed data from 2018/19 onwards and this trend has remained in place so it is not possible to set high targets that may achieve sufficient numbers to publish data. The targeted marketing materials are aimed to remove this discourse and provide information relevant to the unique barriers faced by these under-represented students. The College is committed to collaborating with other HEIs across Plymouth and working to increase the proportion of students from international backgrounds building on our FE partnerships will help us in achieving this.

For further detail please see **Annex B**.

Evaluation

The intervention strategy will be evaluated comprehensively by monitoring inquiry and application numbers for BAME students, attendance at targeted events, and stakeholder satisfaction with those events. This primarily constitutes Type 2 evidence, as it links activities with improved outcomes, though establishing direct causal relationships is challenging in this context, as highlighted in the TASO Toolkit. The strategy mainly focuses on targeting or enhancing existing practices. Impact will be reported annually through the Access and Participation Working Group, examining both the overall impact and the effects of individual activities. These findings will be published by the College's Access and Participation Working Group.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Outreach and Engagement activities	Increased enquiry and application from BAME applicants.	Type 1 – attendance figures for the activities Type 2 - Monitoring of enquiry and application rates for BAME students	Internal reporting through Access and Participation working groups each academic year. Published on Access and Participation webpage
Knowledge and skill development activity	Increased BMAE student application and continuation. Increased student engagement	Type 2- BMAE student attendance data as well as continuation data	
Aspiration raising activity	Good student and staff event satisfaction rates. Increased knowledge and skills to support application to Higher Education and raise aspirations.	Type 1 – narrative supported by student and staff feedback	
Financial support	Increased enquiry and application from BAME applicants.	Type 2 - Monitoring of enquiry and application rates from BAME students	

Intervention strategy 2: The College aims to reduce rates of non-continuation for all students by 8 % by 2028/29, with a commitment to improvement of monitoring and tracking of continuation data for all underrepresented groups. Reduce the completion gap between students with and without a disability by 4% by 2028/29.

Objectives and targets

This section includes activity related to reducing the gap with respect to positive outcomes for students from PQ1 and 2 by 10% by 2028/29. Activities will be aimed to reduce rates of non-continuation for all students by 8% by 2028/29, with a commitment to carefully monitoring and tracking continuation data for all underrepresented groups. The College will work towards reducing the completion gap between students with and without a disability by 4% by 2028/29, with a particular focus on reducing the completion gap for students with a mental health condition and reduce the continuation gap for students from IMD 1 by 5% by 2028/29. Activities will ensure that the College's quality assurance mechanisms are continually developed to include specific focus on the outcomes for students from underrepresented groups, to ensure that the College is effectively supporting these students to participate in their course and to have good progression outcomes. The College will also reduce the continuation gap for mature students by 10% by 2028/29, embedding student support and guidance throughout the student journey.

Risks to equality of opportunity

Consultation with staff and consideration of current practice against the Equality of Opportunity Risk Register identified access to information and guidance (Risk 2), limited choice of course delivery and mode (Risk 5), cost pressures (Risk 10) and progression from higher education (Risk 12) as potential risks. Insufficient academic support (Risk 6) has also been considered. The College will monitor student continuation and completion data and collaborate with local communities to support the students' achievement.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>To enhance continuous Academic Support to ensure students from under-represented groups are supported whilst the continuation and completion rate for the students improved.</p> <ul style="list-style-type: none"> • The College will identify early any students At-Risk. It will continue to implement data-driven approaches (like monitoring attendance and engagement) to identify students who may be at risk of disengagement or dropping out. (Existing) • The Colleges support teams will provide supplementary support programmes throughout the academic year. Learning opportunities will include study skills workshops, peer tutoring, and subject-specific revision sessions to support under-represented students who may be struggling academically.(New) • The College will also provide Integrated Learning Support. The college will work in collaboration with other partner HEIs. The students will have access to resources such as writing centres, maths labs, and online learning tools that are integrated into course offerings, ensuring students have the support they need within their regular study schedule.(New) <p>Related to Risk 5 and Risk 6</p>	<p>The Colleges HE lecturers will continue to monitor the students through tutorial and evaluations and identifies any student who might be at risk. The student attendance data will be monitored weekly and details of any students At-Risk will be shared with the HE team to ensure wrap around support is in place for students.</p> <p>The Digital Team to provide additional learning opportunities to the students to improve their academic competencies. Study skills drop-in session will be arranged once per week with room for additional session upon request.</p> <p>The Learning Support Team will ensure students with additional needs are well supported and engaged with academic programmes. The team will liaise with the academic team and also monitor the attendance/ engagement data weekly for the students who have disclosed additional needs.</p> <p>The Colleges Learning, Teaching and Innovation Team to work collaboratively with teachers will review all resources to ensure they fit for purpose. The team will liaise with lecturers and ensure technology inclusion into teaching and learning materials. The materials will be reviewed termly to ensure it is fit for purpose.</p>	<p>Reduced non-continuation as a result of confidence over grades by 8 %.</p> <p>Increased student engagement by 15 %.</p>	<p>IS3</p>
<p>Financial support for low income students</p> <ul style="list-style-type: none"> • HE Bursary –The College will continue financial support for low income students. All full time and part time higher education 	<p>Student Funding Team to ensure the funds are distributed and maintained in a fair manner (Details of the available funds given in the section below). The funds will be distributed in two phases during the year</p>	<p>Reduced non-continuation as a result of financial pressures by 6%.</p>	<p>IS3, IS4</p>

<p>students from low-income households (<£25K household income) may apply for a bursary for each year of their course. (Existing)</p> <ul style="list-style-type: none"> Hardship Fund - The College will start a new financial support for under-represented group students. It will be open to full time students and part time students studying an undergraduate qualification on campus. (New) 	<p>to ensure funds are distributed properly and upon checking on students' attendance.</p> <p>Student Liaison Officer to offer information to the students and also provide support with bursary applications. During the induction week students will be made aware of the available bursary options and the information will be relayed through various marketing mediums throughout the year.</p>	<p>Reduce the completion gap between students with and without a disability by 4%.</p>	
<p>Related with Risk 10</p>			
<p>Career and Employability Support for under-represented group students.</p> <ul style="list-style-type: none"> Career Development Workshops: The College will continue to offer workshops (once per month) focused on CV writing, interview skills, networking, and job search strategies, ensuring that students are prepared for the job market as they approach the end of their studies.(Existing) Internship and Placement Programmes: The College will start to integrate Internship and Placement programmes into the courses. It will continue to develop strong links with industry to provide students with internship and placement opportunities that give them practical experience and enhance their employability.(New) Career Progression Advice: The College will continue to provide ongoing career advice that helps students understand the pathways available to them post-graduation, linking their academic 	<p>The Careers Team and dedicated HE Careers Officer will offer students up to date career information and also offer support regarding CV writing, interview skills. There will be dedicated weekly drop-in sessions but students can also book additional sessions upon request.</p> <p>Placement Teams will continue to grow and establish strong links with the industry and create internship and placement opportunities for the students. Employer conferences will be arranged once a year and The academic teams will continue to arrange termly employer events (like employer evening or employer breakfast) to ensure relevant employers are on board and the experience fits for the student learning.</p>	<p>Reduced student non-continuation due to lack of student support by 10 %.</p> <p>Increased student completion and progression rate by 4 %.</p>	<p>IS4</p>

<p>achievements to future career opportunities. (Existing)</p> <p>Related with Risk 2 and Risk 12</p>			
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Summary of evidence base and rationale

Evidence suggests that student non-continuation is often linked to financial pressures, confidence in academic ability, and personal circumstances. Emerging research, including the TASO Toolkit (2023), indicates that post-entry financial support positively impacts both retention and completion rates in higher education. OfS data dashboard shows higher levels of continuation for mature students than younger learners for City College Plymouth. When analysing the College's internal data, it has been observed that the non-continuation rate of mature learners has doubled from 2020-21 to 2023-24 with mature learners making up over half of the College's non-continuation numbers. PQ1/PQ2 - non-continuation rates have increased year on year (YOY) for students in these quintiles (OfS dashboard to 2021-22), within 2022-23 and 2023-24 (internal data) with over 60% of non-continuations were students from Q1 and Q2. OfS data dashboard latest figures indicate a 5.8% gap (2019), internal data supports gap. The percentage of students who have declared disability/disabilities in the cohorts sits between 20-30% across years but we have a higher proportion of students with additional needs who are undiagnosed or have not disclosed conditions.

For further detail please see **Annex B**.

Evaluation

This intervention strategy will be evaluated comprehensively by monitoring non-continuation rates and analysing the reasons provided for them. The College will support a staff research to investigate the reasons behind non-continuation at the college and assess the impact of existing activities to minimise that. The goal is to collate Type 2 evidence by collecting and evaluating information on the reasons for non-continuation and monitoring the number of non-continuing students. The findings will be presented in various internal and external focus groups to address any sector wide issues.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Continuous academic support	Reduced non-continuation as a result of confidence over grades. Increased student engagement	Type 2 – Monitoring non-continuation rates and reasons for non-continuation. Type 1 - internally supported staff research on reasons for non-continuation.	Internal reporting through Access and Participation Working Group Published on Access and Participation webpage.
Financial support	Reduced non-continuation as a result of financial pressures.	Type 2 – Monitoring non-continuation rates and reasons for non-continuation.	
Career and Employability Support	Reduced student non-continuation due to lack of student support Increased student completion and progression rate.	Type 2 – Monitoring non-continuation rates and reasons for non-continuation.	

Intervention strategy 3: The College aims to reduce the attainment gap of distinction between students with and without a disability by 5% by 2028/29 and also eliminate the gap in attainment of distinction between students in PQ1 and 5 by 28/29.

Objectives and targets

Activities in this intervention strategy will target to reduce the attainment gap of distinction between students with and without a disability by 5% by 2028/29. It will also look to eliminate the gap in attainment of distinction between students in PQ1 and 5 by 2028/29. The College aims to support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment. The College will commit to diversifying the methods and modes of academic skills delivery to support higher rates of access and attainment for students from underrepresented backgrounds. The College will ensure high achievement rates for all students through ensuring that those from disadvantaged background groups are fully supported to successful outcomes and progress to meaningful next steps.

Risks to equality of opportunity

Consultation with staff and consideration of current practice against the Equality of Opportunity Risk Register identified perceptions of Higher Education (Risk 3), cost pressures (Risk 10), insufficient personal support (Risk 7), progression from higher education (Risk 12) as potential risks. The College established good links with the local community through the previous access and participation plan and will continue to do so. The College will also look into providing digital literacy and accessibility equipment to all students, especially those from disadvantaged backgrounds.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>Inclusive Teaching Practices for under-represented students</p> <ul style="list-style-type: none"> • Culturally Responsive Teaching: The College will continue to incorporate culturally responsive teaching practices that acknowledge and respect the diverse cultural backgrounds of students. (Existing) • Differentiated Instruction: Adapt teaching methods to meet the varying needs of students. This could involve using a mix of visual, auditory, and kinaesthetic teaching techniques, offering varied learning materials, and providing additional support where needed.(Existing) • Active Learning Strategies: The College will encourage active learning by involving students in discussions, group work, and problem-solving activities that allow them to engage with the content in ways that suit their learning preferences.(New) <p>Linked with Risk 3 and Risk 7</p>	<p>HE teaching team will continue to employ various teaching methods to meet the needs of a diverse range of students. The methods should be culturally responsive and inclusive in nature. Lecturers should also incorporate an active learning approach in their classes to increase engagement. This will be monitored termly through student feedback and reviewed annually to make any updates.</p> <p>Learning, Teaching and Innovation Team to support lecturers to develop resources involving visual, auditory and kinaesthetic techniques to enhance students' learning experience. This will be reviewed termly to monitor whether the diverse needs of the students are fulfilled. Termly student feedback will also be analysed to understand any additional student needs.</p> <p>Learning support Team to provide support to students with additional needs and ensure the students are engaged and raise their attainment. The team will monitor student engagement through academic team feedback (termly) and attendance monitoring (weekly).</p>	<p>Increase in student engagement.</p> <p>Reduced attainment gap as a result of proper level of support by 5 %.</p>	<p>IS2</p>
<p>Financial support for low income students from under-represented groups</p> <ul style="list-style-type: none"> • HE Bursary –The College will continue financial support for low income students. All full time and part time higher education students from low-income households (<£25K household income) may apply for a bursary for each year of their course. (Existing) 	<p>Student Funding Team to ensure the funds are distributed and maintained in a fair manner (Details of the fund available is given in the next sections). The funds will be distributed in two phases during the year to ensure funds are distributed properly and upon checking on students' attendance.</p> <p>Student Liaison Officer to offer information to the students and also provide support with bursary applications. During the induction week students will be</p>	<p>Reduced attainment gap as a result of financial pressures by 5%.</p>	<p>IS2</p>

<ul style="list-style-type: none"> Hardship Fund - The College will start a new financial support for under-represented group students. Hardship Fund will be open to full time students and part time students studying an undergraduate qualification on campus.(New) <p>Linked with Risk 7 and Risk 10</p>	made aware of the available bursary options and the information will be relayed through various marketing mediums.		
<p>Supportive Learning Environment for new and existing under-represented groups</p> <ul style="list-style-type: none"> Accessible resources - The College will collaborate with other HEI's to design resources (once per term) that motivate and engage learners with diverse interests and learning styles. Offer content in various formats (text, audio, visual) to cater to different learning preferences and needs. (New) Technology integration- Resources will be available with common assistive technologies like screen readers, text-to-speech software, magnifiers, etc. Also use tools like speech-to-text software, captioning tools, and accessible textbooks readily available for students. (New) <p>Linked with Risk 3</p>	<p>HE Team and Lecturers to termly survey students to get feedback on the accessibility of course materials. Offer extended time or alternative formats for students with disabilities. Offer transcripts for audio content, including podcasts or audio lectures. The survey results will be analysed by HE team termly to identify and resolve any underlying issues.</p> <p>HE Team to support curriculum teams to ensure that course websites are easy to navigate and compatible with assistive technologies. Ensure test questions are screen-reader-friendly, avoiding complex images or diagrams without descriptions. This will be monitored termly especially before assessment time.</p>	Reduced attainment gap as a result of digital literacy by 5%. .	
<p>Student Support Services for new and existing under-represented group students</p> <ul style="list-style-type: none"> Academic support - The College will continue to provide one-on-one or group tutoring sessions to help students improve their understanding of course material. Academic coaches can help students develop study strategies, time management skills, and goal-setting habits. Offer workshops and personalised assistance with writing 	The Training and Development Team to offer opportunities for students to engage in campus activities, clubs, and organisations, which fosters a sense of belonging and community. Information regarding well-being will be given to the students during induction at the beginning of the academic year and also drop-in sessions will be arranged monthly. The team will also provide wellness programmes that promote physical and emotional well-being, such as fitness classes, wellness workshops, and nutrition counselling.	Reduced attainment gap as a result of personal issues and support by 5%.	IS4

<p>assignments, study techniques, and exam preparation.(Existing)</p> <ul style="list-style-type: none"> Wellbeing and Mental Health Services including Neuro Inclusion training - The College will continue to provide accessible mental health services (Check-in fortnightly) to help students manage stress, anxiety, and other personal challenges that may interfere with academic performance. Connect students with peer mentors who can offer guidance, support, and advice on navigating college life. The College will start neurodiversity training for all HE staff members to understand student needs more efficiently. (New) <p>Linked with Risk 7 and 12</p>	<p>HE team to facilitate collaboration between faculty and student services to identify struggling students and provide additional academic or personal support. HE team will collate data monthly from the academic team and engage with relevant support teams. The team will ensure that policies and services are inclusive and supportive of all students, taking into account diverse needs and circumstances.</p> <p>Learning Support Team to help students with additional needs to set personal and academic goals, and work with them to break these goals into achievable steps. The team Involve students in the planning of their academic and co-curricular activities, ensuring that they take ownership of their journey and stay motivated to reach their goals. The team will be in touch with the student with additional needs fortnightly to check their progress.</p>		
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Summary of evidence base and rationale

The College focuses on inclusivity, the college recognizes the diverse needs of its student population and the importance of creating an environment where every student has the opportunity to succeed. This approach fosters a sense of belonging among students, which can enhance engagement and retention. Commitment to inclusivity can help reduce achievement gaps, particularly for students from historically underrepresented or disadvantaged backgrounds. From internal data analysis, an attainment gap for students in PQ1 and PQ2 has been observed. The College is in a fortuitous position in that the majority of the student cohort are Q1/Q2, so committed to improving attainment/positive outcomes for all students which will simultaneously reduce attainment gaps. Additionally, goal setting and motivation significantly influence self-efficacy, which is why targeted career advice aims to shape student goals, motivations, and eventual outcomes. This intervention strategy is primarily grounded in Type 1 evidence.

For further detail please see **Annex B**.

Evaluation

The intervention strategy will be evaluated as a whole based on monitoring attainment data for students accessing the additional support provided creating Type 2 evidence that will be published on the College's Access and Participation webpage. Student and staff feedback will also be collated at regular interval to identify any areas of concern and will generate a Type 1 evidence which will be shared internally and externally during focus groups and events.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Inclusive Teaching practices	Increase in student engagement Reduced attainment gap as a result of proper level of support.	Type 2 - Monitoring and analysing student attainment data and identifying any pressing reasons. Type 1 - Student and staff feedback during the regular interval focus group	Internal reporting: <ul style="list-style-type: none"> • Through the College's Access and Participation Working Group • Reporting to the Colleges Executive Leadership Team at scheduled points through the Quality and Performance paper (at least three times annually) • Reporting to the College Corporation as part of regular Higher Education Reporting • Student Voice will be collected through College surveys and focused groups Published on Access and Participation webpage
Financial support for low income students	Reduced attainment gap as a result of financial pressures.		
Supportive Learning Environment	Reduced attainment gap as a result of digital literacy.		
Student Support Services	Reduced attainment gap as a result of personal issues and support.		

Intervention strategy 4: The College aims to reduce the gap between students from PQ1&2 and PQ3, 4 and 5 progressing into highly skilled work or further study by 5% by 2028/29. Reduce the gap between students with and without disabilities progressing into highly-skilled work or further study by 6% by 2028/29.

Objectives and targets

This intervention strategy will ensure to reduce the gap between students from PQ1&2 and PQ3, 4 and 5 progressing into highly skilled work or further study by 5% by 2028/29. The strategy will also look to reduce the gap between students with and without disabilities progressing into highly-skilled work or further study by 6% by 2028/29. The college will be committing to increasing student engagement with employability initiatives with 80% of target students engaging in at least one progression intervention by 2026/27. The College is committed to remove barriers to progression into highly skilled work or further study for its Higher Education students.

Risks to equality of opportunity

Consultation with staff and students and consideration of current practice against the Equality of Opportunity Risk Register identified information and guidance (Risk 2), perceptions of Higher Education (Risk 3), insufficient personal support (Risk 7) and progression from higher education (Risk 12) as potential risks. The College has good working relationships with all the major local and regional employers and will continue to do so. The students will get hands-on work experience and will be work ready.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>Work-Based Learning Opportunities for students from PQ1 and PQ2.</p> <ul style="list-style-type: none"> • Internships and Placements: The College will start to partner with local businesses, industry leaders, and organisations to offer internships, work placements, and cooperative education programmes. These experiences provide students with hands-on experience, industry contacts, and a clearer understanding of their chosen field.(New) • Live Projects and Industry Collaborations: The College will continue to integrate real-world projects into the curriculum where students work on assignments provided by industry partners. This gives students practical experience and allows them to showcase their skills to potential employers.(Existing) • Apprenticeships: The College will collaborate with industries and develop higher-level apprenticeship programmes that combine academic study with work experience. These programmes can help students earn qualifications while gaining valuable experience in their field. (Existing) <p>Linked with Risk 7 and Risk 12</p>	<p>Higher Education Lecturers will incorporate project-based learning, internships, co-ops, or industry sponsored projects into existing courses. At Least one industry based project will be made mandatory for degree students. The team will also work more with industries to design and update curriculum to meet high skill job needs during curriculum planning day once a year. The team also can integrate opportunities for students to earn certifications or credentials that are valued in their industries.</p> <p>The College will set Employer Connections Skills Conferences (or similar) once per year for each academic area. This will allow for engagement and interaction with curriculum and for continuous development and alignment to the needs of employers and high skill job sectors. The College will also set half yearly Employer Connection Meetings for curriculum areas.</p>	<p>Increased student progression to highly skilled jobs by 5%.</p> <p>Increased student progression to further higher studies Masters and doctorate degree.</p>	IS3
<p>Skills Development Programmes for PQ1 and PQ2 students.</p> <ul style="list-style-type: none"> • Soft Skills Training: Offer training (weekly drop-in sessions) in essential soft skills such as teamwork, problem-solving, 	<p>Skills development Team will offer workshops that focus on technical skills in high-demand industries. There will be weekly drop-in session and can also be arranged upon request</p>	<p>Increased student engagement and students confidence</p>	IS3

<p>critical thinking, leadership, and adaptability. These skills are crucial for success in highly skilled work environments and are often sought after by employers.(New)</p> <ul style="list-style-type: none"> • Digital Literacy and Technical Skills: Provide students with opportunities to develop digital literacy (weekly drop-in session) and technical skills relevant to their field of study. This could include certifications in software, programming languages, or industry-specific tools.(Existing) • Entrepreneurship Support: For students interested in starting their own businesses, offer entrepreneurship programmes (1 per year) that include business planning, financial management, marketing, and access to start-up resources.(New) <p>Linked with Risk 2</p>	<p>The Digital Learning Quarter Team will continue to provide training in new and emerging technologies such as artificial intelligence, machine learning, block chain, and renewable energy technologies that can make students competitive for high-tech and future-oriented jobs. Weekly drop-in sessions will be available to all the students with room for booking additional sessions.</p> <p>Local Business Incubator and University business development teams' collaboration can co-create training programmes with industry experts to ensure the training meets the requirement for high skilled jobs. There will be an annual business engagement event where the academic team will meet with the emerging businesses and create required training programmes.</p>	<p>Increased student progression to highly skilled jobs</p>	
<p>Lifelong Learning and Continuing Education for PQ1 and PQ2 for existing students</p> <ul style="list-style-type: none"> • Continuing Professional Development (CPD): Offer CPD courses (2 per year) and workshops (Fortnight drop-in) for graduates who are already in the workforce but wish to upskill or pivot to new career opportunities. These programmes can help alumni stay competitive in their fields. (New) • Alumni Lifelong Learning Access: Provide alumni with ongoing access to learning resources, career support, and networking opportunities, ensuring that the College remains a valuable resource throughout their careers.(New) 	<p>The Careers Team will continue to foster a culture of lifelong learning by offering resources such as career services, professional development workshops, and alumni networks that support continued education. The Team will provide fortnightly drop-in sessions for any alumni who want career development.</p> <p>The College will create an HE alumni community which will have one conference a year and promote Higher education and further career progression.</p> <p>Lecturers will offer online courses, webinars, and e-learning modules to make education more accessible. The team will also offer classes termly outside traditional working hours making continuing education feasible for everyone.</p>	<p>Increase student progression to highly skilled jobs</p> <p>Continuous student development through CPD courses</p>	<p>IS1</p>

Linked with Risk 3			
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Summary of evidence base and rationale

The College aims to remove barriers to progression into highly skilled work or further study for its Higher Education students reflects a proactive and student-centred approach to education. This objective is crucial in ensuring that students are not only well-prepared academically but also equipped with the skills, resources, and opportunities needed to succeed in competitive job markets or advanced academic pursuits. It is evident from internal consultation with staff and students that progression varies across subject areas and there is a progression gap affecting students in the groups identified in the intervention strategy. The most recent information on OfS data dashboard 2021/22 shows an increase in part time students with disability progression after year on year (YOY) decrease 2017/20. The same is true for mature students. As this is the only increase and no more recent data is accessible, it can be considered as an anomalous year rather than a confirmed upward trend and so work needs to be done on reducing the progression gap. Additionally, full-time disabled students' progression has dropped in comparison to students who have not reported a disability (8.1% gap in 2021/22 - 61.7% progression vs 69.8% progression).

For further detail please see **Annex B**.

Evaluation

The intervention strategy will be evaluated based on monitoring student progression data which will generate Type 2 evidence and also through student surveys which will generate Type 1 evidence. The data will be published on the College access and participation webpage. The College will also support a staff research project on employer opportunities which will generate Type 2 evidence. Internal data and information will also be collated from the Alumni which will generate Type 1 evidence.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Work-Based Learning Opportunities	Increased student progression to highly skilled jobs Increased student progression to further higher studies Masters and doctorate degree.	Type 2 - Monitoring student progression data Type 2 - internally supported staff research paper on employer opportunities	Internal reporting through Access and Participation Working Group. Published on Access and Participation webpage
Skills Development Programmes	Increased student engagement and students confidence Increased student progression to highly skilled jobs	Type 2 - Monitoring student progression data	
Lifelong Learning and Continuing Education	Increase student progression to highly skilled jobs Continuous student development through CPD courses	Type 1 - Internal collected student alumni information for student progression.	

Whole provider approach

The College recognises that it is facing a future of new and great opportunities and takes these prospects with a view to turn them into reality. The College's clear vision and purpose which acts as guiding principles. The College recognises students and staff are facing increased pressures in life giving rise to issues around wellbeing and mental ill health. Understanding where we are has enabled us to set out our journey to realise our vision. Our staff have been mobilised to create a future based on commitment, optimism and inspiration. The College has a people-led strategy that gets to the heart of why we do what we do, embodying our culture of ownership, accountability and responsibility for our actions. The vision and purpose inspires our culture and values. Whilst the strategic intent describes our goals and details the eight strategic actions that deliver our vision.

To do this we must be a college that performs and continuously improves so we become dynamic and transformative in all that we do. A post-pandemic world that is also facing climate change, technological revolution, demographic shifts and the unknown impacts of Brexit requires College staff to have the right qualities and values to lead the City College Plymouth of tomorrow. City College Plymouth is setting out to make the right decisions about our future, our strategic choices and resource allocations. Our strategic intent clearly defines our direction of travel, our priorities and our contribution to the City and beyond.

With this in mind the College embeds equity, equality, diversity and inclusion (EEDI) throughout all aspects of the organisation. There is a comprehensive strategy ensures that the organisation not only complies with the Equality Act 2010 but also fosters an inclusive environment where everyone has equal access to opportunities. At the college, we are committed to embedding good practice across all of the protected characteristics. We will aim to eliminate unlawful discrimination and break down institutional barriers before they can affect people. We will aim to remove any barriers that we have not foreseen swiftly and sensitively as soon as they become apparent.

1. Policy Development and Implementation

City College Plymouth implements a comprehensive Equality and Diversity Policy that outlines the organisation's commitment to promoting equality and preventing discrimination. The College regularly reviews and updates policies to ensure they remain effective and comply with current legislation. All marketing, display and course information promotes equity, equality, diversity and inclusion and is free from explicit or discriminatory material and promotes a positive image. Teaching and learning materials ensure that they are in line with college expectations and where required support is accessed by either their Line Manager, Learning, Teaching and Innovation Officer, Coaches and or the equity, equality, diversity and inclusion committee. The curriculum also meets the need and reflects the diversity of our students and communities and students will be enrolled based on ability, aptitude and suitability for the course.

2. Training and Awareness

Both compulsory and non-compulsory equity, equality, diversity and inclusion training programmes are provided to support the equality objectives. The College celebrates all the major events throughout the academic year like Black History Month, World Culture Celebration day, Neurodiversity Celebration Week, International Women's Day etc. This involves everyone throughout the college (Governors, students, and all staff). Promoting equality, diversity and inclusion will continue to form a part of induction for all new staff and students. Training events for all will be publicised and monitored as part of the college's quality

review of staff and students' development. We provide mandatory EEDI training for all staff to ensure they understand their responsibilities under the Equality Act 2010. We also conduct regular awareness campaigns to highlight the importance of EDI and the benefits of a diverse workforce. The students are also notified about the college's policies regarding EEDI and the reporting system. All the teaching staff are well informed of how to support a student if in need or to escalate it to the appropriate senior member of staff.

3. Leadership and Governance

College governors are passionate and highly motivated and use their skills, experience and aspirations to support and challenge the College to ensure it concludes the year strongly, with cohesive intent strategies and direction, demonstrating the high expectations of students and staff. Our governors have increased their knowledge of the College through positive interaction with managers and taking the time to hear the views of our students. The College's Leaders and managers provide cohesive strategic direction and their high expectations and aspirations of students and staff reflect the College's vision to be the learning destination of choice. Strong leadership and management, ensures exceptional levels of support for students who are vulnerable or from minority groups, leading to very good outcomes and improved the working relationships between curriculum and service teams.

The Colleges commitment to EEDI flows throughout the organisation. There a zero tolerance policy for any discriminatory behaviours. The College has an EEDI committee who meets on a regular basis to discuss the ongoing processes and oversee the implementation of EEDI initiatives and monitor progress. Each member of the College community is responsible for following and supporting the EEDI policy. The guidance applies to all staff, students, governors, contractors, volunteers and visitors. We expect all members of our college community to follow our vision and values for equality, diversity and British Community values. The College's Corporation is the responsible body for ensuring that City College Plymouth complies with the Equality Act 2010. Corporation members are responsible for their behaviour, oversight of the management and conduct of the College's Equity, Equality, Diversity and Inclusion policies and for the advancement of Equity, Equality, Diversity and Inclusion within the organisation.

4. Recruitment and Retention

The College implements inclusive student recruitment practices to attract a diverse pool of candidates. This includes using non-biased advertisements or promotion of our courses. The College also continuously develops retention strategies that support the student progression of underrepresented groups.

Monitoring and Evaluation

- **Data Collection:** Collect and analyse data on the workforce composition, pay equity, and promotion rates to identify and address any disparities.
- **Impact Assessments:** Conduct Equality Impact Assessments (EIAs) for new policies and practices to evaluate their potential impact on different groups.

Support Mechanisms

- **Employee Resource Groups:** Support the formation of employee resource groups for underrepresented groups to provide a platform for networking and advocacy.
- **Support Services:** Provide support services such as counselling and reasonable adjustments for employees with disabilities.

Community Engagement

- **Outreach Programmes:** Engage with local communities and educational institutions to promote career opportunities and encourage applications from diverse backgrounds.
- **Partnerships:** Form partnerships with organisations that promote EEDI to share best practices and collaborate on initiatives.

Reporting and Transparency

- **Regular Reporting:** Produce regular reports on EDI initiatives and their outcomes to ensure transparency and accountability.

- **Feedback Mechanisms:** Establish mechanisms for receiving feedback from employees and stakeholders on EDI efforts and areas for improvement.

Compliance with the Equality Act 2010

- **Legal Compliance:** Ensure all policies and practices comply with the nine protected characteristics defined in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Due Regard:** Demonstrate due regard to the three aims of the public sector equality duty (PSED) under the Equality Act 2010:
 - Eliminate discrimination, harassment, and victimisation.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.

Financial support available with eligibility criteria

The College will offer financial support, focussed at those students who, from monitoring and evaluation reports, are underrepresented and most likely to drop out either due to academic or financial reasons. Support includes: Bursaries that support participation from individuals that face the greatest challenges and whom evidence shows are most at risk of withdrawal. The College will link staggered payments throughout the student lifecycle directly to attendance targets. This scheme is open to both full and part time students, and for students on all stages of study. We will be undertaking a full evaluation of the impact of the bursary at the end of the academic year, which will be reported to the HE Outreach and Participation Group for consideration regarding how to ensure good levels of engagement with the scheme in future years. As highlighted within our evaluation section, any financial support will be actively monitored and evaluated to determine meaningful impact. The planned impact for the College's Success measures for its target groups are: Improved attainment, continuation and completion Increased self-belief and expectations Increased academic confidence Broadened academic and professional horizons Increased awareness of support available and access to financial support Increased confidence in the application of personal skills/competences and changed perceptions of self and of influencers. For all the bursaries and scholarships mentioned before more funds may be available depending on the number of applications.

Examples of support for the College are in more detail below.

Bursaries and Scholarships

Provision of discretionary financial assistance for students to access and remain in Higher Education, particularly those students who need financial help to meet extra costs that cannot be met from other sources of support. Priority groups include students with children, lone parents, mature students with existing financial commitments, students from low income backgrounds and students in unexpected hardship. Funds are limited and therefore initial allocations will be a maximum of £1000 (pro-rata for part-time students.) This is reviewed later in the academic year, subject to take-up and availability of funds.

City College Plymouth provides relevant bursaries and scholarships and these include:

Higher Education Hardship Fund: City College Plymouth students who are experiencing financial hardship may be eligible for support from the Higher Education Hardship Fund up to £1000 in their stage 1 and stage 2 of studies. The fund will be estimated for 10 students and is open to full time students and part time students studying an undergraduate qualification on campus. UK residents studying an online undergraduate qualification may also be eligible to apply. Students are asked to provide evidence of financial hardship through the application. A minimum of £250 scholarship will be available for all eligible students (if more than 10 eligible applications are received).

Low household income bursary: Households (<£25K household income) may apply for a bursary for each year of their course of up to £1000. The funding will initially be available for 55 students. Part-time students are also eligible to apply for but it will be calculated on a pro-rata basis. The scheme is available to both full time and part time students, with the award being £1000 (pro rata for part time students). The bursary will be awarded in the form of a £300 grant in October and £350 grant in November of the first year of study, and a further £350 grant in January, dependent upon attendance. More funds may be available depending on the number of applications. A minimum of £500 scholarship will be available for all eligible students (if more than 55 eligible applications are received).

Carers' bursary: All full time higher education students who have full time care responsibilities may apply for a £1000 bursary for each year of their course. This will initially be for 10 students per year and students can apply during each year of their studies. The scheme is available to both full time and part time students, with the award being £1000 (pro rata for part time students). The bursary will be awarded in the form of a £300 grant in October and £350 grant in November of the first year of study, and a further £350 grant in January, dependent upon attendance. More funds may be available depending on the number of applications. A minimum of £250 scholarship will be available for all eligible students (if more than 10 eligible applications are received).

Care leavers bursary: All full time higher education students who have been in local authority care for 13 weeks or more, may apply for a £1,000 bursary for each year of their course. This will initially be for 10 students per year and students can apply during each year of their studies. The scheme is available to both full time and part time students, with the award being £1000 (pro rata for part time students). The bursary will be awarded in the form of a £300 grant in October and £350 grant in November of the first year of study, and a further £350 grant in January, dependent upon attendance. More funds may be available depending on the number of applications. A minimum of £250 scholarship will be available for all eligible students (if more than 10 eligible applications are received).

City College Plymouth Scholarships

City College Plymouth applicants who demonstrate or promote excellence in their subject may be eligible for financial support from one of the College scholarships. The scholarships are open to students applying to study on any City College Plymouth full time foundation degree or honours degree programme. Successful applicants will receive a £1000 cash payment to support their study. The scholarship will be awarded in the form of a £300 grant in October and £350 grant in November of the first year of study, and a further £350 grant in January, dependent upon attendance. In return, students in receipt of a scholarship will be expected to act as a Student Ambassador for their subject and the College by representing the College in their chosen subject, helping at College recruitment activities such as Course Advice events and Applicant Days or promoting access and support for under-represented groups where the opportunity arises. Students can only apply once for this scholarship during their study at the College. More funds may be available depending on the number of applications. A minimum

of £250 scholarship will be available for all eligible students (if more than 10 eligible applications are received).

Initially 10 scholarships are available for first year students in the following subject areas:

- Applicants from targeted under-represented groups (BAME groups, student from IMD Q1 and students with a learning difficulty or disability)
- Applicants who promote excellence in Digital skills (Computer science and digital Arts based subjects)
- Applicants who promote excellence in STEM subjects (Mechanical and Manufacturing Engineering, Marine and related Engineering, Electrical Engineering, Science, Construction, Civil etc.)
- Applicants who promote excellence in Sport and Public Services (Sports therapy, Rehabilitation, Public services)
- Applicants who promote excellence in the Creative sector (Creative Actor, Film, Dance etc.).

Applications for scholarships can be made using this Scholarship Application Form. Payment will be made in 2 instalments (before Christmas and at the end of successful completion of the first year) ensuring the student has not withdrawn or been suspended from study and has over 90% attendance, passed all modules sat at June assessment boards and have supported City College Plymouth in their role as a Student Ambassador on at least one or more occasions in every term. The following are available through government schemes:

Childcare Grant: The Childcare Grant helps full-time students with the cost of childcare during term times and holidays. The amount you receive will be dependent upon your household income and is based on 85% of your actual childcare costs.

Further information available: Childcare Grant: What you'll get - GOV.UK (www.gov.uk)

Parents' Learning Allowance: This can help pay for course-related costs such as books, materials and travel if you have dependent children. The amount you receive will be dependent upon your household income.

Further information available: Parents' Learning Allowance: Overview - GOV.UK (www.gov.uk)

Adult Dependents' Grant: Under the current funding guidelines, students with a husband, wife, partner or another adult family member who is financially dependent on them may be eligible for a non-repayable grant.

Further information available: Adult Dependents' Grant: Overview - GOV.UK (www.gov.uk)

Student consultation

The College routinely engages with HE students to gather their feedback throughout the academic year through a combination of formal quality assurance meetings, focus groups and surveys. This feedback has been essential in informing how the College has developed its models by providing an in-depth understanding of the barriers faced by our students, and also the measures they would welcome to support their success and progression.

The continuation of the College's APP Working Group which has been established since 2020 will support students to be engaged in the monitoring and evaluation of the Access and Participation Plan. Student members will contribute to monitoring and reporting in relation to

the individual intervention strategies, alongside the monitoring and reporting in relation to the overall plan.

In addition to the student working group, the College will fully utilise its HE student voice structure to gather continual feedback from the entire student body with respect to all elements of access and participation. The College's approach to student voice has been designed to ensure that all students have the opportunity to provide feedback through a variety of mechanisms to ensure it is representative of the views of the whole student body. The monitoring of this agreement on an annual basis will include consultation with a representative group of students through the Student APP working Group as an essential requirement, and throughout our formal meeting structure, with student input being used to inform changes and developments as we move forward with our priorities and associated outcomes. Students will have the opportunity to contribute to the College's annual published update with respect to its progress with the APP aims, objectives and targets.

Evaluation of the plan

The overall plan and associated activity will be monitored by the Access and Participation Working Group, which will include membership from key stakeholders, including students. The working group will meet termly to report on activity and will produce an annual report against targets which will feed into the governance structure through the HE Strategic Group, which feeds into Executive Leadership Team (ELT) and Governors. All reports and an overview of the plan and activity will be provided on the Access and Participation web page which will be ready by summer 2025.

The College will take an evidence-led, strategic approach to our APP to drive continuous improvement in our aim of ensuring that all students are given an equal opportunity to access HE and achieve positive outcomes and progression. Evaluation is an essential aspect of the College's evaluation, with the outcomes of evaluation being essential to further developing future programmes of activity. Developments to be implemented in order to ensure that our evaluation strategy is robustly embedded across all programmes of activity, and that our approach is consistently applied and reportable at a strategic level. The College has also confirmed it will be working as part of a collaborative evaluation group led by one of its partner HEIs, University of Plymouth, to support in the sharing of practice and continual development of robust evaluation.

The College is committed to improving our data access and use, and supporting staff knowledge and understanding in relation to access and participation. As noted in Annex A, some of the data available is limited which reduces the ability to monitor and evaluate effectively, therefore working with internal data and reporting to aid this in future iterations.

Provision of information to students

The College aims to ensure that the provision of information to current and prospective students is accurate, complete and accessible. The College is fully aware of its responsibility to provide students with accurate information in order for prospective students to be able to

make informed decisions. The College is compliant with the requirements of consumer protection legislation and the Competition and Markets Authority. The College reviews its fees and financial support on an annual basis for all of its HE provision; and, where applicable, in consultation with its partner HEI. There is a thorough process for providing information for all programmes, which adheres to the partnership agreement with the College's awarding HEIs.

Information for prospective students including transparency of information for admissions and enrolments is published on the College's Website, in line with OfS requirements. Information is reviewed to ensure that it is up to date regularly and students are signposted to internal and external support services for further advice as appropriate.

The College ensures that fees information is provided to UCAS and other key organisations in a timely manner to populate their applicant-facing web services. The College Student enquiries, student finance, careers team, HE office, admissions, course tutors and marketing teams provide information, advice and guidance (IAG) on tuition fees and financial support for higher education students through series of course advice events and open days for prospective students. All full-time applicants with offers are offered the opportunity to attend open evenings, where information regarding the fees and the financial support available through the College can be discussed further. Where applicants have declared a learning difficulty or disability, the applicant events are attended by a dedicated HE Learning support team member to discuss the support available.

The College Learning Support team provides specialist advice for students with additional learning needs and those in receipt of DSA. The Student Finance team provides a dedicated HE Student Finance advisor and other sources of financial support. In the academic section, students get assigned to a personal tutor who is their first point of contact to raise any need for any academic support and challenges. The College's dedicated HE Career Advisor provides students information regarding career development and progress to further study options for current students. The HE team (dedicated HE quality assurance and student support) continue to provide advice and support for students throughout their programme to ensure that appropriate IAG is provided through all stages of the student lifecycle. Upon enrolment, students are provided with a copy of Learning Agreement which reinforces their right to a cooling off period, states the financial responsibilities associated with their studies once they enter into the contract and confirms the terms and conditions relevant to their studies. The College provide access to all our student-facing policies for applicants and students on the College Website, including the tuition fees policy. The College provides links to students regarding Partner University's website where applicants are able to access the respective policies, rules and regulations of the partner Universities (University of Plymouth and Plymouth Marjon University). Students also get access to partner universities' libraries and other professional services. Students also can use the facilities of the universities physically if they want and enjoy the respective universities student benefits. The College ensures that terms and conditions are fair, clear and understandable to students by continual review of our approach to consumer protection requirements. The College also works closely with our partner to ensure terms and conditions reflect those of the University and meet their expectations. The College goes through intensive university quality assurance processes throughout the year. In addition to this the College go through periodic review every 4 years and the most recent periodic review process took place during academic year 2022-23

Commendations included:

- Levels of academic support for students is very clear
- Resources are appropriate for the provisions
- Students like and enjoy the use of the dedicated HE Common room and other facilities
- The physical resources align well with other HE Institutions' resources in subject areas

- Placements and work-based learning opportunities are supportive and appropriate for the students
- Good relationship with the overseas institutions for cross working and collaboration
- Staff team are well qualified and working well
- Strong encouragement within the Team for personal development plan (PDP) activities

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

Data analysis revealed several potential risks to equal opportunity. Below, we outline the initial risks identified and provide the reasoning behind the selection of the final target group.

Access

Identified Area	Explanation	Rationale
TUNDRA	Limited data but aggregate suggest Q1 and Q2 performing the highest	Recent reductions are seen as a positive and the target for BMAE is also likely to impact TUNDRA so no dedicated target here, however when monitoring BMAE students, impact on TUNDRA will also be noted and further activity considered.
Deprivation	Variation across the 6 years shown. 2022/23 IMD 2019 is close to 25% and IMD 2017 is 20 % but the higher numbers are in Q1.	An area to continue to monitor rather than target at this point.
Ethnicity	Limited data due to small numbers but national data suggests may be an area for consideration	Although there has been a recent increase due to previous targeted activity the number of 'non-white' students remains low in comparison to all HE providers resulting in a target to further increase this to 8%.
Age	Indicator value shows under 21 performing better than mature (21 and over) by almost 20 % across the last 4 years.	The number of students under 21 has decreased by 25 % from 2021/23 to 2022/23. The number of mature students has increased by 20 % within the same timeline.
Disability	Limited data but indicator value shows around 40 % entrants reports disability	An area to continue to monitor rather than target at this point.

Investigating potential risks to equality of opportunity led to two key objectives: improving access for access for BAME students and supporting students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment. Efforts in these areas are also anticipated to positively influence other related indicators. The related objectives are as follows:

Objective 1 - The College aims to increase access into its Higher Education provision for under-represented groups by 8 % by 2029.

Objective 3 - The College aims to support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment.

Consultation with staff and consideration of current practice against the Equality of Opportunity Risk Register identified access to information and guidance (Risk 2), application success rates (Risk 4), perception of higher education (Risk 3) and knowledge and skills (Risk 1). In addition to these cost pressures (Risk 10), insufficient personal support (Risk 7), progression from higher education (Risk 12) as potential risks.

Continuation

Identified Area	Explanation	Rationale
TUNDRA	Limited data but continuation indicator values for young (under 21) student's shows above 60 % over the last 6 years for PQ 1.	An area to continue to monitor rather than target at this point. Intervention strategy 2 will help to improve the data gap.
Deprivation	Limited data but continuation indicator values for PQ1 and PQ2 shows lower than the national average across the 6 years' timeline 2016-17 to 2021-22.	The 2 year aggregate shows a percentage point (pp) gap of -9.5 between PQ1 and PQ5 but this is due to the limited nature of the data.
Ethnicity	Limited data due to small numbers but national data suggests may be an area for consideration	Internal data indicates mature student continuation percentage as 90 % for past 6 years average which is higher than under 21 student which is at 60 %.
Age	Continuation indicator value shows higher rate of continuation for mature students than young students which is completely opposite to the national trend.	Expected to be impacted by the target of inclusive teaching, learning and assessment.
Disability	Indicator value shows the number of disability reported decreased year on year from 2017-18 to 2020-21 but a sharp increase from 2020-21 to 2021-22. Disability reported is above 90% which is higher than the national average.	Expected to be impacted by the target for inclusive teaching, learning and assessment.

The College has excellent continuation for both full and part time students that is materially above benchmark. The data exploration identified a number of potential risks (disability, age, ethnicity, eligibility for free school meals) to equality of opportunity, however it was felt that an objective related to embedding a sustained approach to supporting and raising levels of student continuation and completion throughout the student journey through the development and delivery of targeted activities and initiatives which are inspirational, motivational and supportive. Continuation in relation to both students with a reported disability and BAME students will also be monitored. The related objective is

Objective 2 - The College aims to embed a sustained approach to supporting and raising levels of student continuation and completion throughout the student journey through the development and delivery of targeted activities and initiatives which are inspirational, motivational and supportive.

Consultation with staff and consideration of current practice against the Equality of Opportunity Risk Register identified access to information and guidance (Risk 2), limited choice of course delivery and mode (Risk 5), cost pressures (Risk 10) and progression from higher education (Risk 12). Insufficient academic support (Risk 6) has also been considered. The College will monitor student continuation and completion data and collaborate with local communities to support the students' achievement. Capacity issues (Risk 11) were examined with respect to accommodation costs, although accommodation expenses remain relatively low compared to other sectors and include aspects not found elsewhere. The ongoing effects of coronavirus (Risk 11) were also addressed, primarily concerning the heightened need for personal or financial support, which is already accounted for in this section.

Completion

Identified Area	Explanation	Rationale
TUNDRA	Limited data due to small numbers but national data suggests it may be an area for consideration.	An area to continue to monitor rather than target at this point.
Deprivation	Completion Indicator value suggests that PQ1 and PQ2 at an average of 80 % which is lower than the national average of 82.5 %.	Whilst some gaps in completion rates are noted, these remain high in comparison to sector benchmark
Ethnicity	Limited data due to small numbers but national data suggests it may be an area for consideration.	The target for the BMAE students will impact and improve the data.
Age	Indicator value shows completion gap between mature and young (under 21) is over 10 %.	Expected to be impacted by the target of inclusive teaching, learning and assessment with an intent to reduce the gap by 5 %.
Disability	Limited data due to small numbers but national data suggests it may be an area for consideration.	Expected to be impacted by the target of inclusive teaching, learning and assessment.

According to the OfS data, the College boasts excellent completion rates, significantly surpassing benchmarks for both full-time and part-time students. Although some potential risk indicators were noted, all groups perform admirably. The objectives related to completion is to support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment.

Objective 3 - The College aims to support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment.

Consultation with staff and consideration of current practice against the Equality of Opportunity Risk Register identified perceptions of Higher Education (Risk 3), cost pressures (Risk 10), insufficient personal support (Risk 7), progression from higher education (Risk 12) as potential risks. The College established good links with the local community through the previous access and participation plan and will continue to do so. The College will also look into providing digital literacy and accessibility equipment to all students, especially those from disadvantaged backgrounds.

Attainment

Identified Area	Explanation	Rationale
TUNDRA	Limited data due to small numbers but national data suggests it may be an area for consideration.	A focus on deprivation is expected to also impact on indication of risk in this area.
Deprivation		Noted a 20 pp difference for the national dt. The aim will be to reduce the gap to 10 pp.
Ethnicity		Small numbers in this category need to increase access before targeting this group while there are other indicators where activity would be more beneficial.
Age		Attainment by age will be monitored and considered in any future variations however it is expected that a focus on deprivation will also impact on the indication of risk in this area.
Disability reported	Significant higher disability reported for full time students in comparison to part time students. Internal data indicates a 31% increase in disability from 22/23 to 23/24.	A maintained gap in this area will be targeted with the intention of eliminating this gap by 2027.

There is no data available on the OFS dashboard due to small volumes of students within this category. Internal data is limited for the same reasons. There are a number of potential indicators of risks to equality of opportunity, or areas where the national data may suggest consideration would be beneficial, resulting in the college's aim to support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment. The college also aims to remove barriers to progression into work or further studies. The objectives related to this attainment are

Objective 3 - The College aims to support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment.

Objective 4 - The College aims to remove barriers to progression into highly skilled work or further study for its Higher Education students.

Progression

Given the limited data, we examined areas where the higher education sector might typically encounter risks to equality of opportunity, such as disability, age, and deprivation. However, as the tables below illustrate, this exploration did not pinpoint any specific groups for targeted intervention.

Table: Progression percentage of students with disability reported and no disability reported.

	2017-18	2018-19	2019-2020	2020-2021	2021-2022
Disability reported	45 %	65.4 %	69.3 %	gap	61.7 %
No Disability reported	66.4%	64.4 %	70.6 %	55.8%	69.8 %

The progression for both students with a disability and no disability reported are comparable from year 2018-19 to 2021-22. The students with a disability outperformed those with no disability reported in 2017-18. Overall the progression percentage has increased.

Table: Progression percentage of students young (under 21 and Mature (21 and over)

	2017-18	2018-19	2019-20	2020-21	2021-22
Mature (21 and Over)	58.4 %	78.1 %	82.4 %	71.4 %	76.0 %
Young (under 21)	60.2 %	54.7 %	48.6 %	53.1 %	55.1 %

Data indicates the progression for mature students has increased overall from 58.4 % in 2017-18 to 76.0 % in 2021-22 with a highest of 82.4 % in 2019-20. For young students the overall progression has decreased from 60.2 % in 2017-18 to 55.1 % in 2021-22.

Table: Progression Indicator values Deprivation (IMD 2019)

	2017-18	2018-19	2019-20	2020-21	2021-22
Q1 (most deprived)	low	low	low	low	76.9 %
Q2	56.4 %		74.1 %	65.4 %	64.3 %
Q3	low	low	low	low	64.4 %
Q4	low	low	low	low	52.6 %
Q5 (least deprived)	low	low	low	low	low

When considering deprivation students from Q1 (most deprived) outperform all other student groups significantly. Q2 and Q3 progression percentage is almost similar at 64%.

The data is very limited in this area, there are a number of potential indicators of risks to equality of opportunity, or areas where the national data may suggest consideration would be beneficial, is to remove barriers to progression into highly skilled work or further study for its Higher Education students.

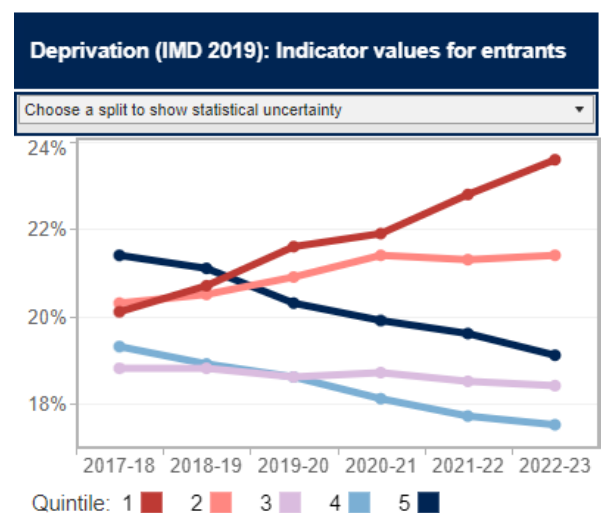
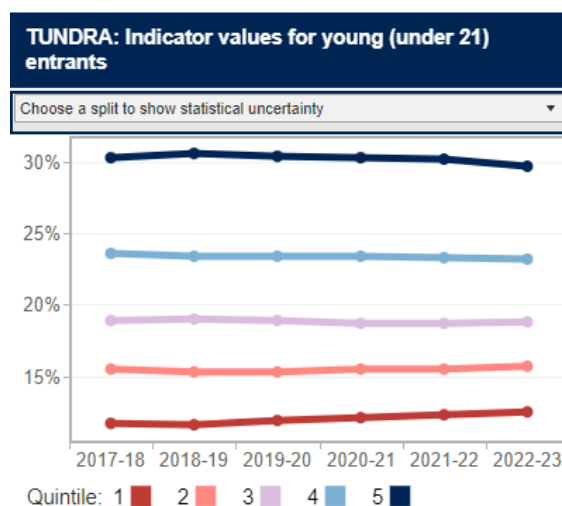
Objective 4 - The College aims to remove barriers to progression into highly skilled work or further study for its Higher Education students.

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.

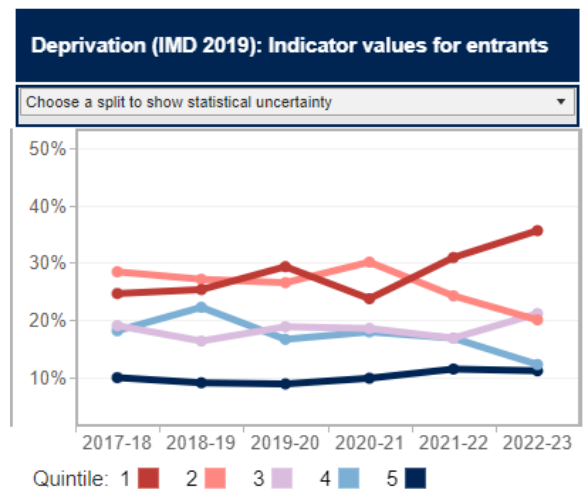
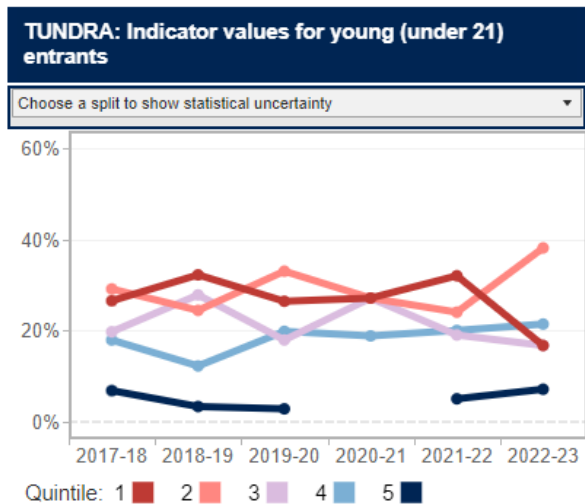
Intervention Strategy 1

The evidence base underpinning this intervention strategy is a combination of internal data analysis, TEF data and OfS dataset from the APP data dashboard.

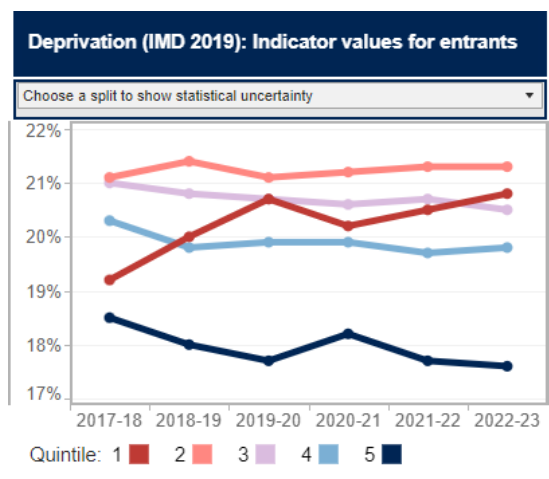
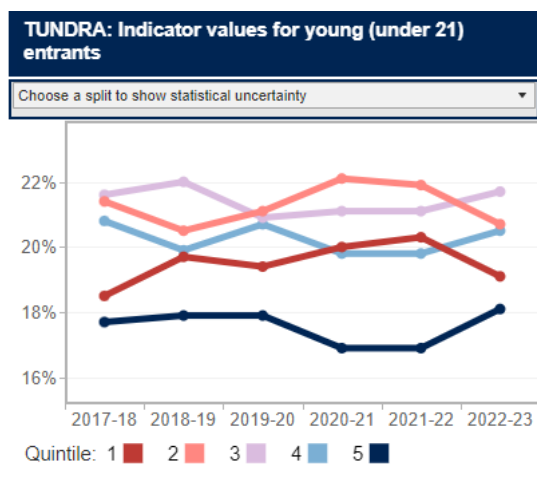
IMD 2019 deprivation data (OfS data dashboard) - Q1% across all HE provision (including higher apprentices) was 24.7% and Q2% across all HE provision (including higher apprentices) was 25.7%. 50.4% of the total cohort of students from Q1 and Q2 backgrounds across part time, full time and higher/degree apprenticeship provision for 2021/22 entrants.



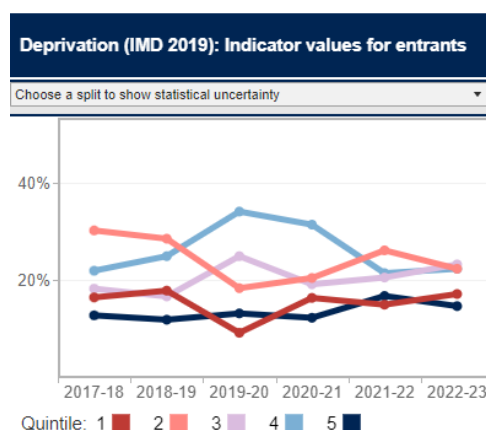
Sector-wide Full time access above - increase in IMDQ1 entrants and still largely under-represented in overall access.



The College's full time students' access indicator increase in IMD Q1, decrease in Q2 year on year from 2020-21 onwards which is why the College is committed to challenging barriers through aspirational CIAG. The College is also planning to work with FE learners as a captive audience to improve internal progression as the college services a total of 12,499 students across all provision, including adult and FE provision. The College also has a higher concentration of IMD Q1 students than the sector proportions (35.6% in 2022-23 vs sector-wide 23.6%) so this is a key target group the college is successful in recruiting and continuing and creating IAG initiatives with an aim of increasing this by 2028-29.



English provider sector-wide Part time access - there has been a decline in number of part time TUNDRA Q1 and Q2 entrants. Conversely, there has been an increase in IMDQ1 access sector-wide. When compared to part time access at the college, do not have TUNDRA data from OfS due to small numbers, but the IMD quintile data trends echo the sector-wide picture for Q1 access with an increase slightly below the sector at 17.2% for 2022-23.



Ethnicity data shows the College's student population and rates of access are closely interconnected with the ethnicity demographic of Plymouth. In the 2021 census, the ethnicity demographic for Plymouth was recorded as 94.0%, a decrease from 96.1% in 2011 ([Office for National Statistics](#)). The ethnicity demographic for our students, reflects this and is interconnected as 95.2% of our 2023-24 cohort across all modes and years of study are from neighbourhoods within 100 miles of the college, 87.7% of these are within the PL postcode area. As a college which has a small HE provision compared to the FE cohort, it is limited on facilities (Do not have accommodation to offer students and can only signpost to private student halls or private landlords) and budget to target and work with prospective students outside of the south west. The College is committed to collaborate with other HEIs in Plymouth to combine resources and facilities to expand our reach and strengthen the impact of information, advice and guidance initiatives. The College also has a number of strong international partnerships, primarily based in FE, and the International Partnerships and HE teams are working together to expand this and encourage international FE partners to progress onto our HE provision. Working with more students and working with HEI partners whose HE offer differs from the College (e.g. strong engineering provision, more vocational courses, more flexible learning opportunities etc.) will help increase access as students are being exposed to a wider range of courses within one initiative and the breadth of higher education options in Plymouth can be showcased simultaneously not in competition with each other. The courses occupy a unique space within Plymouth's HE provision and is committed to collaborate with partner universities to raise aspirations of young learners as well as mature students/career changers and the other previously identified underrepresented groups and promote an alternative to traditional university route through higher apprentices and more industry-led vocational courses to appeal to 'non-academic' learners and those looking to upskills within their industry (particularly in engineering). This is also where strengthening the College's links with industry remains a target and building this beyond our frontrunners of Engineering and expanding across Healthcare and Public Services provision and work based learning (IS4 link)

Disability access - in the 2021 census, Plymouth had the South West region's second highest proportion of residents who identified as being disabled (9.7%). Whilst this figure was limited a lot and may have been influenced by the pandemic, The College's HE provision overwhelmingly services residents of Plymouth so this also supports that removing barriers for students with disabilities remains a priority and is a consideration that is particularly relevant to our college and its location and local student demographic.

Free school meals (FSM)

'Pupil characteristics - number of pupils by fsm eligibility' for State-funded secondary and known to be eligible for free school meals in South West between 2015/16 and 2023/24

Move and reorder table headers

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
FSM - Percentage of pupils	10.3	10.4	9.9	11.4	13.0	15.5	17.1	18.8	20.0
Headcount	32,002	32,238	30,776	36,006	41,979	51,013	57,123	63,546	68,412

Free School Meal (FSM) eligible students in the South West at state-funded secondary schools has increased year on year and we also know that the SW has the lowest participation rate of all areas across England (Neon/UWL report) :

Table: Participation rates in higher education for FSM learners from 2011-12 to 2021-22 across English regions

Region	2011/12 (%)	2021/22 (%)	% change
London	36.50	48.80	33.70
West Midlands	18.60	29.90	60.75
North West	17.50	26.60	52.00
East of England	15.60	22.90	46.79
Yorkshire and The Humber	14.90	25.70	72.48
East Midlands	14.10	21.40	51.77
North East	14.00	21.90	56.43
South East	13.40	21.20	58.21
South West	12.40	18.70	50.81

This is another reason why the College is committing to collaborate with other HEIs in Plymouth, two of which have partnership agreements with the College, to work with higher numbers of secondary school students external to the college to improve FSM participation and improve access across the city/region.

Intervention Strategy 2

The evidence base underpinning this intervention strategy is a combination of internal data analysis, TEF data, OFS APP data dashboard dataset, OfS data analysis of students reporting a mental health condition ([published October, 2023](#))

Figure 1: Proportion of full-time students who reported having a mental health condition by age

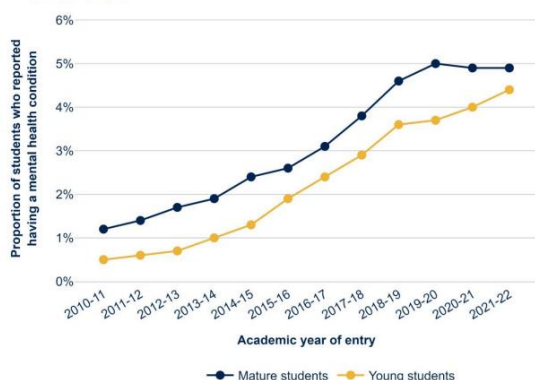
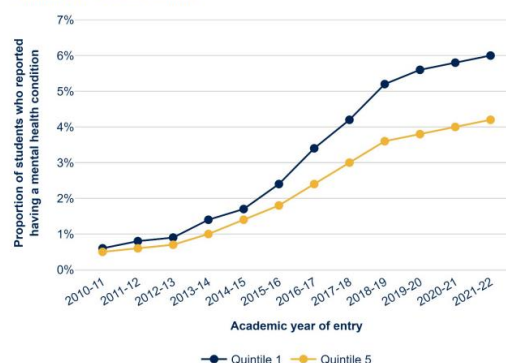
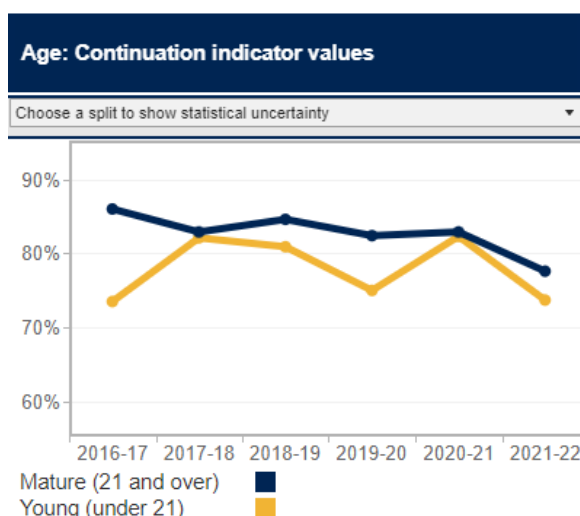


Figure 7: Proportion of full-time students who reported having a mental health condition by TUNDRA quintile

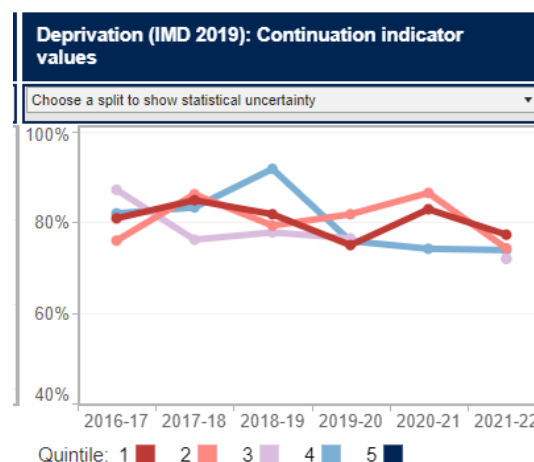
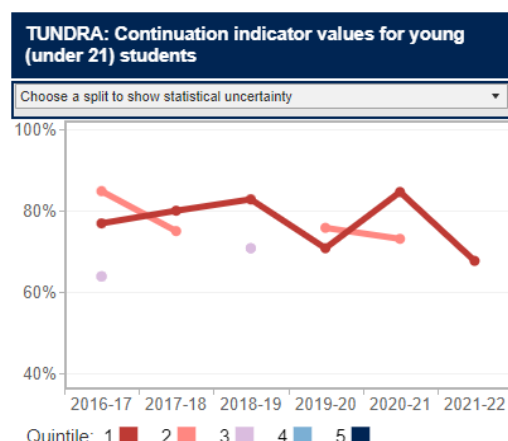


OfS mental health analysis shows 4.9% 2021-22 full-time mature students reporting a mental health condition vs 4.3% of young students (figure 1). In addition, the difference between students reporting mental health conditions between Q1 and Q5 has increased over time (figure 7) so the targets to reduce completion gap for disabled students and to reduce continuation gap for mature students, and positive outcomes for Q1 and Q2 students are interlinked and large proportion of the cohort are within one or more of these categories and working on these targets allows to improve outcomes for multiple underrepresented groups at the same time.

Mature learners' evidence have identified mature learner continuation as a key target area as there has been a decline in continuation dropping from 82.9% to 77.6% in 2021-22 (OfS Data dashboard). There is also an observed pattern in internal data with mature learner non-continuation accounting for over 50% of non-continuation since 2021-22, 56.4%, 58.3% in 2022-23 and 56.7% in 23-24 of all students who withdrew or interrupted study across the full cohort.

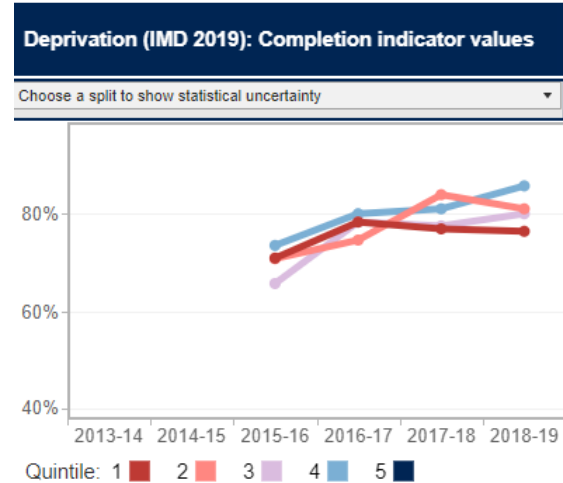
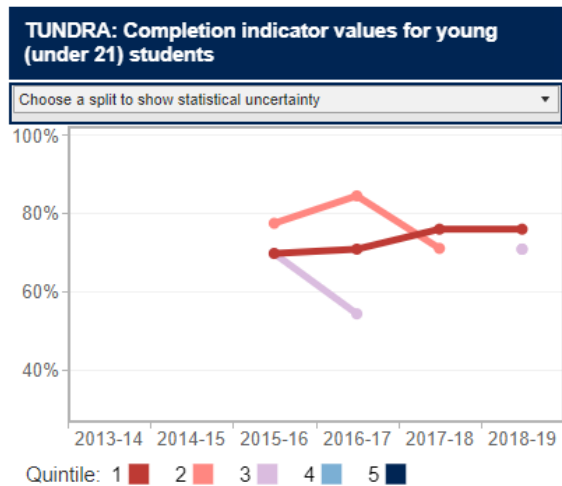


Quintiles evidence suggests significant data gaps/low numbers which has diminished the availability of OfS Data Dashboard information on continuation - particularly the case for Part Time students. Full time students, there is more information available:



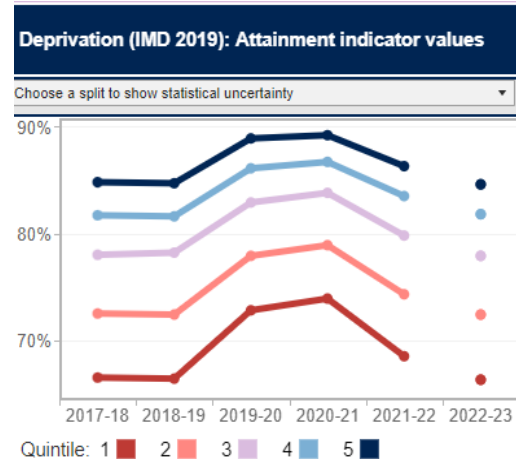
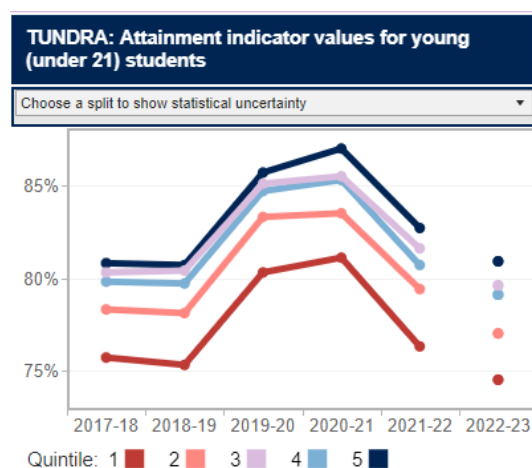
Through internal data analysis, it is observed that the pattern of increased non-continuation across lower quintiles continues for part time students. Across the entire cohort, it is observed that non-continuation has increased year on year for PQ1 and PQ2. The non-continuation rate has increased from 49.1% of all students who withdrew or interrupted study being from PQ1 and PQ2 up to 61.1% in 2022-23 and most recently 64.2% in 2023-24. In general terms, the proportion of our student cohort who are from PQ1 and PQ2 is consistently at least 50% and has increased year on year from 50.9% in 2021-22, to 52.7% in 2022-23 to 55.4% in 2023-24 so this is an area in which we have the opportunity to make a significant impact.

Completion quintiles shows for completion (below figure from OfS), there is a data gap so the most up-to-date information is of 2018-19, but there is a completion gap for Q1 and Q4, and both Q1 and Q2 rates of completion remain lower. The College is therefore committed to eliminating the gap and achieving parity of achievement across quintiles.



Disability evidence indicates the proportion of the cohort with declared disabilities has consistently been between 21-29% since 2018/19. The highest proportion of students within the entire cohort was in 21/22, making up 29.8%. Since 2021-22, there has been a decline in students with declared/diagnosed disabilities, the proportion fell in 22/23 to 23.1 % and most recently 21.6 % in 23/24. The College continues to have a higher proportion of students with declared disabilities when compared to the national picture, but is aware of a lack of disclosures and that the accurate number of students with additional needs is higher. This can be attributed due to a variety of factors including age, gender and a large proportion of students are external recruits and come from industry and are upskilling so may not disclose disabilities. The completion gap between students with both disclosed and undisclosed disabilities and those who do not declare a disability therefore is a key target area.

Intervention Strategy 3



National picture of the full time student attainment gap shows (OfS data dashboard) students in TUNDRA/IMD Q1 and Q2 have the lowest attainment. The College has significant data gaps in attainment data and do not have robust datasets to compare to the sector so have

identified this as a key target area and are also committed to improving data monitoring across this period of time up to 2028-29. It has been identified as a key target area as students from low participation neighbourhoods make up a significant proportion of our cohort (OfS data dashboard access 50.4% in 2021-22 of IMD quintile 1 and 2 of full time entrants, and a decrease in access of 38.5% of full time entrants OfS data dashboard 2022-23). The College is committed to improving access/participation rates for Q1 and Q2 (IS1) and improving continuation rates (IS2) to aid students to improve degree outcomes (IS3). This is also where our objectives around developing academic delivery methods link in to aid all students across quintiles and raise attainment across the piece. There is a data gap for students who are part time so this information is not available as numbers would become identifiable. The College is moving towards a more even split in full and part time study (PT cohort of 34.2% across whole cohort in 2022-23, a gradual increase - the majority of which are from our Engineering cohort and are following apprenticeship models of study and are employed in industry).

The College's theory of change involves inputs of target support, CPD for staff and implementation of inclusive best practice along with proactive and responsive teaching methods and materials. This would have outcomes of students feeling supported, valued and able to access support from pastoral and academic staff with a longer term outcome of increased continuation of students in Q1 and Q2 and improved attainment rates due to wraparound support through study skills initiatives, flexible learning opportunities and accessible materials. Through this intervention strategy and intervention strategy 2, the College is improving support in the student journey to foster positive outcomes and investing in academic rigour and support initiatives (such as HE learning support, HE careers advisor) with a long term goal of improving outcomes for students from low participation neighbourhoods and for students with a disability.

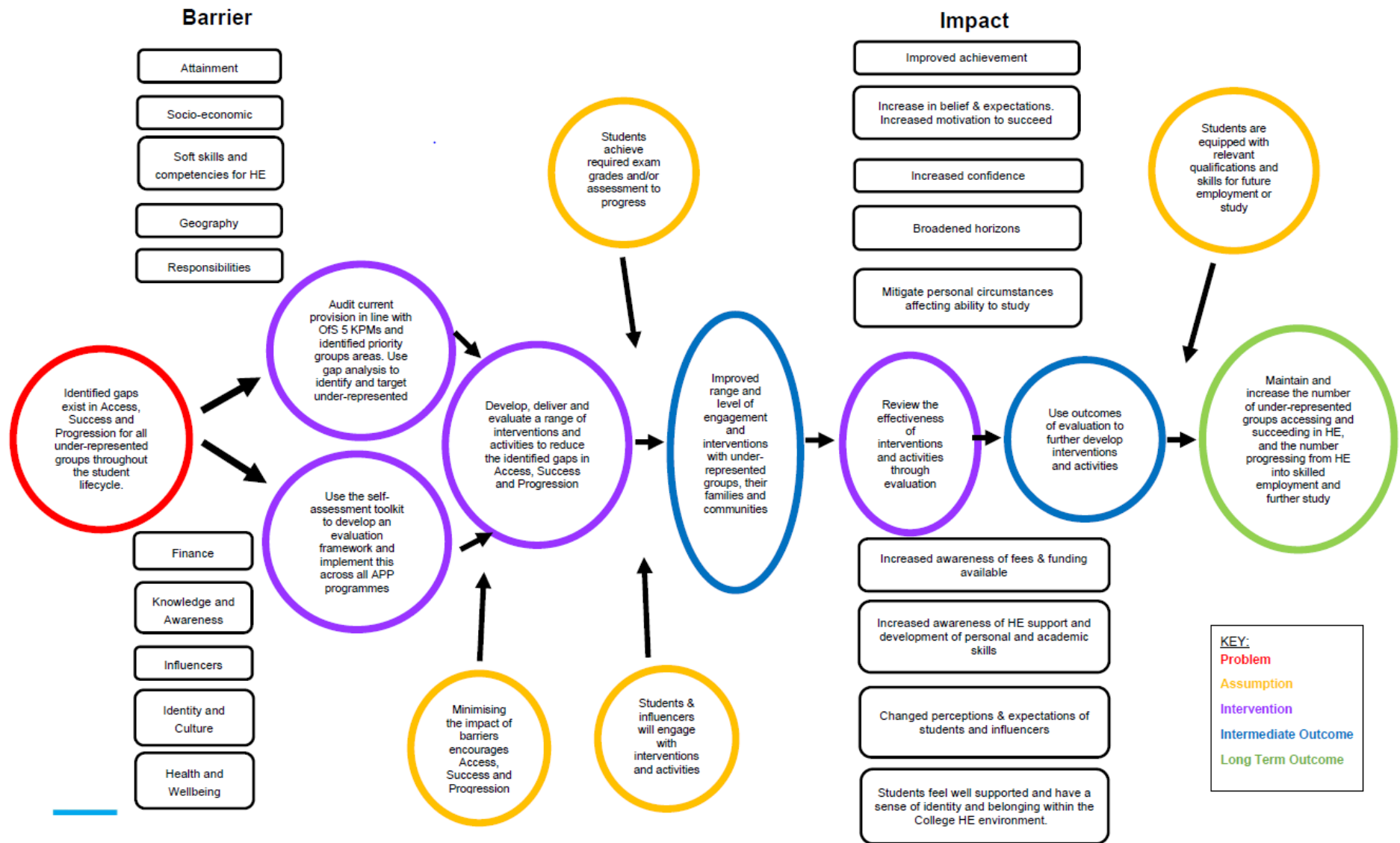
Intervention Strategy 4

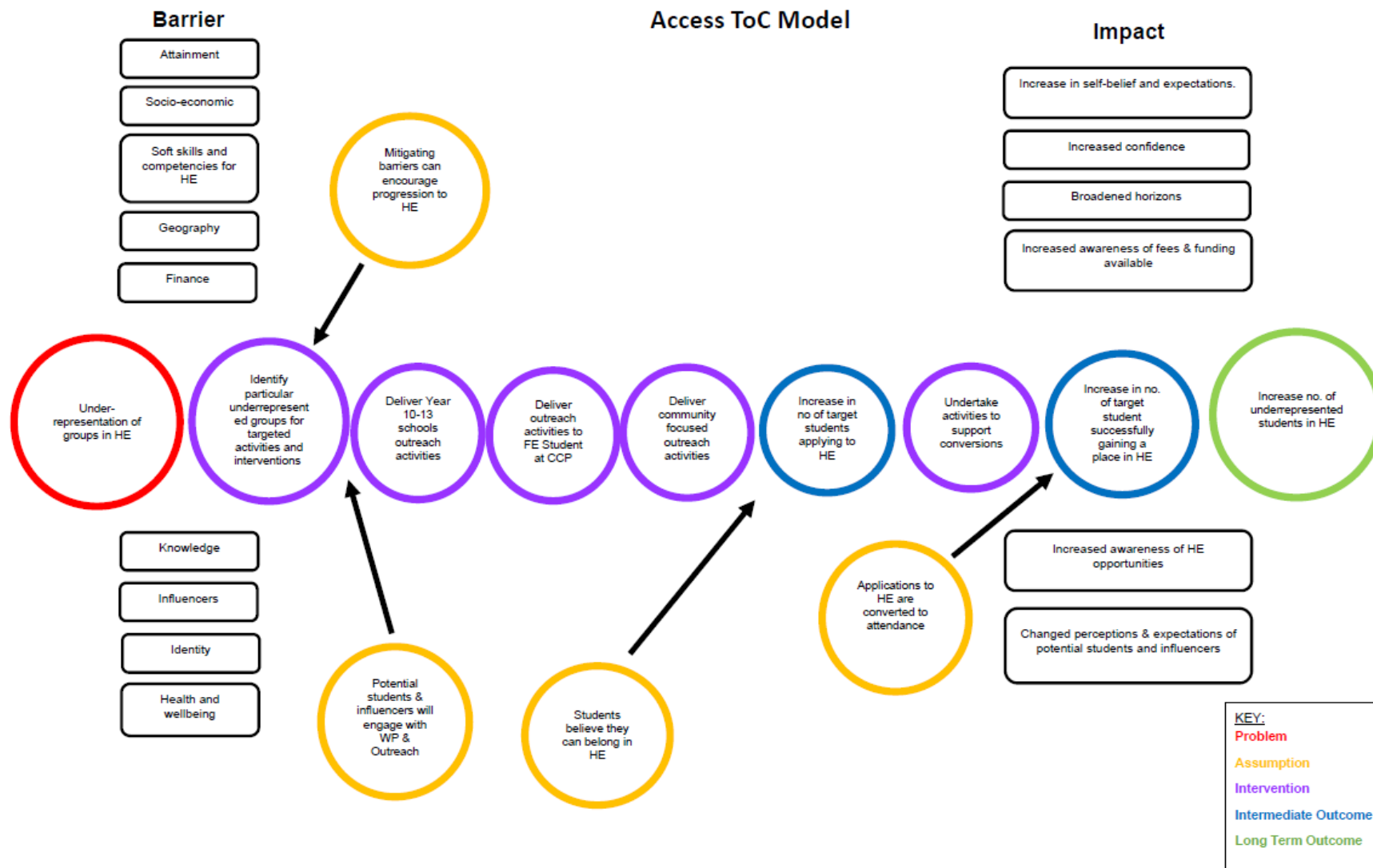
The College has significant data for progression data due to a variety of factors including poor uptake in graduate outcome surveys and small student groups. From consultation with staff and students it is noted that there is a skills gap which is a barrier to student progression into the workplace across our HE offer. The exception to this is the Engineering cohort, many of whom are upskilling whilst in full-time employment in the industry.

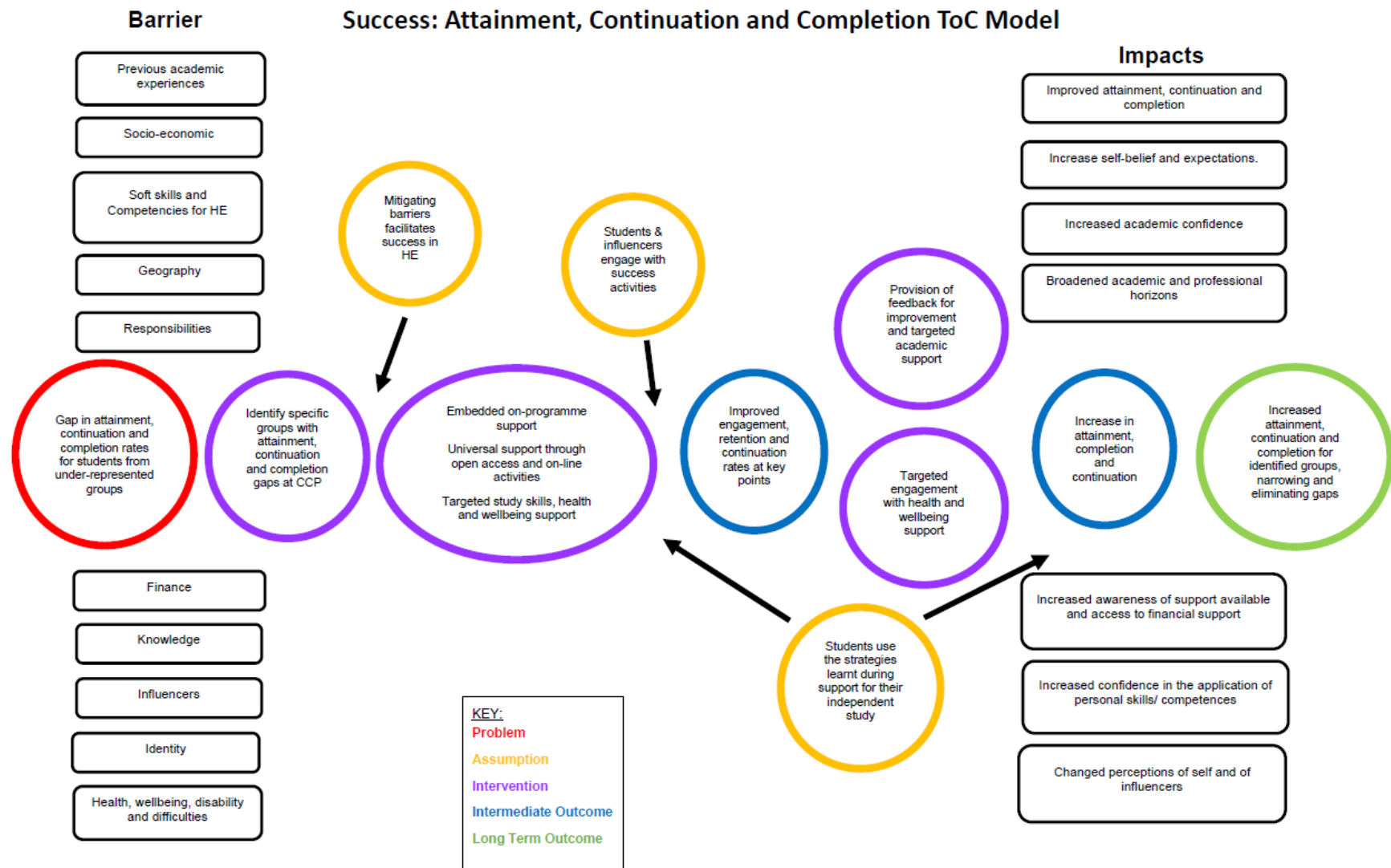
College's theory of change for this intervention strategy involves increasing student engagement with employability initiatives. This includes the creation and promotion of paid student opportunities such as Student Ambassador work and Student Champion work. These roles will aid students in gaining transferable skills such as public speaking and communication, problem solving and teamwork as well as building and developing self-efficacy. The College also has a designated HE careers advisor who will work with students providing information, advice and guidance on career pathways to improve progression and progression into high skilled work. The College will also capitalise on industry links across subjects and across FE provision to create networking opportunities and aspiration raising initiatives such as guest lecturers from industry professionals to aid students in mapping out their career options. The College is improving the integration of work based learning opportunities into the curriculum through placements and practical based work to improve employability. The short term outcomes for this are increased student engagement and confidence, support through application processes, interview preparation, key skill workshops and CV amelioration from our HE Careers Advisor to equip students to navigate the employability market both prior to and after graduation. The longer term outcomes for this are that students feel empowered to apply for and secure high skilled work through enhanced

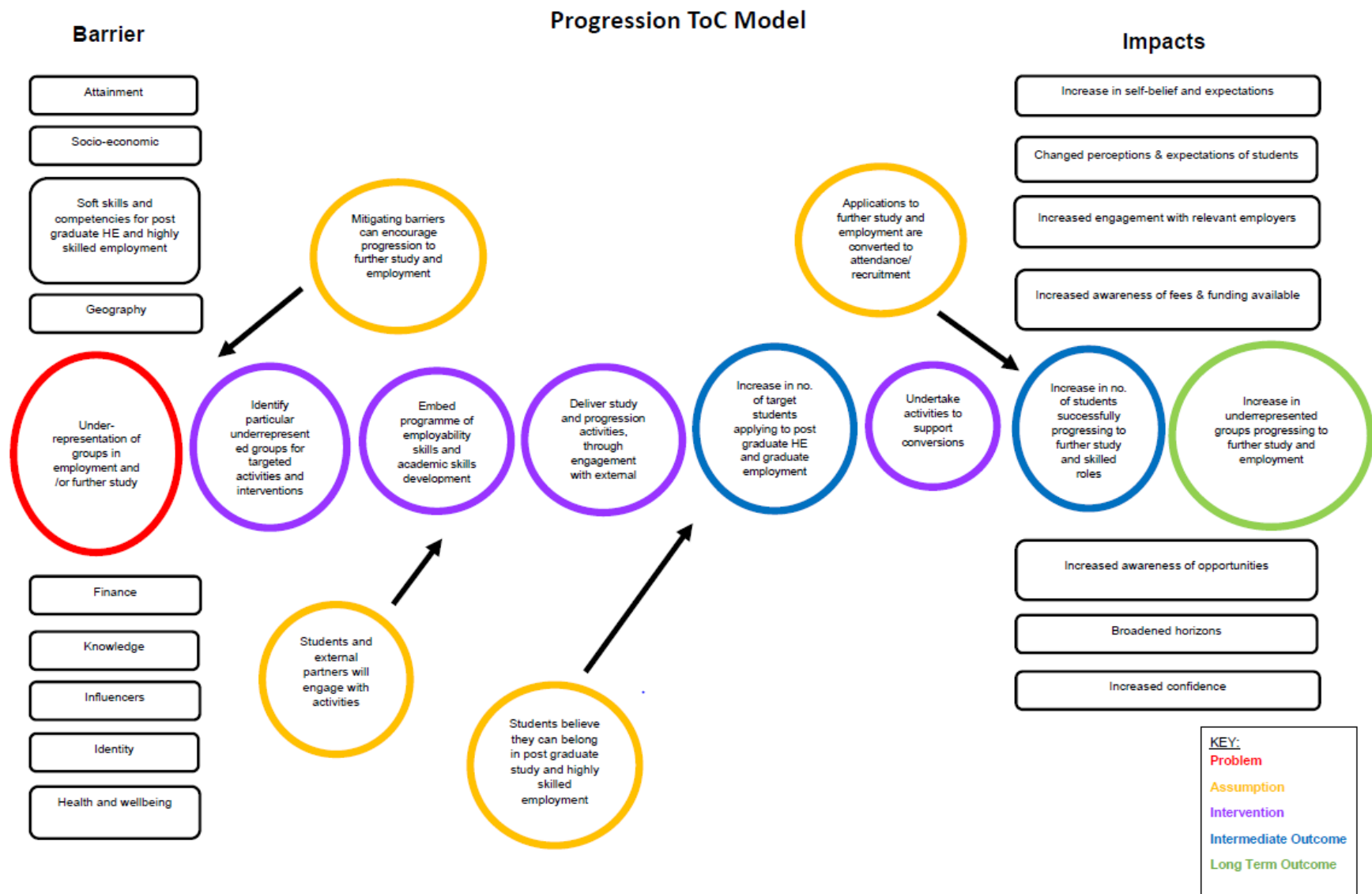
employability skills which are embedded throughout their student journey producing well-rounded and workplace-ready graduates.

Overarching Theory of Change for Access, Success and Progression









Fees, investments and targets

2025-26 to 2028-29

Provider name: City College Plymouth

Provider UKPRN: 10005128

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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	N/A	8450
Foundation degree	N/A	N/A	7450
Foundation year/Year 0	*	N/A	*
HNC/HND	N/A	N/A	7450
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	*	*	*
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	N/A	4225
Foundation degree	N/A	N/A	3700
Foundation year/Year 0	*	N/A	*
HNC/HND	N/A	N/A	3700
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	*	*	*
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: City College Plymouth

Provider UKPRN: 10005128

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	£182,000	£192,000	£212,000	£222,000
Financial support (£)	NA	£125,000	£132,000	£145,000	£152,000
Research and evaluation (£)	NA	£8,000	£8,000	£8,000	£8,000

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 (£)	£30,000	£35,000	£40,000	£45,000
Access activity investment	Post-16 access activities (£)	£140,000	£145,000	£160,000	£165,000
Access activity investment	Other access activities (£)	£12,000	£12,000	£12,000	£12,000
Access activity investment	Total access investment (£)	£182,000	£192,000	£212,000	£222,000
Access activity investment	Total access investment (as % of HFI)	10.1%	10.1%	10.1%	10.1%
Access activity investment	Total access investment funded from HFI (£)	£140,000	£145,000	£155,000	£160,000
Access activity investment	Total access investment from other funding (as specified) (£)	£42,000	£47,000	£57,000	£62,000
Financial support investment	Bursaries and scholarships (£)	£105,000	£112,000	£125,000	£132,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£20,000	£20,000	£20,000	£20,000
Financial support investment	Total financial support investment (£)	£125,000	£132,000	£145,000	£152,000
Financial support investment	Total financial support investment (as % of HFI)	6.9%	6.9%	6.9%	6.9%
Research and evaluation investment	Research and evaluation investment (£)	£8,000	£8,000	£8,000	£8,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.4%	0.4%	0.4%	0.4%

[illegible]

[illegible]