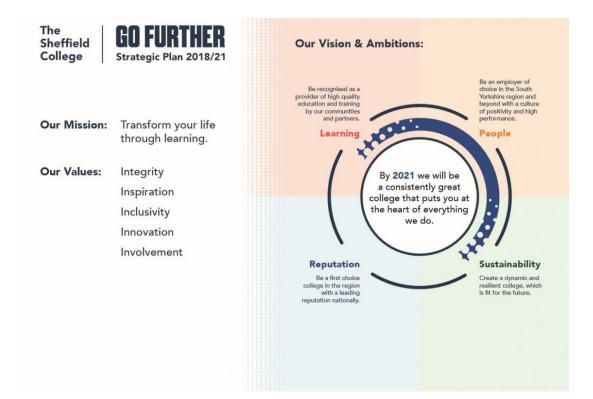# The Sheffield College

Access and participation plan
2020-21 to 2024-25

1. General Background and Introduction to the College

The Sheffield College (TSC) serves the majority of The Sheffield City Region (SCR). Additionally, it undertakes some collaborative employer facing work nationally (across its Further Education (FE) and Higher Education (HE) activity) where it has particular specialisms. The College is one of the largest General Further Education (GFE) Colleges in the Country with an annual turnover in excess of £50 million. There are around 5,000 16-18 year old students in the College and around 10,000 adult students. The College supports around 2,500 apprentices each year and provides teaching for around 500 Higher Education students each year and in the period from 2012-2013 to 2016-2017 the number of entrants to its HE provision grew comparatively significantly and has continued to expand since. There has been some growth in the delivery of Higher Apprenticeships, especially through the College's work with the Collab Group. The College also supports a range of local employers through non prescribed HE provision and in recent years has begun to engage in the Higher and Degree Apprenticeship (HADA) market through developing partnerships with local HEIs and sector groups. The College is located in the same area as a 'Russell Group' University and a 'Post 92' University. Thus, students that undertake HE at the College do so because it is the right environment for them. This was born out by internal data collected in 2018-2019 from the student body on why they undertook HE at the College. This survey is helping to inform TSC's HE action plans. Recently, the College has gone through significant change. In 2018 it launched its new 'Go Further' Strategy:

During the 2018/19 academic year, the College introduced a new leadership structure. The new leadership team is heading up a period of exciting change at the College delivering the new strategy. In this structure, all HE curriculum is devolved to Faculties with a central support and development function. There is a Senior Leader for Higher Education who took up post in November 2018 to lead changes to practices in HE, who is supported by an operational manager and a College-wide HE administrative team. A new range of deliberative processes monitor and challenge the quality and support to enhance the HE provision this includes a new HE Academic Board which is being increasingly effective in its use of data to drive decisions. From 2017 - 2019 there were significant developments in the College's HE portfolio including securing Open University (OU) accreditation as a partner institution. With all of these changes, and with the new College strategy, TSC has consulted on a new HE Strategy which fits within the College's wiser strategy. The aims of the College's HE Strategy are:

- To ensure teaching excellence in all its contexts;
- To build a culture and community based on scholarship and enquiry;
- To ensure sustainability;
- To effectively plan for the long-term future.

TSC has developed this strategy within the broader context of the SCR. The region has severe levels of deprivation; indeed, five of nine SCR local authorities are classed as social mobility 'cold spots' and no areas are classed as 'hot spots':

LA	Overall Score
Derbyshire Dales	126
Rotherham	188
Sheffield	212
North East Derbyshire	255
Bassetlaw	266
Chesterfield	285
Bolsover	286
Barnsley	291
Doncaster	298

According to the Index of Multiple Deprivation, 23% of Sheffield's Lower Super Output Areas (LSOAs) are within the top 10% of most deprived LSOAs nationally (overarching deprivation score):

Domain	No. in top 10% most deprived	%
All	81	23%
Income	75	22%
Employment	80	23%
Education, Skills and Training	92	27%
Health Deprivation and Disability	74	21%
Crime	43	12%
Barriers to Housing and Services	31	9%
Living Environment	20	6%

This data is representative of the intake and diversity of the student body in both FE and HE at TSC. Activities within the HE Student Forum (a termly meeting of all student representatives and College managers) show that students come to the College to study HE because they feel that the College can help them to overcome the barriers associated with deprivation. Indeed, to put this plan together the College leadership began by conducting a HE Student Identity Survey across all HE students, benchmarked to the rest of the college HE sector to understand where support for access, progression and success were good, and to establish what more the student body would like the College to do. This has already started to inform the change curve currently being enacted within the College. Along with this, as part of the College's commitment to be a key partner in tackling the SCR's low levels of mobility, the College is taking action to meet this commitment by having already developed:

- A revised curriculum offer focusing on 'careers not courses' which also supports the long-term goals of this APP. This will lead to work-related pathways across FE and apprenticeships in HE (articulating with the T-Level reforms currently being implemented);
- New training events leading to new approaches to support the progress of different groups of students (an annual-cycle of four College-wide CPD events has been established, two of which focus on widening participation);
- Supporting new types of provision for mature and disadvantaged students.

While the Access and Participation Plan (APP) is pivotal to the achievement of the strategy, it is especially pertinent to the final two ambitions. Leaders of HE at the College have engaged with national experts, held four training and consultation events with staff and students to develop the strategy and the APP.

The starting point for the Assessment of Performance has been the OfS Data Sets.

2. Assessment of performance

In all cases of performance the data discussed represents full time students unless stated otherwise.

2.1 Higher education participation, household income, or socioeconomic status

Access

The assessment of access participation at The Sheffield College can be viewed from several points but overarching this is a general large increase in student numbers onto HE courses in the years 2016/17 and 2017/18. During this period the OfS dataset illustrates that there was a 21% increase in white students accessing undergraduate study. There was a 16% increase in young students from IMD 1 accessing HE at the College and there is a 20% increase in female students from IMD quintiles 1 and 2 accessing HE.

The OfS data set shows that there has been an 11% increase in students from Polar 4 Quintiles 1 and 2 entering HE between years 16/17 and 17/18. OfS data shows that in 17/18 there were 100 out of 240 students in POLAR 4 Quintile 1 and 30 out of 240 in Quintile 5 accessing the College. Substantially more from POLAR 4 Quintile 1 areas. This is a very large positive gap.

Moreover, in relation to students from lower socio-economic backgrounds, between years 16/17 and 17/18 there was an 8% increase in 18 year olds accessing HE from IMD 1, and a 7% from IMD 2. Between 16/17 and 17/18 the total number of students from IMD1 rose from roughly 100 to 130 but the overall number of students recruited rose from 230 to 390 thus the % in IMD 1 fell from 43% to 34%. Between 16/17 and 17/18 the number of 18 year olds entering from IMD1 has increase from roughly 30 to 40 but the overall number of 18 year olds rose from roughly 70 to 110 and thus the proportion fell from 42% to 34%. In both cases there is a high proportion of IMD1 students in the College so it is not felt that this needs to be a target.

Furthermore, the OfS dataset also shows that the IMD access gap between Q1 and Q5 has closed over the five years. In 13/14 there were 50 Q1 students and 30 Q5. By 17/18 there were 130 Q1 and only 60 Q5; proportionally the gap has decreased.

Success

Non-continuation

There has been a 22% increase overall in Polar 4 Quintile 1 students in continuation in year 15/16 and 16/17 of the OfS dataset. Male students outperform female students in this respect by 4%, but that is because there are fewer female students and this skews the data. TSC recognises that it will need to keep monitoring this data to establish if there are any increases in the gap with increased volumes of students.

There is no data on continuation for Q5 on the OfS dataset. The dashboard shows for POLAR 4 Quintile 1 students a continuation rate of 82% for 15/16 and a continuation rate of 72% for 16/17 a fall of 10%. However, for Quintile 2 the continuation rate for these two years has remained steady on 80%.   Thus there is a 10% gap between Q1 and 2 compared to Q3-5 in 16/17. Narrowing this gap will be a target for TSC.

There is incomplete data in the OfS dataset for IMD Q5 but there is for Q1 and Q4. This shows that the continuation rate for Q1 has declined markedly for the later years of 15/16 and 16/17 while the rate for Q4 and 5 has remained steady or risen. The gap is currently 13%. Therefore, the gap is widening, and this is an area of focus for the APP.

Attainment

There is no data for attainment in the OfS dataset. Therefore, TSC has collected the data for the period 12/13-17/18 against the OfS target groups. This data has been drawn from ILR and exam board records. This is the first time TSC has undertaken an evaluation of this performance. TSC recognises that, as part of its ongoing objectives to do more work with data it will need to be more systematic in its analysis of this data and gather the data in a more timely way. This will include an analysis of performance by target groups by module. As TSC works with a range of awarding bodies grades given can vary from 'pass, merit and distinction' to 'pass and fail', to the standard full degree classifications of 'first, 2:1, 2:2, 3rd

etc'. To make a comparison of 'good' outcomes across validating and awarding bodies 1st have been compared to 'distinctions and 2:1 grades to 'merits'. Any other outcome has not been considered to be a high level of attainment for the purposes of the APP.

Analysis of the data to date shows that there is a positive gap in performance for socio economically disadvantaged groups and other groups. The promotion of students from IMD 1 and 2 achieving a higher classification of qualification is 42% compared with 15% in IMD 5. The proportions are evenly split between other measures such as male and female. This would suggest that if students remain studying in the College, they are able to achieve well.

This positive gap is maintained when comparing Polar 4 Quintile 1 and Quintile 5. In 13/14 14% of Polar 4 Quintile 1 students achieved good outcomes, compared to 13% in Quintile 5. This positive 1% gap was maintained and got wider in 16/17 to 3% and in 17/18 the gap was 4% more Quintile 1 students gaining better levels of attainment than Quintile 5.

Progression to employment or further study

There is limited data on the OfS dataset for progression to employment for both Polar 4 Quintiles 1 and 2 and Quintiles 3, 4 and 5. There is some data that relates to Academic Year 15/16 which shows those in Q 3-5 have a 2% better progression rate than those in Q 1 and 2 but there is insufficient data to show this is a trend. The College will continue to monitor this.

There is limited data in the OfS dataset for progression and for IMD Quintile1 only data for 16/17 and 17/18. There is data for Q2, 3, 4 and 5. A comparison demonstrates that the progression rate for Q1 in 16/17 was well above the overall rate for Q2345 but for 17/18 was slightly below. Those students from IMD 1 and 2 have combined outcomes 10% better than those from 3 and 4 according to OfS data for years 16/17 and 17/18. This suggests that the College is already making good progress in narrowing this gap.

As is the case for attainment data, TSC will use the new monitoring structures laid out within this plan to gather more timely data on the progression of students and analyse it earlier. It will do this through better engagement with the Graduate Outcomes Survey, and through robust exit interviews with students.

2.2 Black, Asian and minority ethnic students

Access

The OfS dataset shows that the proportion of BAME students accessing TSC was close to the national average of 18 year olds in this group of about 16% up until 15/16 but in the years 16/17 and 17/18 the proportion has increased to 28% and 23% respectively, thus substantially closing the gap with white students. The proportions of both black and Asian students recruited is steadily rising compared with 'white only' students.

Non-continuation

The continuation rate for BAME students increased from 70% to 73% while the white continuation rate fell from 79% to 77% thus starting to close the gap Therefore, TSC will seek to close the continuation gap between white and non-white students.

Attainment

As detailed previously, there is no data on the OfS data set for this. However, the College's data shows that between 12/13 and 17/18 the proportion of BAME students gaining 'good' qualification grades and the proportion of white students gaining similar grades is roughly the same (12.6% BAME and 13.2% white). In 17/18 the gap was 1%. Given the predominately white student population it is hard to draw statistical significance from this gap.

Progression to employment or further study

There is no data on the OfS dashboard allowing a College comparison between BAME and White students. Furthermore, as detailed above, the College has little internal data on this. However, TSC remains committed to improving the way it will use data in the future to take actions, and it will continue to focus on improving the use of the Graduate outcomes survey.

2.3 Mature students

Access

The OfS data set shows that the proportion of mature students to young students has increased steadily over the period from 13/14 to 17/18. The proportion of mature students in 13/14 was 19 to 81 young students but by 17/18 the proportion has increased to 37 mature to 63 young. TSC's 18/19 HEIFES return suggests that there may be a reverse in this trend so the College will continue to monitor this.

Success

Non-continuation

The OfS dataset shows that the continuation gap between mature and young varies from year to year markedly. In 15/16 the rate for mature was higher than for young but in the years 15/16 and 16/17 the gap has widened between young and mature has widened. In 16/17 the rate was 79% for the young and 71% for the mature, giving a gap of 8%. This gap will be addressed to ensure that it consistently narrows.

Attainment

As detailed, there is no data for attainment in the OfS dataset. However, between the period of 2012/13 to 2017/18 mature students generally got better grades in all subject areas than young students and in this period there was a positive gap of 6% of mature students getting good degree outcomes compared to young people. Over this period attainment was

generally the same until the 15/16 Academic Year when mature students started to perform better than young students and the positive gap has steadily risen. TSC will continue to monitor this.

Progression to employment or further study

Progression data on the dataset is not available for all five years for mature students. The only year available is 16/17 when the mature progression rate was far higher at 70% than for the young rate although in the other 4 years the progression rate for the young varied between 70% and 73% and thus was roughly in line with the one mature rate. TSC will ensure that it gathers more local data on this in the future as part of its long term strategy within its APP.

2.4 Disabled students

Of note is that the College has not requested much data previously on those with mental health issues. However, TSC has revised its enrolment forms and application processes from 19/20 to better capture this information. This, alongside data from the College's Safeguarding Team, will be used to monitor how effective TSC is being in encouraging and supporting students with mental health inclusion needs through the student life-cycle. Furthermore, generally not many students are in receipt of DSA so the data below focuses only on reportable students. TSC has taken into account those in receipt of DSA and those with declared disability in its overall assessment, but cannot always distinguish the two in the APP.

Access

The proportion of part time students recruited with a disability compared with those with no disability has remained generally the same for the five years 13/14 to 17/18 while the proportion of full time students recruited with a disability has fallen from 13/14 to 15/16 but then started to rise again from 16/17 to 17/18 so currently the gap is slowly closing. In 17/18 12% of full time students had a declared disability, and 10% of part time students had a declared disability.

Success

Non-continuation

Continuation data for those with a disability is only available for 13/14 to 16/17 on the Ofs data set but for 13/14 and 14/15 the continuation rate for disabled and non-disabled was the same. However, for 16/17 there was a negative gap of 7% between the disabled and non-disabled. Therefore, closing this gap will be a target for TSC within the APP.

Attainment

There is no data for attainment in the OfS dataset. However, TSC data shows that the attainment gap for disabled students is relatively large compared to other areas of performance in the College and it is growing. Between 14/15 and 15/16 the attainment gap between disabled and non-disabled students was 6%. However, between 16/17 and 17/18 it

had risen to 7%. This gap is consistent between male and female students. Therefore this will be an area of focus in the College.

<u>Progression to employment or further study</u>

The Ofs database does not include any data on progression for those with a disability and thus the College recognises that it needs to gather more data in the future to monitor the long term outcomes for these students. TSC has started to gather this data, as part of its new strategy in 18/19, and will seek to have a completed data set for continual updating by the October of 2020.

In terms of those that have declared a mental health disability, there is no data available on the OfS dataset and TSC has unreportable data on this. Therefore, TSC will seek to capture information on this in the future and analyse it through every stage of the student life-cycle.

2.5 Care leavers

<u>Access</u>

The College only had a very small number of care leavers, and has only started detailed analysis in its 18/19 recruitment round. However, TSC recognises the need for more care leavers to enter HE and has set a strategic objective to increase the volume of care leavers entering HE from its 18/19 intake (which is too low to report) to having over 20 by 2025/26.

<u>Success</u>

Non-continuation

As detailed, with such low numbers it is challenging for TSC to make comment on this at this time. However, TSC recognises that it needs to do more work with this group. Those that had been in care had a 32% lower attendance than those that had not according to College data in 18/19 (but this may be because of the low student numbers). Experience has shown that poor attendance often leads to non-continuation, thus TSC has begun to use this where it can to give real-time monitoring of such students to allow for early intervention.

Attainment

There is no data for attainment in the OfS dataset for care leavers. The College's 12/13 – 17/18 attainment data has unreportable volumes of care leavers. However, the attainment rates for these students was not high. Therefore, as more care leavers are recruited, TSC will continue to monitor their attainment.

Progression to employment or further study

There is no data available, but it will be a priority to collect this in future with a system in place by September 2020.

2.6 Intersections of disadvantage

TSC has considered areas of intersection within the whole Assessment of Performance (as detailed above). Generally, the OfS dataset reveals no significant gaps within national target groups, and the relatively low numbers of students mean some of the intersections lack sufficient data. However, there are some additional areas of note which are not within the rest of the Assessment of Performance.

Access

In four out of the five years from 13/14 – 17/18 TSC has recruited significantly more males than females and, as detailed above, the majority of these are from low participation neighbourhoods. Therefore, this is in contrast to national trends. TSC will continue to monitor recruitment activity against the national areas of concern to continue good performance.

Success

Non-continuation

The female continuation rate increased by 5% compared with male in 16/17 but by only 1 % in 17/18. Prior to that the continuation rate for males had been higher.
Attainment

There is no data for TSC in the OfS dataset relating to attainment. TSC's own data shows no general pattern in intersections for the period 13/14-17/18. In many cases the numbers are unreportable. TSC will, however, continue to monitor this. TSC is especially interested in the performance of those who have been in receipt of free school meals in relation to this data as it may give a comparator with some of the FE outcomes the College is measured by.

Progression to employment or further study

There is no further data available on the OfS dataset and there is minimal data collected by the College. It will be a priority to collect this in future with a system in place by September 2020.

2.7 Other groups who experience barriers in higher education

Part Time

Access

The Ofs Dataset indicates that the proportion of part time IMD students recruited compared with full time IMD students varies markedly from year to year but overall the proportion of IMD1 students tends to be about 20 whereas the proportion for IMD5 students varies between 10 and 25. However, in the most recent year of 17/18 the proportion of part time IMD1 students was double that of IMD5 suggesting that part time students generally come from more disadvantaged backgrounds.

The proportion of part time students recruited with a disability has always been lower over the past 5 years than for full time students. The proportion varies markedly from year to year but for full time students it varies between 5% and 22% but for part time the proportion varies between 4% and 12%.

Success and progression

There is very little comparative data in the OfS dataset for success and attainment. However, TSC's own data shows that around 71% of students only gain 'pass' grades in the period 2012-13 to 2016-17. However, many of them had very good long-term outcomes. This is because the majority of these students were on higher apprenticeships and had secured good jobs or gained promotion as a result of their qualifications. TSC has a growth plan for the next few years for its HE provision, so it will monitor the impact of this on part time students as it grows the volume of part time activity.

In 2011/12 the continuation rate for part time students in IMD Q1&2 was 85% as was the rate for IMD3-5 students. There was no gap. However, in 15/16 the continuation rate for part time students in IMD1&2 was 45% whereas the rate for IMD 3-5 students was 60% - a gap of 15% which will monitor to ensure that this does not become part of a pattern.

3. Strategic aims and objectives, and targets

The Assessment of Performance demonstrates that TSC has no real gaps in the Access area of the student life-cycle and is serving OfS target groups well. However, there are gaps within the Success Measures, especially relating to non-continuation, and in the case of disabled students, to attainment. The data relating to progression is a little limited but of that available, no real gaps are noticeable. Therefore, the College has identified the following targets:

1) To close the non-continuation gap between those from IMD 1 and IMD 4 and 5
2) To close the attainment gap for students with a declared disability compared to those without a disability
3) To close the continuation gap between Polar 4 Q1 and 2 students and Q3-5
4) To close the non-continuation gap between mature students and young students
5) To close the non-continuation gap between disabled students and non-disabled students

Where more data is needed the College is committed to getting this and using it, and where performance is good the College is committed to continuing to monitor and improving this (detailed below).

The targets spreadsheet demonstrates our commitment to eradicating gaps during the life of the APP and in the case of target 2, and 5 by the end of the 2023/24 Academic Year with the others being eradicated by the end of the 2024/25 Academic Year. Progress against the targets will be done by monitoring real-time data such as attendance and withdrawal from TSC, application and application vs conversion data. This will allow TSC to review the pace of change and ensure the good performance elsewhere is at least maintained. These reviews against each target will take place each year in October, December, February, and May in line with TSC's continual Business Review cycle.

TSC is aiming to close these gaps by implementing a range of **objectives**. As the targets are linked in terms of elements of the life-cycle, the objectives are linked, with some key milestones to support achieving targets:

Input	Aim	Investment	Measurement	Outcomes
Support Programme for students – 1:1 and small group	Use initial, formative, ipsative assessment to develop a programme of study support activity for individuals to scaffold them into learning	The College will invest in additional human resources to run the programmes. The identified individuals working on the pilot will continue in 19/20 and by September 2020 an additional 1.0 FTE will be recruited to help to run the programmes, and this will extend to 2.0 FTE by February 2022 to ensure the additional students predicted to be recruited get the support needed.	These interventions have started to be piloted and will continue to be piloted during 19/20 with termly reports on progress to HE Academic Board so that a final programme to support students from the pre-enrolment phase in 20/21 can be put in place. Monitor the attendance of different groups of students Gain qualitative feedback from the target groups and the comparator groups to get a complete picture of the impact of activity	The non-continuation gap between those from IMD 1 and IMD 4 and 5 is closed The non-continuation gap between Polar 4 Q1 and 2 is closed to Q 3-5 The non-continuation gap between mature students and young students is closed

Support programme for students – teaching and learning	Develop teaching and learning assessment practices which are inclusive and identify individual student needs	0.5 FTE initially of a learning and development coach to support teachers and assessment activity	The programmes will run within curriculum areas as well as across the organisation to help to generate communities of practice. Monitor outcomes for students at Review Boards	The non-continuation gap between those from IMD 1 and IMD 4 and 5 is closed The non-continuation gap between Polar 4 Q1 and 2 is closed to Q 3-5 The non-continuation gap between mature students and young students is closed
Support programmes – transition between years	Create a learning community for students engage with study support and to help each other Providing opportunities for financial support to help students to continue in study and attain better where there are gaps	Initially establish 0.5 FTE of time from April 2020 to set up programmes for students and to develop programmes to support transitions from each year of study Instigate a bursary system for students falling within the target groups	Gain feedback from students on the impact of activity Monitor retention of students through TSC data dashboard at each Quarter Business Review Review impact of support with students	The non-continuation gap between those from IMD 1 and IMD 4 and 5 is closed The non-continuation gap between Polar 4 Q1 and 2 is closed to Q 3-5 The non-continuation gap between mature students and

				young students is closed

TSC acknowledges that Advance HE work on 'student as a producer' and Biggs' work on Constructive Alignment might be useful in supporting the activities developed here, as will be wider research such as that by Singh (2011) that highlights the role of curricula in the success of BAME students and the impact of TLA pedagogy as identified by HEA/ECU

In addition to the above, there will be some additional outcomes and milestones for target two and five:

Input	Aim	Investment	Measurement	Outcomes
Contact points for students	To have single points of contact (SPOCs) for students to be able to access additional support sessions	TSC has invested in a DSA coordinator to act as a SPOC for disabled students just prior to the start of the 19/20 Academic Year The College will invest in additional disabled student support activity by up to 1 FTE by September 2021	Monitor attendance at sessions	The attainment gap for students with a declared disability compared to those without a disability is closed The non-continuation gap between disabled students and non-disabled students is closed
Staff CPD	Specific CPD sessions on supporting students with different disabilities	Inclusion specialists provide 6 days CPD with teachers each year and an additional 60 hours of 1:1 staff support	Numbers of staff attending sessions Qualitative feedback on the quality and impact of the training on practice from teachers	The attainment gap for students with a declared disability compared to those without a disability is closed The non-continuation gap between disabled students and

				non-disabled students is closed
Employability scheme	To engage with employers to develop aspiration raising activities	Bespoke aspiration raising programmes – at least 1 can be accessed each half term within the target group	Number of engagements undertaken Review Board progress each semester Qualitative feedback from students	The attainment gap for students with a declared disability compared to those without a disability is closed The non-continuation gap between disabled students and non-disabled students is closed

In relation to bursaries, the College will extend its hardship fund, and provide a modest bursary fund for the target group to allow them access to materials and other types of support that they might need to continue in their studies. TSC recognises that this is important through discussions that it had with target groups of students exploring ways in which barriers to continuation can be lifted. Students each year from the target groups will be identified and will be entitled to a minimum bursary each year of £200 as a 'continuation' fund. This will support them to buy learning materials and help with essential costs. Students will be written to with the details of their award at the start of the course and payments will be made in November each year. All students will get correspondence about the hardship fund at the start of their course and we will intend to spread this money across all students from under-represented groups that apply. As the student body grows, TSC are predicting that a greater proportion of spend may need to go into this area. This fund will be in place from September 2020. The impact of this will be reviewed through the evaluation and monitoring activity and be included in the annual July impact report that will be developed.

4. Strategic measures

There are some broader specific strategic measures that TSC has recognised that it needs to make through the Assessment of Performance.

Firstly, TSC will commit to use data more robustly and to gather data where it is lacking to continue to monitor performance. There are no progression targets because currently, the data that is available shows that there are no gaps. However, the data is incomplete. Therefore, the College is committed to undertaking four days of development in 19/20 to engage with a consultant to help to improve engagement with, and understanding of, the Graduate Outcomes Survey and explore additional ways of using data to inform decision making. New systems will be in place by October 2020. Moreover, the same is true of attainment data, and a new system for data collection for termly reflection will be in place by October 2020. This will allow for early intervention as the vision is for the system to be able to report results in real time so that officer support can be diverted into supporting students as needed. TSC recognises that it needs to build its engagement and knowledge of HEAT, MEM, and LEO. Therefore, it will undertake two days of CPD activity by March 2020 on these data sets and feed in findings and potential approaches to programmes as they emerge. TSC recognises that this might influence the design of monitoring and evaluation.

Secondly, TSC has engaged in some successful partnerships to support the progress of students through the Life-Cycle. These will be maintained. For example, TSC partnership working has had a good impact on access for students. TSC is a key partner in the HEPPSY+ NCOP. All the College's FE students who are eligible to participate in HEPPSY+ have engaged in a wide variety of activities and many of these students have become College ambassadors. Additionally, the College has recently appointed a Widening Participation Officer to support students to enter and achieve in FE and to progress into HE. The Assessment of Performance has highlighted the need to recruit more care-leavers into the College. Therefore, from February 2020, a proportion of this officer's work will be focused on working with care leavers. The number of applications will be reviewed monthly by Faculty Assistant Principals. TSC will continue to send members of staff to external partnership conferences relating to Access and Participation.

Thirdly, the College will continue to proactively engage in ensuring all staff are fully versed with their responsibilities within the Equalities Act. All staff new to the College undertake Equality and Diversity Training which focuses on how the Equality Act (2010) impacts on their work. This ensures a consistent level of knowledge in relation to the 9 protected characteristics established under the Act. Inclusive Practice will continue to be a focus for the College's Quality Teaching Learning and Assessment team and bespoke activity relating to higher level and HE professional and technical pedagogies in relation to this will continue to be developed. In the 18/19 Academic Year TSC undertook work to review its assessment strategies in relation to Constructive Alignment as a theoretical underpinning to scaffolding learning and this work will continue in the 19/20 Academic Year through weekly CPD sessions which are timetabled with each Faculty.

Fourthly, the Assessment of Performance demonstrates that care leavers, are becoming an important group for TSC to engage with to support their access to HE and the College will undertake work to support this. While current student numbers are low, the College will seek to have 20 care leavers by 2025/26.The College's Student Services, HE and marketing teams are developing some pilot activity to attract this group into HE. From January 2020 TSC will target some access funds on running projects to increase recruitment from this group over the life of the Plan. The bulk of this work will focus on Post 16 activity as this is the main area of activity for the TSC as a General FE College. However, TSC will invest in

pre-16 activity to support transition into College more generally. Additionally, more detail is needed in regard to students with mental health needs so that support can be put in place for them. From September 2019 TSC is collecting additional information on applicants and students with mental health inclusion needs to be able to consult on potential activity that can be undertaken to support them.

4.1 Whole provider strategic approach

All of this has led TSC to consider a broader strategic approach to Access and Participation. As well as the College ambition of ensuring the TSC is a 'great place to work and study', the new approach is to focus on continuous improvement across the whole student life-cycle. TSC's long term goal in relation to Access and Participation in HE is:

"To continue to offer a relevant curriculum that students of all backgrounds can access, thrive in and that supports them in their long term aspirations. TSC will improve all types of social mobility through inclusive learning and assessment activity and contribute to the development of The SCR."

The College has started to engage in the research around Access and Participation to support this. Some of the research considered today has considered Atherton's research into social mobility, Raven's work on supporting under-represented groups, and the publications from FACE. Furthermore, the whole provider approach has been established through the four workshops that have helped to inform the design of the Access and Participation Plan. The workshops involved teachers, support staff, students, Executive and Senior leaders. Consequently, there are a number of broader pedagogic and student support measures that the College will take to achieve the broader activities, these are:

- The development of bespoke workshops on College HE for pre-16 care leavers, and for care-leavers in the College's general FE body to encourage progression from this group who have already been highlighted as a group of students the College will be engaging with.
- Continuing to monitor gaps to ensure that gaps do not grow and that there are Faculty based targets to recruit OfS target students where there is under-representation.
- Developing bridging courses for students in OfS targets entering College HE.
- Consultation with students on how induction programmes can continually improve to ensure more effective entry for different groups of students.
- Introducing, in every curriculum by January 2020, activities to promote their HE offer.
- For each curriculum area to put in place new assessment strategies by September 2020 to embed constructive alignment through levels of learning.
- By July 2021 all curriculum areas to have developed bridging programmes for students to support progression from one year to the next.
- Putting in place curriculum learning ladders to ensure all students can see progress from level 2 to level 7with associated careers, based on Institute for Technical Education and Apprenticeships data. These will be in place by December 2019 and reviewed annually.

Ensuring all students from target groups can engage in at least one employer-based assessment activity.

There will be a number of activities the College engages in to develop the employability and skills needs of students. These include:

- Publishing career learning ladders for all curriculum areas articulating routes from level 2 to level 7 linked to jobs, using the Institute for Apprenticeships and Technical Education data.
- Reviewing 'employability statements' each year for programmes, and have them reviewed by students from target groups to ensure that they continue to promote good progression.
- Developing 'alumni' case studies from each curriculum area from graduates and students from target groups to demonstrate that HE is 'for people like me'.
- Ensuring that target students can access one of 14 new 'Employer Academies' being launched at TSC in September 2019 and that their experiences are evaluated and developed to ensure it supports the continuation of target groups.
- By January 2020 to be using attendance reports on students from target groups in each curriculum area, to see if additional support or intervention needs to be put in place for individuals.
- Undertaking an employability survey with partner business, the LEP and the CBI each year and to use this for self-assessment, starting in April 2020.

To develop this new approach, TSC will continue to collaborate with other bodies by:

- Working with HEI partners to understand where effective recruitment practice can be identified.
- Maintaining and develop links with NEON and FACE and other specialist partners.
- Developing employer events every 6 months to explore what new curriculum might need to be developed for under-represented groups
- Reviewing and engage with OfS Competition Fund research and practice emerging from TASO to embed into marketing material.
- Developing the 18 month rolling marketing plan in place to support this activity.
- Working with HEI partners, HESA, and ESFA to get more timely data on attainment of different student groups and develop curriculum, interventions and programmes accordingly.
- Undertaking workshops through 19/20 on MEM, HEAT, LEO, graduate outcomes.
- Undertaking an employability survey with partner business, the LEP and the CBI each year and to use this for self-assessment, starting in April 2020.

TSC will continue to align all this with other activity by:

- Continued engagement with HEPSY+ through the appointment of interns to focus on these groups.
- Engaging with the growing Roma community in the SCR to explore possibilities for supporting progression into HE.
- Engaging with Competition Funding projects on mental health support for students, and for care leavers. Using one of the 4 new annual HE development days (in November) to focus on supporting continuation for under-represented groups

4.2 Alignment with other strategies

The work highlighted above links to a range of other College policies, strategies and processes. For example, the College has introduced a new Teaching and Learning Improvement Policy in January 2019 and amended approaches to assessment and recording student progress. A revised online grade tracking system is being used for all HE and FE courses, and learning walks for HE are taking place. The policy sets out the process for observing teaching and learning and there are two developments to this that the Access and Participation Plan is going to account for from September 2019. Firstly, after undertaking some additional teacher development on inclusive practice for the target groups, fortnightly learning walks will comment on the efficacy of embedding the CPD into local practice. This will form reports which will inform further CPD. Secondly, there will be a bespoke observation framework, mapped to good practice from Advance HE, QAA, and benchmarked to the TEF subject level pilot specification will take place with all HE teachers. These will be written up in the College's ProObserve system, and so comments relating to general teaching learning and assessment for OfS and TSC target groups can be extracted and reported to HE Academic Board to inform further CPD, coaching and mentoring activity.

Since March 2019, leaders in the College have been monitoring how assessment practice supports the attendance and attainment of vulnerable groups of students and this will be reported up to HE Academic Board, the Executive Leadership Team and governors. These internal reports give leaders a real-time overview of where good practice may be emerging and where early intervention might be needed. Staff are supported to reflect on pedagogy and assessment strategies generally and, more particularly, in relation to helping the most vulnerable group for example, Learning and Development Coaches have worked with teams to re-design more inclusive HE assessment activities. The use of real-time data has helped to update Quality Improvement Plans and is being built into 19/20 Annual Monitoring so that course teams can better evaluate how they support the achievement of College targets. Through this work, and through the preparation of the APP, activities for the 19/20 Academic Year have been established:

- Managers and teachers are undertaking unconscious bias training by December 2019;
- Managers and teachers are attending workshops on social mobility, and three of these are schedule in 19/20 (December, February and July);
- Managers are undertaking development work on mental health first aid through a programme of events which are starting in November 2019.

The College's Equality, Diversity, and Inclusion strategy sets TSC level targets to close all gaps in performance across all groups of students in all types of provision. Consequently, each year the College produces an annual assessment report on progress it is making across its apprenticeship, study programme, full cost, adult, young people, learner loan and HE provision in relation to narrowing gaps. Additionally, through the strategy monitoring (undertaken through the College's EDI Board – detailed below) CPD is identified for all staff in the College. In 19/20 there are a range of activities which have been highlighted that will be undertaken, including mental health first aid support training, a 'faith trail' to explore how the faith of students needs to be included in teaching and assessment practice, admissions, and safeguarding for different groups. The Board has an action plan which reports progress every half term. From 19/20 reports on progress against the Access and Participation Plan will go to the EDI Board. Furthermore, to support the change that the College is going on the Students' Union have created a 'social mobility rep' from the 19/20 Academic Year.

The College has a new 'Work Related Learning Strategy' which launched in in 2019. This sets out how the College seeks to work with all students to prepare them for employment. The strategy seeks to 'develop learning opportunities by building strong and meaningful relationships with employers so that all students have a variety of opportunity'. The first element of the strategy is for individual assessment to take place to see what individual support people need from Faculty support officers to help them to develop key employability skills. Furthermore, the strategy affirms that TSC will undertake appropriate due diligence with employer partners whether they are providing placement, assessment activity, mentoring or other support for students. The strategy states:

"We will:
1. Work with employers who will inspire and motivate our students through their creativity and innovation
2. Use our robust matching processes to ensure we place the right students with the right employer so that they maximise their progress
3. Tap into the skills of our pastoral staff effectively, enable students to access work related activity, which in turn will promote social mobility and raise the motivation and aspirations of our students
4. Provide activities which support the health and wellbeing of our students so they are more able to develop work ready behaviours which underpin their positive progression
5. Celebrate the achievements of our students through awards, celebrations and student case studies which illustrate positive role modelling."

The development of the strategy has been a significant part of developing our new employer Academies (previously detailed).

4.3 Student consultation

As well as undertaking the student identity survey, TSC has worked with current students to determine what support these students believe they need to be able to remain in College and to succeed. Students also engaged in the workshops to prepare the plan. Thus, students were engaged in the development of this plan. The College has particularly sought the views of the most at risk groups through a series of focus groups to help shape this Plan. Students have particularly requested more bursary support for times of hardship when income is an issue and so TSC is proposing significant increases in investment in this area (as detailed).

In the consultation, students from these backgrounds have all detailed how they would benefit from study support activity. Therefore, as detailed, TSC has engaged in exploring sector best practice to put together a programme of study support targeted at student need. This is being piloted and students will be asked for their feedback in relation to its impact.

As part of the student consultation TSC will continue to monitor the impact of this work and as it recruits a broader range of disadvantaged students and students that experience a range of disadvantages, there will be continual monitoring of the impact of activity through new structures (detailed below). Furthermore, to create role models and support this proactive approach, the College will focus on developing its HE alumni to start to evaluate what works to support students and to create positive role models.

The student voice remains central in ensuring that the Plan is successful. The HE Student Forum (which usually consists of two representatives from each year of a course) will monitor the effectiveness of the Plan through its termly meetings. If the representatives are not fully representative of the groups that TSC is targeting within this plan the College seek to engage with the student body to co-opt such members on. The forum will allow students to suggest new ideas and put suggested activities and programmes forward for trial.

Programme Committees will have a standard agenda item specifically to monitor the support different groups of students are receiving. There is student representation on all the College's HE Committees and additionally, the Student Union, with a HE rep. and the newly elected social mobility representative will be on the Social Mobility Working Group (detailed below) and work with leaders to monitor the impact of the plan. All student reps have a programme of development to help them in their work, this is peer reviewed and has been based on best-practice from the HE sector.

Through all of these activities, TSC will introduce to all Boards, Programme Committees and through the committee structures, termly evaluation of progress at all levels of the APP. Indeed, TSC has elected student representation on all bodies which sign off policies, procedures, strategies, curriculum plans, and self-assessment activity. The role of the representative is to ensure that documents are constructed for students, as well as being designed with students and this fits in the new wider student voice strategy of students becoming co-designers of their education and influencing wider policy.

4.4 Evaluation strategy

As stated, to develop the APP, TSC engaged in four internal workshops to evaluate current practice. This culminated in the completion of the OfS Evaluation Self-Assessment Tool for current activity and access and participation programmes TSC is engaged in. This has provided a baseline for current approaches to reflection and helped to identify activities that need to take place to continue to evaluate activity and to develop a detailed action plan. The College is starting to develop its method for evaluation and will continue to refine this throughout the life of the Plan.

Using the Toolkit, TSC self-assessed highest in 'implementation' and 'learning', and had 'programme design' as the main area for development. Therefore, TSC will launch a project with students in 19/20 to reflect on the elements of programme design and consider, at module and course level, how to better to constructively align programmes to better reflect the needs of all students. Where relevant elements of programme design to scaffold students into learning and through levels of learning will be changed and modified to help to support continuation and outcomes.

TSC wants to embed the new approaches to using data (quantitative and qualitative) to measure and enhance progress so that they support the desired culture change and the achievement of long-term goals, and to ensure that targets are effectively being closed. Any data will be collected using sector standard tools and techniques. TSC will take steps to ensure it is not cognitively bias.

Therefore, TSC will develop an approach to evaluation which demonstrates:

- Which activities relating to support for different groups of students have had the biggest impact on achieving targets to narrow gaps
- Which interventions have been effectively implemented over time
- The understanding of staff on the approaches and agenda relating to Access and Participation
- Which external research might be used to trail activity with, and when being trialled what the impact was in the local context
- How proactively any new gaps that emerge are closed

TSC will reflect on the tables laid out in the Plan to provide a reference point for progress towards meeting long term goals, and achieving the targets set. They will be used in termly workshops where progress is evaluated. The events will culminate in a completion of the OfS Evaluation Self-Assessment Tool and the progress against each element of this will be

recorded along with a set of short, medium and long term targets which will also be reviewed. The agenda will allow for evaluation of the new data that is being acquired as part of this Plan. Student representatives will, obviously, participate in the evaluation sessions as well. The evaluation sessions will take place in November, March, and May. They will take a considered, longer term view of progress and changes to culture. This will feed into Annual Monitoring, and the College's HE Annual Self-Evaluation Document which will comment on the distance travelled and set the overarching actions for support services, curriculum areas and the whole College for the new Academic Year.

In broad terms, evaluation will detail:

- The impact of how data is being used and what this means for training, practice, and curriculum design (this will include: the OfS data set; College application and conversion figures, other external metrics such as TEF and MEM; student questionnaires; HE forum feedback; focus group feedback; annual monitoring feedback and anything else that is considered relevant).
- How this is being used to support the culture change laid out in the strategy (by gaining feedback from staff, students, employers, peer review and other sources).
- How effective interventions around Access have been, and what new practice and ideas are emerging nationally amongst the target groups that could be applied in the College.
- How programme design needs to change to build on the Academic Study Support the College has put in place to scaffold students into and through HE. This will include evaluating the impact of any activity developed to support students entering HE.
- How effective the financial support has been in closing gaps and ensuring no further gaps emerge.
- How teaching, learning and assessment activities can improve outcomes for target groups, especially in relation to needing to improve continuation in target groups.
- The impact of partnership working on meeting targets.
- How TSC is interpreting any policy changes from government.

TSC has set itself the following targets to evaluate its progress against:

- By the end of 2021/22 Academic Year the College will have securely achieved 'expected' and two areas of 'commended' within the five areas of the OfS Evaluation-Self Assessment Tool;

- To have achieved all the 'commended' standards within the first term of the 2022/23 Academic Year;

- Practitioners in the College will start to share the work that has been started at least two external conferences each year from the 2022/23 Academic Year.

As stated previously the November HE Development Day will focus on Access and Participation and each Faculty will be expected to share at least one innovation that it has developed in relation to closing gaps, or responding to national policy.

TSC is committed to ensuring that its implementation of the APP and the activities undertaken are recognised for their excellence. Therefore, to develop the implementation of research, to reflect on progress against the OfS Toolkit, and to ensure evaluation is robust TSC will engage with an external expert. Engaging with an external body will allow for peer review and criticality in the evaluative process and provide a 'critical friend' to ensure that a systematic approach to evaluation is being taken and that accurate judgements in self-assessment are being made. Funding for this has been earmarked within the APP for this.

The external support will have experience and expertise in access and participation in College HE, in the broader HE sector, and with knowledge of external sources.

HE leaders at the College will work with the external expert (or body) to consider the areas of focus for each of the evaluation events based on the actions from the previous self-evaluation activity, milestones in the APP, and based on information coming to the College from places such as TASO, FACE, NEON, NCOP, and others.   This approach will ensure that evaluation remains controlled by the College, and that there is a clear plan for developing and changing interventions and these are done in line with aims, objectives, targets, and through a logic model which will be constructed based on the whole College strategic aims.

Furthermore, the College's Vice Principal for HE and Academic Studies has been asked to join the TASO Consultancy Network, so will be able to use the leadership, capacity, innovation and sector-voice elements of this work to share current thinking with colleagues and ensure that activities and plans are considered within the wider HE sector context and within the context of College HE.

4.6 Monitoring progress against delivery of the plan

TSC wants to ensure that the APP has impact and so will establish a new sub-committee to monitor progress against the APP (known as the Social Mobility Working Group). It will explore how to respond and how to support teachers and students as new issues emerge, as well as reviewing progress against milestones, targets, and aims in the Plan. It will meet frequently and focus on monitoring and operational activities rather than the evaluation activities.

The Vice Principal for HE will chair the group and will be the leader for monitoring the Plan. The outcomes from the monitoring activity will be fed into termly reports to the Executive Leadership Team and College governors, along with any associated actions.

The Social Mobility Working Group will meet every half term and go through progress against aims, objectives, targets, milestones, and anything that has emerged from evaluation. It will ensure programmes are running to plan. As it monitors progress it will develop intervention plans where gaps are emerging or getting worse, and, where it feels it can, it may accelerate some activity. The group will glean feedback on how partnership working with HEPSY+ and others is working and it will operationalise any of this activity. This is all in line with the College's overarching strategy. There will be two students from the target group from the HE Student Forum that will attend this working group to feedback a student perspective on interventions and reflect what is and is not being effective.

Critically, the group will look at the whole student life-cycle and ensure that the current areas of good performance, remain good and improve, and take action if any gaps start to widen. If an area of good performance starts to decline, or if a gap is not being narrowed quickly enough then the Social Mobility Working Group will draw up a detailed action plan for immediate and positive steps to be taken. This will be overseen and owned by the Vice Principal for HE, to take steps to close the gap.

The Social Mobility Working Group will use OfS data sets, feedback from students and applicants, and internal attendance data to make judgements on how effective the interventions and programmes are being. TSC has recognised, through the construction of this plan that is needs to engage better with HEAT and EMWREP trackers better to support operational activities around the progress of students post study. The Social Mobility Working Group will operationalise this work. Moreover, the Social Mobility Working Group

will have the initial oversight of the financial spend in the Access and Participation Plan so that these can be presented to the finance team.

The Social Mobility Working Group will comprise senior and operational managers, data leads, marketing leads, the College's EDI Manager and students and will monitor progress against this Plan. The Social Mobility Working Group has already begun meeting as there are a range of things that TSC recognises that it needs to operationalise including the Academic Support programme, the support programmes for disabled students and that progress towards long term objectives set out in this Plan has started. Meeting dates for the Social Mobility Working Group have been set up throughout the 19/20 Academic Year and will be set every July for the following Academic Year.

The Social Mobility Working Group will receive and monitor the impact reports relating to the APP and will devise and send comments, data and action plans for approval to HE Academic Board. Additionally, the Working Group will report into the Equality, Diversity and Inclusion (EDI) Board so that when issues occur (for example with level 3 progressing students) these feed into the wider and equally structured work that TSC is doing to support the closing of recruitment, attainment and long term outcomes for different groups of students.

The College's EDI Board is chaired by the Chief Executive and Principal and feeds directly to the Executive Leadership Team (ELT) and into the Governing Body. The College's HE Academic Board is chaired by the Vice Principal for HE and also feeds into the ELT and the Governing Body. Progress against APP targets will be reported through the committees to the Executive and governors. As part of Annual Monitoring, the College produces an Institutional level Self-Evaluation Document each year which is approved by the ELT Team for sign off at a meeting of governors with external input. The outcomes from the APP will also be reported through this route. Governors will also receive the self-evaluation document each year, alongside termly reports to their Teaching, Learning, Quality and Student Experience Committee on progress against the plan which will ensure that they are able to scrutinise, challenge and support progress towards targets. Moreover, the wider progress on evaluation will be reported through these mechanisms.

5. Provision of information to students

The College will continue to follow its 'Information to Students' process and provide clear, signed-off information to students about the support available to them which is detailed in this plan. This will be done through the following channels:

- The Sheffield College website
- Open days
- Selection events
- Off-campus events (such as UCAS fayres)
- Pre-entry information to students (such as mailings to enquirers)
- The Students' Union

Additionally, the College will continue to work with its HE Student Forum to ensure that information on student support, rights and responsibilities is provided up-front in a format that is clear and accessible. This will include information that is made available at all stages of the Student Life-Cycle so that the College provides the right information in a relevant way to target groups of students.

Recently TSC had all of its contractual and general correspondence with students externally reviewed to ensure compliance with external frameworks and that they are 'user friendly'.

TSC will continue to write to students at offer stage to confirm the fees for the duration of the course (broken down by each year), and will write to applicants with details of the new bursary scheme, the priority groups that qualify for it, and to confirm the steps of receiving the bursary. Additionally, details of the hardship fund will be confirmed at this time. Furthermore, at interview, students will receive information about the bursary fund and hardship fund.

The College will use its application and enrolment datasets to identify the students who are in the target groups in the APP, who will qualify for the bursary scheme. These are:
- Those in IMD 1 and 2
- Those in Polar 4 Q1 and 2
- Those with a declared disability
- Mature students

All of these groups of students will qualify for support. Levels of funding will be spread proportionately across the whole qualifying body of students based on the amount of money available and the number of enrolments. Each year, based on these variables, a minimum base-line each target student can get (as previously stated though this will be a minimum of £200 and will be more if funding allows). Additionally, there will be resource available for target students with greater support needs. Students will be asked what other kind of financial support they have to help with their studies so that those that need more support can get it. Again this will be done proportionately so those in target groups with least income get more support than those in target groups with greater access to support.

The College will use the OfS dataset to evaluate the impact of its financial support, and it will use the OfS Financial Support Evaluation Toolkit to consider impact. This will be done through the evaluation days laid out in the College's evaluation strategy. The College has chosen to adopt this approach of financial support because of discussions with other FECs who have found it to be an approach that has impact.

Within two weeks of starting each year of a course, bursaries will start to be awarded and the hardship fund will open for applications. This will be confirmed to students via a letter at the start of their course. Furthermore, these two pieces of correspondence will detail the additional study support that students are entitled to. Moreover, priority group students will have some additional correspondence to them to detail the specific support they can access through the programmes highlighted in section 3 of this Plan. In all correspondence there will be a named officer that students can contact should they have any questions or concerns.

Prospective students will be able to find information on fees for the duration of their courses before they apply through the College websites and in marketing collateral at information events and through any other leaflets and flyers produced.

The Evaluation will include exploring the efficacy of the College's student information so that TSC can make changes to better inform and support its students.

6. Appendix
To be added by OfS once targets and investment is agreed.

Access and participation plan
Fee information 2020-21

Provider name: Sheffield College, The

Provider UKPRN: 10005788

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	All subjects	£6,500
Foundation degree	All subjects	£6,500
Foundation year/Year 0	*	*
HNC/HND	All subjects	£6,500
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,500
Foundation degree		£4,500
Foundation year/Year 0	*	*
HNC/HND		£4,500
CertHE/DipHE	*	*
Postgraduate ITT		£4,000
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: Sheffield College, The

Provider UKPRN: 10005788

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£7,000.00	£12,000.00	£14,700.00	£15,850.00	£17,500.00
Access (pre-16)	£2,000.00	£3,000.00	£4,700.00	£5,800.00	£6,500.00
Access (post-16)	£5,000.00	£9,000.00	£10,000.00	£10,050.00	£11,000.00
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£22,000.00	£37,000.00	£45,000.00	£50,000.00	£57,000.00
Research and evaluation (£)	£10,000.00	£10,200.00	£10,404.00	£10,612.00	£10,825.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£264,500.00	£312,500.00	£366,300.00	£393,100.00	£424,000.00
Access investment	2.6%	3.8%	4.0%	4.0%	4.1%
Financial support	8.3%	11.8%	12.3%	12.7%	13.4%
Research and evaluation	3.8%	3.3%	2.8%	2.7%	2.6%
Total investment (as %HFI)	14.7%	18.9%	19.1%	19.5%	20.1%

Office for Students — OfS

Targets and investment plan
2020-21 to 2024-25

Provider name: Sheffield College, The

Provider UKPRN: 10005788

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
	PTA_1												
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To close the non-continuation gap between those from IMD 1 and IMD 4 and 5	PTS_1	Socio-economic	TSC will close the identified gap by the end of the 24/25 Academic Year through the interventions detailed in the APP	No	The access and participation dataset	2016-17	13pp	10	7	5	3	0	As detailed in the APP there will be study support activity and bespoke small group and 1:1 support put in place. The number of staff engage in this will grow as detailed in the APP. Additionally there will be some additional bursary support for these students as detailed
To close the attainment gap for students with a declared diasbility compared to those without a disability	PTS_2	Disabled	This gap will be closed along with the PTS_5 target	No	Other data source	2017-18	7pp	5	3	1	0	0	As detailed in the APP, the OfS data set does not currently contain this information so TSC is using ILR and Exam Board records. The milestones are laid out in the APP. As well as growing 2 FTE in study support there will be additional disabled student coordinor support.
To close the continuation gap between Polar 4 Q1 and 2 students and Q3-5	PTS_3	Low Participation Neighbourhood (LPN)	The gap was 10% so we will seek to close this	No	The access and participation dataset	2016-17	10pp	8	6	4	2	0	Over a period of time, TSC will seek to close this gap hrough the measures laid out in the APP
To close the non-continuation gap between mature students and young students	PTS_4	Mature	This gap has been widening, so TSC will erradicate this gap over the life of the Plan	No	The access and participation dataset	2016-17	8pp	7	5	3	1	0	As detailed in the APP there will be study support activity and bespoke small group and 1:1 support put in place. The number of staff engage in this will grow as detailed in the APP. Additionally there will be some additional bursary support for these students as detailed
To close the non-continuation gap between disabled students and non-disabled students.	PTS_5	Disabled	TSC is investing in putting in more support for students with a decalred disability. Therefore, this gap will be eradicated	No	The access and participation dataset	2016-17	7pp	5	3	1	0	0	As detailed in the APP there will be study support activity and bespoke small group and 1:1 support put in place. The number of staff engage in this will grow as detailed in the APP. Additionally there will be some additional bursary support for these students as detailed. An additional coordinator will be recruited to offer further more bespoke support.
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												