

## Access and Participation Plan 2026-2027 to 2029-2030

### 1. Introduction and strategic aim

#### 1.1 Introduction

The Sheffield College (TSC) is the largest general further education (FE) college in the South Yorkshire Mayoral Combined Authority, with five main campuses located in Sheffield namely: City, Hillsborough, Advance Technology Centre, Pennine 5 and Peaks and around 15,000 young people and adults enrolled annually. We are rightly proud to be one of three anchor higher education (HE) providers in the city, alongside Sheffield Hallam University (a post-92 institution) and the University of Sheffield (a Russell Group member) and to share the same values, that the highest quality teaching, delivered in an inclusive and supportive environment, can transform the lives of our collective students. In fact, we suggest that it is our FE, HE and apprenticeship study programmes that are by far the biggest contributing factor to TSC's impact on the added skills in the city and regional workforce, evidenced through the higher incomes of students and raised productivity of their employers. Indeed, our economic impact regionally is worth £282.5 million in added income in TSC's catchment area each year alone (Emsi, 2019).

TSC students reflect and contribute to the vibrant socio-economic and cultural tapestry of Sheffield, known as The Outdoor City and a city of seven hills, and the wider Sheffield City Region (SCR) with its reputation for the production of special steels and advanced manufacturing. Sheffield is economically deprived (Dickinson, et al. 2021) with high rates of economic inactivity, low employment rates, low productivity, high unemployment levels among young people, higher than average in-work benefit claimant count, fewer growth sectors, a lower proportion of high skilled jobs, mixed rankings on social mobility scores and increased levels of deprivation on education, skills and training indicators. Nevertheless, Sheffield, like the wider city region, is known for its 'rich provider base' and the overall good quality and responsiveness of its FE, apprenticeship and HE provision, with providers responding well to the needs of local learners and employers with programmes ranging from entry level qualifications to postgraduate degrees (Kada Research, 2022). Serving an economically challenged city, in a deprived geographic region, where the majority of our students are local, puts TSC in a highly responsible position. A 'student first' ethos underpins everything we do. At TSC we focus on '*careers not courses*' and we are proud to be the recipients of a Pearson College of the Year Bronze Award (2021) in recognition of this ethos. We are also a strategic partner of the South Yorkshire Institute of Technology (SYIoT).

#### 1.2 Strategic aim

TSC's strategic aims and objectives for HE, centre on supporting the new college-wide strategic plan 2023-2030 with its vision of transforming lives through four key ambitions based on learning, people, partnerships and sustainability.

**Teaching and Learning** is to deliver an inclusive, high-quality education that ensures all students, regardless of their background, can succeed and flourish. We will design a diverse curriculum that not only equips

students for their future careers but also for life, while embracing innovation and technology to provide equitable access to the tools they need to excel. We are committed to fostering a safe, respectful, and inclusive environment where students can actively contribute to shaping their higher education experience.

**People** is to create an inclusive academic environment where students benefit from diverse perspectives and receive the support they need to excel. Higher Education is not just about academics but also about fostering an environment where students feel valued, respected, and empowered. By building a supportive community, the college ensures students are surrounded by dedicated staff focused on their development and success. This aligns with TSC's vision of building a strong academic community that transforms students' lives.

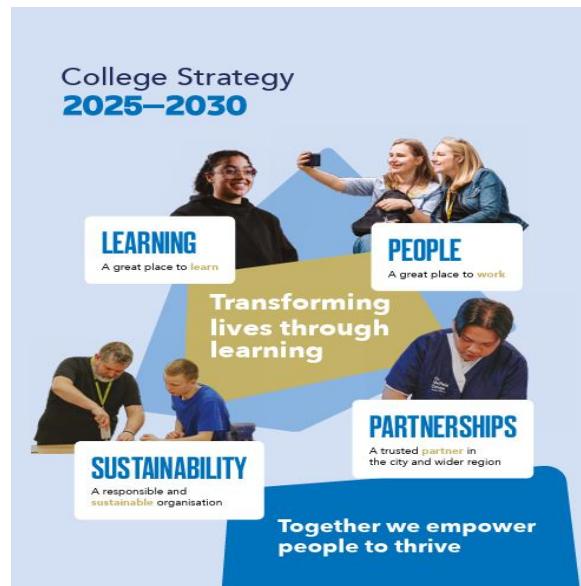
**Sustainability** that we are dedicated to ensuring that all students have equal access to the resources and support necessary for success. We will embed environmental sustainability within the curriculum and maintain accessible, high-quality infrastructure that serves the needs of all learners. Our financial strategies will focus on providing efficient, equitable education for everyone.

**Partnerships** that we will work closely with employers, educational institutions, and organisations to make sure that higher education remains inclusive and beneficial for all. These strategic aims reflect our commitment to fostering a diverse and inclusive academic environment, meeting the growing demand for equality of opportunity, and preparing students for a dynamic, inclusive workforce.

### 1.3 Higher education @ TSC

HE is a relatively small but highly important aspect of the College's provision. TSC provides excellent support to our HE students and apprentices. We are passionate about supporting our exceptional students, many of whom are from disadvantaged backgrounds, and areas of low HE participation. Many of our students are the first generation from their family to access HE. We offer unique HE experiences, utilising some of the best aspects of an FE college approach, where attendance is monitored and supported to ensure student engagement, and where classroom sizes are small, allowing us to have an in-depth knowledge and care for our students. We have excellent links with employers, given we are a technical and vocational college, and this allows us to give our students access to an outstanding range of opportunities with companies and employers both public and private, alongside other stakeholders. These qualities are reflected in TSC's Silver Award, as part of the Teaching Excellence Framework (TEF) 2023.

We offer a wide range of Higher National Certificates (HNCs) and Diplomas (HNDs) including Higher Technical Qualifications (HTQs), Higher and Degree apprenticeships and Foundation and top-up Honours degrees which are validated by Sheffield Hallam University and the University of Hull. Our HE subjects include accounting, bakery, construction, creative and performing arts, dental technology, digital technologies, engineering, health & care, public services and sports. We deliver HE through the Sheffield University Centre with students located at the City and Hillsborough campuses.



There has been an overall decline in HE recruitment over the last 4 years from 248 entrants in 2021/22, to 159 in 2024/25 – our current HE student numbers are provided in Table 1.

Table 1: Total number of students on OfS fundable courses in 2024/25

Headcount	Female (%)	Male (%)	Young (%)	Mature (%)	ABMO (%)	White British
248	129 (52)	119 (48)	174 (70)	74 (30)	60 (24)	188 (76)

## 2. Risks to equality of opportunity

As part of our ongoing work to assess and improve performance in relation to access, success, and progression, we undertook a detailed review of the 12 priority risk areas outlined in the [Equality of Opportunity Risk Register](#) (EORR) published by the Office for Students (OfS). To ensure this assessment was both meaningful and reflective of our specific student population at TSC, we drew upon a broad evidence base which included:

- The most up-to-date data from the OfS Access and Participation Dashboard
- Our own internal datasets on student access, continuation, attainment, and progression
- Student feedback in the National Student Survey (NSS) and recent internal student surveys
- Qualitative views gathered through extensive staff and student engagement as part of a college-wide consultation.

### 2.1 Equality of opportunity risk register (EORR)

Our approach was designed to ensure that risk ratings were contextualised and data-informed, capturing both quantitative performance and the lived experiences of students and staff. Through this exercise (see Annex A for a summary) each of the 12 EORR themes was considered in turn and evaluated against local evidence. Our assessment identified most of the areas as low risk, with three areas being assessed as medium-level risk of currently having a negative impact on student outcomes at TSC:

- Insufficient academic support: Students may not receive sufficient personalised academic support to achieve a positive outcome.
- Insufficient personal support: Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.
- Cost pressures: Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.

At TSC these risks are most likely to affect students from underrepresented backgrounds, including those eligible for free school meals (FSM), students from Asian, Black, Mixed and Other (ABMO) ethnic backgrounds and those from areas of highest deprivation (IMD quintile 1). These findings align with data from the OfS access and participation data dashboard and our internal datasets and have informed our strategic objectives.

A more detailed examination of each medium risk area is outlined below.

#### *Insufficient academic support*

This has been assessed as a medium risk, based on internal data that reveals lower continuation, completion and attainment rates among AMBO, FSM and IMD quintile 1 (IMDQ1) students. It is proposed that enhancing academic support or improving students' access to and engagement with

the academic support available, will be more likely to have better completion and attainment outcomes. According to NSS24, satisfaction with academic support is good, with 85% of students reporting positive experiences, which is in line with sector average of 85%. This is further corroborated by internal survey data, where students say staff “provide a timely and high level of feedback to improve and are supportive” However, it is acknowledged that, while staff provide strong academic support, it may not always be tailored or inclusive enough to ensure that all students receive the full benefit. Research by Ashton-Hay and Doncaster (2020) indicates that students who engaged with academic skills development performed better academically, with higher grades and increased degree completion rates. The benefits were more pronounced for students who attended multiple sessions.

#### *Insufficient personal support*

This has been assessed as a medium risk, based on internal data that reveals lower continuation, completion and attainment rates among AMBO, FSM and IMDQ1 students. It is anticipated that enhancing or increasing access to personalised academic support services will have a beneficial effect on both completion and academic success. Students have fed back, through forums and internal surveys, that they are experiencing several additional challenges which are often driven by the need to balance academic responsibilities with part time employment, as well as the financial constraints many of our student's face. These insights are informing our ongoing efforts to tailor support services and improve awareness of the resources available to all students.

#### *Cost pressures*

TSC works diligently to support low-income students and those from disadvantaged backgrounds, however, feedback from both staff and students indicates that financial support remains an area of concern. The College remains committed to maintaining low course fees and supporting local and regional initiatives that assist individuals in financial hardship such as promoting and facilitating donations to, and access to, on-campus food banks, as well as providing free period products. In addition, the College operates an HE bursary fund to support students facing significant financial challenges. The number of applications to this fund has been relatively low: 55 students applied for a HE bursary in 2023/24 – which represents approximately half of the number of students from IMD quintiles 1 and 2. Importantly, 85% of students who received financial support from the College completed their award, demonstrating the positive impact of financial support on retention and completion.

## 2.2 OfS access and participation dashboard data

As currently, all TSC HE students are full-time, only dashboard data relating to full-time students is discussed here.

### Access

According to the OfS access and participation dashboard data (the Dashboard), the proportion of young students recruited to TSC from TUNDRA quintile 1 dropped from 45.3% in 2020/21 to 34.1% in 2022/23. However, the TUNDRAQ1 recruitment figure remains significantly higher than from other TUNDRA quintiles. In 2022/23 the number of TSC students recruited from TUNDRAQ1 (22.5%) was higher than the national average (12.5%).

The proportion of students from IMDQ1 has consistently risen year on year from 36.8% (2018/19) to 47.5% (2022/23), such that students from the most deprived areas make up almost half of TSC's HE student population.

The proportion of students at TSC eligible for FSM has increased from 24.5% in 2017/18 to 32.6% in 2022/23 and has consistently been above the national average: 17.7% in 2022/23. This demonstrates that TSC predominantly recruits from areas of high deprivation.

The proportion of white HE students at TSC, has declined from 87.9% in 2018/19 to 71.7% in 2022/23. Due to small student groups, the Dashboard provides little information about ethnic groups although it indicates that 8.6% of HE students recruited to the college in 2021/22 are Asian, which is roughly in line with the Asian population figure in Sheffield of 9.6% (Census 2021).

The proportion of mature students accessing HE at the College has decreased from 46.4% in 2018/19 to 25.4% in 2022/23. Although this is more in line with the national position (28.7% in 2022/23), the College intends to address this decline with the introduction of HTQs which are expected to have a positive impact on mature student recruitment.

### Continuation

The Dashboard indicates reduced Continuation for IMDQ1 students compared to IMDQ2 and IMDQ3 from 2020/21, although Continuation is improved for IMDQ1 and IMDQ2 students to 76.7% and 88.5%, respectively, in 2021/22. There are too few students to show data for students from IMDQ 4 and 5. Two-year aggregated data for 2020/21 and 2021/22 shows Continuation of IMDQ1 students at 74.7% which is behind that of IMDQ5 students at 91.3%.

By 2019/20, the Continuation gap between HE students at TSC eligible for FSM and students who were ineligible was minimal at 0.1%. However, this gap has widened to 10.3% in 2021/22, with Continuation of FSM eligible students declining to 72.1%. As this gap seems to be widening, this would be a priority area to focus on as part of the new APP.

Due to small student groups, the Dashboard provides little information about Continuation by ethnicity. However, aggregated data for 2020/21 and 2021/22 shows Continuation for Black students (88.5%) is better than for their White (80.0%) and Asian (70.6%) peers.

The Dashboard shows that mature students consistently outperform young students in terms of Continuation. Similarly, Continuation rates for students with disabilities have remained consistently higher than for students who do not disclose a disability.

### **Completion**

The Dashboard shows a decline in Completion rates for IMDQ 2 and 4 students from 2017/18 to 2018/19, compared to improving Completion for IMDQ 1 and 3 students. Aggregate data for 4 and 2 years indicates an overall improvement in Completion for IMDQ 1 and 2 students with the 2-year data (2017/18 and 2018/19) indicating Completion of IMDQ 1 at 72.7% and IMDQ 4 at 82.5%: a gap of 9.8%.

As for Continuation, the Dashboard provides little information about Completion by ethnicity due to small student groups. Aggregate data for 4 and 2 years indicates an overall improvement in Completion for all student groups with the 2-year data (2017/18 and 2018/19) indicating Completion of White students at 76.3%, similar to Asian students (76.2%) but higher than Black students at 72.2%.

The Dashboard shows gaps that mature students have outperformed young students in terms of Completion from 2016/17 to 2018/19, with Continuation rates for all ages improving over this period. There is little data on the Dashboard for students with disabilities, based on a reducing cohort size overall, but in 2018/19 Completion for students who disclose a disability (76.3%) is very similar to those who do not (75.7%).

The Completion of students eligible for FSM has increased from 44.4% in 2016/17 to 79.3% in 2018/19 – with these students outperforming students who are not eligible for FSM students whose Completion is 69.7% in 2018/19.

### **Attainment**

TSC primarily delivers sub-degree qualifications and therefore there is no useful Attainment data on the OfS Dashboard.

### **Progression**

There is limited data on the Dashboard due to small student numbers. Aggregated data over 4 years shows that there is a 9.7% gap in Progression for students from IMDQ1 (52.8%) and IMDQ5 (62.5%).

Mature students consistently have higher progression rates than young students. Students who report a disability consistently have better progression outcomes than their peers who do not report a disability and eligibility for FSM has little impact on Progression outcomes.

## **2.3 The Sheffield College internal data analysis**

TSC monitors performance of its HE students and can disaggregate into a range of student characteristics. FSM data and disaggregation of disability data to monitor performance of students with mental health conditions has not been routinely monitored and so is not included in

this analysis, however, these characteristics will be monitored in the future. A summary of the analysis of internal TSC data is provided in Tables 2-5 below.

Table 2: Internal Access data for HE students

Lifecycle	Student characteristic	Comment/trend
<b>Access</b>	All	There has been an overall decline in HE recruitment over the last 4 years with 248 entrants in 2021/22, 180 in 2022/23, 223 in 2023/24 and a further reduction to 159 in 2024/25
	Disadvantage	The proportion of HE entrants from IMD Q1 and Q2 combined has remained relatively static over the last three years: 56% in 2024/25, 55% in 2023/24 and 59% in 22/23. This demonstrates that TSC consistently recruits students from the most disadvantaged areas of the city.
	Ethnicity	With relatively small student populations, recruitment of ABMO students has been variable. In 2021/22, the proportion of ABMO students was 20%, increasing to 28% in 2022/23 and 32% in 2023/24. In 2024/25, 21% of new HE students, were classified as ABMO; 6% of the student population were African and 6% were Asian (Pakistani, Bangladeshi and Chinese). The proportion of ABMO students will continue to be monitored.
	Age	Mature students consistently make up approximately one-third of the HE population: 31% in 2021/22, 35% in 22/23, 33% in 2023/24 and 2024/25.
	Disability	The proportion of students declaring a disability is fairly consistent at around 40%: 44% in 2021/22 and 2022/23, 39% in 23/24, and 43% in 2024/25.

Table 3: Internal Continuation data for HE students

Lifecycle	Student characteristic	Comment/trend
<b>Continuation</b>	Disadvantage	The Continuation of IMDQ1 students was 84.8% in 2021/22, compared to 75.9% for IMDQ5. In 2022/23 Continuation was 84.3% for IMDQ1 and 95.5% for IMDQ5, albeit with fewer than 30 IMDQ5 students. Continuation for IMDQ1 student declined in 2023/24 to 78.3% compared to IMDQ5 at 85.7%
	Ethnicity	The Continuation rate for ABMO students has declined over the last 3 years, being 92.0% in 2021/22, 79.0% in 2022/23 and 77.0% in 2023/24. In the last 2 years, the Continuation rate has been below that of White students (84.7% in 2022/23 and 84.9% in 2023/24) resulting a gap of 7.9% in 2023/24. This is a decline that needs to be addressed as part of this APP.
	Age	Continuation rates for Mature and Young students are very similar. Continuation in 2022/23: 85.0% for Mature and 84.0% for Young; in 2023/24: 83.0% for Mature and 82.0% for young students.

	Disability	For each of the last 3 years, Continuation rates have been higher for students declaring a disability compared to their peers who do not. In 2023/24 Continuation of disabled students was 85.7% compared to non-disabled students: 80.1% - a positive gap of 5.6%.
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Table 4: Internal Completion data for HE students

Lifecycle	Student characteristic	Comment/trend
<b>Completion</b>	Disadvantage	The Completion of IMDQ1 students was 79% in 2021/22, compared to 70% for IMDQ5. In 2022/23 Completion reduced to 74% for IMDQ1 and increased to 90% for IMDQ5. In 2023/24 Completion for IMDQ1 students was 78% compared to IMDQ5 at 81%. While this is a 'spiky' profile, there is no significant gap to be addressed.
	Ethnicity	There has been a year on year decline in Completion rates for ABMO students, being 78% in 2021/22, declining to 69% in 2022/23 and falling further to 67% in 2023/24. In each of these years the Completion rate has been below that of White students: 82% in 2023/24, resulting in a gap of 15%. This is an area that needs to be addressed as part of this APP.
	Age	There is no consistent trend in Completion based on Age. Mature students' Completion: 88% in 2021/22, 78% in 2022/23 and 74% in 2023/24; Young students' Completion: 74% in 2021/22, 79% in 2022/23 and 82% in 2023/24. Completion by age will continue to be monitored.
	Disability	The Completion rate for students who declare a disability are consistently higher than for students who do not in each of the last 3 years, with Completion for students declaring a disability in 2023/24 at 82% compared to 74% for non-disabled students.

With the majority of TSC's HE students studying sub-degree qualifications, attainment is measured and monitored as those who achieve Merit or Distinction on an HNC, HND or Foundation degree as well as those achieving a 1<sup>st</sup> or 2:2 on an Honours top-up degree.

Table 5: Internal Attainment data for HE students

Lifecycle	Student characteristic	Comment/trend
Attainment	Disadvantage	<p>There are significant differences in levels of Attainment for students from IMDQ1 and other IMD quintiles.</p> <p>2021/22: IMDQ1-18%, IMDQ2-22%, IMDQ4-29%, IMDQ5-30%</p> <p>2022/23: IMDQ1-19%, IMDQ2-52%, IMDQ4-39%, IMDQ5-53%</p> <p>2023/24: IMDQ1-31%, IMDQ2-30%, IMDQ4-43%, IMDQ5-54%</p> <p>Although there has been a general improvement in attainment overall, there is a gap of 24% in 2023/24 between attainment of IMDQ1 and IMDQ5. This will be addressed as part of this APP.</p>
	Ethnicity	<p>In each of the last 3 years, ABMO students have consistently underperformed compared to their White peers.</p> <p>2021/22: ABMO-14%, White-29%</p> <p>2022/23: ABMO-25%, White-36%</p> <p>2023/24: ABMO-23%, White-47%</p> <p>This has resulted in an Attainment gap of 24% in 2023/24 – which will be addressed as part of this APP.</p>
	Age	<p>There is no clear pattern regarding Attainment of higher grades, based on age. In 2021/22 and 2022/23 Young students achieved higher grades than Mature students, although in 2023/24 Mature students (51%) had better Attainment than young students (34%). Attainment by age will continue to be monitored</p>
	Disability	<p>In contrast to Continuation rates, students who do not report a disability have consistently attained higher grades than those who do declare a disability the last 3 years. The gaps in Attainment are, however, being reduced: 8% in 2021/22, and 2% in 2022/23 and 2023/24.</p>

The College does not hold any significant internal data regarding HE student progression.

## 2.4 Identified key risks

Through our analysis of performance data and the Equality of Opportunity Risk Assessment, we have identified three primary risks that could affect students' access to equal opportunities at TSC.

**Risk 1: Insufficient personalised academic support** Students who are from disadvantaged households, i.e. those from IMDQ1 and ABMO students may not receive sufficient personalised academic support to encourage or enable them to stay on course and achieve an outcome that fully reflects their abilities. A wide range of academic support is available to all HE students so our intervention will aim to address barriers for students with these characteristics to enable them to access the support or fully benefit from it.

**Risk 2: Insufficient personal support** Students who are from disadvantaged households, i.e. those from IMDQ1, and ABMO students may not receive sufficient personalised support to address issues that may affect their ability to stay on course and achieve their chosen HE award. A wide range of academic support is available to all HE students so our intervention will aim to address barriers for students with these characteristics to enable them to access the support or fully benefit from it.

**Risk 3: Financial pressures** Disadvantaged students, i.e. those from IMDQ1 households, care-experienced students and FSM eligible students may be adversely affected by financial pressures that negatively impact their ability to stay on course and complete their studies

## 3. Objectives

We have set five objectives to address the three key risks identified above.

**Objective 1:** Narrow the **Continuation** gap between full-time students who are eligible for FSM and students who are ineligible from 10.3% in 2021/22 to 3.0% by 2030, based on published OfS data. (PTS\_1)

**Objective 2:** Eliminate the **Continuation** gap between ABMO and White students of 7.9% in 2023/24, by 2030, based on internal TSC performance data. (PTS\_2)

**Objective 3:** Narrow the **Completion** gap between ABMO and White students from 15% in 2023/24 to 5% by 2030, based on internal TSC performance data. (PTS\_3)

**Objective 4:** Increase the Attainment rate of IMDQ1 students, gaining high grades (2:1 or Merit and above), from 31% in 2023/24 to 40% by 2030, thus reducing the **attainment** gap between students from IMDQ1 and IMD quintiles 3, 4 and 5 - based on internal TSC performance data. (PTS\_4)

**Objective 5:** Narrow the gap between ABMO students and White students gaining high grades (2:1 or Merit and above) from 24% in 2023/24 to 15% by 2030, based on internal TSC performance data. (PTS\_5)

## 4. Intervention strategies and expected outcomes

Three intervention strategies are proposed to enable TSC to achieve the five objectives listed above. An underpinning feature of these strategies is to strengthen students' sense of belonging both at TSC as HE students and within their peer groups. Research consistently finds that a strong sense of belonging is directly tied to student retention, with students who feel accepted and included by their peers and institution being more likely to persist and successfully complete their studies. A large-scale survey by Pearson and Wonkhe (2022) identified a clear link between confidence in academic skills and a sense of belonging. When students experience a greater sense of belonging within their course groups and with their tutors, they are more likely to feel confident in disclosing disabilities or mental health conditions, as well as seeking tailored advice and support for both academic and personal matters, such as financial challenges.

### 4.1 Intervention strategy 1: Financial support

Principle objective and target	<ul style="list-style-type: none"><li>Narrow the Continuation gap between full-time students who are eligible for FSM and students who are ineligible from 10.3% in 2021/22 to 3.0% by 2030. (PTS_1)</li></ul>
Risk to Equality of Opportunity	<ul style="list-style-type: none"><li>This intervention strategy addresses TSC's identified Risk 3: Financial pressures</li></ul>

Activity	Description	Inputs	Outcomes	Cross Intervention?
Financial and bursary support for lower income students	The existing financial support process will be reviewed to improve accessibility for IMDQ1 and FSM eligible students. The support includes bursaries reasonable adjustments, completion of maintenance, Disabled Students Allowance (DSA) support and applications. Hardship Fund Support information on referrals for diagnostic assessments, arranging assistive technology loans, information on study skills and exam support.	Staff to review the financial support including its accessibility on the college website – (£1250 in year 1)  Personal tutor: SHAPE tutorial programme (costs included in intervention strategy 2)  Financial Support team management (£8,640)	Update criteria and application process, provide greater transparency around the available financial support at Colleges Reduce non continuation due to financial pressures	Yes – this also relates to intervention strategy 3 as students may turn to tutors for support advice on financial support

	Bursaries of £250 for each FT year of study will be available for eligible students (estimated to be 50% of all FT students each year). Criteria for eligibility will be students who have been previously eligible for FSM or those with a household income of £25,000 or less. Bursaries will be paid in 3 instalments, subject to students staying on course and maintaining a minimum 80% attendance for timetabled sessions: £125 at the start of term 1, £75 in term 2 and £50 in term 3.	inclusive of £700 annually for evaluation)  Bursaries (£348,168)		
Hardship funds	Continuation of provision of a small fund for any HE student in unforeseen financial crisis	Hardship fund: £250 annually		
Raising awareness of Financial Support and Resources Available	Development and subsequent review of online platform and resources to raise awareness of financial support available and how to access. New Activity	Marketing and HE Staff/ Student Support Team/ Admissions team – activity (£3,600 in year 1 and 2, inclusive of £700 for evaluation)	Enhanced visibility and awareness of available financial support among the student body, particularly for those from underrepresented and financially disadvantaged backgrounds. This is expected to lead to increased engagement with bursary schemes, hardship funding, and related support mechanisms. In turn, this will contribute to greater financial stability, improved student experience, and strengthened continuation and completion outcomes across key demographic groups	
HE Staff Training	All staff aware of the support available and so signpost students. Student Support team to check eligible students have completed maintenance loan application. Annual training to ensure that all staff are familiar with HE	HE staff/ Support Staff – (£1,800 per year, inclusive of £350 for evaluation)	Annual training will improve staff confidence in identifying and signposting students to financial support, ensuring timely access to funding. This is expected to enhance continuation, completion, and	

	support within the College and how to access relevant financial support. New Activity		attainment rates across the HE cohort.	
Meal Support	Free breakfast to students with a household income below £16,000 at onsite facilities. New Activity	Food costs (£90,972)	Improved student wellbeing and engagement through reduced food insecurity and financial pressure, supporting retention and academic performance for those from low-income backgrounds.	

**Total cost of activities and evaluation for intervention strategy 1: £464,460**

**Summary of evidence base and rationale – Financial support**

Internal analysis shows that TSC students who access financial support tend to experience significantly better outcomes compared to their peers. This was evidenced through 85% of students who received an HE Bursary in 2023/2024 successfully completed their programme of study. The goal of this intervention is to improve awareness, streamline the application process, and increase participation in financial support programs, ultimately leading to better student success. This will be achieved by ensuring that the criteria for eligibility are clearly defined, transparent, and fair, while also enhancing both staff and student knowledge of available support. Our analysis highlights that a large proportion of students who have benefited from financial support are from AMBO and deprived backgrounds. Going forward, the monitoring of support uptake will also include a broader range of student demographics, such as gender, disability, mental health and socio-economic background based on IMD. Evaluation of individual activities will be undertaken by the relevant managers, with oversight by the Assistant Principal for HE.

**Evaluation**

Activity	Outcome	Method(s) of Evaluation	Summary of publication plan
Financial and support for lower income students	Update criteria, application process, promote and provide greater transparency around the HE financial support.	<b>Evaluation Design:</b> The approach will combine both quantitative and qualitative methods, drawing on student outcome data and feedback from students and staff.	Evaluation outcomes will be communicated within the College through presentations at HE academic board, reporting to the Senior Leadership Team (SLT) and the Board of Governors. Externally, key findings will be disseminated

		<p><b>Student Voice and Experience:</b> Students will be consulted on the clarity, fairness, and accessibility of the financial support eligibility criteria and application process.</p> <p><b>Monitoring Impact:</b> Outcomes for students receiving financial support will be tracked across key characteristics—including ethnicity, age, and socioeconomic status—to assess the effectiveness and reach of the intervention.</p>	through The Sheffield College's higher education networks, including regional AoC forums, QAA partnerships, and other sector-wide platforms.
Raising awareness of Financial Support and Resources Available	The online platform will increase student awareness and uptake of financial support, improving access to funding and supporting better student outcomes.	<p><b>Data Tracking:</b> Measure platform usage and application rates for financial support.</p> <p><b>Surveys:</b> Collect student feedback on the platform's clarity and usefulness.</p> <p><b>Analytics:</b> Monitor engagement to assess effectiveness.</p>	Evaluation findings will be shared internally through reports and to Senior Leadership Team (SLT) and governors.
HE Staff Training	Annual HE staff training will enhance staff awareness of available financial support, ensuring better signposting to students. This is expected to increase the completion of applications and improve access to financial resources, supporting student retention and success.	<p><b>Staff Surveys:</b> Assess staff confidence and knowledge regarding financial support after training.</p> <p><b>Application Tracking:</b> Monitor the completion rates of financial support applications before and after training.</p> <p><b>Feedback from Students:</b> Gather feedback on staff support in accessing financial resources.</p>	
Meal Support	Free breakfasts will reduce food insecurity, enhance wellbeing, and support retention and performance for low-income students.	<b>Student Surveys:</b> Gather feedback on the impact of free breakfasts on wellbeing and academic performance.	

		<p><b>Retention Rates:</b> Monitor retention and completion rates for students receiving the meal support.</p> <p><b>Engagement Data:</b> Track participation rates in the breakfast program.</p>	
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## 4.2 Intervention strategy 2: Academic skills development

Principle Objectives and targets	<ul style="list-style-type: none"> <li>Narrow the Continuation gap between full-time students who are eligible for FSM and students who are ineligible from 10.3% in 2021/22 to 3.0% by 2030. (PTS_1)</li> <li>Eliminate the Continuation gap between ABMO and White students of 7.9% in 2023/24 by 2030, based on internal TSC performance data. (PTS_2)</li> <li>Narrow the Completion gap between ABMO and White students from 15% in 2023/24 to 5% by 2030, based on internal TSC performance data. (PTS_3)</li> <li>Increase the Attainment rate of IMDQ1 students, gaining high grades (2:1 or Merit and above), from 31% in 2023/24 to 40% by 2030 , thus reducing the attainment gap between students from IMDQ1 and IMD quintiles 3, 4 and 5 - based on internal TSC performance data. (PTS_4)</li> <li>Narrow the gap between ABMO students and White students gaining high grades (2:1 or Merit and above) from 24% in 2023/24, to 15% by 2030, based on internal TSC performance data. (PTS_5)</li> </ul>
Risk to Equality of Opportunity	This intervention strategy addresses TSC's identified Risks 1: Insufficient personalised academic support and 2: Insufficient personal support

Activity	Description	Inputs	Outcomes	Cross Intervention?
Academic Skills development sessions	Weekly HE studies skills sessions to be embedded within SHAPE tutorial sessions which are tailored to academic skills module for applicants who have studied a BTEC, T Level, A level prior to commencing their undergraduate studies. New Activity	Personal Tutor/ LRC staff / HE staff - activity (£4320 per year, inclusive of £350 for evaluation)	Increased confidence and reduced non continuation	No
Skills Assessments Progress Tutorial Meeting targeted discussions and setting aspirational goals	HE staff and personal tutors identify and target students through skills assessments data dashboards at the beginning of their HE journeys to offer bespoke support, where students want to improve their work, 1:1 tutorial session. This intervention will be aimed specifically at those who are on track to achieve a 2:2 and identified as capable to achieve more. existing but enhanced activity	HE staff / Personal Tutors - activity (£15,300 per year)	to develop academic personal and professional skills and confidence throughout their entire HE programmes, as required.	

Staff Development	Annual staff development, for all HE teaching staff including those delivering any academic skills support to HE students to understand better differences in student groups including ethnicity and build into assessment workshops.	HE Staff – activity (£1450 per year)	Staff development will ensure all staff are aware of career services, fostering stronger employer connections and improving support for students' career progression and graduate opportunities	
Transferable skills sessions	These sessions focus on key areas such as communication, problem-solving, leadership, time management, teamwork, and adaptability. Students will engage in interactive activities, discussions, and practical exercises aimed at enhancing these skills	HE staff  Employability Coaches – £15,300 per year (including £700 annual evaluation costs)	Students will participate in transferable skills sessions and apply the knowledge gained to enhance their job applications. The target group aims to progress into managerial or professional roles or pursue further study.	

**Total cost of activities and evaluation for intervention strategy 2: £145,480**

**Summary of evidence base and rationale – academic skills development**

This strategy is designed to enhance academic skills development across the student body, recognising its broad impact on retention, attainment, and progression. Strengthening academic confidence contributes to a stronger sense of belonging, which in turn supports student engagement and continuation.

Tailored academic support will be provided, with a particular focus on AMBO students, incorporating culturally relevant information, advice and guidance (IAG), and access to mental health services to support improved attainment outcomes. For students from areas of high deprivation (IMD Quintile 1), the strategy will offer additional academic support, targeted career development opportunities, and financial assistance to improve academic outcomes and support progression into graduate employment or further study.

The overarching aim is to reduce disparities in attainment and progression outcomes, ensuring all students regardless of background have equal opportunities to succeed and thrive in higher education.

Evaluation of individual activities will be undertaken by the relevant managers, with oversight by the Assistant Principal for HE.

## Evaluation

Activity	Outcome	Method(s) of Evaluation	Summary of publication plan
Academic Skills development sessions	Weekly academic skills sessions and the tailored module will support students transitioning from BTEC, T Level, and A Level routes, improving academic confidence, engagement, and attainment in early stages of undergraduate study.	<p><b>Pre- and post-session surveys</b> to measure changes in student confidence and academic preparedness.</p> <p><b>Attendance and engagement tracking</b> for study skills sessions and the tailored module.</p> <p><b>Analysis of early academic performance</b> (e.g., first semester grades) to assess impact on attainment.</p>	Evaluation findings will be shared internally through reports and to Senior Leadership Team (SLT), governor, other external stakeholders HE networks, AoC networks, IOT.
Skills Assessments Progress Tutorial Meeting targeted discussions and Setting aspirational goals	Targeted academic tutorials, guided by skills assessment data, will support students predicted a 2:2 to aim higher. This bespoke intervention is expected to boost motivation, raise attainment, and increase the proportion of students achieving 2:1 or above.	<p><b>Progress tracking</b> of predicted vs. actual degree classifications.</p> <p><b>Tutorial attendance monitoring</b> and follow-up engagement.</p> <p><b>Student feedback surveys</b> to assess perceived impact on confidence and academic progress.</p>	
Staff Development	Improved staff understanding of diverse student needs, particularly related to ethnicity and will enhance inclusive teaching and assessment practices, contributing to improved student experience, engagement, and attainment across underrepresented groups.	<p><b>Pre- and post-training surveys</b> to assess changes in staff confidence and awareness of inclusive practices.</p> <p><b>Curriculum and assessment review</b> to monitor implementation of inclusive strategies.</p> <p><b>Student outcomes analysis</b> by ethnicity and other characteristics to identify impact over time.</p>	
Transferable skills sessions	Students will develop key employability skills such as communication, leadership, and time management which in turn leading to increased confidence, improved academic engagement, and stronger graduate outcomes.	<p><b>Student self-assessment surveys</b> before and after sessions to measure confidence in key skill areas.</p> <p><b>Tutor observations and feedback</b> on student participation and skill application.</p> <p><b>Graduate outcomes tracking</b> to assess longer-term impact on employability.</p>	

### 4.3 Intervention strategy 3: Personalised support

Principle objectives and targets	<ul style="list-style-type: none"> <li>Narrow the Continuation gap between full-time students who are eligible for FSM and students who are ineligible from 10.3% in 2021/22 to 3.0% by 2030. (PTS_1)</li> <li>Eliminate the Continuation gap between ABMO and White students of 7.9% in 2023/24 by 2030, based on internal TSC performance data. (PTS_2)</li> </ul>
Risk to Equality of Opportunity	This intervention strategy addresses TSC's identified Risks 1: Insufficient personalised academic support and 2: Insufficient personal support

Activity	Description	Inputs	Outcomes	Cross Intervention?
Enhanced personal and pastoral Support	Additional personal tutor sessions for at risk students to support mental health and other related pastoral. To support and improved self-perceptions about belonging, academic abilities.	Tutor time - £5760 per year	Prompt support for students facing challenges, offering guidance and mentoring to prevent academic disruption. It fosters a supportive environment for personal and academic growth	Yes – this also relates to intervention strategy 1 as students may turn to tutors for support advice on financial support
Embedding wellbeing & mental health in curriculum	Providing a range of specialist services including mental health and disability support, counselling, wellbeing sessions and new approaches to embed wellbeing into the curriculum	Pastoral Support Team HE/Pastoral staff to embed within delivery £3,330 per year (including £700 annual evaluation costs)	Will improve student access to mental health support, reduce stress, and enhance engagement. This will lead to better academic performance, higher retention rates, and improved overall wellbeing.	
Mentorship programme	Mentorship program pairing prospective students with current students or alumni, experience a day in the life of a student. HE academic staff, Widening Participation Officer. New Activity	Marketing team support/ Widening participation HE Staff – recruitment of students, development of data base (£4,500 in year 1, £1730 in years 2,3,4) - including £700 annual evaluation costs	Improve students' communication and interpersonal skills. Increase sense of belonging. Increase self-efficacy. Increase resilience. Increase knowledge of HE student life and expectation.	

**Total cost of activities and evaluation for intervention strategy 3: £45,690****Summary of evidence base and rationale- personalised support**

To enhance student retention and support, a comprehensive approach will be implemented, focusing on both personal and pastoral care. Additional personal tutor sessions will be offered to at-risk students to address mental health concerns and other personal challenges, fostering improved self-perceptions of belonging and academic abilities. Wellbeing and mental health services, including counselling and disability support, will be integrated into the curriculum to provide students with the tools to manage stress and develop resilience. Furthermore, a mentorship programme will pair prospective students with current students or alumni, allowing them to experience a "day in the life" of a student and gain insights into their future academic journey. These initiatives aim to create a supportive and inclusive environment that encourages student engagement, improves retention, and enhances academic success. (Gibson & McFadden, 2020; Thomas, 2012).

**Evaluation**

Activity	Outcome	Method(s) of Evaluation	Summary of publication plan
Enhanced personal and pastoral Support	The success of additional personal tutor sessions will be assessed by tracking student engagement, feedback on support, and changes in academic performance. Surveys will gauge students' sense of belonging and confidence, while retention and progression rates will be compared for students receiving extra support versus those who did not. Regular analysis will ensure the programme's effectiveness and inform improvements.	Pre- and post-session surveys to assess changes in students' confidence regarding key skills.  Tutor observations and feedback on student engagement and skill application during sessions.  Tracking graduate outcomes to evaluate the long-term impact on employability and career progression.	Evaluation findings will be shared internally through reports and to SLT, governors and to external stakeholders and HE networks (e.g. AoC) and the IoT.

Embedding Wellbeing & Mental Health in curriculum	<p>The integration of wellbeing and mental health into the curriculum is expected to enhance student resilience, reduce stress-related withdrawals, and improve overall academic engagement. Increased use of support services and positive feedback on wellbeing provision will indicate improved awareness and access. Improvements in continuation, satisfaction, and attainment rates among students accessing these services will be monitored to evaluate the impact.</p>	<p>Student surveys to assess awareness, satisfaction, and perceived impact of wellbeing and mental health support.</p> <p>Monitoring uptake of mental health and wellbeing services.</p> <p>Analysis of continuation, retention, and attainment data for students accessing support.</p>	
Mentorship Programme	<p>The mentorship programme is expected to increase prospective students' confidence, sense of belonging, and readiness for higher education. Positive feedback from participants, increased application and enrolment rates among mentees, and improved transition into HE will indicate the success of the initiative.</p>	<p>Pre- and post-mentorship surveys to measure changes in confidence, preparedness, and sense of belonging.</p> <p>Feedback from mentors and mentees to assess the quality and impact of the experience.</p> <p>Monitoring progression data, including application, enrolment, and retention rates of participating students.</p>	<p>Evaluation findings will be shared internally through reports and to SLT, governors and to external stakeholders and HE networks (e.g. AoC) and the IoT.</p>

## 5. Whole provider approach

TSC [publishes](#) its commitment to equality, diversity and inclusion (EDI) and commits to “do the right thing for our students, apprentices, staff and the communities we serve.” An annual EDI report is compiled and published on [our website](#). Developing a whole college approach to EDI has been an integral part of delivering the 2021–2025 College Strategy. As we near the end of the current strategy, we can demonstrate that significant progress has been made on key EDI initiatives, including successfully embedding our FREDIE+ values across the college.



Throughout this work, the College has maintained its Leader in Diversity status and risen to third place nationally in the [Most Inclusive Workplace Index](#). As such, TSC is widely regarded as a Leader in diversity, regularly being asked to support events as keynote speakers, hosting EDI events and through providing expertise on national EDI working groups to shape and influence practice across the FE sector. In addition, the College remains a Disability Confident Leader and a College of Sanctuary.

remains committed to its ambition of ‘transforming lives through learning’. In line with this vision, the College's approach to access and participation focuses on continuous improvement throughout the entire student life cycle. TSC's long-term goal for Access and Participation in HE is:

"TSC is committed to delivering a curriculum that is both relevant and inclusive, ensuring that students from all backgrounds are able to succeed and realise their long-term goals. By championing inclusive learning and assessment practices, TSC aims to enhance social mobility and contribute to the ongoing development of the South Yorkshire Mayoral Combined Authority (SYMCA)."

These initiatives will involve collaboration across all areas of the College, including teaching staff, personal tutors, central admissions, marketing, and careers teams, working together with students of all ages and levels across all campuses.

The College remains actively engaged with the latest research on Access and Participation, using resources such as the TASO Toolkit to inform and strengthen its strategy. The TASO toolkit provides evidence-based insights into improving access and success for underrepresented students, with practical recommendations for increasing engagement and retention. Specific tools from TASO, such as the Inclusive Teaching Practices and Student Success Monitoring Framework, are being applied to refine curriculum delivery, support services, and monitoring systems. Furthermore, a comprehensive approach has been adopted through the Social Mobility Working Group, alongside a continuous programme of Continuing Professional Development (CPD) throughout the year.

As part of this initiative, the College is implementing various measures to achieve its wider goals, including:

- Tailored taster sessions for care leavers, aimed at promoting progression from these underrepresented groups.
- Development of Power Bi dashboards by the MIS team to support the monitoring of timely progress throughout the lifetime of this Plan.
- Regular consultation with students to enhance induction programmes, ensuring smoother transitions for diverse student populations.
- Fully embedded HE careers information, advice and guidance, which includes termly employer events, career talks, and personalised 1:1 career support sessions.
- Alumni case studies across all curriculum areas from graduates and students to demonstrate HE opportunities.
- Development of career pathway maps
- Development of internal 'Unitea' progression project with bespoke curriculum activities
- Development of HE Employability Academies, providing up to date industry skills and direct links to employers, in supporting students' progression into employment.

## 6. Student consultation

Student engagement and feedback remain central to the development, implementation, and evaluation of our Access and Participation Plan. At The Sheffield College, students are regularly consulted throughout the academic year via a range of channels including HE Student Forums, course level review boards, module evaluations, quality enhancement surveys, and the National Student Survey (NSS). Course representatives are actively involved in Student Forums, contributing views on behalf of their peers, and playing an essential role in relaying feedback to staff and senior management.

All student feedback is reviewed by the HE Academic Board and Teaching, Learning, Quality, Standards and Enhancement (TLQSE) Committee and is formally incorporated into key strategic documents such as the Annual Monitoring Reports and Self-Evaluation Document (SED), which are shared with the Governing Body. A continuous 'You said, we did' feedback loop ensures that student concerns lead to tangible enhancements in the student experience.

Specific engagement activities were carried out during the development of this Plan, including targeted focus groups with underrepresented student groups. Initial feedback identified financial pressures, mental health and anxiety, and a lack of confidence in academic ability as key barriers to success. Students highlighted the value of smaller group teaching, increased access to academic skills support sessions, and enhanced extracurricular activities as areas for development. These insights have directly informed our strategic objectives and interventions.

As the Plan is implemented, students will continue to co-develop and evaluate key elements, through mechanisms such as HE Student Forums, the Student Union and student representatives on the Social Mobility Group. They will contribute to activities including the design of new student guides, the review of induction and wellbeing programmes, and the refinement of financial support systems to ensure they are accessible and perceived as fair. Student voices will remain a key driver of continuous improvement and accountability throughout the lifespan of this Plan.

## 7. Evaluation of the plan

The intervention strategies outlined in this Plan are primarily underpinned by Type 1 and Type 2 evidence. To support a robust and consistent approach to evaluation, TSC will utilise the OfS Evaluation Self-Assessment Tool as a core component of its broader evaluation framework. We will reflect on data provided in the Plan to provide reference points for progress towards meeting our long-term goal and achieving the targets set.

The College will use the range of resources provided by TASO and engage with other recognised sector evaluation tools and resources such as the [Universal Evaluation Framework](#) created by Jones-Devitt (Staffordshire University) and Austen (Sheffield Hallam University). Where evaluation training/up-skilling is identified, this will be fully supported by the College providing time and opportunity for staff to undertake training, as appropriate.

While there has been a recent decline in student enrolments, TSC is actively exploring the development of new curricula and expanding its HTQ provision. The emerging portfolio has the potential to diversify and reshape our student demographic. As such, any changes in learner profiles will be carefully considered when assessing the effectiveness of our access and participation measures, ensuring that evaluation findings are appropriately contextualised and reflective of the evolving student population.

As a relatively small and responsive HE provider, TSC is well positioned to adapt its activities considering interim evaluation findings and evolving data trends. This agility enables us to refine our approaches in real-time and remain focused on achieving our strategic targets while continuously enhancing practice across the College.

## 8. Provision of information to students

HE tuition fees and any other course-related costs, where relevant, are clearly provided on our website. All students are made aware of fees for the duration of their courses prior to applying to TSC and this financial information is re-iterated throughout the application and enrolment process.

We are committed to providing accurate and timely information in relation to available financial support, including eligibility criteria and application process. We will also provide students with individualised support to aid an application for TSC finance and/or navigate other aspects of financial support that are applicable.

The College provides information to students in a number of ways:

- UC Sheffield website
- Open days
- Taster Events
- Communication to those that have accepted offers provided with DSA and student support information, links to financial support.
- Off-campus events (such as UCAS fairs)
- Pre-entry information to students and keep warm email communication
- The Students' Union
- Two-week induction sessions, followed by weekly group tutorials and 1-1's.

The wider college website also provides information about the facilities and services available including term-dates, learning support, financial assistance and employability.

Where students have declared a learning difficulty or disability, dedicated HE support meetings with a Personal Tutor are provided to discuss the available support. The HE Personal Tutor team and DSA Co-ordinator offer specialist guidance for students with additional learning needs and those receiving Disabled Students' Allowance (DSA). The Student Finance team also provides access to a dedicated HE Student Finance advisor, along with other financial support options. Within the academic department, each student is assigned a Personal Tutor who serves as their first point of contact for any academic support or challenges they may face.

## References

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Gibson, S., & McFadden, M. (2020). *Mental Health and Wellbeing in Higher Education: Strategies for Supporting Student Success*. Higher Education Academy.

Kada Research and Ekosgen (2022). *Sheffield Economic Evidence Base*. Commissioned by the Sheffield City Partnership

Sheffield City Council. (2021). Census 2021: Ethnic Group, National Identity, Language and Religion.

Thomas, L. (2012). *Building student engagement and belonging in Higher Education at a time of change*. London: Paul Hamlyn Foundation.

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

### Equality of opportunity risk assessment

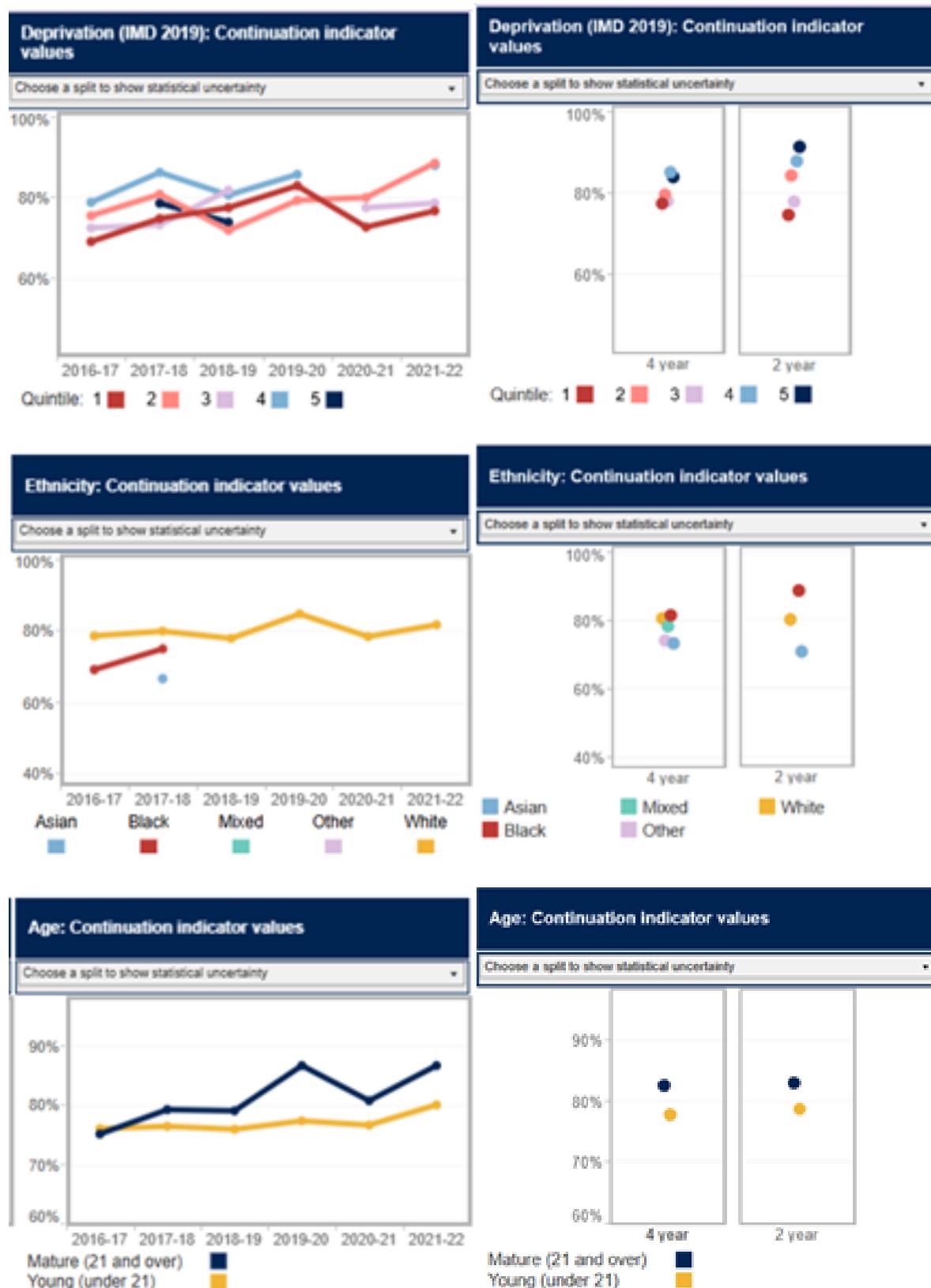
The following chart shows the summary of TSC's assessment of risk to equality of opportunity

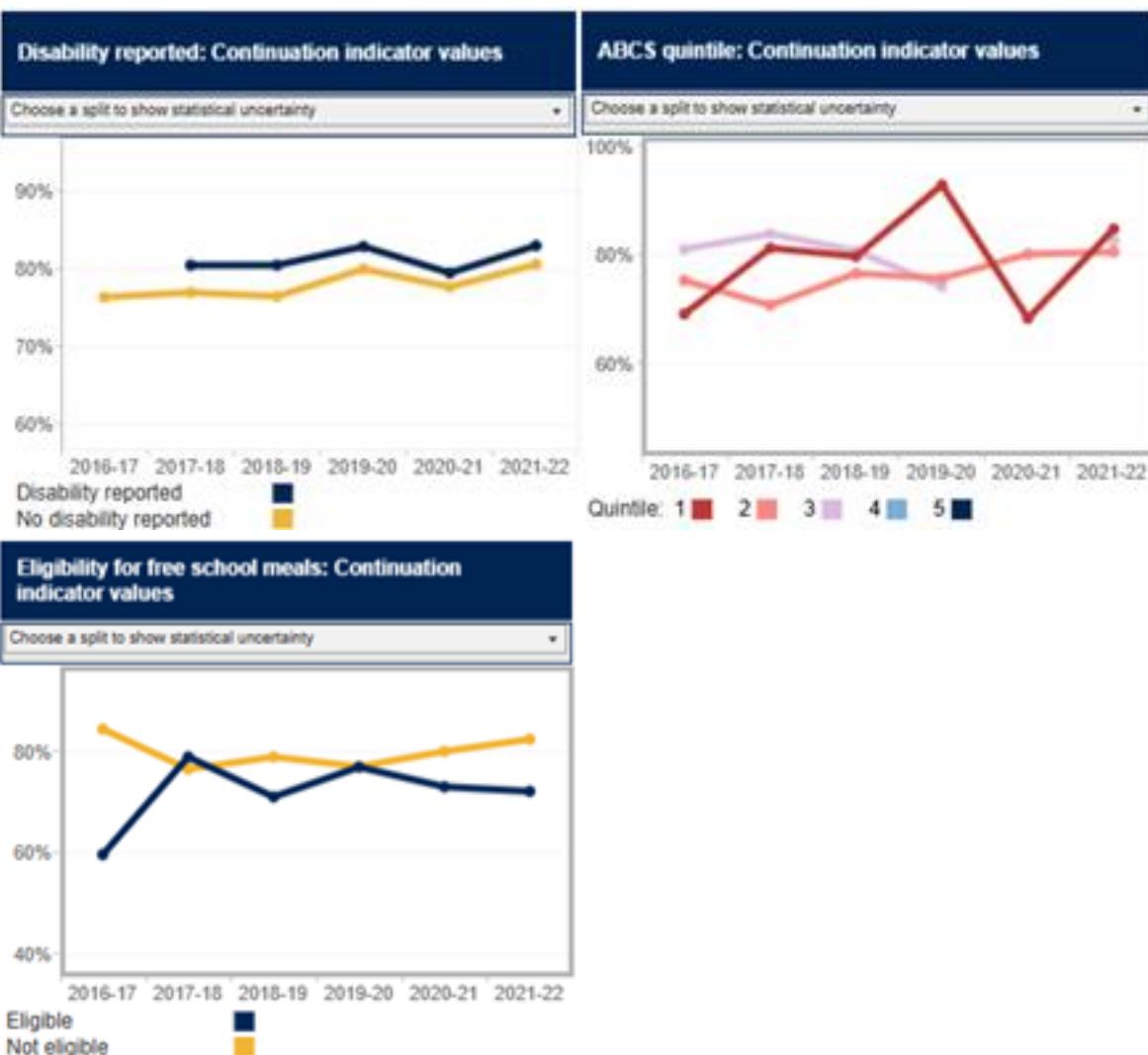
	TSC Risk	Male	Female	FSM	No Parental Experience of HE	Care Experienced	Young	Mature	AMBO	Disabled	Depivation	Mental Health Conditions	Gender Different to Sex at Birth	LGB+	Non A-Level Entrants		Risk Rating Comment
<b>Access</b>																	
<b>1: Knowledge and Skills</b> Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto Higher Education courses that match their expectations and ambitions.																	
1				Y	Y				Y		Y	Y			Y		There are lower entry requirements for TSC courses compared to local and regional universities
<b>2: Information and Guidance</b> Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their Higher Education offers.																	
1				Y	Y				Y		Y	Y					HE provision promotes internally to Level 3 FE and Access to HE students and works closely with our ESOL cohorts to promote progression opportunities
<b>3: Perception of Higher Education</b> Students may not feel able to apply to Higher Education, or certain types of providers within Higher Education, despite being qualified.																	
1				Y	Y				Y		Y	Y			Y		As a college this is not recognised as a significant risk
<b>4: Application Success Rates</b> Students may not be accepted to a Higher Education course, or may not be accepted to certain types of providers within Higher Education, despite being qualified.																	
1				Y	Y				Y		Y	Y			Y		There are lower entry requirements for TSC courses compared to local and regional universities
<b>5: Limited Choice of Course Type and Delivery Mode</b> Students may not have equal opportunity to access a sufficiently wide variety of Higher Education course types.																	
1				Y	Y				Y		Y	Y			Y		TSC has a limited range of courses but in a City that is well served by two large Universities
<b>On Course</b>																	
<b>6: Insufficient Academic Support</b> Students may not receive sufficient personalised academic support to achieve a positive outcome.																	
2	Y		Y	Y					Y	Y	Y	Y			Y		TSC has assessed this as Medium as internal data analysis has shown a gap in completion for AMBO, FSM and students from deprived areas
<b>7: Insufficient Personal Support</b> Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.																	
2	Y		Y	Y					Y	Y	Y	Y	Y				TSC has assessed this as Medium as internal data analysis has shown a gap in completion for AMBO, FSM and students from deprived areas
<b>8: Mental Health</b> Students may not experience an environment that is conducive to good mental health and wellbeing.																	
1				Y	Y				Y		Y	Y	Y	Y			Although this has not been identified as a significant risk. NSS data 2024 Mental Health Wellbeing is scored at 84% against sector average of 78%. HE tutors are indicating that mental health is contributing to an increase in referrals for additional personal support.
<b>9: Ongoing Impacts of Coronavirus</b> Students may be affected by the ongoing consequences of the coronavirus pandemic.																	
1									Y								There are no performance indicators for student groups identified as being most at risk
<b>10: Cost Pressures</b> Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.																	
2			Y	Y	Y	Y	Y	Y	Y	Y	Y				Y		Data indicates that those who receive financial support from TSC outperform their peers. Staff and student indicate that this is becoming an area of concern.
<b>11: Capacity Issues</b> Students may not have equal opportunity to access limited resources related to Higher Education, such as suitable accommodation.																	
1				Y	Y	Y											TSC does not provide accommodation but predominately targets local students
<b>Progression</b>																	
<b>12: Progression from Higher Education</b> Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their Higher Education experience.																	
1			Y	Y	Y				Y		Y						Ofs data is limited but with reduction of HE student numbers in recent years this has resulted in no significant gaps

## OfS access and participation dashboard data

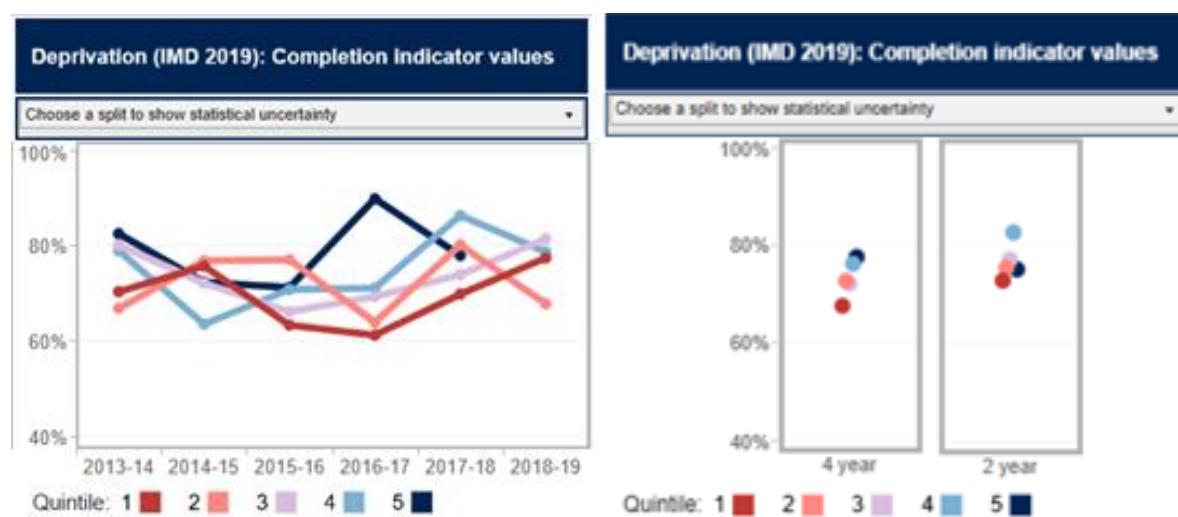
The following are screen shots from the OfS access and participation dashboard which support the analysis of our performance

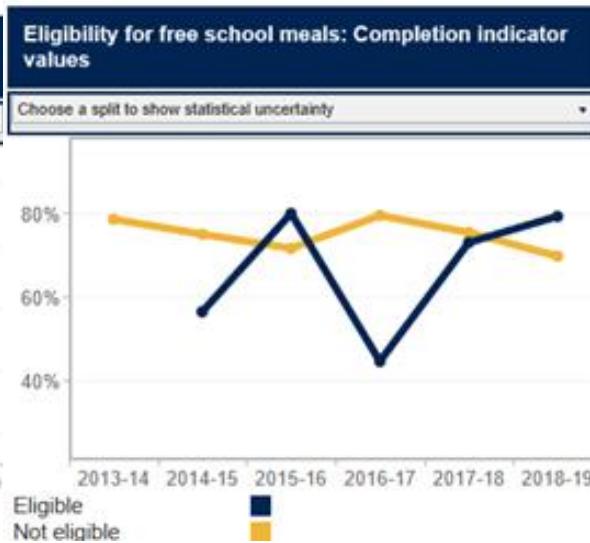
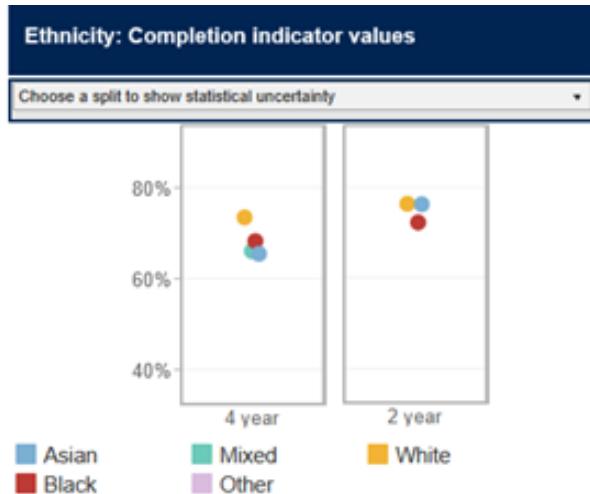
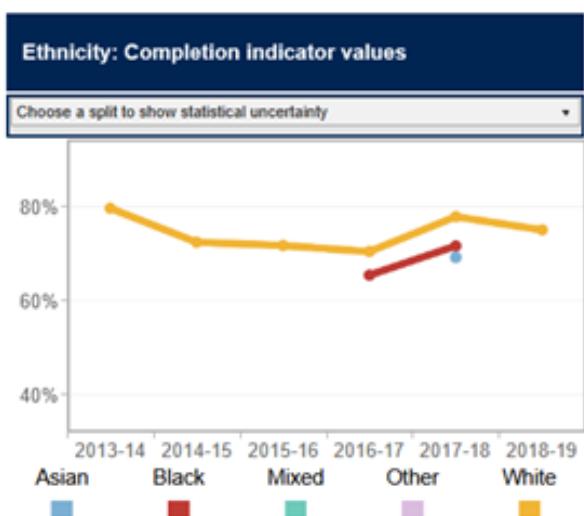
### Continuation



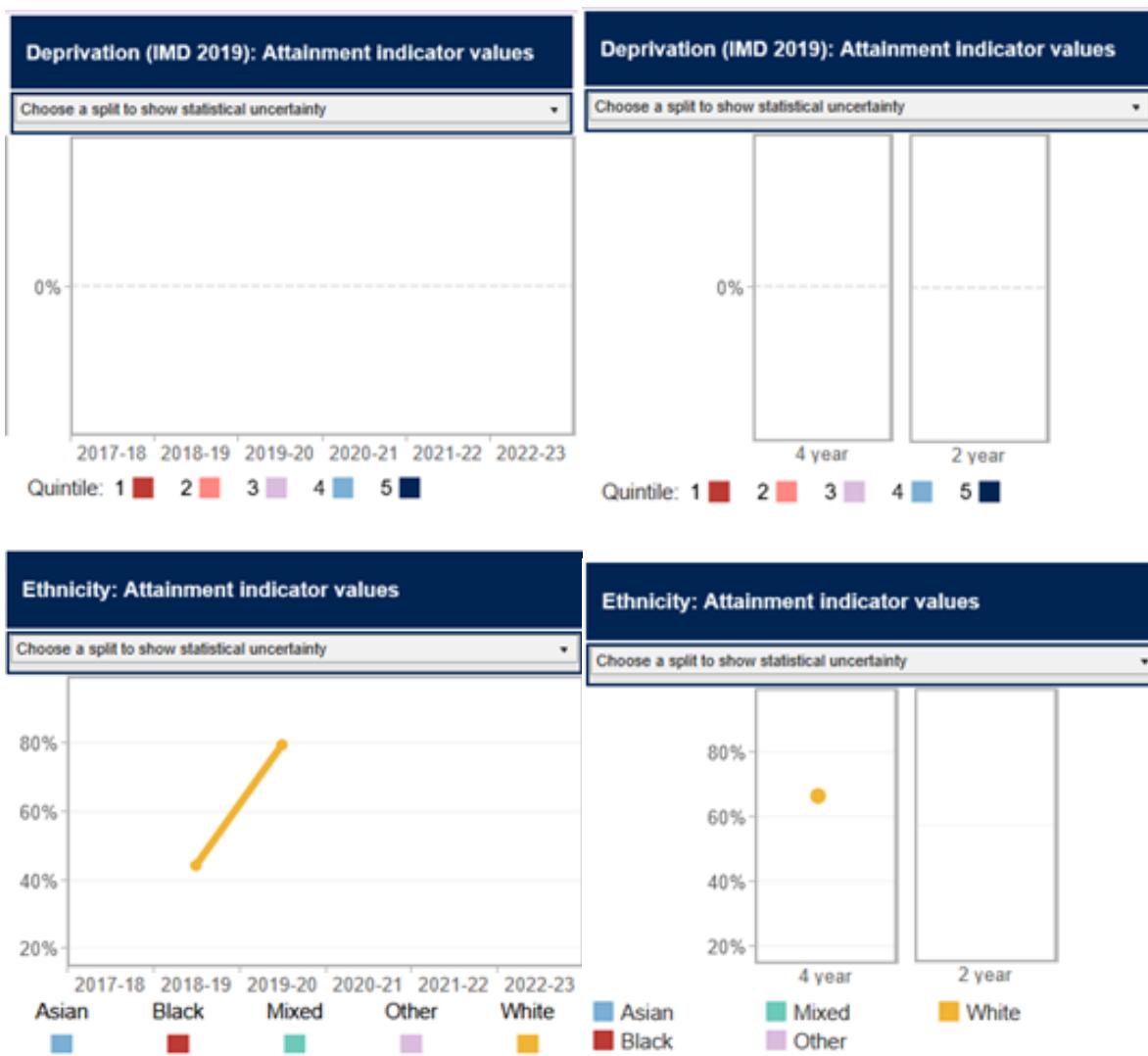


## Completion

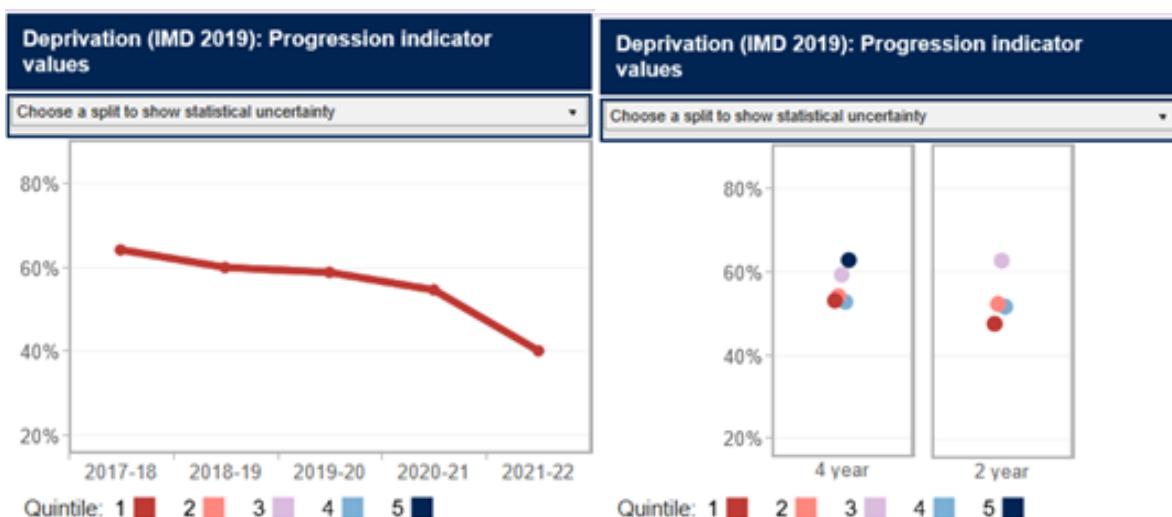


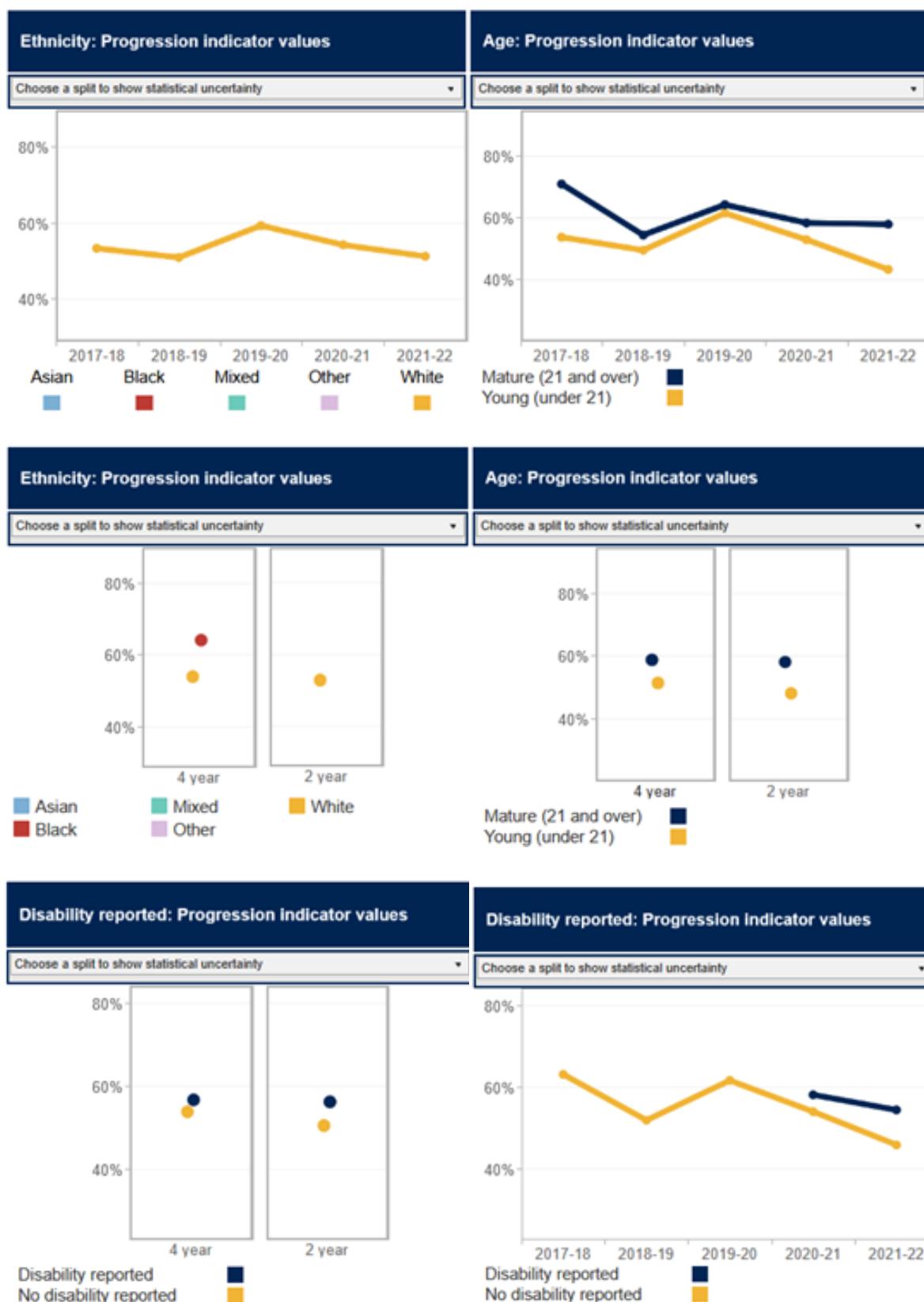


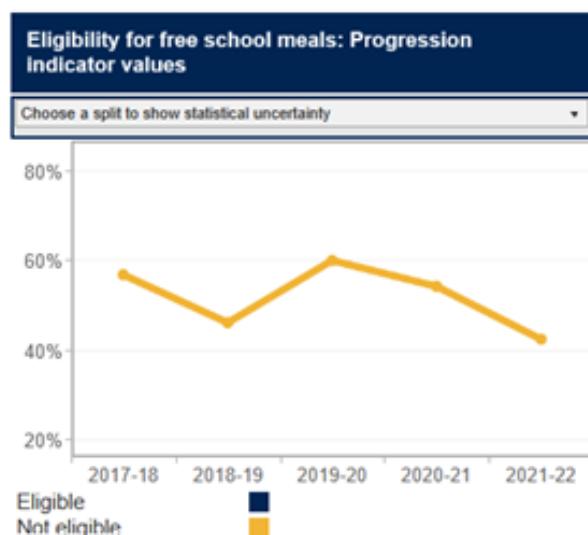
## Attainment



## Progression







# Fees, investments and targets

2026-27 to 2029-30

Provider name: Sheffield College, The

Provider UKPRN: 10005788

## 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	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£53,000	£49,000	£46,000	£46,000
Financial support (£)	NA	£95,000	£104,000	£114,000	£126,000
Research and evaluation (£)	NA	£4,000	£4,000	£4,000	£4,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£53,000	£49,000	£46,000	£46,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£53,000</b>	<b>£49,000</b>	<b>£46,000</b>	<b>£46,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>10.0%</b>	<b>8.4%</b>	<b>7.2%</b>	<b>6.5%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£95,000	£104,000	£114,000	£126,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£95,000</b>	<b>£104,000</b>	<b>£114,000</b>	<b>£126,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>17.9%</b>	<b>17.8%</b>	<b>17.8%</b>	<b>17.9%</b>
Research and evaluation investment	Research and evaluation investment (£)	£4,000	£4,000	£4,000	£4,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.8%	0.7%	0.6%	0.6%

# Fees, investments and targets

2026-27 to 2029-30

Provider name: Sheffield College, The

Provider UKPRN: 10005788

## Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
PTA_1															
PTA_2															
PTA_3															
PTA_4															
PTA_5															
PTA_6															
PTA_7															
PTA_8															
PTA_9															
PTA_10															
PTA_11															
PTA_12															

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Narrow the Continuation gap for full-time students who are eligible for FSM and students who are ineligible from 10.3% in 2021/22 to 3.0% by 2030, based on published OfS data	PTS_1	Continuation	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	According to APP Dashboard Data, Full-time HE students at TSC in 21/22 who were eligible to access Free School Meals, were 10.3% less likely to continue with their studies than students who were not eligible for FSM. The college aims to close this gap to 3% by 2030.	No	The access and participation dashboard	2021-22	Percentage	10.3%	9%	7%	5%	3%
Eliminate the Continuation gap between ABMO and British students from 7.9% in 2023/24 by 2030, based on internal TSC performance data.	PTS_2	Continuation	Ethnicity	Not specified (please give detail in description)	White	According to TSC internal data in 23/24, full-time White students are 8% more likely to continue with their studies than any students who do not consider themselves to be White (ABMO). The College aims to close this gap by 2030.	No	Other data source (please include details in commentary)	2023-24	Percentage	8%	6%	4%	2%	0%
Narrow the Completion gap between ABMO and British students from 15% in 2023/24 to 5% by 2030, based on internal TSC performance data	PTS_3	Completion	Ethnicity	Not specified (please give detail in description)	White	According to internal data, full-time White British students in 23/24, were 15% more likely to achieve their qualification than ABMO students. The college aims to reduce this gap to 5% by 2030.	No	Other data source (please include details in commentary)	2023-24	Percentage	15%	12%	9%	7%	5%
Increase the Attainment rate of IMDQ1 students, gaining high grades (2:1 or Merit and above), from 31% in 2023/24 to 40% by 2030 , thus reducing the attainment gap between students from IMDQ1 and other IMD quintiles - based on internal TSC performance data.	PTS_4	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 3, 4 and 5	This target aims to increase the attainment rate for HE students. Attainment is measured using internal TSC data and includes the proportion of HE students who achieve Merits and Distinctions on sub-degree programmes, as well as those achieving a 1st or 2:1 on Honours top-up degrees.	No	Other data source (please include details in commentary)	2023-24	Percentage	31	34	36	38	40

Table 5e: Progression targets