

The Sheffield College

Access and participation plan (2021 update) 2021-22 to 2025-26

Executive Summary

When the Office for Students (OfS) approved The Sheffield College 2020-2025 Access and Participation Plan (APP), the OfS asked for an update after one year on how the college is embedding the use of data to track and support different student groups. The plan below and target tables (Appendices 1 and 2) are an updated version of the externally approved 2020-2025 APP. The significant changes are as follows:

- The APP now includes an update on the college's approved Higher Level Skills Strategy (HLSS) and the actions the college is taking to implement this (Pages 3-4).
- 'Assessment of Performance' reflects updates to the OfS APP datasets and confirms that internal data metrics on attendance, retention and attainment are in place. These give a real time view at programme, academy and faculty level of these metrics by gender, disability, those in receipt of DSA, those that were eligible for Free School Meals, ethnicity, POLAR 4 and IMD measures. This ensures that the positive trajectory the College has started to close gaps is maintained.
- Since the approval of the 2020-2025 Access and Participation Plan in December 2019, the college has closed the following gaps and therefore removed the related targets:
 - The non-continuation gap between mature students and young students has closed (Page 8)
 - The non-continuation gap between disabled students and non-disabled students has closed (Page 8).
 - The attainment gap for students with a declared disability compared to those without a declared disability has closed (Page 9)

The college will continue monitoring performance of these metrics, again this highlights the positive trajectory the College is on.

- Inclusion of the new Index of Multiple Deprivation (IMD) dataset. The data does not show any gaps in performance for continuation of college students in different deciles of the IMD (Page 12). The college will continue to monitor performance for the IMD metrics.
- The following targets remain as a focus in the APP for 2021-2026:
 - to close the non-continuation gap between Polar 4 Q1 compared to Q 2-5
 - to close the non-continuation gap between BAME students and white students
 - to close the continuation gap between male and female students
- Confirmation that the college is monitoring and acting on KPIs on performance of different groups of students at academy, faculty and college level (Page 4).
- An update on the impact of the Social Mobility Working Group (Page 15).
- How the college is using the OfS Evaluation Toolkit to reflect on progress each term (Page 18).
- The fee increase, approved by the OfS in October 2020, and how the college is using the additional income generated to further its work on access and participation.

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 £55 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 HE students annually and in the period from 2012-2013 to 2018-2019 the number of entrants to its HE provision increased 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, and through work with key regional employers such as the Sheffield Teaching Hospitals Trust. Sheffield has two large universities, a 'Russell Group' and a 'Post 92' university. The college's student feedback survey data from 2019 says that students choose to study HE at TSC because we provide the right study environment for them. This survey data also informs TSC's HE action plans to improve the student experience. Recently, the college has gone through significant change. In 2018, it launched its new 'Go Further' Strategy.

The Sheffield College | **GO FURTHER**
Strategic Plan 2018/21

Our Mission: Transform your life through learning.

Our Values: Integrity
Inspiration
Inclusivity
Innovation
Involvement

Our Vision & Ambitions:

Be recognised as a provider of high quality education and training by our communities and partners.

Learning

Be an employer of choice in the South Yorkshire region and beyond with a culture of positivity and high performance.

People

By 2021 we will be a consistently great college that puts you at the heart of everything we do.

Reputation

Be a first choice college in the region with a leading reputation nationally.

Sustainability

Create a dynamic and resilient college, which is fit for the future.

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 HE (Vice Principal HE and Academic Studies) who took up post in November 2018 to lead changes to practice. The Vice Principal is supported by an operational manager and a college-wide HE administrative team. The college has introduced new deliberative processes to monitor, challenge and enhance the quality of HE provision. This includes a new HE Academic Board, which is being increasingly effective in its use of data to drive decisions. From 2017 to 2019, there were significant developments in the college's HE portfolio including securing Open University (OU) accreditation as a partner institution. In 2021, the OU reconfirmed the college's institutional approval for a further five years.

Developments From 2019

Over the last 18 months, TSC has devised and consulted on a new strategy for HE. The TSC governing body approved the new Higher Level Skills Strategy in September 2020. The aims of the college's Higher Level Skills Strategy are:

- For the college's HE to be renowned for excellent teaching.
- To ensure good levels of support for students and staff to ensure people can access, and successfully progress through HE.
- To ensure an agile approach to course development and delivery, complementing the wider regional HE landscape, and to support different groups of students through their HE journey.
- To ensure that the college is distinguished in its work in key sectors, complementing the local education landscape, and supporting a range of delivery methods for qualifications and courses at level 4 and above.

The strategy focuses on developing the full range of higher-level skills and providing value for money in a number of ways:

- Since developing the 2020-2025 APP, the college has continued to build on the work done to develop the whole of its curriculum to meet local need and contribute to social mobility. TSC is increasingly seen as an anchor institution in the region and its economic planning. Curriculum development continues to focus on 'careers not courses' providing clear progression routes for all students to access HE and the knowledge, skills and behaviours they need for highly skilled employment. This ensures our programmes lead to progression to higher-level study.
- New planning tools and a new, whole college, curriculum development event, ensure that all curriculum staff are engaged in planning. Furthermore, as the college continues its relentless focus on quality improvement, it ensures that planning reflects T-Levels and other new qualification initiatives to support progression to college HE, wider HE and other higher-level study opportunities.
- A series of task and finish groups have been working to support quality improvement, enhancement and curriculum development. One such group focused on developing education provision for adults. The college has implemented the group's work to provide additional routes for adults to access higher-level learning via new Access to HE programmes and routes through a broad range of adult re-training programmes. Curriculum planning is supported by regional labour market intelligence, a new capability for the college's data team. This is ensuring that the college is optimising opportunities for development in those sectors that are strategically important to the region's economy as well as the communities that the college serves.

- As part of the developing strategy and in response to COVID-19, the College is expanding higher apprenticeship provision in the health sector, and other education and (re)training programmes where there is increased regional demand. As well as responding to new opportunities arising from the pandemic, the college has maintained its governance structures and processes throughout the period to ensure that the college effectively responds to the situation and students continue to make good progress.
- Linked to this, the college has accelerated the development of its Digital Strategy, investing in mobile devices, technology and a large teacher development programme to support online learning and blended learning.

Through the approval of the Higher Level Skills Strategy, and through the response to COVID-19, the college has implemented new deliberative structures to enhance HE. Prior to the start of the 2020-2025 APP, the college:

- Established its Social Mobility Working Group, bringing together leaders and practitioners in student support, admissions and equality, diversity and inclusion (EDI) to discuss support for different groups of students, develop training and review real time data. This group has already begun to report its actions to the college's EDI Board and HE Academic Board.
- Established a HE Learning and Enhancement Committee, which has developed a 'Skills and Attributes Framework' (SAF) to provide consistent support and development for HE students. This included enhancing the careers support for HE students to respond to changes in the employment market since COVID-19.
- Linked to this, and aligned to the commitments in the 2020-2025 APP, the college has appointed a dedicated HE Tutor Mentor specifically to develop academic skills support for HE students as set out in the SAF.

The college is continuing to work with national experts and groups to develop its approach to HE and access and participation activities. A series of Key Performance Indicators (KPIs) and targets for each faculty accompany the new strategy, and these are used to monitor attendance, in year retention and continuation of students on a quarterly basis. This data is analysed by demographic and EDI characteristics. Where we identify gaps in performance between different groups, early interventions and support are put in place to ensure good outcomes and experiences for all students.

In 2019, the college introduced a quality improvement process of 'Deep Dives' for curriculum areas where observations and student data indicated that an area needed additional support and intervention to increase the pace of improvement. During 2020/2021 to date, Deep Dives have been used for a small number of HE programmes where deemed appropriate.

2.0 Assessment of Performance

The college has continued to monitor Assessment of Performance using the OfS datasets, and this is where the analysis is drawn from, unless stated otherwise.

2.1 Higher education participation, household income, or socioeconomic status

Access

The assessment of access participation at TSC can be viewed from several points but overarching this is a general large increase in student numbers on HE courses between the years 2016/2017 and 2018/2019.

The OfS dataset shows that TSC has a higher number than average of its students in IMD Quintile (Q) 1. This has remained similar over the dataset period and in 2018/19 was 39% (17pp above the national rate for that year of 22%). Similarly, the data set shows that the overall number of all students who fall within POLAR 4 Q1 has remained similar over the period and in 2018/19 was 41% (23pp above the national rate of 18%). The overall rates for female students and male students for both IMD Q 1 and 2 and POLAR 4 Q 1 and 2 are almost the same and are significantly above the national average. However, part time students from these backgrounds over the period of the dataset are very similar to the national average. The proportion of younger students is slightly lower for both IMD Q 1 and POLAR 4 Q 1 and Q 2 than other age groups but still well above the national average.

As the college exceeds the national averages for widening participation measures, TSC has not set a target in this area.

Success

Continuation

The data set shows that the overall continuation rate for students aged under 21 (young students) has generally been higher than for those students aged 21 and over (mature) but in 2018/19 that reversed. This may be a temporary change and will be monitored by the mechanisms detailed in this APP.

For the latest year the Continuation rate for all students in POLAR Q1-2 was 81% and for Q 3-5 was just 85% - a small gap of 4% whereas in the previous year the gap had been 9%. Thus, as the trajectory of this gap is closing it this will no longer be a target but will be closely monitored.

However, the continuation rate in year 5 for IMD Quintile1 for all undergraduates is 79% and for IMD Quintile 5 is 90% and 3-5 is 88%. Thus, a gap of between 9 and 11%.

In the previous year there had been no data for Quintile 1 but the gap between Quintile 1 and quintile 4 had been 15 points and thus the gap is closing but is still substantial and thus will be a target.

As with all the gaps originally identified, the college will continue to monitor in case any re-appear.

There is no data provided for part time students.

TSC recognises that it will need to keep monitoring all this data to establish if there are any increases in the continuation gap between different socio-economic groups as the number of HE students increases over the period of the strategy. As stated above the way in which this will be undertaken will be by using 'real time' data to ensure early intervention is in place.

Attainment

There is no data for attainment in the OfS dataset. Therefore, TSC has collected the data for the period 2012/13 to 2019/20 against the OfS target groups. This data has been drawn from the Individualised Learner Record (ILR) and exam board records. As TSC works with a range of awarding bodies, grading categories vary from 'pass, merit and distinction' to 'pass and fail', to the standard full degree classifications of 1st, 2:1, 2:2, 3rd'.

To make a comparison of 'good outcomes' across validating and awarding bodies, a 1st grade has been equated to a 'distinction' and 2:1 to a 'merit'. Other 'pass' outcomes are not included for the purposes of the APP. During 2019/2020 academic year, review boards started to consider the variances in attainment at module level, in line with the ambition set out in the 2020/2025 APP. The review board process precedes formal Exam Boards and is

part of the college's annual quality monitoring procedure. In 2019/2020, review boards identified two instances where attainment was slightly lower than expected but the difference was not sufficient to recommend further action.

Analysis of the data to date shows that there is a positive gap in performance for socio economically disadvantaged groups and other groups. The proportion of students from IMD 1 and 2 achieving a higher classification of qualification is 80% compared with 86% in IMD 5 in 2019/2020 and this is in line with data from previous years. The proportions are evenly split between other measures such as male and female. This suggests that students who study HE at TSC are able to achieve well. The positive gap is maintained when comparing Polar 4 Q 1 and Q 5. In 2013/2014 academic year, 86% of Polar 4 Q 1 students achieved 'good outcomes' compared to 87% in Q 5. This positive 1pp gap was maintained and increased in 2016/17 to 3pp and in 2017/18 the gap was 4pp more Q 1 students gaining 'good outcomes' compared to Q 5, this has been maintained in subsequent years.

Progression to employment or further study

There is limited data in the OfS dataset on progression to employment for Polar 4. There is some data that relates to Academic Year 2015/16, which shows those in Q 3-5 have a 2pp better progression rate than those in Q 1 and Q 2 but there is insufficient data to show if this is a trend. The college will continue to monitor the rates of progression to employment or further study and use the data to inform curriculum development.

There is limited data in the OfS dataset for progression and for IMD Q 1 only data for 2016/17 and 2017/18. 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 10pp higher than those from IMD 3 and 4, according to OfS data for years 2016/17 and 2017/18. This suggests that the college is already making good progress in narrowing this gap.

In response to the limited data in the OfS dataset, the move from the DLHE to the Graduate Outcomes survey, and because of COVID-19, as detailed, the college has developed an enhanced careers advice and guidance offer for HE students, which includes additional support for those from disadvantaged backgrounds. The college will continue to use the mechanisms laid out in this APP to monitor outcomes and implement further interventions, as needed.

2.2 Black, Asian and minority ethnic students

Access

The OfS dataset shows that in 2018/19, the proportion of white students accessing TSC was 83%, which was close to the national average of 84%. This was a rise of 6pp on the previous year. In 2018/19, the recruitment of Black students was 5% compared with the national average of 3.6%. Similarly, in 2018/19, 4% of students were of mixed race compared with a national average of 3.2%. In 2018/19, the only major shift was for Asian students, who represented 6% of the total recruited compared with a national average of 8.3%. However, in the previous two years Asian students had made up 8% and 9% of recruitment. Therefore, the college will monitor if this looks like it will become a trend. The College uses national benchmarks to consider its recruitment levels into HE to ensure that it is performing above national expectation.

For both POLAR 4 and IMD a higher proportion of Asian, black, mixed and other (ABMO) students fall into Q 1 and 2 rather than Q 3, 4 and 5. For POLAR 4 in 2018/19, the proportion of ABMO students in the whole population in Q 1 and 2 was 11% compared with only 4% in Q 3, 4 and 5.

Success

Continuation

From 2017/18 to 2018/19, the overall continuation rate for white students rose by 10pp to 87%. The continuation rate for ABMO students rose by 3pp from 73% to 76%. The gap in continuation therefore widened to 11pp and the college aims to ensure that this gap is closed.

Attainment

As above, there is no data on the OfS data set for attainment. TSC data shows that between 2012/13 and 2017/18, the proportion of Black, Asian and minority ethnic (BAME) students gaining 'good' qualification grades and the proportion of white students gaining similar grades was roughly the same (87.4% BAME and 86.8% white). In 2017/18, the gap was 1pp and in 2019/20, the college's own EDI data shows there was no gap. Given the relatively small numbers of students in BAME groups, it is hard to draw statistical significance from this gap.

Progression to employment or further study

As with other groups, there is no data in the OfS dataset allowing a college comparison between BAME and white students. Furthermore, as above, the college has little internal data on this because of the move from the Destination of Learners from HE (DLHE) to the Graduate Outcomes survey. However, TSC remains committed to improving the way we will use data in the future to take action, and we will continue to focus on improving the use of the Graduate Outcomes survey. Currently the college is gathering data on the destination of 2019/2020 leavers. Details on this data will be presented through the college's HE deliberative structures, which are now well embedded.

2.3 Mature students

Access

The OfS dataset shows that the proportion of mature students to young students has increased steadily over the period from 2014/15 to 2018/19. However, in 2018/19 there was a marked shift with the proportion of mature students increasing to 51% exceeding for the first time the proportion of young students. This was due to the college introducing some new programmes that align to the regional skills economy and are particularly attractive to mature students.

Success

Continuation

The OfS dataset shows that the continuation gap between mature and young varies markedly from year to year. In almost every year up to 2016/17, the continuation rate for mature students has been lower than for young students. However, in 2016/17 this changed when the continuation rate for young students rose to 83% from 79% in the previous year and the rate for mature students rose to 87% from 71% in the previous year, closing the 8pp gap detailed in the targets in the 2020-2025 APP and reversing the trend. Although this target has already been met, the college will continue to monitor this aspect using the mechanisms detailed in this APP.

Attainment

Based on the college's data, during the period from 2012/13 to 2017/18, mature students generally achieved better grades in all subject areas than young students did. During this period, attainment was generally the same until 2015/16, when mature students started to perform better than young students did and the positive gap has steadily risen. By 2017/18,

there was a 6pp gap between the proportion of mature students achieving 'good outcomes' compared to young students and this has continued in 2018/2019 and 2019/2020. The gap is most likely due to the changes in the college's HE portfolio with the majority of mature students on courses aligned to priority employment sectors (health, construction, education, and digital), where good outcomes are often link directly to pay and career progression.

Progression to employment or further study

The OfS dataset does not include progression data for all five years for mature students. The only year available is 2016/17 when the mature progression rate was 70%, which was higher than the rate for young students in that year but is comparable to the average rate in the other 4 years (which varied between 70% and 73%). Internal data gathered to date shows that in 2019/2020, 90% of TSC students had positive progression from their HE experience to employment or further study. This links to the make-up of the college's HE curriculum that supports these students.

2.4 Disabled students

It is notable 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 in 2019/20 to capture this information from 2020/2021 onwards. The college appointed a 0.5 FTE Disability Support Allowance (DSA) Coordinator and we have seen a 20% increase in applications for DSA between 2018/2019 and 2020/2021. Reports have been developed to show in-year attendance and retention rates against a range of metrics (detailed later) including students with disabilities. This allows curriculum leaders, the college's HE team and the Safeguarding team to consider if there are any emerging concerns in real time.

Access

The proportion of part time students recruited who disclose a disability compared with those who do not has remained generally the same across the period of the OfS dataset, although there is no data for the most recent two years. The proportion of full time students recruited with a disability has generally remained at the same level except for an increase in 2018/19 to about 15% of the total recruitment compared with 12% in the previous years. As the college has implemented more support for students disclosing disabilities (such as the UniHeads Platform to support the mental health of students), we will aim to ensure that this positive trend continues.

Success

Continuation

Continuation data for students disclosing a disability is only available for 2013/14 to 2016/17 in the OfS dataset. For 2013/14 and 2014/15 the continuation rate for disabled and non-disabled was the same. For 2016/17, there was a negative gap of 7pp between students who disclosed a disability (70%) and those who did not (77%). Based on TSC data, in 2018/19 the continuation rate for disabled students rose to 85% while that for non-disabled students rose to 84%, closing the gap ahead of schedule in the 2020-2025 APP. TSC data shows that this position was maintained in 2019/20. As this gap has closed, it is no longer a target but the college will continue to monitor this metric.

Attainment

There is no data for attainment in the OfS dataset. TSC data shows that the attainment gap for disabled students has been relatively large compared to other areas of performance in the college. Between 2014/15 and 2015/16, the attainment gap between disabled and non-disabled students was 6pp. Between 2016/17 and 2017/18 the gap had risen to 7pp. This gap is consistent between male and female students. TSC data shows that between 2018/2019 and 2019/2020 this gap has been effectively closed. The college will continue to

monitor this measure to ensure that ongoing interventions continue to have positive impact. The comparatively low number of students disclosing a disability means that there can be variances in attainment between different year groups.

Progression to employment or further study

The OfS database does not include any data on progression for students disclosing a disability and therefore the college has started to gather this data. Through the work of the newly appointed DSA Coordinator (above and detailed in the 2020-2025 APP), curriculum teams now have a wider range of information regarding their students' support needs. The new careers programme (detailed above) is targeting additional support for those declaring physical or mental disabilities.

2.5 Care leavers

Access

The college only has a small number of care leavers, and only started detailed analysis in its 2018/19 recruitment round. 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 2018/19 intake (which is too low to report) to having over 20 by 2025/26.

Success

Continuation

As detailed, with such low numbers it is challenging to comment on this at this time. However, TSC recognises that it needs to do more work with this group. In 2018/19, college data indicated that the attendance rate for students who had been in care was 32pp lower than for those that had not (but low student numbers may affect this). In 2020/21 to date, following interventions that have started to be put in place to improve in-year attendance, the gap in attendance between students who have been in care and those who have not has been closed.

Attainment

There is no data for attainment in the OfS dataset for care leavers. The number of care leavers in the college's attainment data for 2012/13 – 2019/20 are too low to be reportable. However, until 2019/20, attainment rates for care leavers has been lower than for students not in care. As the college recruits more care leavers, we will continue to monitor their attainment to ensure that positive progress is maintained.

Progression to employment or further study

As detailed in the 2020/2025 APP, from the start of 2020/21, the college has started collecting data for this group.

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 that are not within the rest of the Assessment of Performance.

Access

In four out of the five years from 2014/15 to 2017/18, TSC has recruited more males than females and, as detailed above, the majority of these are from low participation neighbourhoods. 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

Continuation

Over all the years examined, the continuation rate for male students from POLAR4 Quintiles 345 have been above those of female students in POLAR 4 Quintiles 1-2. In year 5 Female POLAR4 Quintile 1-2 score is 79% while the male Quintile 345 is 90% a large gap of 11 points which will form a new target. Furthermore, the Continuation rate for POLAR Q1-2 ABMO students is 70 points whereas for POLAR 345 White students it is 87 points - gap of 17 points. This, therefore, will also become a target.

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 2013/14-2019/20. In many cases, the numbers are unreportable. TSC will continue to monitor this. TSC is especially interested in the performance of students who have been in receipt of free school meals in relation to this data as it may give a comparator with some of the college's further education measures. This is one of the fields that is now considered in the new real time data reports that the college is using on attendance and in-year retention. Currently, no gaps in this aspect have been shown to be emerging during 2020/2021.

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. However, as with other groups of students, this data is starting to be collected and analysed. The data will be reported upon and monitored through the college's HE deliberative structures.

2.7 Other groups who experience barriers in higher education

Part Time

Access

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. For full time students it varies between 5% and 22% and for part time, the proportion varies between 4% and 12%.

Success

Continuation

The continuation rate for part time students has remained stable at 85% for the final three years of the OfS dataset. In comparison, the rate for full time students fell below that for part time students for years 3 and 4 of the dataset and rose to 84% for the final year.

In 2011/12, the continuation rate for part time students in IMD 1+2 was 85% as was the rate for IMD 3-5 students. There was no gap. However, in 2015/16 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 15pp, which we will monitor closely.

Success and progression

There is very little comparative data in the OfS dataset for success and attainment. TSC's own data shows that around 71% of students only gained 'pass' grades in the period 2012/2013 to 2019/2020. However, many students had good long-term outcomes because of the curriculum mix previously described. The majority of these students were on higher apprenticeships and had secured good jobs or gained promotion because 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 increases the volume of part time activity.

2. 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. Additionally, the college has already met some targets from the 2020/2025 APP, following the changes and interventions already made. Therefore, the new proposed targets in the 2021-2026 APP are:

1. To close the continuation gap between students who in fall in IMD Quintile 1 and those who fall in IMD Quintile 5
2. To close the continuation gap between ABMO students and white students
3. To close the continuation gap between all male students in POLAR Q 345 and female students in POLAR Q1-2
4. To close the Continuation gap for Polar Q 12 ABMO students with Q 345 White Students

The targets spreadsheet demonstrates our commitment to eradicating gaps during the life of this APP. WE will continue to monitor progress against the targets using the real time data dashboards that the college developed for different groups of HE students in 2019/2020. The college executive monitors progress against KPIs at academy and faculty levels through the college's quarterly business review process. The KPIs are also reported on a termly basis to the Governing Body.

TSC is aiming to close these gaps by implementing a range of **objectives**, which are so far proving successful in supporting HE students through their life cycle.

Input →	Aim →	Investment →	Measurement →	Outcomes
<p>Support Programme for students – 1:1 and small group as detailed in the college’s SAF.</p> <p>This will be focused on P Q1-2 female students and ABMO students</p>	<p>Use initial, formative, ipsative assessment to develop a programme of study support activity for individuals to scaffold them into learning. This is also available online and through blended learning options</p>	<p>The college has already invested 1.0 FTE post in this activity prior to the start of the 2020-2025 APP. A further 1.0 FTE will be appointed by February 2022 to ensure the additional students forecast in the strategy receive the support needed.</p>	<p>The SAF has a number of interventions. The impact of these will be measured and reported through the meeting structures in the college.</p> <p>Quarterly monitoring of attendance and retention of different groups of students will continue through the Social Mobility Working Group</p> <p>Gain qualitative feedback from target groups and comparator groups to evaluate the impact of activity</p>	<p>The continuation gap between ABMO students and white students</p> <p>The continuation gap between all male students in POLAR Q 345 and female students in POLAR Q1-2</p> <p>The Continuation gap for Polar Q 12 ABMO students with Q 345 White Students</p>
<p>Support programme for students – teaching and learning</p> <p>This will be especially focused on male and female students who are not continuing as needed</p>	<p>Implement the SAF.</p> <p>Continue to develop teacher support activity for different groups of students</p>	<p>Appoint a 0.5 FTE Learning and Development Coach to support teacher development by September 2021</p>	<p>The programmes will run within curriculum areas as well as across the college to help to generate communities of practice.</p> <p>Monitor outcomes for students at Review Boards</p>	<p>The continuation gap between all male students in POLAR Q 345 and female students in POLAR Q1-2</p>
<p>Support programmes – transition between years</p>	<p>Create a learning community for students to engage with study support and to help each other</p>	<p>Initially establish 0.5 FTE of time from April 2020 to set up programmes for students and to develop</p>	<p>Gain feedback from students on the impact of activity</p>	<p>The continuation gap between students who in fall in IMD Quintile 1 and</p>

This intervention will be focused on those from lower IMD postcodes.	Provide opportunities for financial support to help students to continue in study and improve attainment where there are gaps	programmes to support transitions from each year of study	Monitor retention of students through TSC data dashboard at each quarterly Business Review Review impact of support with students	those who fall in IMD Quintile 5
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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 pedagogy as identified by HEA/ECU. Since the start of the 2020/21 academic year, the college’s HE Learning Enhancement Committee has put in place a range of training opportunities relating to this.

In addition to the above, there will be some additional outcomes and milestones that the college will continue to have in place and build on from the 2020-2025 APP to ensure that gaps in other areas narrow and the impact of activity is sustained.

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 as a SPOC for disabled students just prior to the start of the 2019/20 Academic Year By September 2021, TSC will invest in up to 1 FTE to provide additional disabled student support	Monitor attendance at sessions	The attainment and continuation gaps for students declaring a disability compared to those who do not remain closed
Staff CPD	Specific CPD sessions on supporting students with different disabilities	Inclusion specialists provide 6 days CPD for teachers each year and an additional 60 hours of 1:1 staff support	Numbers of staff attending sessions Qualitative feedback from teachers on the quality and impact of the training on practice	There is broad awareness of inclusive practice in HE

Careers and Employability Scheme	Each area has a clear careers programme embedded within it, supported by a careers officer.	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	While progression data becomes more readily available, this will ensure support for all students to progress.
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In relation to bursaries, the college extended its hardship fund following the start of the 2020-2025 APP, and provided a modest bursary fund for the target groups to allow them access to materials and other types of support that they might need to continue in their studies. This will continue through the 2021-2026 APP.

TSC recognises that this intervention is important. To ensure that it is having impact TSC met with students from target groups to consider its relevancy and timeliness of delivery and transparency. We define target groups as those students who are:

1. Students from IMD 1 Postcodes
2. ABMO students
3. Female students from Polar Q1 and Q2

Previously, students appreciated the support, but wanted funds earlier. Therefore, from 2021, the College will award the bursary to all students in the target groups within 4 weeks of programmes starting. The bursary amount will remain at £200. Again, the amounts have been discussed with students who recognised that it was a useful amount to purchase resources and pay for transport as these costs do inhibit continuation on programmes. The £200 will be a one off payment to students in each year of their study at the start of the year. The decision to instigate such a bursary in the 2020-2025 APP came from focus groups with students who articulated that they would like this kind of support. In the enrolment pack students get sent they will have information on any bursary they will receive. The wording of this will be agreed with the student body. In 2020/2021 the scheme appears to be having a good impact as at the P6 reporting period in-year retention was 100% for all student groups. The Social Mobility Working Group will continue to monitor its impact along with other interventions (such as those in the SAF) for the target groups in this APP.

We will write to students at the start of the course with the details of their award. Payments will be made in November each year. All students will receive correspondence about the hardship fund at the start of their course and we intend to share this money across the students from under-represented groups who apply for support. As the student body grows, we are predicting that a greater proportion of spend may need to go into this area.

3. Strategic measures

In considering the Assessment of Performance, the college has identified some broader strategic actions that we need to take.

Firstly, we have made good progress in using data about HE students more robustly and in real time. The HE Academic Board and the Social Mobility Working Group will continue to monitor the data, performance against KPIs and the impact of interventions to achieve the

targets. The college has set KPIs at academy, faculty and whole college levels and these now form an integral part of the college's quarterly business review meetings. We are continuing to build our knowledge of and engagement with the Higher Education Access Tracker (HEAT), Multiple Equality Measures (MEM), and Longitudinal Educational Outcomes (LEO) data. We will continue to engage in CPD in these and other areas to develop best practice in access. TSC has developed a new HE CPD Framework for its teachers, which includes central elements relating to access and participation.

Secondly, TSC has engaged in some successful partnerships to support the progress of students through the HE student life cycle and we will continue with these partnerships. TSC is a key partner in the Higher Education Progression Partnership South Yorkshire Plus (HEPPSY+) Uni-Connect programme. 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, TSC has recently appointed a widening participation officer to support students to enter and achieve in FE and to progress into HE. As above, the Assessment of Performance has highlighted the need to recruit more care-leavers into the college. Therefore, this officer has begun to do some targeted work with this group. TSC will continue to send members of staff to external partnership conferences relating to access and participation. This includes engaging with the National Education Opportunities Network (NEON), the Forum for Access and Continuing Education (FACE) and the Centre for Transforming Access and Student Outcomes in HE (TASO), among others.

Thirdly, the college will continue to engage proactively in ensuring all staff are fully versed in their responsibilities under the Equality Act. All staff new to the college undertake Equality and Diversity training that focuses on how the Equality Act (2010) impacts on their work. This ensures a consistent level of knowledge in relation to the nine protected characteristics established under the Act. Inclusive practice will continue to be a focus for the college's Quality Teaching Learning and Assessment team, who will continue to develop bespoke activity relating to higher level and HE professional and technical pedagogies. In 2020, the college achieved the Investors in Diversity kite mark for its proactive work in this area and we are now working towards the Leaders in Diversity award.

Fourthly, the Assessment of Performance demonstrates that care leavers, are becoming an important group for TSC to engage with and support their access to HE. We will undertake work to support this. Current student numbers are low and we 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. This builds on the positive work that the college has already begun to embed in promoting HE to its level 3 students and offering them additional support with the application process. Furthermore, it enhances the work already in progress to improve support for disabled students and the successful early intervention work we have already undertaken in 2019/20 to increase the take up of support.

4.1 Whole provider strategic approach

As well as the college ambition of ensuring that TSC is a 'great place to work and study', the approach we have taken to access and participation 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 continues to engage in the research around access and participation to support this. To date, college research has considered Atherton's work on social mobility, Raven's work on supporting under-represented groups, and the publications from FACE. The Social Mobility Working Group has established the whole provider approach promoted through a programme of CPD scheduled throughout the year. Consequently, we are undertaking a number of broader pedagogic and student support measures to achieve the broader targets including:

- The development of bespoke workshops on college HE for pre-16 care leavers, and for care-leavers already studying TSC FE programmes to encourage progression into HE from this group, already highlighted as a priority group for the APP.
- Continuing to monitor data to ensure that performance gaps between different groups do not grow or emerge and to set faculty targets to recruit students where there is under-representation in target groups.
- Developing and delivering bridging courses for students in OfS target access groups.
- Consultation with students on how induction programmes can continually improve to ensure introduction to HE study is more effective for different groups of students.
- By July 2021, all curriculum areas to have developed bridging programmes for students to support progression from one year to the next.
- Since December 2019, curriculum learning ladders have been put in place to ensure all students can see how to progress from level 2 to level 7, aligned with associated careers, based on Institute for Apprenticeships and Technical Education (IfATE) data. These are reviewed annually through a whole college CPD event.
- In 2020/21, TSC won a Beacon Award for its careers work, and this extends into its HE provision The new HE careers offer, supports the Career Learning Ladders, with a programme of relevant events including
 - Termly employer events in each curriculum area.
 - Termly careers talks in each curriculum area.
 - Bespoke careers support and 1:1 engagements with students.
- The development of '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 the college's 14 (and growing) 'Employer Academies'.
- Support sessions and events with a new Chamber of Commerce Academy.
- From January 2021, support for students to develop their own business.

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

- Continued engagement with HEPPSY+ through the appointment of interns to focus on priority groups.
- Engaging with the growing Roma community in the SCR to explore possibilities for supporting progression into HE.
- Engaging with OfS Competition Funding projects on mental health support for students, and for care leavers.

Furthermore, the college has moved all of this support work online during the COVID-19 pandemic. To support this, we have provided IT equipment to every student who needs it, and we have extended hardship bursaries for students. The college's approach to managing and supporting students during COVID-19 featured in a QAA Good Practice Guide. Additionally, in response to the COVID-19 pandemic the college accelerated its work on digital learning, and using digital tools to enhance teaching and learning. This work will continue as the country comes to the end of the pandemic. As well as providing students with access to IT, staff have worked with students to develop activities to support

employability using online tools, as well as enhancing key aspects of student support such as induction.

4.2 Alignment with other strategies

The work highlighted above links to a range of other college policies, strategies and processes including the following.

Teaching and Learning Improvement Policy, the college implemented a new policy in January 2019 and amended approaches to assessment and recording student progress. The policy includes:

- A revised online grade tracking system for all HE and FE courses
- Learning walks for HE and FE provision
- Framework for observing teaching and learning, which is bespoke for HE teaching, mapped to good practice from Advance HE, QAA, and benchmarked to the TEF subject level pilot specification

In relation to APP, the college provided some additional teacher development on inclusive practice with target groups. Learning walks comment on the efficacy of embedding this CPD into local practice. The HE Academic Board monitors the results of the learning walks and the comments inform further CPD. Similarly, the results of observations are recorded in the college's ProObserve system, and comments relating to general teaching learning and assessment for target groups are extracted and reported to HE Academic Board to inform further CPD, coaching and mentoring activity. The college made further adaptations to the quality assurance and quality improvement programmes in response to COVID-19, including moving to Google Educate and developing a four-tiered approach to staff development to train staff in using these tools.

We support staff to reflect on pedagogy and assessment strategies generally and, more particularly, in relation to helping the most vulnerable groups for example, Learning and Development Coaches have worked with teams to re-design more inclusive HE assessment activities.

Equality, Diversity and Inclusion strategy sets college level targets to close all gaps in performance across all groups of students in all types of provision. Each year the produces an annual self-assessment report on progress we are making across our provision including HE, in relation to narrowing performance gaps. The EDI Board monitors implementation of the strategy including completion of mandatory EDI training and other CPD. In 2020/2021, there are a range of activities planned, including extending the provision of mental health first aid training (piloted successfully in 2019/20), and continued engagement with the Uni-Heads platform to support student well-being (the college was the first in the Country to adopt this innovative approach). The EDI Board includes a student representative, who has access to support for their role from the college Student Participation Team.

Work Related Learning Strategy, the college launched this new strategy in 2019. This sets out how we seek 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 opportunities'. The first element of the strategy is for each student to benefit from individual assessment to identify the support they need from faculty support officers to help them to develop key employability skills. The strategy also includes a framework for due diligence checks for 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) and in developing the specific curriculum elements of the revised careers offer for 2020/2021 onwards.

4.3 Student consultation

During 2019/2020, the college launched its Student Participation Strategy. This strategy seeks to move students towards becoming co-designers of their education and includes:

- HE student representatives (student reps), a defined job description and bespoke training for student reps, including ways for students to share thoughts on inclusive practices.
- a new HE Student Induction survey, launched in 2020/21, followed up by detailed work with focus groups, to ensure that transitions into HE are effective for all groups of students.
- The HE Student Forum, a collaborative space that brings all student reps together - remains in place and members of the Forum contribute to reviewing and evaluating a range of resources such as those in the SAF. The Forum monitors the effectiveness of the APP through its termly meetings. If the student reps are not fully representative of the priority groups in the APP, the college seeks to engage with the student body to co-opt such members. The Forum allows students to suggest new ideas and put suggested activities and programmes forward for trial.
- Programme committees have a standard agenda item specifically to monitor the support different groups of students are receiving. Programme reviews consider the results of the monitoring for each semester.
- Student representation on all TSC HE committees, the Governing Body, its committees and additionally, the Student Union, has a HE rep and students work with leaders to monitor the impact of the Plan.

Within these structures the College undertook three focus groups with HE students about the contents of this Plan and compared it with previous years. This allowed students to agree to the aims laid out in this Plan. Students recognised the valuable impact that increased support has had for them in relation to keeping them on track and motivating them. They

articulated that the College's approach to support in class and out of class and engagement with a broad range of services supports them. The College's Student Participation Strategy focuses on students as co-designers of their education. Therefore, for the duration of the Plan, twice a year, target students will be asked to participate in a focus group to review progress. Furthermore, during 2021 all formal correspondence the College sends to students will be reviewed by the students. All the College's HE Deliberative Structures provide opportunity for students' voices and student views to be expressed.

4.4 Evaluation strategy

To develop the 2020-2025 APP, the college engaged in four internal workshops to evaluate current practice. This culminated in the completion of the OfS Evaluation Self-Assessment Tool, which provided a baseline for current approaches to reflection and helped us to develop a detailed action plan for further evaluation activity. This work continues in the 2021-2026 APP.

TSC has started to schedule termly evaluation sessions of its practices on access and participation using the OfS Toolkit, through the Social Mobility Working Group. Members have evaluated the first term's activities of the 2020-2025 APP and RAG-rated the completed work as 'green'. The sections on 'implementation' and 'learning' score relatively highly and have higher scores than in 2019 owing to the work that has been undertaken to implement the APP. Previously, 'programme design' was the main area for development. After launching a project in 2019/20 to review this, the evaluation indicated that the college is making good progress. 'Learning from Evaluation' is now the lowest scoring area but given the newness of the college's activities, this is not surprising. The Social Mobility Working Group will be exploring how to develop this from February 2021.

The college is embedding the new approaches to using data (quantitative and qualitative) to measure and enhance progress so that they support the desired culture change and achieve the college's long-term goals and targets. We will collect data using sector standard tools and techniques and take steps to ensure there is no cognitive bias.

We will continue to develop an approach to evaluation that 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 trial activity with, and when being trialled what the impact was in the local context
- How, proactively, we identify and close any new gaps that emerge.

We will reflect on the data tables attached to the APP to provide a reference point for measuring progress towards meeting long-term goals and achieving the targets set. Termly evaluation events, detailed above, will continue to culminate in a completion of the OfS Evaluation Self-Assessment Tool. Progress against each element of toolkit will be recorded with a set of short, medium and long-term targets, which will also be reviewed. These evaluation sessions include student representatives and take a considered, longer-term view of progress and changes to culture. The evaluations feed into annual monitoring, and the college 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 next academic year.

In broad terms, evaluation discussion, action plans, and use of the Toolkit cover:

- The impact of how data is being used and what this means for training, practice, and curriculum design (this will include the OfS dataset, college application and conversion data, other external metrics such as Teaching Excellence Framework (TEF) and Multiple Equality Measures (MEM); student questionnaires; HE forum feedback; focus group feedback; annual monitoring feedback and any other relevant data.
- How this is being used to support the culture change set out in the strategy (by gaining feedback from staff, students, employers, peer review and other sources).
- How effective interventions have been in supporting access, and what new practice and ideas are emerging nationally that the college could adopt and apply.
- How programme design needs to change to build on the Academic Study Support model that 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 improving continuation in target groups.
- The impact of partnership working on meeting targets.
- How TSC is interpreting any policy changes from government and regulators.

We have set the following targets against which to evaluate progress:

- By the end of 2021/22, 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 their work by presenting to at least two external conferences each year from 2022/23 onwards.
- The college will continue to use its whole-college HE CPD events, organising at least one event per year on sharing good practice in access and participation.

To achieve this the College will establish a forward looking action plan from 2021 to ensure that actions needed to be undertaken from using the Evaluation Toolkit are put in place so that the College can achieve its aims in relation to evaluation. Progress against this will be reviewed monthly at the SMWG. This action plan will ensure that the evidence of impact that we are seeking to collect is clear and that each intervention listed is thoroughly evaluated. Moreover, it will ensure that there are actions against the whole student life-cycle so that the College continues to develop its good work in non-target areas, such as Access.

As we are committed to ensuring that the activities we undertake to implement the APP are recognised for their excellence, and that the action plan has impact, 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'. This will ensure that we are taking a systematic approach to evaluation and making accurate judgements in self-assessment. The college has earmarked funding for this within this APP. 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. This activity will take place towards the end of each academic year.

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 information from relevant external organisations such as TASO, FACE, NEON, the National Collaborative Outreach Programme (NCOP – now Uni-Connect). This approach will ensure that the college retains control of its self-evaluation, that there is a clear plan for developing and adjusting interventions and these are done in line with aims, objectives, targets, and through a logic model based on the whole college strategic aims.

Furthermore, the Vice Principal for HE and Academic Studies is a member the TASO Consultancy Network and is on the FACE Executive, so will be able to use the leadership, capacity, innovation and sector-voice elements of this work to share current thinking with colleagues. We will 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

To ensure that the APP continues to have impact, the Social Mobility Working Group will continue to monitor the targets in the APP. The group explores 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 APP. It will meet frequently and focus on monitoring and operational activities rather than the evaluation activities.

The Vice Principal for HE chairs the group and will be the leader for monitoring the APP. The outcomes from the monitoring activity will feed into termly reports to the Executive Leadership Team and college governors, along with any associated actions. The Assistant Principal for Student Experience also supports this work.

The Social Mobility Working Group meets every half term and reviews progress against aims, objectives, targets, milestones, and anything that has emerged from evaluation. It ensures programmes are running to plan. As it monitors progress, it develops intervention plans to address where gaps are emerging or getting worse, and, where possible, it may accelerate some activity. The group continues to glean feedback on how the college's partnership with HEPPSY+ and others is working and it will operationalise any of this activity. This is all in line with the college's overarching strategy.

Critically, the group reflects on the whole student life cycle, it ensures that the current areas of good performance remain good and improve, and takes 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.

The Social Mobility Working Group uses OfS datasets, feedback from students and applicants, and internal attendance data to make judgements on how effective the interventions and programmes are. TSC has recognised, through the construction of this plan that it needs to engage better with HEAT and the East Midlands Widening Participation Research and Evaluation Partnership (EMWREP) trackers better to support operational activities around the progress of students post study. The Social Mobility Working Group will operationalise this work by December 2021. Moreover, the Social Mobility Working Group has oversight of the financial spend in the APP so that these can be presented to the college finance team.

The Social Mobility Working Group comprises senior and operational managers, data leads, marketing leads, the college's EDI Manager and students and monitors 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 the long term objectives set out in this APP has started. Meeting dates for the Social Mobility Working Group are set out at the start of each Academic Year.

As well as reporting to the HE Academic Board, the Working Group will report to the EDI Board so that when issues occur, 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 TSC Chief Executive and Principal chairs the EDI Board, which reports directly to the Executive Leadership Team (ELT) and the Governing Body. The Vice Principal for HE chairs the college HE Academic Board, which reports to the ELT and the Governing Body. Progress against APP targets will be reported through the committees to the ELT and governors. As part of Annual Monitoring, the college produces an Institutional level Self-Evaluation Document each year that is approved by the ELT Team and subsequently approved by governors with external input. The outcomes from the APP will also continue to be reported through this route. Governors will also continue to receive the self-evaluation document each year, alongside termly reports to the Governing Body Teaching, Learning, Quality and Student Experience Committee on progress against the HE strategy and APP. This ensures that governors are able to scrutinise, challenge and support progress towards targets. Moreover, the wider progress on evaluation will also be reported through these mechanisms.

1. 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 APP. 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, TSC 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 includes information that we make available at all stages of the student life cycle so that we provide the right information in a relevant way to target groups of students. The College's HE and Fees Policy will be made available to all prospective students on the College's website as soon as they are approved by Governing Body. Fees will then be updated on UCAS and with Student Finance England according to the timescales they publish.

During 2019/2020, the college started to send regular HE Newsletters to students about the support and support interventions available to them. This was an effective way of offering consistent support and messages during the COVID-19 pandemic. This level of communication will continue throughout the life of the APP so that students are aware of where they can access support.

In 2018/19, 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 (as detailed above). Additionally, we will provide details of the hardship fund at the same time. Students will also receive information about the bursary fund and hardship fund at interview.

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.

The college will use the OfS dataset and the OfS Financial Support Evaluation Toolkit to evaluate the impact of its financial support. We will start this process in May 2021. The college has chosen to adopt this approach to financial support following discussions with other FE colleges who have found it to be an approach that has impact.

Within four weeks of starting each year of a course, the college will award bursaries and open the hardship fund to 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 to which students are entitled. Target group students will receive additional correspondence detailing the specific support they can access through the programmes highlighted in section 3 of this APP. In all correspondence, there will be a named officer for students to contact with any questions or concerns. Hardship will be based on students applying for support and demonstrating need either through household income and expenditure, whether or not they are first in family to attend HE, or any other barrier to learning that they are experiencing. Hardship funds will be distributed evenly across the student body so all those that can demonstrate need get support, and the support will be identified through an independent group reviewing applications. Funding will be proportionate based on whether students are studying full time or part time.

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

The Evaluation approaches will include exploring the efficacy of the college's student information so that TSC can make changes to better inform and support its students. This work will begin in detail at the end of the first semester of the 2020/2021 Academic Year.

6. Appendix

To be added by OfS once targets and investment are agreed.

Summary of 2021-22 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2021-22 new entrants

Table 4a - Full-time course fee levels for 2021-22 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£7,500
Foundation degree		£7,500
Foundation year/Year 0	*	*
HNC/HND		£7,500
CertHE/DipHE		£7,500
Postgraduate ITT	*	*
Accelerated degree		£7,200
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2021-22

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 2021-22 entrants

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

Table 4d - Sub-contractual part-time course fee levels for 2021-22

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

2021-22 to 2025-26

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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				
	2021-22	2022-23	2023-24	2024-25	2025-26
Total access activity investment (£)	£20,000.00	£27,000.00	£31,000.00	£34,000.00	£37,000.00
Access (pre-16)	£3,000.00	£4,000.00	£5,000.00	£5,000.00	£5,000.00
Access (post-16)	£7,000.00	£9,000.00	£10,000.00	£11,000.00	£12,000.00
Access (adults and the community)	£6,000.00	£8,000.00	£9,000.00	£10,000.00	£11,000.00
Access (other)	£4,000.00	£6,000.00	£7,000.00	£8,000.00	£9,000.00
Financial support (£)	£25,000.00	£32,000.00	£38,000.00	£42,000.00	£45,000.00
Research and evaluation (£)	£5,000.00	£7,000.00	£9,000.00	£10,000.00	£10,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2021-22	2022-23	2023-24	2024-25	2025-26
Higher fee income (£HFI)	£837,000.00	£975,000.00	£1,096,500.00	£1,141,500.00	£1,237,500.00
Access investment	2.4%	2.8%	2.8%	3.0%	3.0%
Financial support	3.0%	3.3%	3.5%	3.7%	3.6%
Research and evaluation	0.6%	0.7%	0.8%	0.9%	0.8%
Total investment (as %HFI)	6.0%	6.8%	7.1%	7.5%	7.4%

