

## Executive Summary

The attached Access Participation Plan (APP) is updated version of the OfS approved 2021/2-2025/6 Plan. The proposed variations changes for 2022/3 are as follows:

For 2022/ 23, The Sheffield College (TSC) has produced a summary version of its APP to make the plan more accessible to prospective students, their parents and other stakeholders.

Further, we propose to vary the APP in the following ways, based on the below commitments:

### Partner with schools and other local organisations to raise the attainment of young people

- APP Variation; In 2022/23 TSC will engage with students to develop knowledge and understanding of higher education progression pathways by:
  - holding tutorial sessions with L2 and L3 students at the College;
  - running 'taster' sessions at the College to encourage young people to progress into non traditional pathways (eg women into construction professions);
  - and by undertaking outreach work with local schools

### Develop more diverse pathways into and through higher education through more flexible courses

- APP Variation; The College will offer diverse pathways into and through higher education through expansion of Level 4 and 5 routes, including higher apprenticeships in priority areas as identified by the Local Enterprise Partnership (LEP) and local employers in the areas of Engineering, Construction, Business and Health. There will be employer fora in these areas to help address employer needs and to enable new programmes to be brought on stream as appropriate. The development of more diverse pathways will support the College's aim to work towards becoming a lead provider in the Institute of Technology (IoT).

### Ensure access leads to participation on high quality courses and secures good graduate outcomes

- APP Variation; An additional personal mentor role will be created that will further develop relationships with Access students and HE students to give more support to the development of underrepresented students .
- HE students will have access to Virtual Experience of Work which will allow students the opportunity to explore new industries beyond theoretical skills and knowledge:  
<https://sites.google.com/sheffcol.ac.uk/work-related-activity/virtual-reality>
- We will develop 3 employer skills academies who will offer membership to HE and adult learners across all faculty areas (Discovery Stem, Uniheads and The Chamber of Commerce)
- We will offer a 10 week business start-up course in addition to normal timetable for those aspiring to become self-employed.

### Improve the quality and volume of evaluation of access and participation plan activity

- APP Variation – pilot the development of a Theory of Change based methodology to support the evaluation of activity that underpins key aspects of access and participation plan work at TSC

# The Sheffield College

## Access and participation plan 2021-22 to 2025-26

### 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 Higher Education students each year and in the period from 2012-2013 to 2018-2019 the number of entrants to its HE provision grew comparatively significantly and has continued to expand since. There has been some growth in the delivery of Higher Apprenticeships, especially through the College's work with the Collab Group, and through work with key Regional employers such as the Sheffield Teaching Hospitals. The College is located in the same area as a 'Russell Group' University and a 'Post 92' University. Thus, students that undertake HE at the College do so because it is the right environment for them. This was born out by internal data collected in 2019 from the student body on why they undertook HE at the College. This survey is helping to inform TSC's HE action plans. Recently, the College has gone through significant change. In 2018 it launched its new 'Go Further' Strategy:

The Sheffield College

**GO FURTHER**  
Strategic Plan 2018/21

**Our Mission:** Transform your life through learning.

**Our Values:** Integrity  
Inspiration  
Inclusivity  
Innovation  
Involvement



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

## **Developments From 2019**

With all of these changes, and with the new College strategy, TSC has consulted on a new Higher Level Skills Strategy, which fits within the College's wider strategy. This strategy went through an 18 month consultation period as was approved by the governing body 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, complimenting the wider Regional HE landscape, and to support different groups of students through their HE journey.
- To ensure that that College is distinguished in its work in key sectors, complimenting the local education landscape, and supporting a range of delivery methods on qualifications and course at level 4 and above.

The Strategy focuses on developing the full range of higher level skills, and providing value for money. It has supported this in a number of ways:

- Since developing the 2020-2025 Access and Participation, the College has continued to build on the positive developments it has made on develop the whole of its curriculum to meet local need and contribute to social mobility as it is increasingly seen as an anchor institution in the Region. Curriculum development continues to focus on 'careers not courses' so there is clear advice and guidance on how all students can access HE and the knowledge, skills and behaviours they need to access highly skilled jobs. This ensures our programmes lead to progression to higher level study. New planning tools and a new, whole College, curriculum development event, ensures that all members of curriculum staff are engaged in this process. Furthermore, as the College continues its relentless focus on quality improvement as its new structure takes effect, it ensures that this planning reflects T-Levels and other new qualification initiatives to support progression to College and wider HE and higher level study opportunities.
- A series of Task and Finish Groups have been put in place to support quality improvement and enhancement and curriculum development. One of these has focused on developing the adult offer and this has resulted in growth in key sectors for adults accessing higher level learning, growth in Access to HE programmes, and engagement in a broad range of adult re-training programmes. This has been supported by Regional LMI, which a new structure in the College's data team is supporting. This is ensuring that opportunities for development are being put in place in priority sectors.
- Part of this work has been integral to the College's response to COVID-19, as the College is developing its offer to respond to current events. This has included

expanding higher apprentices in the health sector, and expanding the education and training offer where there is increased Regional demand. The robust decision making and accountability structures will remain in place to ensure that the College effectively responds to the situation.

- 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, the College has implemented new deliberative structures to develop 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 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 EDI Board and HE Academic Board.
- Established a HE Learning and Enhancement Committee, which has developed a 'Skills and Attributes Framework' (SAF) which provides the mechanism for wider support and development for HE students. This has including enhancing the careers support for HE student as COVID-19 has been in circulation, because of how it has changed the employment market.
- Linked to this, and aligned to the commitments in the 2020-2025 Access and Participation Plan, the HE Tutor Mentor has been appointed to develop Academic support for HE students and enact that element of the (SAF).

The College is continuing to work with national experts and groups to develop its approach to HE and its Access and Participation activities, and as the new strategy takes effect, the College has developed a series of Key Performance Indicators (KPIs) and targets for each Faculty, to ensure that the attendance, in year retention and continuation of students, based on demographic, is monitored each quarter so that there are early interventions and activities put in place to ensure good outcomes and experiences for students. Furthermore, in 2019, the College introduced a process of 'Deep Dives' for curriculum areas where additional support and intervention has been needed to enhance the pace of improvement. During the 2020/2021 Academic Year these have been extended to a small number of HE programmes where additional support for HE activity is needed to ensure that rapid progress is endemic through the organisation.

## **2.0 Assessment of Performance**

All of the above has meant that the Assessment of Performance has continued to be monitored by the College. The starting point for the Assessment of Performance has been the OfS Data Sets, 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 The Sheffield College can be viewed from several points but overarching this is a general large increase in student numbers onto HE courses between the years 2016/2017 and 2018/2019.

The OfS data set shows that the overall number of all students who fall in IMD Quintile 1 at the college has remained similar over the data set period and in 2018/19 was 39% which is 17% 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 Quintile 1 has remained similar over the period and in 2018/19 was 41% which is 23 percentage points above the national rate of 18%. The overall rates for all female students for both IMD Quintile 1 and 2 and POLAR 4 Quintile 1 and 2 are almost the same as for male students; significantly above the national average. However, part time students from these backgrounds over the periods are very similar to the national average. The proportion of younger students is slightly lower for both IMD Quintile 1 and POLAR 4 Quintile 1 and 2 than other age groups but still well above the national average.

As the college exceeds the national averages for widening participation measures and, therefore, it is not felt necessary to set a target in this area.

### Success

#### Continuation

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

The continuation rate for all POLAR 4 Quintile 1 students rose from 2017/18 to 2018/19 by 7 percentage points to 79% but is still less than Quintiles 2-5 which are generally about 85%. The figures for IMD Quintiles 2019 are very similar, and the gaps listed for monitoring in the 2020-2025 APP around IMD are no longer present. However, as will all the gaps the College will continue to monitor in case any re-appear. Male students outperform female students in this respect by 5 percentage points, but that is partly because there are fewer female students and this skews the data. Polar Quintile Continuation gaps, which was 10 percentage points between Quintile 1-2 and 3-5 in the 2020-2025 Access and Participation Plan. The OfS dataset shows that the gap is being closed at a faster rate than predicted.

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 gap with increased volumes of students.

### Attainment

There is no data for attainment in the OfS dataset. Therefore, TSC has collected the data for the period 12/13-19/20 against the OfS target groups. This data has been drawn from ILR and exam board records. As TSC works with a range of awarding bodies grades given can vary from 'pass, merit and distinction' to 'pass and fail', to the standard full degree classifications of 'first, 2:1, 2:2, 3<sup>rd</sup> etc'. To make a comparison of 'good' outcomes across validating and awarding bodies 1<sup>st</sup> have been compared to 'distinctions and 2:1 grades to 'merits'. Any other outcome has not been considered to be a high level of attainment for the purposes of the APP. During 2019/2020 variances in attainment at module level have started to form part of Review Boards, in line with the ambition set out in the 2020/2025

Access and Participation Plan. The Review Board process is part of the College's steps within its Annual Monitoring Procedure. There were two instances were slightly lower than expected in 2019/2020.

Analysis of the data to date shows that there is a positive gap in performance for socio economically disadvantaged groups and other groups. The promotion of students from IMD 1 and 2 achieving a higher classification of qualification is 40% compared with 14% 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 would suggest that if students remain studying in the College, they are able to achieve well. This positive gap is maintained when comparing Polar 4 Quintile 1 and Quintile 5. In 13/14 14% of Polar 4 Quintile 1 students achieved good outcomes, compared to 13% in Quintile 5. This positive 1% gap was maintained and got wider in 16/17 to 3% and in 17/18 the gap was 4% more Quintile 1 students gaining better levels of attainment than Quintile 5, this has been maintained in subsequent years.

### Progression to employment or further study

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

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

Owing to the limited data and 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 career offer for HE students, and there is additional support being put in place for those from disadvantaged backgrounds. The College will continue to use the mechanisms laid out in this Plan to monitor outcomes and put in additional resource as needed.

## 2.2 Black, Asian and minority ethnic students

### Access

The OfS dataset shows that the proportion of white students accessing TSC was 83% close to the national average of 84% in 2018/19. This was rise of 6 percentage points 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 this year the only major shift was for Asian students where 6% of the total were 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 whether or not this is something that looks like it will become a trend. For both POLAR 4 and IMD a higher proportion of ABMO students fall into Quintiles 1 and 2 rather than 3, 4 and 5. For POLAR 4 in 2018/19, the proportion of ABMO students in the whole population in quintiles 1 and 2 was 11% compared with only 4% in quintiles 3,4 and 5.

### Success

### Continuation

The overall continuation rate for white students in 2018/19 rose by 10% from the previous year to 87% as did the continuation rate for ABMO students which rose from 73% to 76%. However, the gap in continuation thus widened to 11% and thus is an area of concern, and so the College wants to ensure that this gap is closed.

### Attainment

As detailed previously, there is no data on the OfS data set for this. However, the College's data shows that between 12/13 and 17/18 the proportion of BAME students gaining 'good' qualification grades and the proportion of white students gaining similar grades is roughly the same (12.6% BAME and 13.2% white). In 17/18 the gap was 1% and in 19/20, internal data shows there was no gap. Given the predominately white student population it is hard to draw statistical significance from this gap.

### Progression to employment or further study

As with other groups, there is no data on the OfS dashboard allowing a College comparison between BAME and White students. Furthermore, as detailed above, the College has little internal data on this because of the move from the DLHE to the Graduate Outcomes survey. However, TSC remains committed to improving the way it will use data in the future to take actions, and it will continue to focus on improving the use of the Graduate Outcomes survey. Currently the College is gathering data on the 2019/2020 leavers. Details on this data will be presented through the College's HE deliberative structures which are now well-embedded in the new structure.

## 2.3 Mature students

### Access

The OfS data set shows that the proportion of mature students to young students has increased steadily over the period from 2014/15 to 2018/19. However, in 2018/19 there was a marked shift with the proportion of over 21 students increasing to 51% exceeding for the first time the proportion of under 21 students with 49%. This was because of some of the new programmes that the College introduced which were strongly aligned to the Regional skills economy.

### Success

#### Continuation

The OfS dataset shows that the continuation gap between mature and young varies from year to year markedly. In almost every year up to 2016/17 the continuation rate for those over 21 has been lower than for the under 21 age group. However, in 2016/17 this changed when the under 21 continuation rate rose to 83% from 79% in the previous year but the over 21 rate rose to 87% from 71% in the previous year and thus for the first time was higher than the under 21 rate. Therefore, the 8 pp gap detailed in the targets in the 2020-2025 Access and Participation Plan has already been closed. Therefore, this target is no longer valid. However, the College will continue to monitor this gap using the mechanisms detailed later in this Plan.

#### Attainment

As detailed, there is no data for attainment in the OfS dataset. However, between the period of 2012/13 to 2017/18 mature students generally got better grades in all subject areas than

young students and in this period there was a positive gap of 6 percentage points of mature students getting good degree outcomes compared to young people. Over this period attainment was generally the same until the 15/16 Academic Year when mature students started to perform better than young students and the positive gap has steadily risen. In 2018/2019 and 2019/2020 this gap has been maintained. The majority of adult students on programmes are on courses aligned to priority sector courses in the Region (health, construction, education, and digital) and therefore, often have good outcomes linked to pay and career progression.

### Progression to employment or further study

Progression data on the dataset is not available for all five years for mature students. The only year available is 16/17 when the mature progression rate was far higher at 70% than for the young rate although in the other 4 years the progression rate for the young varied between 70% and 73% and thus was roughly in line with the one mature rate. Internal data gathered to date shows that in 2019/2020 90% of students had positive progression from their HE experience at The Sheffield College, but this is linked to the make up of the College's HE curriculum which supports these students.

### 2.4 Disabled students

Of note is that the College has not requested much data previously on those with mental health issues. However, TSC has revised its enrolment forms and application processes in 19/20 to better capture this information from the 2020/2021 Academic Year. The College appointed a 0.5 FTE DSA Coordinator and this has 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) but including those 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 with a disability compared with those with no disability has remained generally the same in the OfS dataset but for the latest two years no figures were contained in the data set. While the proportion of full time students recruited with a disability has generally remained at the same level but increased in 2018/19 to about 15% of the total recruitment compared with 12% in the previous year. As the College has put more things in place to support students with disabilities (such as the UniHeads Platform to support the mental health of students), the aim will be to ensure that this positive trend continues.

### Success

#### Continuation

Continuation data for those with a disability is only available for 13/14 to 16/17 on the OfS data set but for 13/14 and 14/15 the continuation rate for disabled and non-disabled was the same. However, for 16/17 there was a negative gap of 7% between the disabled and nondisabled. The continuation rate for disabled students is not available on the data set for all of the past 5 years, presumably because the numbers are comparatively low. The continuation rate for disabled students in 2016/17 was 70% which was below the non-disabled rate in that year of 77%. However, in 2018/19 the continuation rate for disabled students rose markedly to 85% while for non-disabled students it also rose but to 84%. Thus, the gap had closed. Internal data shows that this position was maintained in 2019/2020. Therefore, while this gap has closed ahead of schedule in the 2020-2025 APP (and so is no longer a target) it will continue to be monitored.

## Attainment

There is no data for attainment in the OfS dataset. However, TSC data shows that the attainment gap for disabled students has been relatively large compared to other areas of performance in the College.. Between 14/15 and 15/16 the attainment gap between disabled and non-disabled students was 6%. However, between 16/17 and 17/18 it had risen to 7%. This gap is consistent between male and female students. Internal data shows that between 2018/2019 and 2019/2020 this gap has been effectively closed. However, it will continue to be monitored to ensure that ongoing interventions continue to have positive impact. The comparatively lower number of students means that there can be the variances year on year in attainment.

## Progression to employment or further study

The OfS database does not include any data on progression for those with a disability and thus the College has started to gather this data. Through the appointment of the DSA Coordinator (detailed in the 2020-2025 APP) curriculum teams have a range of information now regarding students and through a new careers programme additional targeting of support is beginning to be put in place. This is true for those declaring physical or mental disabilities.

## 2.5 Care leavers

### Access

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

### Success

#### Continuation

As detailed, with such low numbers it is challenging for TSC to make comment on this at this time. However, TSC recognises that it needs to do more work with this group. Those that had been in care had a 32% lower attendance than those that had not according to College data in 18/19 (but this may be because of the low student numbers). However, the interventions that have started to be put in place in year attendance data so far in 2020/2021 show that, to date, there are no differences between those that have been in care and those that have not.

#### Attainment

There is no data for attainment in the OfS dataset for care leavers. The College's 12/13 – 19/20 attainment data has unreportable volumes of care leavers. However, until 2019/2020 attainment rates for care leavers has been lower than other groups. Therefore, as more care leavers are recruited, TSC will continue to monitor their attainment to ensure that the positive progress is maintained.

## Progression to employment or further study

As detailed in the 2020/2025 Access and Participation Plan, from the start of the 2020/2021 Academic Year data collection for this group has started.

### **2.6 Intersections of disadvantage**

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

#### Access

In four out of the five years from 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. Therefore, this is in contrast to national trends. TSC will continue to monitor recruitment activity against the national areas of concern to continue good performance.

#### Success

##### Continuation

The female continuation rate increased by 5 percentage points compared with male in 16/17 but by only 1 % in 17/18. Prior to that the continuation rate for males had been higher. The continuation rate for all both male and female students has been similar in the years 2013/14 to 2015/17 but in 2016/17 the male rate rose by 10 percentage points from the previous year to 86% whereas the female continuation rate only rose by 5 percentage points from 77% to 82% and thus 4% below male students. Therefore, closing the gap will be a target in the Access and Participation Plan.

##### Attainment

There is no data for TSC in the OfS dataset relating to attainment. TSC's own data shows no general pattern in intersections for the period 13/14-19/20. In many cases the numbers are unreportable. TSC will, however, continue to monitor this. TSC is especially interested in the performance of those who have been in receipt of free school meals in relation to this data as it may give a comparator with some of the FE outcomes the College is measured by. This is one of the fields that are 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 instance have been shown to be emerging during the 2020/2021 Academic Year.

## 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 will be analysed 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 but for full time students it varies between 5% and 22% but for part time the proportion varies between 4% and 12%.

## Success

### Continuation

The continuation rate for part time students has remained very stable with a rate of 85% for the final three years of the data set. In comparison. The rate for full time students fell below that for part time students for years 3 and 4 but rose to 84% for the final year.

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

### Success and progression

There is very little comparative data in the OfS dataset for success and attainment. However, TSC's own data shows that around 71% of students only gain 'pass' grades in the period 2012/2013 to 2019/2020. However, many of them had very 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 as a result of their qualifications. TSC has a growth plan for the next few years for its HE provision, so it will monitor the impact of this on part time students as it grows the volume of part time activity.

## **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, there are some targets from the 2020/2025 Access and Participation Plan which, owing to the aforementioned changes at the College and the interventions that have been put in place, are no longer valid. Therefore, the proposed targets in the 2021-2026 Access and Participation Plan are:

1. To close the non-continuation gap between Polar 4 Q1 compared to Q 2-5
2. To close the non-continuation gap between BAME students and white students
3. To close the continuation gap between all male and female students

The targets spreadsheet demonstrates our commitment to eradicating gaps during the life of this APP. Progress against the targets will to continue to be done by monitoring the real time data that the College has developed for different groups of HE students during the 2019/2020 Academic Year. Progress at Faculty Level will be monitored through the College's Business Review Process which is a key way the College monitors, at granular level, performance, against KPIs which are reported on a termly basis to the Corporation.

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><b>Support Programme for students – 1:1 and small group as detailed in the College’s SAF</b></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 in this post 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 predicted to be recruited get the support needed.</p>	<p>The SAF has a number of interventions listed within it. 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 the target groups and the comparator groups to get a complete picture of the impact of activity</p>	<p>The continuation gap from those in P4 Q1 improves to the same as P4 Q2-5</p> <p>The Continuation gap between BAME and white students closes</p> <p>The continuation gap between males and females closes</p>
<p><b>Support programme for students – teaching and learning</b></p>	<p>Implement the SAF.</p> <p>Continue to develop teacher support for support activity for different groups of students</p>	<p>Appoint a 0.5 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 organisation to help to generate communities of practice.</p> <p>Monitor outcomes for students at Review Boards</p>	<p>The continuation gap from those in P4 Q1 improves to the same as P4 Q2-5</p> <p>The Continuation gap between BAME and white students closes</p>

				The continuation gap between males and females closes
<b>Support programmes – transition between years</b>	<p>Create a learning community for students engage with study support and to help each other</p> <p>Providing opportunities for financial support to help students to continue in study and attain better where there are gaps</p>	<p>Initially establish 0.5 FTE of time from April 2020 to set up programmes for students and to develop programmes to support transitions from each year of study</p> <p>Instigate a bursary system for students falling within the target groups</p>	<p>Gain feedback from students on the impact of activity</p> <p>Monitor retention of students through TSC data dashboard at each Quarter Business Review</p> <p>Review impact of support with students</p>	<p>The continuation gap from those in P4 Q1 improves to the same as P4 Q2-5</p> <p>The Continuation gap between BAME and white students closes</p> <p>The continuation gap between males and females closes</p>

TSC acknowledges that Advance HE work on ‘student as a producer’ and Biggs’ work on Constructive Alignment might be useful in supporting the activities developed here, as will be wider research such as that by Singh (2011) that highlights the role of curricula in the success of BAME students and the impact of TLA pedagogy as identified by HEA/ECU. Since the start of the 20/21 Academic a range of training opportunities relating to this have been put in place through the College’s HE Learning Enhancement Committee.

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 Access and Participation Plan to ensure that gaps in other areas do not narrow and to ensure sustained impact of activity:



<b>Contact points for students</b>	To have single points of contact (SPOCs) for students to be able to access additional support sessions	TSC has invested in a DSA coordinator to act as a SPOC for disabled students just prior to the start of the 19/20 Academic Year  The College will invest in additional disabled student support activity by up to 1 FTE by September 2021	Monitor attendance at sessions	The attainment and continuation gaps for students with a declared disability compared to those without a disability remains closed
<b>Staff CPD</b>	Specific CPD sessions on supporting students with different disabilities	Inclusion specialists provide 6 days CPD with teachers each year and an additional 60 hours of 1:1 staff support	Numbers of staff attending sessions  Qualitative feedback on the quality and impact of the training on practice from teachers	There is broad awareness of inclusive practice in HE
<b>Careers and Employability Scheme</b>	Each area has a clear careers programme embedded into 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.

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 Plan. TSC recognises that this intervention is important through discussions that it had with target groups of students exploring ways in which barriers to continuation can be lifted. Students each year from the target groups will be identified and will be entitled to a minimum bursary each year of £200 as a 'continuation' fund. This will support them to buy learning materials and help with essential costs. While this new scheme is new, the Social Mobility Working Group will

continue to monitor its impact along with other interventions (such as those in the SAF), it will carry on for the target groups in this plan.

Students will be written to with the details of their award at the start of the course and payments will be made in November each year. All students will get correspondence about the hardship fund at the start of their course and we will intend to spread this money across all students from under-represented groups that apply. As the student body grows, TSC are predicting that a greater proportion of spend may need to go into this area.

### 3. Strategic measures

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

Firstly, TSC has made good progress in using data about its HE students more robustly and in real time. This will continue to be monitored through the HE Academic Board and the Social Mobility Working Group. This is linked to Academy, Faculty and College KPIs which have been set against different groups of students. These will start to form an integral part of the College's Business Review processes during the 2020/2021 Academic Year. TSC is continuing to build its engagement and knowledge of HEAT, MEM, and LEO. Therefore, it will continue to engage in CPD in these areas each year. Furthermore, the College has built a CPD module for teachers new to HE which includes information on these key aspects.

Secondly, TSC has engaged in some successful partnerships to support the progress of students through the Life-Cycle. These will be maintained. For example, TSC partnership working has had a good impact on access for students. TSC is a key partner in the HEPPSY+ 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, the College has recently appointed a Widening Participation Officer to support students to enter and achieve in FE and to progress into HE. The Assessment of Performance has highlighted the need to recruit more care-leavers into the College. Therefore, this officer has begun to do some targeted work here. TSC will continue to send members of staff to external partnership conferences relating to Access and Participation. This includes engaging with NEON, FACE and TASO.

Thirdly, the College will continue to proactively engage in ensuring all staff are fully versed with their responsibilities within the Equalities Act. All staff new to the College undertake Equality and Diversity Training which focuses on how the Equality Act (2010) impacts on their work. This ensures a consistent level of knowledge in relation to the 9 protected characteristics established under the Act. Inclusive Practice will continue to be a focus for the College's Quality Teaching Learning and Assessment team and bespoke activity relating to higher level and HE professional and technical pedagogies in relation to this will continue to be developed. Furthermore, the College achieved the Investors in Diversity kite mark in 2020 because of its proactive work in this area. The College is now working towards Leaders in Diversity.

Fourthly, the Assessment of Performance demonstrates that care leavers, are becoming an important group for TSC to engage with to support their access to HE and the College will undertake work to support this. While current student numbers are low, the College will seek to have 20 care leavers by 2025/26. The College's Student Services, HE and marketing teams are developing some pilot activity to attract this group into HE. This builds on the positive work that the College has already begun to embed in promoting HE to its level 3 students who have not yet considered progression to HE, to offer them additional support through the application process. Furthermore, it enhances the work that has happened to

better promote support for disabled students and the successful early intervention work TSC has already undertaken there. This has contributed to the significant increases in take up of support through 2019/2020.

#### 4.1 Whole provider strategic approach

As well as the College ambition of ensuring the TSC is a 'great place to work and study', the approach TSC has 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. Some of the research considered today has considered Atherton's research into social mobility, Raven's work on supporting under-represented groups, and the publications from the Forum for Access and Continuing Education (FACE). Furthermore, the whole provider approach has been established through the Social Mobility Working Group and through a programme of CPD that is scheduled throughout the year. Consequently, there are a number of broader pedagogic and student support measures that the College is undertaking to achieve the broader activities, these are:

- The development of bespoke workshops on College HE for pre-16 care leavers, and for care-leavers in the College's general FE body to encourage progression from this group who have already been highlighted as a group of students the College will be engaging with.
- Continuing to monitor gaps to ensure that gaps do not grow and that there are Faculty based targets to recruit OfS target students where there is under-representation.
- Developing and delivering bridging courses for students in OfS targets entering College HE.
- Consultation with students on how induction programmes can continually improve to ensure more effective entry for different groups of students.
- 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 progress from level 2 to level 7 with associated careers, based on Institute for Technical Education and Apprenticeships data. These are reviewed annually through a whole College CPD event.
- The new HE careers offer ensures, along with the Career Learning Ladders there are: Employer events every term in every curriculum area.
- Careers talks every term in every curriculum area.
- Bespoke careers support and 1:1 engagements with students. In the 20/21 Academic year the College has won a Beacon Award for its careers work, and this extends into its HE provision as detailed above.
- 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 14 now established 'Employer Academies' at TSC.
- Support sessions and events with a new Chamber 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 HEPSY+ through the appointment of interns to focus on these groups.
- Engaging with the growing Roma community in the SCR to explore possibilities for supporting progression into HE.
- Engaging with Competition Funding projects on mental health support for students, and for care leavers.

Furthermore, the College has moved all of this support work online during the COVID-19 pandemic and provided IT to every student that has needed it, and it has extended hardship bursaries for students. The College's approach to managing and supporting students during COVID-19 featured in a QAA Good Practice Guide.

#### 4.2 Alignment with other strategies

The work highlighted above links to a range of other College policies, strategies and processes. For example, the College introduced a new Teaching and Learning Improvement Policy in January 2019 and amended approaches to assessment and recording student progress. A revised online grade tracking system is being used for all HE and FE courses, and learning walks for HE are taking place. The policy sets out the process for observing teaching and learning and there are two developments to this that the Access and Participation Plan takes account of. Firstly, after undertaking some additional teacher development on inclusive practice for the target groups, y learning walks comment on the efficacy of embedding the CPD into local practice. This will form reports which will inform further CPD which are reviewed by HE Academic Board to ensure actions taken have impact. Secondly, there is a bespoke observation framework, mapped to good practice from Advance HE, QAA, and benchmarked to the TEF subject level pilot specification, which ensures formal observations will take place with all HE teachers. These are written up in the College's ProObserve system, and comments relating to general teaching learning and assessment for OfS and TSC target groups are extracted and reported to HE Academic Board to inform further CPD, coaching and mentoring activity. Furthermore, there were adaptations made to the Quality Assurance and Quality Improvement programmes during COVID-19. This included moving to Google Educate and developing a 4 tiered approach to staff development to using these tools.

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

The College's Equality, Diversity, and Inclusion strategy sets TSC level targets to close all gaps in performance across all groups of students in all types of provision. Consequently, each year the College produces an annual assessment report on progress it is making across its apprenticeship, study programme, full cost, adult, young people, learner loan and HE provision in relation to narrowing gaps. Additionally, through the strategy monitoring

(undertaken through the College's EDI Board – detailed below) CPD is identified for all staff in the College. In 2020/2021 there are a range of activities which have been highlighted that will be extended, including mental health first aid support training, 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 has student representation. This individual is supported by the College's Student Participation Team.

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

"We will:

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

The development of the strategy has been a significant part of developing our new employer Academies (previously detailed) and in developing the specific curriculum elements of the revised careers offer for the 2020/2021 Academic Year.

#### 4.3 Student consultation

During the 2019/2020 Academic Year the College launched its Student Participation Strategy. This Strategy seeks to move students towards becoming co-designers of their education. While the Strategy (and associated policy) supports all students in the College, there are elements which relate directly to HE. Firstly, HE student reps have a defined job description and bespoke training. This includes supporting ways for students to share thoughts on inclusive practices. Furthermore, a new HE Student Induction survey was launched in 20/21 and follow up focus groups have been launched to ensure that transitions into the College's Higher Education are good for all groups of students. The HE Student Forum – a collaborative space to bring all reps together - remains in place and members of the Forum are asked to contribute to reviewing and evaluating a range of resources such as those in the SAF. The Forum monitors the effectiveness of the Plan through its termly meetings. If the representatives are not fully representative of the groups that TSC is targeting within this plan the College seek to engage with the student body to co-opt such members on. The Forum allows students to suggest new ideas and put suggested activities and programmes forward for trial. Programme Committees will have a standard agenda item specifically to monitor the support different groups of students are receiving. This is then extended into the semester based Programme Reviews. There is student

representation on all the College's HE Committees and additionally, the Student Union, has a HE rep and students work with leaders to monitor the impact of the Plan.

#### 4.4 Evaluation strategy

To develop the 2020-2025 APP, TSC engaged in four internal workshops to evaluate current practice. This culminated in the completion of the OfS Evaluation Self-Assessment Tool for activity and access and participation programmes TSC is engaged in. This provided a baseline for current approaches to reflection and helped to identify activities that need to take place to continue to evaluate activity and to develop a detailed action plan. This work has been continued into this 2021-2026 Plan.

TSC has started to put in termly evaluation sessions of its practices on access and participation using the OfS Toolkit, through the Social Mobility Working Group. The first term's activities of the 2020-2025 Access and Participation Plan have been evaluated by members, and the strategic work that has been undertaken has been ranked as 'green'. The sections on 'implementation' and 'learning' score relatively highly and have higher scored than in 2019 owing to the work that has happened operationalising the APP. Previously 'programme design' was the main area for development. After launching a project in 19/20 to look at this, the evaluation is showing good progress is being made against this. 'Learning From Evaluation' is now the lowest scoring area but given the newness of the College's activities this is logical. The Social Mobility Working Group will be exploring how to develop this from February 2021.

TSC 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 the achievement of long-term goals, and to ensure that targets are effectively being closed. Any data will be collected using sector standard tools and techniques. TSC will take steps to ensure it is not cognitively bias.

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

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

TSC will reflect on the tables laid out in the Plan to provide a reference point for progress towards meeting long term goals, and achieving the targets set. Termly evaluation events detailed in the 2021-2026 APP will continue and will continue to culminate in a completion of the OfS Evaluation Self-Assessment Tool and the progress against each element of this will be recorded along with a set of short, medium and long term targets which will also be reviewed. Student representatives participate in the evaluation sessions as well. They will take a considered, longer term view of progress and changes to culture. This will feed into Annual Monitoring, and the College's HE Annual Self-Evaluation Document which will comment on the distance travelled and set the overarching actions for support services, curriculum areas and the whole College for the new Academic Year.

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

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

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

- By the end of 2021/22 Academic Year the College will have securely achieved 'expected' and two areas of 'commended' within the five areas of the OfS Evaluation-Self Assessment Tool;
- To have achieved all the 'commended' standards within the first term of the 2022/23 Academic Year;
- Practitioners in the College will start to share the work that has been started at least two external conferences each year from the 2022/23 Academic Year.

The College will continue to use its whole-College HE CPD events to have at least one event per year on sharing good practice in access and participation.

TSC is committed to ensuring that its implementation of the APP and the activities undertaken are recognised for their excellence. Therefore, to develop the implementation of research, to reflect on progress against the OfS Toolkit, and to ensure evaluation is robust TSC will engage with an external expert. Engaging with an external body will allow for peer review and criticality in the evaluative process and provide a 'critical friend' to ensure that a systematic approach to evaluation is being taken and that accurate judgements in self-assessment are being made. Funding for this has been earmarked within the APP for this. The external support will have experience and expertise in access and participation in College HE, in the broader HE sector, and with knowledge of external sources, and 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 based on information coming to the College from places such as TASO, FACE, NEON, NCOP, and others. This approach will ensure that evaluation remains controlled by the College, and that there is a clear plan for developing and changing interventions and these are done in line with aims, objectives,

targets, and through a logic model which will be constructed based on the whole College strategic aims.

Furthermore, the College's Vice Principal for HE and Academic Studies 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 and ensure that activities and plans are considered within the wider HE sector context and within the context of College HE.

#### 4.6 Monitoring progress against delivery of the plan

TSC continues to want to ensure that the APP has impact and so will continue to undertake monitoring of targets through the Social Mobility Working Group. 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 Plan. 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 Plan. The outcomes from the monitoring activity will be fed into termly reports to the Executive Leadership Team and College governors, along with any associated actions. This is supported by the Assistant Principal for Student Experience.

The Social Mobility Working Group meets every half term and go through 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 where gaps are emerging or getting worse, and, where it feels it can, it may accelerate some activity. The group continues to glean feedback on how partnership working with HEPSY+ and others is working and it will operationalise any of this activity. This is all in line with the College's overarching strategy.

Critically, the group reflects on the whole student life-cycle and ensure 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, to take steps to close the gap.

The Social Mobility Working Group uses OfS data sets, 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 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 Access and Participation Plan so that these can be presented to the 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 long term objectives set out in this Plan has started. Meeting dates for the Social Mobility Working Group are set out at the start of each Academic Year.

As well as reporting the HE Academic Board the Working Group will report into the Equality, Diversity and Inclusion (EDI) Board so that when issues occur (for example with level 3 progressing students) these feed into the wider and equally structured work that TSC is doing to support the closing of recruitment, attainment and long term outcomes for different groups of students.

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

#### 4. Provision of information to students

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

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

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

During the 2019/2020 Academic Year the College started to send regular HE Newsletter to students about the support and support interventions available to them. There was an effective way of consistently offering consistent support and messages during the COVID-19 Pandemic. This level of communication will continue throughout the life of the Access and Participation Plan so that students are aware of where they can get support.

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' during 2018/2019.

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

The College will use its application and enrolment datasets to identify the students who are in the target groups in the APP, who will qualify for the bursary scheme.

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

The College will use the OfS dataset to evaluate the impact of its financial support, and it will use the OfS Financial Support Evaluation Toolkit to consider impact. It will start this process in May 2021. The College has chosen to adopt this approach of financial support because of discussions with other FECs who have found it to be an approach that has impact.

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

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

The Evaluation 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 in the 2020/2021 Academic Year.

## 6. Appendix

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

## Provider fee information 2022-23

Provider name: Sheffield College, The  
Provider UKPRN: 10005788

### Summary of 2022-23 course fees

\*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2022-23 students**

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	All subjects	Fee applies to entrants/all students	£7,500
Foundation degree	All subjects	Fee applies to entrants/all students	£7,500
Foundation degree	All subjects	Fee applies to continuing students only	£7,500
Foundation year/Year 0	*	*	*
HNC/HND	All subjects	Fee applies to entrants/all students	£7,500
HNC/HND	All subjects	Fee applies to continuing students only	£7,500
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	All subjects	Fee applies to entrants/all students	£7,200
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1b - Sub-contractual full-time course fee levels for 2022-23 students**

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2022-23 students**

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£4,500
Foundation degree	*	Fee applies to continuing students only	£4,500
Foundation degree	*	Fee applies to entrants/all students	£5,000
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£3,750
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£4,500
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1d - Sub-contractual part-time course fee levels for 2022-23 students**

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*



## Access and participation plan Fee information 2021-22

Provider name: Sheffield College, The

Provider UKPRN: 10005788

### Summary of 2021-22 entrant course fees

\*Course type not listed by the provider as available to new entrants in 2021-22. This means that any such course delivered to new entrants in 2021-22 would be subject to fees capped at the basic fee amount.

#### 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 students**

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
<b>Total access activity investment (£)</b>	£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
<b>Financial support (£)</b>	£25,000.00	£32,000.00	£38,000.00	£42,000.00	£45,000.00
<b>Research and evaluation (£)</b>	£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
<b>Higher fee income (EHFI)</b>	£830,700.00	£865,750.00	£1,096,500.00	£1,141,500.00	£1,237,500.00
<b>Access investment</b>	2.4%	3.1%	2.8%	3.0%	3.0%
<b>Financial support</b>	3.0%	3.7%	3.5%	3.7%	3.6%
<b>Research and evaluation</b>	0.6%	0.8%	0.8%	0.9%	0.8%
<b>Total investment (as %HFI)</b>	6.0%	7.6%	7.1%	7.5%	7.4%



**Targets and investment plan  
2021-22 to 2025-26**

Provider name: Sheffield College, The

Provider UKPRN: 10005788

**Targets**

**Table 4a - Access**

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	2025-26 milestones	Commentary on milestones/targets (500 characters maximum)
	PTA_2		IMD quintile 1	IMD quintile 5												

**Table 4b - Success**

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	2025-26 milestones	Commentary on milestones/targets (500 characters maximum)
Close the continuation gap between students who in fall in IMD Quintile 1 and those who fall in IMD Quintile 5	PTS_1	Low income background	Other (please specify in description)	Other (please specify in description)	There is a gap of 11% in continuation between IMD Q1 and Q5 students	No	The access and participation dataset	2018-19	Percentage points	11	8	5	3	0	0	The aim is to eradicate this gap over time
To close the continuation gap between ABMO students and white students	PTS_2	Ethnicity	Other (please specify in description)	White	There is a continuation gap of 11% between ABMO and white students	No	The access and participation dataset	2017-18	Percentage points	11	9	6	3	1	0	The aim is to continue to eradicate this gap over time
To close the continuation gap between all male students in POLAR Q 345 and female students in POLAR Q1-2	PTS_3	Intersection	Other (please specify in description)	Other (please specify in description)	There is a gap of 11% in continuation between males in POLAR Q345 and females for POLAR 4 Quintiles 1-2	No	The access and participation dataset	2017-18	Percentage points	11	8	5	3	1	0	The aim is to eradicate this gap as quickly as possible
To close the Continuation gap for Polar Q 12 ABMO students with Q 345 White Students	PTS_4	Intersection	Other (please specify in description)	Other (please specify in description)	There is a 17% gap in continuation between POLAR 4 Quintiles 1-2 ABMO students and POLAR 4 Quintiles 3-5 White Students	No	The access and participation dataset	2017-18	Percentage points	17	14	11	8	5	1	The aim is to eradicate this gap as quickly as possible

**Table 4c - Progression**

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	2025-26 milestones	Commentary on milestones/targets (500 characters maximum)
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