

# South Gloucestershire and Stroud College (SGS)

## Access and participation plan

2020-21 to 2024-25

### 1. Assessment of performance

SGS College is one of the largest providers of vocational education in the South West. Our reputation and standing with the regulators, across many subject sectors, has propagated and supported the development of our innovative and vocationally relevant Higher Education (HE) provision. Higher Education at SGS has increased over the past three years, developing locally responsive curriculum aimed at students who may not otherwise have had the same access opportunities.

SGS College has four main campuses and two subsidiary sites and welcomes over 10,000 full-time and part-time students and apprentices of all ages every year. Of these, 347 students are on regulated HE courses (including both franchised and our own direct students). In 2018-19 we transitioned from a hybrid franchised model where approximately half of our students were on franchised courses with the University of Gloucestershire (UoG) to a direct delivery model where we now return these students on our own ILR and HEIFES returns. All assessment of our performance is based on that of our direct students only, using the OfS datasets provided. For context we also have 450+ students on non-regulated professional and higher apprenticeships.

During the process of compiling our initial Access and Participation Plan (APP) in 2017-18, we began identifying the following groups of students (as described in sections 1.1-1.6) as under-represented in the College. All of our core identified groups (sections 1.1-1.5) directly mirror the access and participation national Key Performance Measures (KPMs). It is to be noted that, nationally, lower-tariff providers such as ourselves have seen a temporary decline in participation from Widening Participation (WP) groups as higher-tariff providers continue to broaden their entry requirements. Our current number of direct regulated HE students is relatively small and capturing the intersections of personal characteristics to identify gaps leads to the identification of tiny subgroups (e.g. care leavers) and actual individuals. Where it has been possible to disaggregate the data we have identified key intersections of disadvantage and other groups who experience barriers in section 1.6 of this Plan. As our numbers grow (reflective of significant changes planned in our Estates Strategy), we will begin to capture these groups and subgroups more effectively. It is also worth noting that we have continued to add new courses to our HE portfolio every academic year (since 2014) and that some of our courses have still not gone through an entire cycle of delivery.

Assessment of our current performance has identified groups of disadvantage and the gaps that exist in respective lifecycles. These groups have been identified via the combined analysis of external sources; notably the OfS access and participation dataset, student and graduate destinations data and UCAS national and provider-level data. Data from internal systems and qualitative and quantitative evidence captured at key Quality meetings at programme, department and School levels (including Award Boards) has continued to prove vital to understanding the emerging picture. It is to be noted that in the establishment of new systems and process, we have had to even out the slight fluctuations in the data provided by using 5-year trends and our own data to make the targets both realistic and ambitious. This APP (see Section 3 onwards) sets out our firm commitments, milestones and timescales for improving data capacity and capabilities. It is to be emphasised that as capacity and capabilities improve we commit to varying this plan and associated targets if new negative trends or gaps begin to emerge.

## 1.1 Higher education participation, household income, or socioeconomic status

### Access:

#### POLAR4

Data analysis shows that SGS has a higher proportion of students from lower participation areas (POLAR4 quintiles 1-2) than the sector average. In the last 4 years we have maintained an average of just above 50% of new entrants coming from Q1 and Q2, and we have seen an 8% reduction in gap between those recruited from Q3-5 and those from Q1-2 since 2013-14.

#### IMD

Recent analysis of OfS data has revealed some statistically significant participation gaps between students (all ages) from English IMD quintile Q1 (the highest quintile of deprivation) and IMD Q5 (the lowest quintile of deprivation). In percentage terms, between 2013-14 and 2017-18, we have recruited a much higher percentage of new entrants (all ages) in IMD quintiles Q3-5 (the 3 least deprived IMD quintiles) than those in the 2 most deprived quintiles. In 2017-18 we recruited 65.7% of our students from IMD Q3-5 (the least deprived) and 34.3% from IMD Q1-2 (the most deprived). This gap in participation has begun to close over the last 5 years yet remains statistically significant and is particularly high when tested against sector averages. The sector average gap in participation for FT entrants (all ages) between the highest and lowest quintiles has reduced by 7.6% since 2013-14, but at SGS, this gap has increased by 18.4% since 2013-14. Furthermore, the new entrants we recruit (aged 18) from IMD Q5 (the lowest quintile of deprivation) is significantly and consistently higher than the proportion of 18 year olds in Q5 in the whole population. The average number of new entrants aged 18 in the last 5 years (all English HE providers) drawn from Q5 is about 27.7% and we have been recruiting on average 31% in last 5 years (36% in the last 4 years). Comparatively our proportion of new starters drawn from Q1 compared to those in Q2-5 (average over 5 years) has reduced by 14.1% since 2013-14. The percentage gap between new entrants in Q2-5 compared to new entrants in Q1, however, remains consistently higher than sector average.

Data shows that participation of both male and female students from the lower quintiles of deprivation is underrepresented at SGS, however the gap in female access participation rates from the different IMD quintiles has narrowed since 2014-15 while the gap between male participation rates from the different quintiles has widened.

### Continuation:

#### POLAR4

On average, students from different POLAR4 participation quintiles have similar continuation rates. Students from the two lowest participation quintiles (Q1-2) had higher continuation rates than those in the highest participation quintiles in both 2014-15 and 2015-16. In 2017-18, students in Q1-2 had a lower continuation rate than those in Q3-5, by 3.4%.

However, further analysis shows that there is an emerging gap in continuation rates between males from low participation quintiles (Q1-Q2) and those from quintiles Q3-5. This gap was -19% in 2016-17 and is particularly significant in comparison to the female continuation rates: females from Q1-2 have (on average over the last 3 years published data) higher continuation rates than females from Q3-5. We have identified the male POLAR quintile continuation gap as an issue: we need to put steps in place to reduce the gap in non-continuation between the most and least represented groups by 2024-25, in line with the national KPM.

## IMD

Data shows that students from IMD Q1-2 have, on average, continuation rates 5% above those from Q3-5, although in 2016-17, students from Q3-5 did have higher continuation rates than those from Q1-2. This will need continued monitoring, but the drop in continuation rate for students from Q1-2 in 2016-17 is considered an outlier, linked to issues identified around one course that have been addressed. The 2016-17 drop affected continuation rates in 2016-17 for both males and females, though the drop was significantly higher for males from Q1-2 (28% lower continuation than males from Q3-5) than females from Q1-2 (10% lower continuation rate than females from Q3-5).

**Attainment:** SGS currently has no published attainment statistics from the OfS as our Level 6 degree ('top up') courses have previously been included in the ILR of our partner University (the University of Gloucestershire). Local data for 2018-19 shows that 81% of all Level 6 graduates who achieved a First Class or 2:1 Level 6 degree came from IMD quintiles Q3-5 and that the gap in attainment between Q3-5 and Q1-2 is wider than the sector average of 12%. Because of a very small cohort of Q1-2 learners on our Level 6 courses and no previous year trends, the data does not establish a significant conclusion. The attainment gap between lower and higher IMD quintiles needs close monitoring in all future cohorts however, to identify any emerging trends.

### **Progression to employment or further study:**

#### POLAR4

The gap in progression between learners from POLAR4 quintiles Q1-2 and those from Q3-5 is wider than the sector average at 12%, but due to low numbers, some years' data is suppressed and does not allow full analysis. This gap needs careful monitoring in future years as our cohort grows.

## IMD

Due to our small cohort size, we only have published OfS progression rate data for English IMD Q1 Q2 students for limited years. In 2014-15 and 2016-17, students in Q1 and Q2 had higher progression rates than those in Q3-5. In 2016-17, students in Q1 and Q2 had a progression rate 10.1% higher than the sector average. We are monitoring what could potentially become a gap in progression rate between students in IMD quintiles 1 and 2 compared to those in quintiles 3 and 5; this is wider than the sector average. The sector average is around 6%, but in 2014-15 and 2016-17 our gap was almost double this.

## **1.2 Black, Asian and minority ethnic students**

**Access:** On our 2019-20 approved APP we stated a milestone of 10% BAME (ABMO) new entrants based on 2014-15 data. However, our current review of recently provided OfS figures show that this baseline was only 6.9% in 2014-15 (but was 10.9% in 2013-14). Subsequent analysis has revealed that numbers of new entrants identifying as ABMO (Asian, Black, Mixed, or Other Ethnicity) have fluctuated over the last 5 years, but are increasing.

Disaggregation of different ethnic group access data shows that since 2013-14, our proportion of black new entrants has increased by 4%, whilst our proportion of Asian new entrants has decreased by 1%. We believe that the relative successes of our different Sports Academy disciplines have an impact on the number of students from different ethnic groups that SGS attracts. Enrolment data shows that the popularity and profile of one Sports Academy between 2013-14 and 2015-16 was a key factor in the number of Asian entrants we recruited to HE during these years. Due to low absolute numbers of recruitment from ethnic minorities we have decided to not identify specific ethnic groups to target at this point, however, as numbers grow, we may decide to add do this in the future.

We have shown a 5% overall increase of ABMO entrants since 2013-14, and the total number of ABMO new entrants in 2017-18 was our highest at nearly 16% of our total entrants (15.8%). Our 2017-18 number of ABMO learners was due to unusually high recruitment onto a single Higher Education course which recruited a number of students linked to a particular Sports Academy. In reality this reflects a small numerical group and our local data indicates that the proportion of ABMO learners reduced to levels considerably lower than 2017-18 at 5.9%. As 2017-18 showed our highest number of non-white entrants it is, therefore, not suitable to use the 17/18 ABMO proportion as a baseline. Our current baseline of 76% % gap between white and ABMO entrants is an average of the last 3 years data as it is more accurate reflection of our demographics than the 2017-18 data alone.

Our revised milestone, to reduce the gap to 66% by 2024-25, is low against sector average but is ambitious when compared to the College's BAME participation at FE level of 12% (2017-18). It is reflective of our ambition to raise participation of ABMO students on all our HE courses, rather than the recruitment onto a smaller subset of HE pathways influenced by Sports Academy popularity.

**Continuation:** SGS has no continuation statistics published by the OfS for ABMO learners as the data has been suppressed because less than 10 learners counted in the student population. However, from local data, in 2016-17 the approximate rate of continuation of ABMO learners was 60%. This compares to a sector average rate of 88.1% and SGS white student continuation rate of 76.5%. In 2016-17, there was no pattern of withdrawal of ABMO students from any specific course. We will monitor this area closely.

**Attainment:** SGS currently has no published attainment statistics for ABMO students from the OfS.

**Progression to employment or further study:** SGS currently also has no published progression data from the OfS for ABMO students due to low student numbers. We are mindful of sector average progression rates for ABMO students (these have increased by 10.4 % since 2012-13; in 2017-18, this rate was 70.1%) and will be measuring this long-term as our numbers grow and we are in a position to disaggregate the data.

### 1.3 Mature students

**Access:** The recent review of our provision revealed a 3 year decline in mature new entrants until 2017-18. This trend now appears to be reversing, with local data projecting an increase from 33.7% (2017-18) to 36% (2018-19). The 40% baseline figure on our 2019-20 approved APP does not match OfS data figures for the baseline year and was closer to 2014-15 data. Our baseline has, therefore, been revised to 33.7% (2017-18 entrant level). Against the sector (with the exception of academic year 2016-17 where we had a very low intake of mature new entrants) we have higher intakes of new entrant mature students. The sector average over the last 5 years is 26.6%, with a 3% increase of mature learners between 2013-14 and 2017-18. Our revised milestone targets mirror this sector ambition for a 3% increase in mature entrant from 37% (2020-21) to 40% (2024-25).

**Continuation:** Continuation rates of mature HE participants (aged 21+) averaged at 85.6% between 2012-13 and 2015-16, but reduced by 24.2% in 2016-17. It is to be noted that this spike in non-continuation was the result of a small group of students withdrawing from two of our courses; the smaller group cohort sizes led to inflated statistics. SGS was broadly in line with the sector average which has shown a small decline of 0.5% in the last 5 years data until 2016-17 spike where SGS was 21.5% lower than the sector average.

**Attainment:** SGS currently has no published attainment statistics from the OfS.

**Progression to employment or further study:** Data received from the Destination of Leavers from HE (DLHE) survey indicates that since 2014-15 the progression rate of our mature students (21+) remains higher than the sector average. In 2016-17 (the latest dataset available) 81.3% of our mature graduates progressed into highly skilled employment or into higher level study. This is 5.6% higher than the sector average of 75.7%.

## 1.4 Disabled students

**Access:** We historically support a large number of students who have either declared a disability at enrolment, a disability has become apparent during the year or they have accessed support during the year due to mental health issues (however temporary). 22.8% of new entrants in 2017-18 declared a disability. This is significantly higher than the sector average of 14.6%. The largest 3 declared sub-groups are Cognitive and Learning (8.9%); Mental Health (5%); Sensory, Medical and Physical (5.9%). Local data for 2018-19 is still being collected, although indications are that there has been a slight rise in Cognitive and Learning with c.9% of new entrants declaring a disability in this area.

**Continuation:** Until 2016-17, continuation rates for disabled and non-disabled student groups were broadly equitable. However, in 2016-17, there was a drop in the continuation rate of disabled students. Because our overall cohort size is relatively small the smallest changes in withdrawal numbers can make a significant impact on the headline statistics. There was no pattern of withdrawal from any particular courses. Notably, mature students made up 66% of those with a disability who withdrew in 2016-17. Also, in terms of withdrawals 62% were male, 38% were female. Our ambition is to maintain a 0% variance of continuation rates between the continuation of our disabled and non-disabled student groups by 2024-25.

**Attainment:** SGS currently has no published attainment statistics from the OfS.

**Progression to employment or further study:** Small cohort sizes have meant that progression data for disabled students from the last 5 years has been largely suppressed by OfS to prevent individual identification. Our most recent published data (from 2015-16) indicates that the progression rate for disabled students was 92.9%. This compares to 94.1% for those students with no declared disability. We compare very favourably with the sector average progression rates for disabled students; 68.9% in 2015-16 and 71.5% in 2016-17.

## 1.5 Care leavers

**Access:** As indicated in our 2019-20 approved APP this cohort is currently tiny and not measurable, as a result, in OfS datasets. Below 2% of our students identified as care leavers in 2018-19 (although this is a slight increase on 2017-18 figures). We are aware that our current number of care leavers may be an underestimation of the true number due to non-declaration by students. Measures are in place to improve the participation of these students (see Section 2).

**Continuation:** According to local data, in 2018-19 the continuation of this group of students was statistically equivalent to all other groups in HE at SGS.

**Attainment:** Due to negligible statistical information, we have no trends to consider. However, we will continue to evaluate local data closely to identify any emerging gaps as our Level 6 cohort increases.

**Progression to employment or further study:** Data is not available on this cohort due to the small group size and propensity for individual identification as a result.

## 1.6 Intersections of disadvantage

We have identified the following intersections of disadvantage. Due to our small numbers these figures may not all be currently statistically significant, yet we will remain mindful of them as numbers grow and in order to avoid trends developing. Detailed intersectional gap data is contained in our assessment of performance sections of this Plan (1.1-1.5). To recap:

- The gap in male participation rates from most deprived IMD quintiles (Q1-2) has increased while gap in female participation rates from same quintiles has narrowed. (Access lifecycle)
- the continuation of male students from POLAR4 quintiles (Q1-2) compared to the continuation of female students from POLAR4 quintiles (Q1-2)

## 2. Strategic aims and objectives

### 2.1 Target groups

A thorough assessment of our lifecycle performance based on evidence (as described in Section 1) has identified the following 5 main target groups and their associated part of the lifecycle that we are concerned about. We have focused on the gaps which are most significant or which we think we can have the most profound impact on narrowing. We have discounted gaps that have not seen a sustained trend over a number of years or those that are smaller. We will use the mechanisms set out in sections 3.1 and 3.3 to continue to monitor and evaluate these groups. Our proposal is to target our access and participation work on the following groups:

1. Students from disadvantaged socio-economic backgrounds (Access)
2. Asian, black, mixed or other students (Access)
3. Low Participation Neighbourhood (Continuation)
4. Disabled Students (Continuation)
5. Mature students (Continuation)

### 2.2 Aims and objectives

**Aim 1: To reduce the gap between students from disadvantaged socio-economic backgrounds and those from more advantaged backgrounds (IMD Q1 and Q5) accessing Higher Education at SGS College.**

Our Higher Education student demographics show a consistently high proportion of entrants from more advantaged socio-economic backgrounds and our long term ambition is to reach equality of opportunity between students from differing levels of socio-economic disadvantage by 2035.

Our 5 year aim is to reduce the percentage point gap between new entrants in IMD Q3-5 and those from Q1-2 by 10% from our baseline of 36% (based on last 3 years of data from OFS dataset) to 26%. We



have chosen to use a three year average as our baseline because data shows some considerable variation between different yearly access cycles.

Yearly milestones to reach this target are set out in the table below.

**Objective: To increase numbers of students from IMD quintiles 1 and 2 (Access Lifecycle). PTA\_1 Target**

	Baseline (3 year trend)	Yearly Milestones				
		2020-21	2021-22	2022-23	2023-24	2024-25
% Gap between entrants in IMD Q3-5 and Q1-2	36%	35%	33%	31%	29%	26%

**Aim 2: To reduce the gap between male students from disadvantaged socio-economic backgrounds and those from more advantaged backgrounds (IMD Q1 and Q5) accessing higher education at SGS College.**

Our long term ambition as stated in Aim 1 is to reach equality of opportunity between students from differing levels of socio-economic disadvantage by 2035. Although we clearly acknowledge that we need to reduce the overall access gap for all disadvantaged students, we have made continued progress in reducing the gap of female access from disadvantaged socio-economic backgrounds since 2014-15 while the gap for disadvantaged males has widened.

Our 5 year aim is to reduce the percentage point gap between male new entrants in IMD Q1-2 and those from Q3-5 by 7% from our baseline of 14% (based on 2017-18 data). The planned acceleration in the final two years reduction reflects the embedding of strategic activity and the recruitment cycle.

Yearly milestones to reach this target are set out in the table below.

**Objective: To increase numbers of male students from IMD quintiles (Q1-2) (Access Lifecycle). PTA\_2 Target.**

	Baseline (2017-18)	Yearly Milestones				
		2020-21	2021-22	2022-23	2023-24	2024-25
% Gap between male entrants in IMD Q1-2 and Q3-5	-14%	-13%	-12%	-11%	-9%	-7%

**Aim 3: To reduce the gap between Asian, Black, Mixed, Other (ABMO) and white entrants on SGS Higher Education courses (Access lifecycle)**

Our Higher Education student demographics show that we consistently have a significantly higher proportion of white entrants than students from ethnic minority groups and our proportion of white students is much higher than sector averages. We are committed to identifying and reducing any barriers

to accessing our HE programmes that students from ethnic minorities face and although our ultimate ambition is to reach equality of opportunity between white and ethnic minority students, our long term ambition by 2030 is to reduce the gap in access by 20%.

We are aware that our long term objective is highly ambitious given our historic demographics and our 5 year aim to reduce the gap between ABMO and white students entering higher education at SGS by 10% is reflective of this ambition. The planned acceleration in the final two years reduction reflects the embedding of strategic activity and the recruitment cycle.

We do not believe that disaggregating the overall target to identify specific ethnicities at this point would be meaningful due to the very low absolute numbers of ABMO students we have, but as our plan matures, careful monitoring will identify any access gaps between different ethnic groups to address.

Yearly milestones to reach this target are set out in the table below.

**Objective: To increase numbers of Asian, Black, Mixed, Other (ABMO) students – (Access Lifecycle). PTA\_3 Target.**

	Baseline (3 year trend)	Yearly Milestones				
		2020-21	2021-22	2022-23	2023-24	2024-25
% Gap between white and ABMO entrants	76%	74%	72%	70%	68%	66%

**Aim 4: To reduce the gap in continuation rates between males from different HE participation backgrounds.**

Analysis of our data reveals that our male students have lower continuation rates than females and that males from low participation backgrounds have particularly low continuation rates. In 2016-17, the continuation rate gap between males in POLAR4 Q1-2 and POLAR4 Q3-4 was 19%, which was significantly higher than the sector average of 3% and was 34% lower than our female cohort from Q1-2. Our target is to reduce the gap in continuation between males from different POLAR4 backgrounds to 0 by 2024-25.

Yearly milestones to reach this target are set out in the table below.

**Objective: To reduce the gap in continuation rates between males from POLAR4 quintiles Q1-Q2 and quintiles Q3-Q5 (Continuation lifecycle). PTS\_1 Target.**

	Baseline 2016-17	Yearly Milestones				
		2020-21	2021-22	2022-23	2023-24	2024-25
%Gap in continuation between Q1-Q2 and Q3-Q5 male students	-19%	-15%	-12%	-8%	-4%	0%



**Aim 5: To reduce the gap in continuation rates between disabled students and those with no known disability.**

We have identified that a gap in continuation rates between disabled and non-disabled student groups started to emerge in 2016-17 (until this date the rates were broadly equitable). In 2016-17 a particularly high number of students with a declared disability did not complete their studies, and although we are satisfied that local data shows a general increase in continuation rates, it is clear we need to set a formal target to monitor and evaluate progress towards our ambition to return to equitable continuation rates between the disabled and non-disabled student groups.

Because our data shows considerable variations in the gap between continuation rates between students with no known disability and disabled students, we have used the last 3 years average published rate from OFS access and participation data and our local data from 2017-18 to set our base rate at 5%.

Our 5 year aim is to reduce the gap in continuation rates between disabled and non-disabled student groups by 5% and to eliminate the gap by 2024-25.

Yearly milestones to reach this target are set out in the table below.

**Objective: To reduce the gap in continuation rates between disabled students and those with no known disability. PTS\_2 Target**

	Baseline (3 year trend)	Yearly Milestones				
		2020-21	2021-22	2022-23	2023-24	2024-25
%Gap in continuation rates between no known disability and disabled students	5%	4%	3%	2%	1%	0%

**Aim 6: To reduce the gap in continuation rates between mature and young students.**

In 2016-17, nearly 40% of our mature learners declared a disability, and as identified in Aim 5, a much higher than usual proportion of learners with a declared disability did not complete their studies. This correlation is the reason for the drop in mature continuation rates in 2016-17. Our data shows that mature continuation rates, although lower than young continuation rates, were close to, or exceeded, sector averages until 2016-17.

Although data does not point to a consistent downward trend in mature continuation rates, we need to commit to a target to ensure that the gap between mature and young continuation rates narrows.

Our long-term ambition by 2035 is to maintain a less than 2% gap between mature and young continuation rates.

Our 5 year aim is to immediately reverse the gap of 13% which was our baseline in 2016-17 and reduce the gap to 5% by 2024-25.

Yearly milestones to reach this target are set out in the table below.

**Objective: To reduce the gap in continuation rates between mature and young students.**

**PTS\_3 Target**

	Baseline 2016-17	Yearly Milestones				
		2020-21	2021-22	2022-23	2023-24	2024-25
% Gap in continuation rates between young and mature students	13%	10%	9%	7%	6%	5%

Although Care Leavers are not a defined target group (due to our currently tiny demographic) we will also remain focused on this group's participation and their success.

### 3. Strategic measures

#### 3.1 Whole provider strategic approach

##### Overview

SGS College is a General Further Education College that caters for a broad demographic of students across a wide geographic region and levels of study. The College is committed to invest in all students and recognises the need to particularly focus and develop our activities around the under-represented groups identified in the APP. Our experienced and passionate staff work hard to help students achieve their personal aspirations and career goals. Equality and Diversity, and opportunity for learning are enshrined within SGS at institutional, departmental and individual levels. Our mission statement firmly roots these values and states that: "We positively change people's lives and add value to the social and economic wellbeing of our communities'.

The aims, objectives, strategic measures and targets set out in this APP are supported and mirrored by the wider College mechanisms; most notably in our annual portfolio reviews, the SGS Curriculum Strategy and our varied reporting mechanisms. Portfolio reviews in curriculum areas inform and are, in turn, guided by our Higher Education Steering Group and Widening Participation and Retention Group (WPRG). Our survey and feedback cycle, termly Course Review meetings and our annual Course Enhancement Reviews (CERs) each monitor and evaluate access and performance and support for students based on qualitative and quantitative data. We are also very proactive in the development of our Estates Strategy; current plans will see significant and beneficial changes in the alignment of HE curricula with improved vocational and specialist facilities. This will enable shared curriculum opportunities and see greater local and regional access to our HE programmes.

The College has invested in a growing team of HE-focused Curriculum, Data, Quality, Support, Marketing and Student Experience (including WP) staff who work closely together and link with the wider College teams via an established system of meetings, digital platforms, staff development activities and working practices to support all aspects of the student lifecycle.

The College is committed to student engagement through a range of WP activities including increasing participation in HE by improving English and Maths outcomes and widening adult access courses. These activities give us valuable opportunities to encourage participation in HE from potential students drawn from the under-represented groups that we have identified.

There are additional College strategies and plans that align with the ambition of our APP linking together a whole institution approach, including;

- **The College's Single Equality Policy** - this long-established framework is supported by the Single Equality Plan which is reviewed annually by our Governing body to ensure inclusivity among our Staff and Student cohorts.
- **Total Support Guarantee** – this procedure expedites access to well-being support, counselling services, pastoral support, careers and study skills guidance, literacy, numeracy and digital support.
- **Pro Monitor** – our integrated student monitoring, support and mark book system is now widely used for long-term development planning and aspirational target setting for students.
- **Power BI** – our data visualisation system which allows us to capture intersectionalities of data.
- **The College's Compliments, Suggestions and Complaints Policy.**
- **HE Students as Partners Strategy.**
- **Widening Participation and Retention Policy.**
- **Student Engagement Policy; Behaviour Policy and Procedure** – both include provisions for students to access representation and advocacy support, where required.
- **Professional Development (Staff) Policy.** We have Staff Development days specifically for HE curriculum and support staff. In 2018-19, 97% of staff development requests were approved, for example including attendance at national conferences and events (run by AoC, Universities UK, OfS etc.) and specialist staff training (e.g. via Dyslexia Action). Information from these events has been communicated at internal meetings and Staff Development days.

### **Alignment with Other Strategies**

Strategic Alliance. SGS College is part of a collaborative Strategic Alliance with the University of Gloucestershire (UoG). This Alliance has created many opportunities to enhance student and community awareness of progression opportunities. As Alliance partners we work together towards a set of core objectives. These are:

1. To provide better opportunities for everyone in Gloucestershire, and the surrounding areas, to benefit from Higher Education and to gain access to provision which is accessible, appropriate and affordable for them – the aim is to eliminate higher education cold spots;
2. To secure better and more integrated Higher Education within Gloucestershire and the surrounding areas;
3. To offer a variety of different forms of accessible Higher Education in different locations within Gloucestershire and surrounding areas; and provide greater flexibility for students to progress from college to university at different points including through higher apprenticeships; and part-time routes;
4. To provide an effective Advice and Guidance Service to enable students to make informed choices about their further and higher study.

This Alliance is supported by the Executive Leadership team of each institution and progress is continually reviewed, monitored and evaluated.

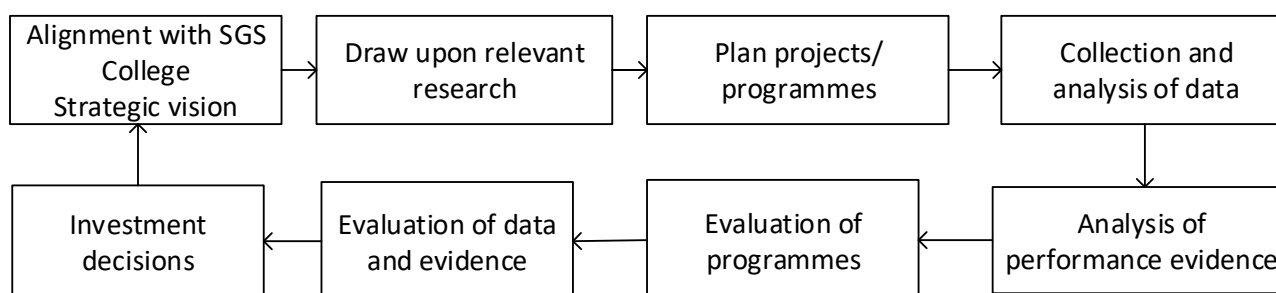
NCOP Projects. SGS College currently participates in collaboration as part of two regional National Networks for Collaborative Outreach Projects (NCOP) focusing on students from targeted wards. Our regional NCOP collaboration ('GAP') and our West of England collaboration ('Future Quest') provide a range of activities, including team and confidence-building activities, communication building activities, cultural activities, university visits and subject/career tasters, to engage young people (aged 11-18). Our

onsite dedicated Future Quest Co-ordinator works with our Level 3 students from POLAR4 Q1 (a key under-represented group identified in this plan) and with 27 schools throughout Bristol. The College has also taken the lead on the Future Quest Sports programme.

## Strategic measures

In support of our strategic aims and the development of our strategic measures, we intend to use an underpinning theory of change (as outlined below diagrammatically). Through it we intend to analyse data and evidence from feedback, draw upon relevant research and agree actions to enable us to achieve our targets. We also hope to improve the experience and outcomes of all our students. We are also working towards a formal WP evaluation framework (the SGS Connect Framework) for the evaluation of all our projects and programme design that will feed into our chain of logic:

### Implementation, Monitoring and Evaluation of Strategic Measures: Logic chain



In order to achieve our targets in 2020-25 and following the assessment of performance, SGS has identified the following 6 key strategic measures that will help us deliver our aims and objectives. These measures will be implemented and monitored across 3 defined timescales: short-term (2019-20); mid-term (2020-22) and long-term (2022-25). The measures are:

1. Flexible and accessible curriculums
2. Support (Student and Financial)
3. Widening Participation and Retention Group (WPRG)
4. The Bridging Strategy
5. Collaborative working
6. Inclusivity Forums

### **Strategic Measure 1: Flexible and accessible curriculums (all groups)**

Evaluation of student feedback highlights the growing need for curriculums to be more flexible in terms of delivery and modes of attendance. We have planned a full 3-year review of our curriculum offer to focus on making our courses more flexible and responsive to the needs of contemporary students. This review will focus on increasing the participation and continuation of our target groups. It also reacts to national and global trends in promoting flexibility of learning.

#### **Activities and measures:**

##### **Short & Mid-term:**

- Begin to review all of our programmes seeking opportunities for shared modules, delivery and developing opportunities for blended, distance and part-time learning. This will increase accessibility to the curricula and potential continuation for our target groups **(PTS\_2 & 3)**.

- Continue to improve our '2 plus 1' model of study, in response to evaluation of feedback and analysis of evidence from PTA\_1, PTS\_1, 2 & 3 students and those from non-traditional HE backgrounds. The flexibility will also help support the access of students from our **PTA\_3** target group, who form a significant part of our Sports Academies.
- Introduce an Associate Student category by 2021, based on evidence gathered from our large cohorts of part-time adult learners (currently on non-regulated provision) to enable further flexibility of study patterns, access and attendance (**PTS\_3**).
- Our collaborative degree programmes will be located at our new campus. Based on the evaluation of feedback from student forums, consistently states the need for collaborative environments. We will evaluate the impact this has on the continuation of our target groups (all groups).

#### **Long-term:**

- A full review and evaluation of these strategies, new curricula and feedback received will see further evolutions and reviews in light of emergent technologies and their attendant pedagogic changes.

#### **Strategic Measure 2: Support (Student & Financial) (PTA\_1 & 2, PTS\_1, 2 & 3)**

Data and student feedback identifies higher attendance and continuation for students receiving financial support; the Bursary, Scholarships and Hardship Fund Policy and Procedure (2020-22) was amended accordingly, to prioritise further investment in financial support towards those from underrepresented neighbourhoods, to encourage access aimed at targets **PTA\_1 & 2**.

Student feedback evidences accessing support is more effective if the support is provided internally. The recently appointed HE Disability and Mental Health Coordinator works closely with teams and students to signpost, enable and monitor disabled students at all parts of their lifecycle at College, with a particular focus on continuation (**PTS\_2**).

#### **Activities and measures:**

##### **Short & Mid-term:**

- Launch our new Bursary, Scholarships and Hardship Fund Policy and Procedure (2020-22); evaluate the impact of financial support and update the Policy in 2021 (**PTA\_1 & 3**).
- Introduce new roles to support DSA eligible students and evaluate the effectiveness of these positions (**PTS\_2**).
- Improvements to the initial advice and guidance that students can access will ensure that a clear and evolving support plan will be in place for each individual from their point of access (**PTS\_2**).
- Formalised Personal Tutor Scheme, monitor take-up of these services and evaluation of impact to provide additional support to all students aimed at improving continuation for targeted groups (**PTS\_1, 2 & 3**).

##### **Long-term:**

- Evaluate the impact of the HE Disability and Mental Health Coordinator to inform a Higher Education Specific support strategy ensuring an improved breadth of support for DSA students (**PTS\_2**).

### **Strategic Measure 3: Widening Participation and Retention Group (WPRG) - Widening Participation & Events (all targets)**

In response to our self-evaluation work and also national agendas, the College has introduced a Widening Participation and Retention Policy. This stipulates the establishment of a Group which meets 4 times a year to consider operations, evaluate evidence and review targets and progress. The Group, overseen by the Assistant Principal HE and Adult, reports against information drawn from all parts of the student lifecycle (including IAG) and monitors the impact of all WP activities. Specific pilot activities were developed (based on student feedback gathered from specialist subject areas) in 2018-19, including piloting an annual Part-time Degree Event.

#### **Activities and measures:**

##### **Short & Mid-term:**

- Investment in the HE Widening Participation and Recruitment Officer roles to support events, programmes and evaluation **(PTA\_1, 2 & 3)**.
- Launch the SGS Connect Scheme in 2019 (this scheme enables HE students to act as mentors to work with students from targeted schools) to encourage participation **(PTA\_1 & 3)**.
- Introduction of a new HE Evaluation Framework (the SGS Connect Framework) to measure the impact of all WP programmes **(PTA\_1, 2 & 3)**.
- Evaluate Community Engagement impact on recruitment of target groups **(PTA\_1, 2 & 3)**.
- Evaluate existing Applicant Days and their impact on target groups **(PTA\_1, 2 & 3)**.
- Each of our degree-level courses will offer at least one progression event aimed at target groups **(PTA\_1, 2 & 3)**.
- Targeted sessions to be introduced for our identified groups at the SGS Employability and Progression Expo **(PTA\_1 & 3)**.

##### **Long-term:**

- Evaluate the SGS Connect Scheme **(PTA\_1, 2 & 3)**.
- Review and refresh the HE Evaluation Framework (SGS Connect Framework) **(PTA\_1, 2 & 3)**.
- Invest further in the capacity of the WP team **(PTA\_1, 2 & 3)**.
- Use newly acquired site space to further build the College's community presence to engage with more youth teams and groups, thereby raising awareness amongst a much younger audience **(PTS\_1, 2 & 3)**.

### **Strategic Measure 4: Bridging Strategy (all targets)**

Feedback received from students from all our target groups and evaluation of data (e.g. Award Board) (especially PTA\_1, PTS 1, 2 & 3) identifies the challenges they face transitioning between study levels. Our Bridging Strategy has been developed to address these challenges and increase the access and continuation of these groups. The Strategy encompasses the promotion of study skills, academic skills, IT skills and communication skills. Challenges faced by specific target groups (e.g. mature students) will be considered and addressed through skills-based workshops and resources aimed at building confidence and developing cognitive and analytical skills. The Strategy also contributes towards enhancing the progression opportunities of our wider demographic to employment or further study.

#### **Activities and measures:**

##### **Short & Mid-term:**

- Roll out of the Strategy. Development of a bank of study and academic skills resources which will be freely available via our website **(PTA\_1, PTS 1, 2 & 3)**.

- Development of new workshops and study skills sessions (to target needs identified by students).
- WPRG meetings will measure and evaluate the impact of the Bridging Strategy and feed into the full review of our HE services in the College's Annual Review (Self-Evaluation Document, SED).
- Bridging Days delivered during Induction Week to allow students to attend study skills workshops and activities. Bridging activities aim to begin delivering the confidence and establishment of the sound practices associated with the guided study related to Level 4 **(PTA\_1, PTS 1, 2 & 3)**.
- Evaluation of this Strategy will be data-led and student-feedback led. We will be responsive to pedagogical and technical change in the implementation of the operational detail of this Strategy.

#### **Long-term:**

- Full refresh of the Bridging Strategy (5 year cycle), informed by potential new external collaborations and to reflect any new, emerging target groups.

#### **Strategic measure 5: Collaborative working (all targets)**

Research and self-reflection has identified collaboration as a key driver in many of the successes celebrated by our students and collaborative working is pivotal in much HE activity. In terms of external collaboration, SGS is part of the Strategic Alliance with UoG and is also in partnership with Bristol Zoo Society (BZS) in the joint delivery of degrees. Staff and students work together as partners to improve and enhance the experiences for all.

The success of the NCOP-funded GROWS project has continued to be funded by the providers in the consortium through mutual collaboration. We firmly believe that outreach activity at early educational stages is of great importance to promoting future participation in HE. Currently GROWS is represented at 74 school events, providing IAG, workshops, and independent career advice to 22 schools.

#### **Activities and measures:**

##### **Short & mid-term:**

- Launch the SGS Connect Scheme to directly engage 3 schools, and promote the HE Ambassadors at a variety of internal and external events, to widen participation and reach specific target groups **(PTA\_1, 2 & 3)**.
- Full-establishment of a range of Student Mentor posts which will be representative of the wide spectrum of our student body. The Mentors will fully trained and work alongside students in local Schools and Colleges, providing support and a 'line of sight' into studying at higher levels. **(PTA\_1, 2 & 3)**.
- Collaborative curriculum development and planning to increase or enhance joint projects with partners including; BZS, The Royal West of England Academy and our Apprenticeship Partners widening access opportunities for targeted students. This will include formalising the role of Sports Academies in HE to provide opportunities to Athletes, Sports Clubs and Degree Coaching students **(PTA\_1, 2 & 3)**.
- Review and update the 'Students as Partners Strategy' to pay more consideration to the newly develop APP whilst still focusing on student contribution and representation at course enhancement level and activities which help build an inclusive and energetic student body. The value of this to our students has already been recognised in response to our questionnaire, developed to support the development of this APP **(All targets)**.

##### **Long-term:**

- Extend SGS Connect to at least 10 local schools, particularly focusing on those with high levels of targeted students **(PTA\_1 & 3)**.



- Increase routes for degree students to support FE students from targeted groups as part of a work placement or mentoring role reflecting strategies learnt via curriculum reviews **(PTA 2 & 3)**.
- Improve evaluation techniques measuring the impact of collaborative work focusing on the target groups **(All targets)**.

### **Strategic measure 6: Inclusivity Forums (PTA\_3, PTS\_2, PTS\_3)**

Our Class Representative meetings have identified a need for improved awareness of some minority groups. In response a LGBTQ+ Staff Group emerged working closely with the student group to celebrate and promote inclusivity and diversity, working directly with local organisations and helping SGS become the first College sponsor of Bristol PRIDE and engage in work with Freedom Youth (a key local LGBTQ+ charity). A yearlong curriculum assessment in conjunction with UoG also identified changes to assessments to ensure greater inclusivity. Evaluation by the College's Equality and Diversity group has been overwhelmingly positive both in terms of student engagement and recruitment, so we will widen this approach to target other under-represented groups.

#### **Activities and measures:**

##### **Short-term & Mid-term:**

- Review the Forum's successes and increase initiatives.
- Implement changes to the inclusivity of assessment measures.
- Deliver Staff training to promote further inclusivity.
- Develop additional forums for mature students, disabled students and students from ethnic minorities **(PTA\_3, PTS\_2, PTS\_3)**.

##### **Long-term:**

- Ongoing evaluation of the impact and measures of these forums.

## **3.2 Student consultation**

This Plan was developed through consultation with our current HE students. The mechanisms set out in our 2019-20 approved APP (September 2018) have been refined and Class Representatives were asked to feedback on student-friendly versions of the Plan in termly Class Representative Forums, and digitally at the end of the academic year. Feedback has been constructive and validating in terms of existing APP measures and has helped us establish new strategies for working.

Key points of feedback are set out in the subsidiary Student Consultation (gathered by our HE Team) and included in the Appendix of this Plan. Class Representatives are drawn from a range of backgrounds and although levels of feedback have been variable, we have received particularly useful comments from students who class themselves as mature and those who have a declared disability. In addition we continued to survey all of our new entrants asking targeted questions relating to their motives for pursuing higher level studies (and for mature students, returning to studies), the support they have received and how they think their student journey could have been improved.

Students are also invited to take part in WPRG meetings, Course Review Meetings and Student Parliament. Standing agenda points within all these meetings focus on different aspects of the student lifecycle and experience and feedback is documented and minuted. The current APP will continue to be reviewed alongside the SPP and College policies and procedures according to the measures and mechanisms set out in our Students as Partners Strategy. The effectiveness of these feedback strategies will be reviewed.

We will include a link on our College website clearly signposting current and prospective students to our published APP. We will refine our 'student-friendly' versions of both the APP and the SPP which will be published on our website, via social media campaigns, as posters (to be displayed around campuses) and discussed (along with relevant milestones and targets) as an agenda point in various forums.

### **3.3 Evaluation strategy**

We have used the OfS self-evaluation toolkit to inform our evaluation strategy. Completion of this self-assessment (see adjacent document) helped us to reflect on current areas of practice and to highlight what we are currently doing well and what practices are still emerging at our organisation.

#### **Strategic context (emerging)**

At SGS we have established governance mechanisms in place and emerging strategies planned to ensure continuous and robust evaluation of our APP and targets. Our HE Steering Group and WPRG (chaired by our Assistant Principal HE and Adult) lead on the overall development, monitoring and evaluation of plans. In turn, these Groups report to the Governing Body and feed into our annual Self-Evaluation Document (SED) (identified in section 3.4 below). We have invested in a HE Data Manager role and data monitoring (Microsoft Power BI interactive data visualisation tool) enabling comparison of data. The impact of this is already evident in our ability to capture intersections of data. We can begin to measure and evaluate trends. We are devising a formal WP evaluation framework (the SGS Connect Framework) based on the Better Evaluation Rainbow Framework), to assist with the evaluation of our projects/ programme design and implementation. This will use robust evidence and a theory of change for each. The status and impact of each project/programme will be analysed every quarter at a high level following a theory of change approach. Our emerging Framework follows the chain of: *defining what needs to be evaluated—framing the boundaries for each evaluation—collecting and retrieving what data is needed—understanding causality around the data collected—synthesising the data from single and multiple evaluations—reporting on findings.*

If evaluation processes are not functioning as planned, the WPRG will raise an area of concern at HE Steering Group for an action plan/decision. Virtual sub-groups of the WPRG will focus on specific targeted groups (e.g. PTS\_3) and will present research to the WPRG. Staff will receive training in our Framework and Theory of Change on Staff Development days. Our 2020 HE Staff Conference will focus on the theme of Diversity and will include a workshop on the Theory of Change. We are committed to improving and embedding evaluation (rather than monitoring) more deeply into practices across the College.

#### **Programme design (emerging)**

Our WP projects/programmes will be designed with a clear rationale and understanding of the change that we aim to achieve. Our emerging SGS Connect Framework and our clearer understanding of the wider context within which we are operating, will inform our projects/programmes. New project/programme proposal forms, designed to capture evidence and research, will give scope for new schemes and reaction to evidence. External/collaborative stakeholders will be involved, where relevant, in the planning of specific programmes and will contribute to these proposal forms, promoting further investment in the programmes. We will use outcomes chain of logic plans for specific programmes (e.g. for each of our activities for Black History Month). Our ambition is to develop Theories of Change for each project/programme and to test these theories through analysing and evaluating the results of each, asking what would have happened without each of these interventions.

#### **Evaluation design (emerging)**

The WPRG will review, select and approve evaluation activity, and the College's Head of School Careers will provide specialist knowledge. We will seek support from our partner University as an example of more

mature practice. Our short to mid-term ambition is to ensure consistency of evaluation design across our provision. Primarily the Evaluation Types highlighted by OfS will inform a clear evaluation plan through our SGS Connect Framework. We will seek to move beyond our previous over-reliance on survey feedback, developing our understanding and use of Empirical and Causal evaluation types. We intend to evaluate larger WP programmes, such as those carried out in schools, with feedback gathered from adults involved in the events (e.g. teachers) as well as participants. Working with multiple stakeholders on a shared template for evaluation design will enable 'triangulation' of data from multiple sources, allowing an holistic overview and synthesis of evaluation about a given programme. The involvement of our HE Disability Coordinator and wider College Support teams will ensure that evaluation activity is inclusive. Evaluating the efficacy of programmes and their attendant evaluation types and methods over the 5 year cycle of this plan will not only allow them to embed, but to be responsive and altered where needed. We are confident that planning evaluation activity will become more consistent across all aspects of WP work.

### **Evaluation implementation (emerging)**

The Head of HE Data will support all reporting, data monitoring and analysis, and will inform the evaluation of data, tracking individual students directly. Further investment in the College's Management Information System (ProSolution) and student record system (ProMonitor), to accommodate UCAS data and directly operate with the Power BI tool, means we can analyse the intersectionality of data. We are fully compliant with GDPR and our practices around data protection are robust. As a smaller provider, we are learning from our mature University partner and other local examples and will be forming a Teaching, Research and Ethics Committee to work with members of our SLT (most notably our Assistant Principal – Quality and Performance) to add further compliance checking. This Committee will also research best practices in other comparable institutions and will seek to embark on collaborative research with other College (rather than University) providers.

### **Learning to shape improvements (emerging)**

We fully acknowledge that our current approach to evaluation needs development. This evaluation strategy will be shared across the College, amongst senior leadership (including our Governors), those who lead and deliver on WP, delivery teams, support teams and stakeholders. A budget allocation exists, along with attendant staff resources to research, plan and deliver this strategy. Training of relevant staff (and potentially collaborative College stakeholders) in the Theory of Change, programme design and evaluation design, will be implemented by academic year 2020-21. Reporting our evaluative findings back to the teams responsible for delivering projects/programmes will be vital, to highlight how evaluation informs practice. Our Teaching, Research and Ethics Committee will develop an ethical approval process around APP evaluations. Staff will be required to risk assess evaluations moving forward. We will continue to review our student data reporting systems, including how we track, analyse, synthesise and report on all data related to our APP.

### **Evaluation of financial support**

The HE Bursary, Scholarships and Hardship Fund Policy & Procedure (2020-22) is available on the College website and students are made aware of it at the point of application and enrolment. It is further publicised via social media campaigns and via the Student Handbook. Students who identify as one of our target groups at application or enrolment will be made aware of available bursaries. The Policy outlines the financial support payments that are awarded to the target student groups who actively engage with their studies (as per table below).

Students in receipt of financial support have higher attendance and continuation rates. We have reflected on this data in the WPRG and amended the Policy accordingly to support the APP. This impact will be

evaluated at the end of 2020 and 2021, using statistical analysis and student interviews, following the OfS semi-structured framework. This evaluation will be utilised to make policy amendments.

Type of Bursary	£	Criteria
Care Leavers Bursary	£1,000.00 (Each year of study)	Students aged 18-21 who, before turning 18, were under the care of a Local Authority or a Health and Social Care Trust.
Young Adult Carers Bursary	£500.00 (Each year of study)	Students aged 25 and under, who can supply evidence of caring or looking after someone at home, who could not otherwise cope without their support.
Disabled Student Allowance DBS Bursary	£300.00 - £700.00 (One payment)	All students who are in receipt of a current and valid DSA Assessment. This payment is to reduce the overall cost of the report.
Low Income Bursary	£500.00 (Each year of study)	Full-time HE students who have a total household income of £25,000 or less.
Mature Student Bursary	£500.00 (Each year of study)	Students who are classed as mature (aged 24+ at their point of enrolment) and re-entering education may apply for this bursary.
SGS Connect Partnership Bursary	£500.00 (First year only)	Available for application by students from targeted partnership schools.
Mature Student Scholarship	£1,000 (Each year of study)	Available for students who are classed as mature (aged 24+ at their point of enrolment) and re-entering education. Scholarship is supported by a student application focusing on fee reduction.

### 3.4 Monitoring progress against delivery of the Plan

The SGS Further Education College Corporation (Governing Body) receives reports, as a standing item within the Principal's Report, at each Corporation meeting. Corporation meetings, scheduled against the Carver Model of Governance, consider KPI Reporting (including performance monitoring of the provisions of the APP) specifically in six of the eight scheduled meetings. Also considered and approved by the Corporation is the College's annual Self-evaluation and Operational Improvement Plan for Higher Education provision. Annually the Governing Body receives additional reporting on; Recruitment, Compliments, Suggestions and Complaints framework, Student Voice, Stakeholder Engagement and student destinations, all reports include information relating to Higher Education.

The Principal's Report, including monitoring of performance and all provisions of the HE plan, is informed by monthly Data and Performance Challenge meetings with the curriculum leads, external and internal audits and monthly review of the College's KPIs pursuant to the Carver Model. The Corporation expects monitoring reports to show how the Corporation's Policies, including the HE Plan are applied, thereby forming a compliance standard which includes verifiable data. The Principal is also required to notify the Corporation in a timely manner of any actual or anticipated non-compliance with any policy. In the event that progress against the APP is found to be worsening, corrective action will be added to the rolling log of Corporation actions; with time added to both Pre-Corporation and Corporation meetings to monitor and review these actions. The Corporation also reserves the right to instruct the Corporation's Audit Committee to engage independent auditors or consultants to assist in identifying and addressing emerging issues.

Progress against the APP is monitored by the Assistant Principal of Higher Education and Adult who reports directly to the College Principal and sits on the WPRG and reviews data, initiatives and progress against our target groups. The information from this Group informs the College's Annual Review process and reports to the College's Safeguarding, Equality, Diversity and Wellbeing Group.

The College's Annual Review (Self Evaluation Document, SED) is a critical document that reports outcomes and analysis of quantitative and qualitative data (from SGS College student surveys and NSS data) against key performance indicators. This information is captured through a range of activity including individual Course Enhancement Reviews (CERs). The CERs highlight areas for continuous enhancement and improvement and generate an action plan per programme that is itself reviewed and reported upon throughout the year. The Annual Review is reviewed by our Higher Education Steering Group and approved by the College's Governing Body annually at the November Corporation meeting. A considerable focus of this meeting is reviewing and challenging the Annual HE Review and associated action plan.

Recent investments have supported the recruitment of a Head of HE Data to support the research of data and trends, and the evaluation of targets, whilst also supporting the APP returns for the OfS. The (WPRG), HE Steering Group and Course Reviews all have Student Representatives in attendance.

Collaborative work with the Strategic Alliance and schools will be reported back via the same group structure. Alliance work is also monitored and reported through structured meetings with the University of Gloucestershire and Annual Partnership reporting.

### **3 Provision of information to students**

Students are informed about the tuition fee element of their course at the point of advertisement. This could be via our HE prospectus, Course Leaflets, SGS website, or the UCAS website. Students are also informed of any additional costs prior to accepting their places on their chosen degree. It is not SGS College's intention to increase tuition fees mid-course. The student will pay the same annual amount for the duration of their course, subject to their continuous study. For those HE students who are paying their own fees, they will be informed of the instalments procedure and signposted to the SGS Fees and Charges Policy for guidance. The College's public information process supports that all marketing is approved by one point of contact, and the partner University (as relevant). Both the current Bursary, Scholarships and Hardship Fund Policy & Procedure and Fees and Charges Policy are live on the College website and fully accessible to prospective students. The College's Terms and Conditions are included as an Appendix in the Fee and Charges Policy. A copy of the Policy is provided to all prospective students prior to their enrolment and a link is also provided in our official joining instructions. The new Student Welcome Guide also includes information on the available bursaries, scholarships and hardship funds to increase student awareness of available support.

### **5. Appendix**

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

**Summary of 2020-21 entrant course fees**

\*course type not listed

**Inflationary statement:**

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree		£8,250
Foundation degree		£7,500
Foundation year/Year 0	*	*
HNC/HND		£6,000
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree		£4,125
Foundation degree		£3,750
Foundation year/Year 0	*	*
HNC/HND		£3,000
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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



# Targets and investment plan 2020-21 to 2024-25

Provider name: South Gloucestershire and Stroud College

Provider UKPRN: 10036143

## Investment summary

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

### Note about the data:

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

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£144,748.00	£162,118.00	£179,951.00	£199,747.00	£199,747.00
Access (pre-16)	£38,916.00	£43,586.00	£48,381.00	£53,703.00	£53,703.00
Access (post-16)	£46,916.00	£52,546.00	£58,326.00	£64,742.00	£64,742.00
Access (adults and the community)	£39,916.00	£44,706.00	£49,624.00	£55,083.00	£55,083.00
Access (other)	£19,000.00	£21,280.00	£23,620.00	£26,219.00	£26,219.00
<b>Financial support (£)</b>	£59,000.00	£64,000.00	£71,750.00	£78,500.00	£78,500.00
<b>Research and evaluation (£)</b>	£51,650.00	£53,199.00	£54,795.00	£56,439.00	£58,132.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£443,250.00	£530,250.00	£588,750.00	£638,250.00	£638,250.00
<b>Access investment</b>	9.1%	8.5%	8.5%	8.8%	8.8%
<b>Financial support</b>	13.3%	12.1%	12.2%	12.3%	12.3%
<b>Research and evaluation</b>	10.0%	8.6%	8.0%	7.6%	7.8%
<b>Total investment (as %HF1)</b>	32.4%	29.2%	28.7%	28.7%	28.9%



