

South Gloucestershire and Stroud College

Access and participation plan 2024-25 to 2027-28

Introduction and strategic aim

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. We work directly with our validating partner, The University of Gloucestershire (UoG), to address 'cold spots' in the higher education landscape of our local area. We offer a range of degree programmes (BA/BSc/ Foundation degrees and Level 6 'top ups') on a full or part-time basis delivered through this partnership and alongside Pearson Higher Nationals and Higher Apprenticeships. Currently over 650 students are engaged on level 4, 5 or 6 study programmes. 70% of our HE students are on a full-time study programme or a Higher Apprenticeship. We currently deliver 30 degree-level programmes to over 350 students; have 100 students enrolled on higher level apprenticeships and deliver to over 200 students with higher level (Level 4 and above) part-time professional qualifications (e.g., Human Resources, Procurement and Supply, Accounting, Counselling). The latter qualifications are all accredited by professional membership bodies. 73% of our HE student cohort have L3 vocational qualifications (mainly BTECs) on entry. Approximately 44% of our HE cohort have studied a L3 qualification at SGS.

Our locally responsive HE degree curriculum centres on five core subject areas: Sport; Performing Arts; Art & Design; Management and Professional and Creative Industries. Each of our degrees has a specific vocational focus and some operate in partnership with local organisations (e.g., our degrees in Zoological Management and Conservation). Our curriculums are very responsive to their specific subject industry sectors and our teaching staff are specialist practitioners who remain active in their chosen fields. In 2021, the DfE granted SGS College the use of the brand name University Centre WISE (UCWISE) which facilitated the move of provision from Filton Campus to WISE to provide a vibrant campus experience. We also deliver at two other specialist campuses; Bristol School of Art and Bristol Zoological Gardens/ The Wild Place Project.

Our mission and values have equality and opportunity at their core: We positively change people's lives and add value to the social and economic well-being of our communities. We do this by providing high-quality, innovative, accessible education and training in a friendly culture of mutual respect and support. Providing high quality, accessible and inclusive higher and higher technical education to the local community is an integral part of the College's role of being an institution that provides improved opportunities and positively impacts the prosperity of our locality.

The HE Access and Participation Policy is to support all our HE students to access, succeed in and progress from higher education and to improve the equality of opportunity for underrepresented groups in our HE provisions. The College offers courses with achievable and fair UCAS tariff for HE entry in order to encourage engagement from those with lower grades, mature applicants with relevant experience or applicants from non-standard entry routes. The College commits to retain Tier 4 accreditation, making our study opportunities accessible for international students.

We are dedicated to providing a flexible and accessible Higher Education curriculum to offer choice for our students. All of our degree programmes can be studied on a full, or part-time basis. As a Microsoft Innovator College, we are well placed to provide high quality hybrid delivery which also allows students greater flexibility around life commitments. In 2023/24 we are trialling 1-year Cert HEs (Certificates of Higher Education) in five subject areas to provide increased study opportunities for those who are unable to make a mid-term choice between study and work. We are also committing to moving into the delivery of Higher Technical Qualifications (HTQs) in Sports Coaching and are exploring the viability in other subject areas. Increasingly targeted progression routes (pathway options) at L4 will support the College's diverse FE curriculum offer and encourage progression for local students who might otherwise not have opportunities to access HE.

Our overarching whole provider approach to addressing equality of opportunity can be found in the Whole Provider Context section. The College is committed to invest in all students and recognises the need to particularly focus and develop our programmes of activities around the under-represented HE student groups identified in this APP. These groups, as identified by our rigorous assessment of performance, are students from socio-economic deprived backgrounds (IMD Q1 and Q2); full-time and part-time students who report a disability; students from ethnic minority backgrounds (it is not possible to disaggregate these groups due to small cohort sizes); mature students. Our 7 Intervention Strategies seek to address multiple risks to the student lifecycle including access, continuation, completion and attainment. These strategies propose carefully designed programmes of activities to redress the gaps each group of students currently faces in their HE lifecycle. Our overall approach to equality and opportunity including programme design, evaluation design and how we will evaluate and monitor the plan has been evolved through research of external and internal evidence and in collaboration with our students and staff teams. We have built on the knowledge and successes of our previous Access and Participation Plans and developed increasingly sophisticated approaches to using evidence-informed practice to improve equality of opportunity through evolved theories of changes. We have shown significant indicative progress in five of our six 2021/22 target milestones for under-represented student groups; which is an excellent reflection of the determination and effort the team has put in to meet these ambitious targets. Our ambition by 2028 is to have developed an SGS Small Provider toolkit which will add to the current knowledge base for smaller HE institutions and contribute to improving equality of opportunity for future students.

Risks to equality of opportunity

Through careful analysis of our performance and by using the Equality of Opportunity Risk Register (EORR), we have identified groups of students at different parts of the student lifecycle who are showing indicators of risk to quality of opportunity. We have identified 7 key areas of risk that we will address in our plan. Our full assessment of performance is in Annex A of this document.

Risk 2.1: Lower proportions of students from the lowest socio-economic groups (using the Indices of Multiple Deprivation 2019 measure) access higher education at SGS. Our evidence suggests that this risk is a result of prior attainment gaps, gaps in prior knowledge (particularly about the provision of financial and academic support available), entrant's perception of higher education and a limited choice of delivery mode (e.g. very few shorter course options available such as Cert HEs).

Risk 2.2: Full-time students from more deprived socio-economic backgrounds (using the Indices of Deprivation 2019 measure) are less likely to continue their studies at SGS. Our evidence suggests that this risk is due to insufficient academic and personal support (particularly in the transition from vocational level 3 courses), cost pressures evidenced by increased take up of our financial support packages and students reporting issues with assessment deadlines because of them needing to increase their hours of employment, the on-going impacts of coronavirus leading to need for increased academic and personal support and a limited choice of course type and delivery mode for students to fit their study around employment or other commitments.

Risk 2.3: Full-time students with a reported disability are less likely to continue their studies at SGS. Our evidence suggests that factors contributing to this risk are insufficient academic support (e.g. a lack of targeted study skills support classes for neuro divergent students), insufficient personal support and mental health issues (for example the lack of a HE specialist Mental Health and Wellbeing Mentor and Counsellor), cost pressures, capacity issues (lack of suitable spaces in common areas) and a need to continue to develop the flexibility of length, qualification types and study modes of our courses.

Risk 2.4: Full-time students with a reported disability are less likely to complete their studies at SGS. We have identified the same factors for risk 2.4 as risk 2.3; insufficient academic and personal support, mental health, cost pressures, capacity issues and a limited choice of course type and delivery mode.

Risk 2.5: Part-time students with a reported disability are less likely to complete their studies at SGS. Our evidence suggests that this risk is as a result of part-time mature students with a reported disability returning to study on professional level 4 and above with gaps in knowledge, especially in digital and academic study skills, gaps in knowledge about what financial and study skills support is available, insufficient academic support (lack of targeted study skills sessions compared to full-time students), insufficient personal support, mental health issues and cost pressures as they have to fit their study around existing financial, employment or family commitments.

Risk 2.6: Full-time students from minority ethnic backgrounds are less likely to continue their studies at SGS. Our evidence suggests that factors contributing to this risk are insufficient academic support including peer mentoring, insufficient personal support, mental health issues, cost pressures and capacity issues (a number of students from minority ethnic backgrounds are recruited nationally and require accommodation. Increases in issues finding and keeping appropriate accommodation are being reported).

Risk 2.7: Mature students (aged 21 or over at the start of their course) at SGS are less likely to achieve a first class or 2.1 degree classification. Our evidence suggest that this risk is a result of limited choice of course type and delivery mode (e.g. few shorter course options such as Cert HEs), insufficient targeted academic support, especially around digital skills and dissertation support for mature students, insufficient personal support, including early signposting and intervention, mental health issues (including not currently having HE specialist Mental Health and Wellbeing Mentor and Counsellor posts) and cost pressures.

Other identified risks

Analysis of our data also shows that there are signs of indicators of risk to opportunity to some other student groups and also at different parts of the student lifecycle for some of the groups identified above.

When creating our plan, we have considered all of the identified indicators of risk, however, being a small HE provider, we have chosen to address either the indicators where most students are affected or those risks where we think we are able to make the most impactful interventions. We will carefully monitor all of the groups below to ensure that any gaps in continuation and completion are not widening but we have not created specific objectives for these groups and lifecycles.

Full-time Mature Continuation

We have chosen not to set an objective for full-time continuation of mature students. Our data shows that the aggregate mature continuation rates at SGS have dropped in the last 4 years. Mature continuation was at its lowest in 2019-20 and made a significant increase in 2020-21. Internal data showed that during the coronavirus pandemic, our mature students were impacted more severely than the younger students. We put a number of financial and support interventions in place to support our mature students during and post pandemic which, after evaluation, we believe contributed to the increase in mature continuation in 2020-21.

ABCS Quintile Continuation (Associations Between Characteristics of Students)

Full-time continuation for students in ABCS quintile 1 at SGS has dropped in the last 4 years. We have decided to focus on closing the gap in full-time continuation for students from disadvantaged socio-economic backgrounds by focussing on students from IMD quintiles 1 and 2. This is because we have already made progress with this target group in our [current access and participation plan](#) (2020-2025) with interventions around specific schools and community outreach work and we want to build on the progress we have already made. Our intervention strategy for supporting our students from lower IMD quintiles to continue their studies should also positively impact students in lower ABCS quintiles.

Free School Meal Eligibility Continuation and Continuation

Full-time "all undergraduate" data from the APP dashboard shows that students who have been eligible for free school meals in the last 6 years are less likely to continue their studies at SGS. Due to very low numbers of students in the cohort, we have decided not to set an objective for this student group. We will carefully

monitor it internally. Our intervention strategy for supporting our students from lower IMD quintiles to continue their studies should also positively impact students who were eligible for free school meals to continue.

Progression

Because we are a small provider which delivers vocationally specialist degrees, many of our students do not go directly into management or professional roles. However, results from the most recent Graduate Outcomes (GO) survey indicate that there is an upward trajectory in terms of progression as 50% of 2020-21 SGS graduates entered highly skilled or professional occupations; an increase of 12% from 2018-19 graduates. There has also been an increase in the percentage of students moving to further study, with a 6% rise in 2020-21. The percentage of SGS graduates from 2020-21 who entered Full-time employment has remained the same as last year's survey results (34%), as has the percentage of students who are unemployed (6%). The College has recently invested in an agile Careers platform (Professional Futures) which has been rolled out fully in 2022-23. We are hopeful that this platform in addition to increased support from our Careers team will have an impact on progression opportunities.

Objectives

Objective 3.1: SGS College will increase the percentage of new entrants from deprived socio-economic backgrounds (IMD Q1 & Q2) by 2028 to 43% through working in partnership with targeted schools and our own vocational cohort to raise aspirations for study at higher levels.

Objective 3.2: SGS College will increase the continuation rates of full-time students from deprived socio-economic backgrounds (IMD Q1) to 82% by 2028 through the introduction of targeted academic and personal interventions in addition to support schemes to improve continuation outcomes.

Objective 3.3: SGS College will increase the continuation rates of full-time students with a reported disability to 84% by 2027 through the introduction of targeted transition and support initiatives (including between study levels) in addition to academic, personal and financial interventions to improve continuation outcomes. By the end of 2028, we expect to exceed 84% continuation.

Objective 3.4: SGS College will increase the completion rates of full-time students with a reported disability to 74% by 2028 through the introduction of targeted transition and support initiatives (including between study levels) in addition to academic, personal and financial interventions and a self-advocacy programme to improve continuation outcomes.

Objective 3.5: SGS College will increase the completion rates of part-time students with a declared disability to 75% by 2028 through the enhancement of targeted advice, guidance, early intervention support and increased digital accessibility to improve completion outcomes.

Objective 3.6: SGS College will increase the continuation rates of full-time students from minority ethnic backgrounds to 85% by 2028 through the continued development of inclusive curricula, enhancement of student voice and community in addition to targeted intervention and support programmes to improve completion outcomes.

Objective 3.7: SGS College will increase the attainment rates of full-time mature students to 70% by 2028 through increased flexibility of delivery and resources in addition to enhanced study skills activities to improve attainment outcomes.

Intervention strategies and expected outcomes

Intervention strategy 1			
<p>Objectives and targets. Principal objective: PTA_1 To increase the percentage of new entrants from socio-economically deprived backgrounds (IMD Q1 &2) to 43% by 2028. Secondary objectives: PTA_1 (IS1); PTS_1 (IS2); PTS_2 (IS3); PTS_3 (IS4); PT4_5 (IS5); PTS_5 (IS6); PTS_6 (IS7).</p> <p>Risks to equality of opportunity: Knowledge and skills; information and guidance; perception of higher education; limited choice of course type and delivery modes.</p>			
Activity	Inputs	Outcomes	Cross intervention?
SGS 'Empower(ED): Schools programme': rebranded outreach programme with local schools from target postcodes focusing on KS4 groups and a parent IAG workshop. Focus: college-readiness (IAG, careers, personal journeys, finance). Scalable from 1 school (24/25) with 30 students to 3 schools (27/28) with 90 students. Expansion of existing activity.	Staff hours: academic/HE central (8 hours 24/25 - 20 hours 27/28); additional paid hours for specific student champions from the HE Peer Assisted Learning Scheme (PALS) (4 hours 24/25 - 12 hours 27/28). 30 hours administrative costs p.a.	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	
SGS 'Empower(ED): skills squad programme.' 6-week programme (1-hour p.w.) providing short specialist skills boost workshops for a targeted local primary school to raise attainment. New activity.	Staff hours: 1 x academic staff (6 hours); additional paid hours for 2 (matched) PALS champions. 30 hours administrative costs p.a.	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	
SGS 'Empower(ED): FE programme.' Progression programme targeting SGS Level 2 and 3 students (c. 450 students); x3 activities p.a (bite-size tasters, IAG, finance options) plus a Parent information workshop. New activity.	Staff hours: 6 x academic/ 2 x PALS (84 hours total 4-year scheme); 1 x WP staff from our partner university (UoG). 20 hours administrative costs p.a.	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	
SGS 'Empower(ED): Peer programme.' Buddy system matching HE Programme Leads and student PALS champions with Level 3 Programme Leads and students; study skills/enrichment workshops designed to help remove academic and social barriers	Staff hours: 1-4 Programme Leads (PLs) (8-32 hours 24/25 - 27/28); additional paid hours for 1-3 PALS champions (8-24 hours 24/25 -27/28). 10 hours administrative costs p.a. Marketing: 10-25 hours for resources.	Increased access; increased attainment, knowledge and confidence in specialist skills; increase in positive perception of HE.	

to accessing HE. Scalable from 1 group (24/25) with 15 students to 4 groups (27/28) with 60 students. New activity.			
SGS 'Empower(ED): Careers Expo.' 1-day cross-college event aimed at internal BTEC L1 to L3 students promoting career progression routes (targeting 800 learners). New activity.	Event hosted and funded by SGS Careers Team (30 hours admin pa.). Contribution towards external speakers. Staff hours: x3 Programme Leads (12 hours p.a.); x2 HE Student Ambassadors (12 hours p.a.)	Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.	
SGS 'Empower(ED): School Colleagues CPD Event.' College-based CPD event for 20-30 teachers from local primary and secondary schools from targeted wards. New activity.	Staff hours: x1 HE Central team staff member (12 hours p.a.); x 2 HE Managers (6 hours total p.a.). 10 hours administration p.a.	Increased knowledge of range of HE pathways and career choices; increased understanding about finance and support options.	
Uni Connect (Future Quest). UWE-led regional partnership with multiple local providers to work with 26 schools from identified postcodes of low participation to raise expectations of HE to combat educational inequality. Identified groups of SGS L3 students are also included. SGS interventions: c.525 students 24-25 rising to 600 students 27-28. New and extended activity.	Staff hours: x1 FTE Outreach and Future Quest coordinator; x 1 0.6 Outreach and Future Quest Progression Officer. Funded by Future Quest. SGS would look to fund 1 FTE role if FQ funding is removed from 25-26.	Increase in local students from socio-economic deprived backgrounds accessing HE; increase in % of these students finding skills support/IAG helpful; increase in confidence and positive perception of HE.	
UniConnect: GROWS. University of Gloucestershire-led partnership with five local partners to raise participation in HE amongst school-age students from targeted postcodes. SGS Interventions: 1 school/60 students. Existing activity.	Staff hours: Management support for projects (20 hours p.a.)	Increase in local students from socio-economic deprived backgrounds accessing HE; increase in % of these students finding skills support/IAG helpful; increase in confidence and positive perception of HE.	
SGS Empower(ED): South Bristol Youth (SBY) partnership work. Enrichment, study skills and IAG activities for KS3/KS4 students hosted at UCWISE.	Staff hours: academic staff (36 hours total); 1 HE Central team member (36 hours total); additional paid hours for x2 PALS	Increased knowledge of the different pathways to HE; increase in confidence to help make informed decisions in the future.	

6 schools; 120 students. New activity.	champion (72 hours total). 20 hours administrative costs p.a.		
'Single Parent' bursary. commitment of £500 per academic year of study for eligible students with dependents under the age of 18. New activity.	Bursaries for students; administrative costs.	Decreased financial concerns for students; positive reports on the impact of bursary on access choices; increased % of students from deprived socio-economic backgrounds.	IS2, IS3, IS4, IS5, IS6, IS7
Bursaries and Financial Support (including Single Parent and Low Income); tailored and accessible promotion campaigns. New activity.	Staff costs: 45 hours over 4-year lifecycle.	Increase in % of new students who access these bursaries. Positive feedback around the new materials generated.	IS2, IS3, IS4, IS5, IS6, IS7
Training for HE admissions, support and teaching staff around social mobility and the barriers students face accessing higher education. New activity.	External speaker costs.	Improved knowledge of the needs of potential HE students from socio-economic backgrounds; increased confidence in supporting these students in HE.	
Increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. New activity.	No additional cost. Curriculums prepared for delivery. Students to be co-taught with others on Foundation/BA/BSc degree routes.	Increase in take-up of these qualifications from 2024-28; increase in confidence around shorter HE programmes.	IS2, IS3, IS4, IS5, IS6
Increase offer of apprenticeships including introduction of a degree apprenticeship by 2027 with a contextual admissions process to acknowledge the differing challenges faced by young people during their schooling and the untapped potential of many young people from more deprived backgrounds. New activity.	Increased exam costs.	Increase in access; increase in student and employer confidence around L4+ apprenticeship programmes.	IS2, IS3, IS4, IS5, IS6
Marketing initiatives – postcode targeting. Increased presence in local community activities and targeted local campaigns. Enhancement of existing activity	Staff costs: x 12 hours at local events; x30 hours p.a. HE Brand Development Officer. Advertising costs.	Increase in access; identification of these initiatives in First Impressions Survey.	

Total cost of IS1 over 4-year cycle: £156,000 (bursaries are costed separately in our Fees, Investments and Targets document)

Evidence base and rationale: We have conducted a literature review (see Annex B for details) and have generated our own Type 1 evidence from student forums (including from this demographic), internal surveys, qualitative and quantitative data from external sources (e.g. UniConnect) and internal sources (e.g. our existing financial support records) to plan these activities. Class Representatives identified the need for clearer bursary advice (in a range of more accessible materials), expansion of the bursary programme and greater promotion of financial support available. Consideration of narrative and quantitative evidence has helped us pinpoint the need for a new bursary for Single Parents. We have also undertaken survey work with individuals and leaders from key staff teams (academic and support) across the College specifically about this principal objective and formulated new schemes such as 'Empower(ED)' based on their knowledge and experience.

Evaluation
 We will evaluate each activity within this intervention strategy to generate OfS Type 1 standards to establish whether they lead to the intended outcomes. We aspire to evaluate the new bursaries to generate OfS Type 2 standards but recognise that this will probably be beyond the lifespan of this APP. Our UniConnect (FutureQuest) work is formally evaluated by our partner universities (University of the West of England and University of Bristol) to generate Type 2 evidence. We will examine the extent to which each activity contributes towards meeting the overall objective. We will 'soft pilot' some of these activities in 2023-24 and seek to gain baseline data via surveys with a range of stakeholders. We intend to use the Education Endowment Foundation (EEF) toolkit to inform our school-focused activities and will use an adapted version of OfS's Financial Support evaluation toolkit to triangulate findings for financial support. These findings will be formally reported on at our end of year Access and Participation Group (APG) and our HE Annual Reports. We will share our findings at the Evaluation sub-group that is being set up in conjunction with other HE providers who were part of this 'first wave.' We are particularly keen to share information with TASO and the OfS on how small providers approach evaluation. End of year findings could be reported in this way, along with provider reflections. It is our intention to also publish key interim findings, annually, on our website. After 4 years we intend to publish our full findings and an evaluative report on our website.

Intervention strategy 2

Objectives and targets. Principal objective: PTS_1 To increase the continuation rates of full-time students from deprived socio-economic backgrounds (IMD Q1) to 82% by 2028. Secondary objective(s): PTA_1 (IS1); PTS_2 (IS3); PTS_3 (IS4); PT4_5 (IS5); PTS_5 (IS6); PTS_6 (IS7).

Risks to equality of opportunity: insufficient academic support; insufficient personal support; cost pressures; on-going impacts of coronavirus; mental health issues; limited choice of delivery modes; capacity issues.

Activity	Inputs	Outcomes	Cross intervention?
SGS 'Pathway to Success: Summer Transition' programme (pre-level). 2-day workshops for digital bridging/IAG/ orientation of campus/ support workshops between study levels.	Academic staff activity generation and monitoring; HE Central Team IAG support; digital workshop support; HE Support specialist time. (59 hours total	Increase in continuation; reported increase in sense of belonging.	IS3, IS4, IS5, IS6, IS7

Targeted students. Expansion of existing activity.	p.a.). Additional cost: external company providing tailored digital 'bootcamp'.		
SGS 'Pathway to Success: Enhancing Achievement' scheme – ongoing formal signposting to new support avenues, including additional HE-specific support practitioners. Existing activity, new posts.	Improved LibraryPlus Study Skills service with new menu of support for group tutorials. No additional cost to HE. Staff costs: 1 FTE HE Specialist Mental Health and Wellbeing Mentor as named person to signpost; 1 FTE HE Counsellor to provide counselling at point of need.	Increased access to and satisfaction in mental health support; reported increase in sense of belonging; increase in continuation.	IS2, IS3, IS4, IS5, IS6, IS7
Peer Assisted Learning Scheme (PALS). Student buddy scheme with student champions from L6 or L5 supporting L4 students with academic skills and signposting. Champions matched to L4 students. Scalable from soft pilot of 2 student champions (24/25) to 4 (27/28). New activity.	Staff costs: PALS champions paid at 5 hours pw across 30 weeks. 15-30 hours management costs p.a. 20 hours marketing costs p.a.	Increase in continuation; reported increase in sense of belonging; reduced financial concerns;	IS1, IS3, IS4, IS5, IS6, IS7
Active on course promotion of PALS/ Student Ambassadors Scheme to encourage students from target group to apply for paid positions. New activity.	No additional cost.	Increase in wellbeing; increase in confidence; increase in sense of belonging.	IS3, IS4, IS5, IS6, IS7
'Single Parent' bursary. commitment of £500 per academic year of study for eligible students with dependents under the age of 18. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS4, IS5, IS6, IS7
Bursaries and Financial Support (including Single Parent and Low Income); tailored and accessible promotion campaigns. New activity.	Staff costs: 45 hours over 4-year lifecycle.	Increase in % of new students who access these bursaries; decrease in financial concerns; positive feedback around the	IS1, IS3, IS4, IS5, IS6, IS7

		new materials generated.	
Increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS3, IS4, IS5, IS6, IS7
Accommodation Officer role to support students to find affordable accommodation in the local area. New activity.	Staff costs: scalable in accordance to predicted growth. 0.2 FTE (24/25) to 0.4 (27/28).	Increase in continuation; reported increase in sense of belonging; decrease in financial concerns.	IS1, IS3, IS4, IS6
SGS Study Hub: Study Skills. Centralised Study Skills Programme aligned in subject clusters (e.g. Digital Industries) delivered by a mixture of HE tutors. New activity.	Delivery hours: Each academic programme to provide 3 hours of delivery time to fund this programme.	Increase in continuation; reported increase in sense of belonging; increased confidence in academic skills.	IS3, IS4, IS5, IS6, IS7
SGS Study Hub: Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.	Each academic programme to provide 1 hour of delivery time to fund this programme.	Increase in continuation; reported increase in sense of belonging; increased awareness of career pathways.	IS3, IS4, IS5, IS6, IS7

Total cost of IS2 over 4-year cycle: £101,000 (bursaries are costed separately in our Fees, Investments and Targets document)

Evidence base and rationale:

We built on the literature review undertaken for Intervention Strategy 1 to plan these activities (see Annex B for details). This knowledge has been applied to our provider context and we generated Type 1 evidence via our student forums with Class Representatives, including from this demographic, who have identified the need for clearer bursary advice (in a range of materials), expansion of the bursary programme, greater promotion of financial support available and the need for additional support via transition workshops. Some students reported 'feeling adrift' in the summer between levels. Cost pressures, mental health concerns and lack of evolved academic skills have been internally identified as key factors in these students not continuing. Accommodation is at a premium in the Bristol area and we have internal evidence to suggest that a number of students do not continue due as a result of a failure to find affordable housing. We have undertaken survey work with individuals and leaders from key staff teams (academic and support) across the College specifically about this principal objective and formulated new schemes such as 'Pathway to Success' and 'Study Hub' based on their knowledge and experience. The addition of the HE Specialist Mental Health and

Wellbeing Mentor and a Counsellor for HE students at UCWise are commitments within our whole provider approach to mental health and based on Type 1 evidence we have relating to the lack of continuation amongst this target group. We have undertaken survey work with individuals and leaders from key staff teams (academic and support) across the College specifically about this principal objective and formulated new schemes such as 'Study Hub' based on their knowledge and experience.

Evaluation

We intend to evaluate each activity within this intervention strategy to identify whether they lead to the intended outcomes. We intend to evaluate the larger activities, including the new bursaries and the Pathway to Success and Study Hub to generate OfS Type 2 standards. Our adoption and adaptation of existing evaluation toolkits for financial interventions have been noted in Intervention Strategy 1. The impact of the two new roles (Accommodation Officer and HE Specialist Mental Health and Wellbeing Mentor) will be assessed on a termly basis. We will also examine the extent to which each activity contributes towards meeting the overall objective. We intend to disseminate interim, end of year and end of APP lifecycle findings in the same ways delineated in Intervention Strategy 1.

Intervention strategy 3

Objectives and targets. Principal objective: PTS_2 To increase the continuation rates of full-time students with a reported disability to 84% by 2027. Secondary objectives: PTA_1 (IS1); PTS_1 (IS2); PTS_3 (IS4); PT4_5 (IS5); PTS_5 (IS6); PTS_6 (IS7).

Risks to equality of opportunity: Limited choice of delivery modes; insufficient personalised academic and personal support; cost pressures; mental health issues; capacity issues.

Activity	Inputs	Outcomes	Cross intervention?
Peer Assisted Learning Scheme (PALS). Student buddy scheme with student champions from L6 or L5 supporting L4 students with academic skills and signposting. Champions matched to L4 students. Scalable from soft pilot of 2 student champions (24/25) to 4 (27/28). New activity.	See IS2 for details.	See IS2 for details.	IS2, IS4, IS5, IS6, IS7
Increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS4, IS5, IS6
Increased DSA Bursary; reduction of student contribution element towards assessment. Renaming, for clarity, of this Bursary to DSA Assessment Financial Support.	Bursary increase: Student contribution reduced to £50 from £75 towards the (current) cost of	Increase in DSA applications; increase in early DSA application; decrease in financial concerns.	IS4, IS5

	assessment (£350).		
Bursaries, Scholarships and Financial Support (including DSA Assessment Financial Support) tailored and accessible promotion campaigns. New activity.	Staff costs: 45 hours over 4-year lifecycle.	Increase in % of new students who access these bursaries; decrease in financial concerns; positive feedback around the new materials generated.	IS4, IS5
Training for all HE support staff on how to access and navigate the DSA process. Practical advice on helping students break down barriers around form filling and understanding the DSA report. New activity	External speaker costs: 1 session p.a. every 2 years. Rolling programme for new HE Learning Mentors. In house follow up training (x2 hours p.a.) with HE Disability Services Manager.	Improved knowledge of the needs of students with a disability and the barriers they can face accessing DSA; increased confidence in supporting these students; increased confidence in students making DSA applications.	IS4, IS5
Enhanced training for HE admissions, support and teaching staff around hidden disabilities and the barriers students face continuing in higher education. New activity.	External speaker costs: 1 session p.a. every 2 years. Rolling programme for all HE staff. In house follow up training (x2 hours p.a.) with HE Disability Services Manager.	Improved knowledge of the needs of our students with a disability; increased confidence in supporting these students in HE.	IS4, IS5
SGS 'Pathway to Success: Summer Transition' programme (pre-level). 2-day workshops for digital bridging/IAG/ orientation of campus/ support workshops between study levels. Targeted students. Tailored for each group, including for those with EHCPs or declared disabilities both before entry and between levels. Pre-enrolment visit to facilities, teaching and support teams. Expansion of existing activity.	See IS2 for details.	See IS2 for details.	IS2, IS4, IS5, IS6, IS7

Set up of specific student-led group for those that declare a disability to formally report back to the SGS Inclusion Committee. Staff Reps (drawn from Inclusion Committee) to support this group. New activity.	£500 budget p.a. for activities. Volunteer roles.	Increase in continuation; reported increase in sense of belonging; positive action from reporting to SGS Inclusion Committee.	IS4, IS5
SGS 'Pathway to Success: Enhancing Achievement' scheme – ongoing formal signposting to new support avenues, including additional HE-specific support practitioners. Existing activity, new posts.	See IS2 for details	See IS2 for details	IS2, IS4, IS5, IS6, IS7
Enhanced study skills support classes in our LibraryPlus service especially designed for our neuro divergent (ASC/ADD/ADHD) students. New activity.	External speaker costs: 1 session p.a. every 2 years. Rolling programme for all HE staff. In house follow up training (x2 hours p.a.) with HE Disability Services Manager.	Increase in continuation; increase in sense of belonging; increased confidence in academic skills; increase in satisfaction with resources.	IS4, IS5, IS6
SGS Study Hub: Study Skills. Centralised Study Skills Programme aligned in subject clusters (e.g. Digital Industries) delivered by a mixture of HE tutors. New activity.	See IS2 for details.	See IS2 for details.	IS2, IS4, IS5, IS6, IS7
SGS Study Hub: Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.	See IS2 for details.	See IS2 for details.	IS2, IS4, IS5, IS6
Development of SGS Inclusive Assessment Framework. Course materials re-designed to be neurodivergent friendly; presented in alternate formats; revised accessible assessment timetable. New activity.	Staff costs: SGS Digital Innovators working with academic staff, advised by HE Disability Services Manager and team.	Increase in continuation; increased confidence in academic skills.	IS2, IS3, IS4, IS5, IS6, IS7

Staff training programme (6 hours p.a.): creating inclusive and accessible materials. New activity.	Staff costs: Head of SGS Digi Ed to lead; advised by HE Disability Services Manager (12 hours p.a. total).	Improved knowledge of the needs of students with a disability and the barriers they can face; increased confidence in supporting these students in HE.	IS2, IS4, IS5, IS6, IS7
Increased flexibility of provision (hybrid opportunities). Existing activity.	No additional cost.	Improved continuation.	IS2, IS4, IS5, IS6, IS7
Creation of identified quiet areas in UCWISE LibraryPlus space with priority access given to students with a declared disability. Extended LibraryPlus evening opening hours on each campus. New activity.	Staff costs: Library Assistant x 6 hours p.w.	Improved continuation; increase in satisfaction with LibraryPlus services.	IS2, IS4, IS5, IS6, IS7
Total cost of IS3 over 4-year cycle: £83,000 (bursaries are costed separately in our Fees, Investments and Targets document)			
<p>Evidence base and rationale: In addition to a literature review (see Annex B for details) we generated Type 1 evidence from our student forums with Class Representatives, including from this demographic, conducted surveys with HE Support Staff, considered feedback from internal student surveys and NSS and looked at internal qualitative and quantitative data relating to the pressures on our current support team (e.g. via our Extenuating Circumstances process). This work has also emphasised the need for new multi-approach schemes such as 'Pathway to Success' and 'Study Hub'. The need for greater study skills, quiet spaces and redesigned accessible materials has been flagged in a number of contexts. The addition of the HE Specialist Mental Health and Wellbeing Mentor and a Counsellor for HE students at UCWISE are commitments within our whole provider approach to mental health and based on Type 1 evidence we have relating to the lack of continuation amongst this target group. We have narrative evidence from teaching teams to suggest that staff training in hidden disabilities would enable them to offer more appropriate tailored support. We have undertaken survey work with individuals and leaders from key staff teams (academic and support) across the College specifically about this principal objective and formulated new schemes such as 'Study Hub' based on their knowledge and experience.</p>			
<p>Evaluation</p> <p>We intend to evaluate each activity within this intervention strategy to identify whether they lead to the intended outcomes. We have ambitions to evaluate the larger activities, including the reframed bursary and the Pathway to Success and Study Hub to generate evidence aligned to OfS Type 2 standards. The context for each of our target groups within these larger programmes will need to be considered if we are to have meaningful data around the success of these interventions on our individual target groups. The impact of the redesigned course material, quiet spaces and staff training will generate OfS Type 1 standards. We intend to disseminate interim, end of year and end of APP lifecycle findings in the same ways delineated in Intervention Strategy 1.</p>			

Intervention strategy 4

Objectives and targets. Principal objective: PTS_3 To increase the completion rates of full-time students with a reported disability to 74% by 2028. Secondary objectives: PTA_1 (IS1); PTS_1 (IS2); PTS_2 (IS3); PT4_5 (IS5); PTS_5 (IS6); PTS_6 (IS7).

Risks to equality of opportunity: Limited choice of delivery modes; insufficient personalised academic or personal support; cost pressures; mental health issues; capacity issues.

Activity	Inputs	Outcomes	Cross intervention?
Bursaries, Scholarships and Financial Support (including DSA Assessment Financial Support) tailored and accessible promotion campaigns. New activity.	See IS3 for details.	See IS3 for details.	IS3, IS5
SGS 'Pathway to Success: Summer Transition' programme (pre-level). 2-day workshops for digital bridging/IAG/ orientation of campus/ support workshops between study levels. Targeted students. Tailored for each group, including for those with EHCPs or declared disabilities both before entry and between levels. Pre-enrolment visit to facilities, teaching and support teams. Expansion of existing activity.	See IS2 for details.	See IS2 for details.	IS3
Set up of specific student-led group for those that declare a disability to formally report back to the SGS Inclusion Committee. Staff Reps (drawn from Inclusion Committee) to support this group. New activity.	See IS3 for details.	See IS3 for details.	IS3, IS5
Creation of identified quiet areas in UCWISE LibraryPlus space with priority access given to students with a declared disability. Extended LibraryPlus evening opening hours on each campus. New activity.	See IS3 for details.	See IS3 for details.	IS3

Increased flexibility of provision (hybrid opportunities). Existing activity.	See IS3 for details.	See IS3 for details.	IS3, IS5
Increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS5, IS6
Increase offer of apprenticeships including introduction of a degree apprenticeship by 2027 with a contextual admissions process to acknowledge differing challenges faced by potential applicants. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS5, IS6
Peer Assisted Learning Scheme (PALS). Student buddy scheme with student champions from L6 or L5 supporting L4 students with academic skills and signposting. Champions matched to L4 students. Scalable from soft pilot of 2 student champions (24/25) to 4 (27/28). New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS5, IS6, IS7
SGS 'Pathway to Success: Enhancing Achievement' scheme – ongoing formal signposting to new support avenues, including additional HE-specific support practitioners. Existing activity, new posts.	See IS2 for details	See IS2 for details	IS2, IS3, IS5, IS6, IS7
SGS Study Hub: Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS5, IS6, IS7

Development of SGS Inclusive Assessment Framework. Course materials re-designed to be neurodivergent friendly; presented in alternate formats; revised accessible assessment timetable. New activity.	See IS3 for details.	See IS3 for details.	IS2, IS3, IS5, IS6, IS7
Staff training programme (6 hours p.a.): creating inclusive and accessible materials. New activity.	See IS3 for details.	See IS3 for details.	IS2, IS3, IS5, IS6, IS7
SGS Study Hub: Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS5, IS6, IS7
Promotion of self-advocacy skills for students with a declared disability via Learning Mentors. New activity.	External trainer costs: repeated/refreshed every two years.	Increased completion; increase in confidence; increase in wellbeing and sense of belonging. For Staff: increased knowledge and understanding of the potential for self-advocacy to improved academic performance.	IS3, IS5

Total cost of IS4 over 4-year cycle: £113,000 (bursaries are costed separately in our Fees, Investments and Targets document)

Evidence base and rationale: As in Intervention Strategy 3, in addition to a literature review (see Annex B for details) we generated Type 1 evidence from our student forums with Class Representatives, including from this demographic, conducted surveys with HE Support Staff, considered feedback from internal student surveys and NSS and looked at internal qualitative and quantitative data relating to the pressures on our current support team (e.g. via our Extenuating Circumstances process). This work has also emphasised the need for new multi-approach schemes such as 'Pathway to Success' and 'Study Hub'. The need for greater study skills, quiet spaces and redesigned accessible materials has been flagged in several contexts. The addition of the HE Specialist Mental Health and Wellbeing Mentor and a Counsellor for HE students at UCWISE are commitments within our whole provider approach to mental health and based on Type 1 evidence we have relating to lower completion rates amongst this target group. We have narrative evidence from teaching teams to suggest that staff training in hidden disabilities would enable them to offer more appropriate tailored support. We have undertaken survey work with individuals and leaders from key staff teams (academic and support) across the College specifically about this principal objective and formulated

new schemes such as 'Study Hub' based on their knowledge and experience. We have researched the availability of self-advocacy training for the Learning Mentors.

Evaluation

We intend to evaluate each activity within this intervention strategy to identify whether they lead to the intended outcomes. We have ambitions to evaluate the larger activities, including the Pathway to Success and Study Hub to generate evidence aligned to OfS Type 2 standards. We intend to disseminate interim, end of year and end of APP lifecycle findings in the same ways delineated in Intervention Strategy 1.

Intervention strategy 5			
<p>Objectives and targets. Principal objective: PTS_4 To increase the completion rates of part-time students with a declared disability to 75% by 2028. Secondary objectives: PTA_1 (IS1); PTS_1 (IS2); PTS_2 (IS3); PTS_3 (IS4); PTS_5 (IS6); PTS_6 (IS7).</p> <p>Risks to equality of opportunity: Knowledge and skills; information and guidance; insufficient academic support; insufficient personal support; mental health; cost pressures.</p>			
Activity	Inputs	Outcomes	Cross intervention?
Widening of Personal Tutor Scheme established on degree programmes to encompass all L4+ provision including part-time students. New activity.	Staff costs: In house staff training repeated/ refreshed every two years (6 hours total over plan lifecycle. 1 delivery hour per programme to support formalised tutorials.	Increased completion; increased satisfaction in personal and academic support; increased sense of belonging.	
For activity related to improved academic support (Staff training programme on creating inclusive and accessible materials), see Intervention Strategy 3. Widening of HE Ecampus to include more materials for part-time students. New activity.	No additional cost for part-time students as will be included in activity for all full-time students.	Increase in completion; increased confidence in academic skills; increased sense of belonging.	IS2, IS3, IS4, IS6, IS7
Development of SGS Inclusive Assessment Framework. Course materials re-designed to be neurodivergent friendly; presented in alternate formats; revised accessible assessment timetable. New activity.	See IS3 for details.	See IS3 for details.	IS2, IS3, IS5, IS6, IS7

Peer Assisted Learning Scheme (PALS). Student buddy scheme with student champions from L6 or L5 supporting L4 students with academic skills and signposting. Champions matched to L4 students. Scalable from soft pilot of 2 student champions (24/25) to 4 (27/28). New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS4, IS6, IS7
Active on course promotion of PALS/ Student Ambassadors Scheme to encourage students from target group to apply for paid positions. New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS4, IS6, IS7
Bursaries, Scholarships and Financial Support (including DSA Assessment Financial Support) tailored and accessible promotion campaigns. New activity.	See IS3 for details.	See IS3 for details.	IS3, IS4
SGS 'Pathway to Success: Enhancing Achievement' scheme – ongoing formal signposting to new support avenues, including additional HE-specific support practitioners. Existing activity, new posts.	See IS2 for details	See IS2 for details	IS2, IS3, IS4, IS6, IS7
Creation of identified quiet areas in UCWISE LibraryPlus space with priority access given to students with a declared disability. Extended LibraryPlus evening opening hours on each campus. New activity.	See IS3 for details.	See IS3 for details.	IS3, IS4

Increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS4, IS6
Increase offer of apprenticeships including introduction of a degree apprenticeship by 2027 with a contextual admissions process to acknowledge differing challenges faced by potential applicants. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS4, IS6
Set up of specific student-led group for those that declare a disability to formally report back to the SGS Inclusion Committee. Staff Reps (drawn from Inclusion Committee) to support this group. New activity.	See IS3 for details.	See IS3 for details.	IS4, IS5
Promotion of self-advocacy skills for students with a declared disability via Learning Mentors. New activity.	See IS4 for details.	See IS4 for details.	IS2, IS3, IS4, IS6, IS7

Total cost of IS5 over 4-year cycle: £106,000 (bursaries are costed separately in our Fees, Investments and Targets document)

Evidence base and rationale:

Part-time students are enrolled on a broad range of courses formerly not all organised in the same way as other HE programmes, necessitating widening the personal tutor provision and the use of HE Ecampus. As in Intervention Strategy 4, we have conducted a literature review (see Annex B for details) looked at Type 1 evidence from our student forums with Class Representatives, including from this demographic, conducted surveys with HE Support Staff, considered feedback from internal student surveys and NSS and looked at internal qualitative and quantitative data relating to the pressures on our current support team (e.g. via our Extenuating Circumstances process). This work has also emphasised the need for new multi-approach schemes such as 'Pathway to Success' and 'Study Hub'. The need for greater study skills, quiet spaces and redesigned accessible materials has been flagged in a number of contexts. The addition of the HE Specialist Mental Health and Wellbeing Mentor and a Counsellor for HE students at UCWISE are commitments within our whole provider approach to mental health and based on Type 1 evidence we have relating to lower completion rates amongst this target group. We have narrative evidence from teaching teams to suggest that staff training in hidden disabilities would enable them to offer more appropriate tailored support. We have undertaken survey work with individuals and leaders from key staff teams (academic and support)

across the College specifically about this principal objective and formulated new schemes such as 'Study Hub' based on their knowledge and experience. We have researched the availability of appropriate training.

Evaluation

We intend to evaluate each activity within this intervention strategy to identify whether they lead to the intended outcomes. We have ambitions to evaluate the larger activities, including the Pathway to Success and Study Hub to generate evidence aligned to OfS Type 2 standards. We intend to disseminate interim, end of year and end of APP lifecycle findings in the same ways delineated in Intervention Strategy 1.

Intervention strategy 6			
Objectives and targets. Principal objective: PTS_5 To increase the continuation rates of full-time students from minority ethnic backgrounds to 85% by 2027-28. Secondary objectives: PTA_1 (IS1); PTS_1 (IS2); PTS_2 (IS3); PTS_3 (IS4); PT4_5 (IS5); PTS_6 (IS7). Risks to equality of opportunity: Insufficient academic support; insufficient personal support; mental health; cost pressures; limited choice of course type and delivery mode; capacity issues.			
Activity	Inputs	Outcomes	Cross intervention?
Peer Assisted Learning Scheme (PALS). Student buddy scheme with student champions from L6 or L5 supporting L4 students with academic skills and signposting. Champions matched to L4 students. Scalable from soft pilot of 2 student champions (24/25) to 4 (27/28). New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS4, IS5, IS7
Establishment of student-led REACH (Racial Equality and Cultural Heritage) group to formally report to the SGS Inclusion Committee. New activity.	£500 budget p.a. for activities. Volunteer roles.	Increase in continuation; reported increase in sense of belonging; positive action from reporting to SGS Inclusion Committee.	
Reframe current REACH (Racial Equality and Cultural Heritage) bursary.	No additional cost. Work with REACH committee, student survey and new student group to rename and reframe.	Increase in take up of this bursary; decrease in financial concerns; increase in sense of belonging.	

Bursaries, Scholarships and Financial Support (including REACH) tailored and accessible promotion campaigns. New activity.	Costed as part of wider campaign for promotion of financial support. See IS1 for details.	Increase in take up of financial support; decrease in financial concerns; increase in sense of belonging.	IS1
Increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS4, IS6
Increase offer of apprenticeships including introduction of a degree apprenticeship by 2027 with a contextual admissions process to acknowledge differing challenges faced by potential applicants. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS4, IS6
SGS 'Pathway to Success: Enhancing Achievement' scheme – ongoing formal signposting to new support avenues, including additional HE-specific support practitioners. Existing activity, new posts.	See IS2 for details	See IS2 for details	IS2, IS3, IS4, IS5, IS7
SGS Study Hub: Study Skills. Centralised Study Skills Programme aligned in subject clusters (e.g. Digital Industries) delivered by a mixture of HE tutors. New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS4, IS5, IS7
SGS Study Hub: Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage	See IS2 for details.	See IS2 for details.	IS2, IS3, IS4, IS5

students to stay on target. New activity.			
Continued staff training around inclusion and decolonisation of our curriculum. Existing activity.	Costs: External (partner university); internal training programme and activities (114 hours training and development time over 4 years).	Increase in continuation; reported increase in sense of belonging;	
Enhanced training for HE admissions, support and teaching staff around the barriers faced by students from ethnic minority backgrounds continuing in higher education. New activity.	External speaker costs: 1 session p.a. every 2 years. Rolling programme for all HE staff. In house follow up training (x2 hours p.a.) in conjunction with REACH/Inclusivity Committee members.	Improved knowledge of the needs of our students; increased confidence in supporting students.	
Total cost of IS6 over 4-year cycle: £119,000 (bursaries are costed separately in our Fees, Investments and Targets document)			
<p>Evidence base and rationale: In addition to a literature review (see Annex B for details) we have generated Type 1 evidence from our student forums with Class Representatives, including from this demographic, conducted surveys with HE Support Staff and considered feedback from internal student surveys and NSS. This work has also emphasised the need for new multi-approach schemes such as 'Pathway to Success' and 'Study Hub'. We have narrative evidence from teaching teams to suggest that staff training around the barriers faced by students from ethnic minority backgrounds continuing in higher education would enable them to offer more appropriate tailored support. We are making ongoing developments in inclusion and decolonisation of our curriculum and intend to collaborate with our partner university for further training.</p>			
<p>Evaluation We intend to evaluate each activity within this intervention strategy to identify whether they lead to the intended outcomes. We have ambitions to evaluate the larger activities, including the Pathway to Success and Study Hub to generate evidence aligned to OfS Type 2 standards. We intend the student-led REACH (Racial Equality and Cultural Heritage) group to formally report to the SGS Inclusion Committee to feed into the evaluation process (Type 1 data). We hope there will be further opportunities for evaluation in collaboration with our partner university. We intend to disseminate interim, end of year and end of APP lifecycle findings in the same ways delineated in Intervention Strategy 1.</p>			

Intervention strategy 7			
<p>Objectives and targets. Principal objective: PTS_6 To increase the attainment rates of full-time mature students to 70% by 2028. Secondary objectives: PTA_1 (IS1); PTS_1 (IS2); PTS_2 (IS3); PTS_3 (IS4); PT4_5 (IS5); PTS_5 (IS6).</p>			
<p>Risks to equality of opportunity: Limited choice of course type and delivery mode; insufficient academic support; insufficient personal support; mental health; cost pressures</p>			
Activity	Inputs	Outcomes	Cross intervention?
Training for HE admissions, support and teaching staff around the barriers mature	External trainer costs: repeated/ refreshed every two years.	Improved knowledge of the needs of HE mature students; increased confidence	

students face in attaining in higher education. New activity.		in supporting these students.	
Peer Assisted Learning Scheme (PALS). Student buddy scheme with student champions from L6 or L5 supporting L4 students with academic skills and signposting. Champions matched to L4 students. Scalable from soft pilot of 2 student champions (24/25) to 4 (27/28). New activity.	See IS2 for details.	See IS2 for details.	IS2, IS3, IS4, IS5, IS6
Establishment of Mature students' group to formally report to the SGS Inclusion Committee. New activity.	£500 budget p.a. for activities. Volunteer roles.	Increase in continuation; reported increase in sense of belonging; positive action from reporting to SGS Inclusion Committee.	
Bursaries, Scholarships and Financial Support (including Mature Bursary); tailored and accessible promotion campaigns. New activity.	Staff costs: 45 hours over 4-year lifecycle.	Increase in % of new students who access these bursaries; decrease in financial concerns; positive feedback around the new materials generated.	IS4, IS5
Increase in shorter qualifications including CertHEs and HNCs so students do not have to make a long-term commitment between choosing work or study. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS4, IS6
Increase offer of apprenticeships including introduction of a degree apprenticeship by 2027 with a contextual admissions process to acknowledge differing challenges faced by potential applicants. New activity.	See IS1 for details.	See IS1 for details.	IS1, IS2, IS3, IS4, IS6

<p>SGS 'Pathway to Success: Summer Transition' programme (pre-level). 2-day workshops for digital bridging/IAG/ orientation of campus/ support workshops between study levels. Targeted students. Tailored for each group, including for those with EHCPs or declared disabilities both before entry and between levels. Pre-enrolment visit to facilities, teaching and support teams. Expansion of existing activity.</p>	<p>See IS2 for details.</p>	<p>See IS2 for details.</p>	<p>IS2, IS3, IS4, IS5, IS6, IS7</p>
<p>SGS Study Hub: Study Skills. Centralised Study Skills Programme aligned in subject clusters (e.g. Digital Industries) delivered by a mixture of HE tutors. New activity.</p>	<p>See IS2 for details.</p>	<p>See IS2 for details.</p>	<p>IS2, IS3, IS4, IS5, IS6</p>
<p>SGS Study Hub: Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.</p>	<p>See IS2 for details.</p>	<p>See IS2 for details.</p>	<p>IS2, IS3, IS4, IS5, IS6</p>
<p>SGS 'Pathway to Success: Enhancing Achievement' scheme – ongoing formal signposting to new support avenues, including additional HE-specific support practitioners. Existing activity, new posts.</p>	<p>See IS2 for details</p>	<p>See IS2 for details</p>	<p>IS2, IS3, IS5, IS6, IS7</p>

Increased flexibility of resources; bookable canteen options at UCWISE and increased LibraryPlus opening times in evening. New activity.	Only nominal increase in catering costs to cater for small groups in during evenings will be offset by students buying food. Library Assistant x 6 hours p.w.	Increase in attainment; positive reports about impact of flexible facilities around life/work commitments.	IS2, IS3, IS4, IS5, IS6
Targeted academic support (dissertation support). Cross-College Dissertation Coordinator to support standardisation, development of core academic resources (for Ecampus and on course delivery) and signposted support for mature students at L6. New activity.	0.3 FTE academic role (Dissertation Coordinator) to support cross-college standardisation and development of practice	Increase in attainment.	IS2, IS3, IS4, IS5, IS6
Total cost of IS7 over 4-year cycle: £101,000 (bursaries are costed separately in our Fees, Investments and Targets document)			
Evidence base and rationale: In addition to a literature review (see Annex B for details) we have generated Type 1 evidence from our student forums with Class Representatives, including from this demographic, conducted surveys with HE Support Staff and considered feedback from internal student surveys and NSS. This work has also emphasised the need for new multi-approach schemes such as 'Pathway to Success' and 'Study Hub'. We have narrative evidence from teaching teams to suggest that staff training around the barriers faced by mature students achieving in higher education would enable them to offer more appropriate tailored support. There is also evidence from student feedback that later opening/ flexible library and canteen provision would more greatly support specific courses.			
Evaluation We intend to evaluate each activity within this intervention strategy to identify whether they lead to the intended outcomes. We have ambitions to evaluate the larger activities, including the Pathway to Success and Study Hub to generate evidence aligned to OfS Type 2 standards. We intend the student-led Mature Student group to formally report to the SGS Inclusion Committee to feed into the evaluation process (Type 1 data). We intend to disseminate interim, end of year and end of APP lifecycle findings in the same ways delineated in Intervention Strategy 1.			

Whole provider approach

South Gloucestershire and Stroud College operates a whole College approach to improving equality of opportunity, which is articulated through its [Diversity, Equity, Inclusion and Belonging Policy](#). This policy applies to all our current and prospective students and apprentices, Governors and staff working at the College on a paid or voluntary basis, external examiners, consultants, guests and contractors who visit our campuses. The policy is implemented through our Cross-college Inclusion Committee which in turn draws its membership from all levels of the organisation, including the student body.

All College Policies and decision making are impact assessed to ensure that due regard is had in relation to eliminating discrimination, advancing equality of opportunity and fostering good relations between people

who share a protected characteristic and those who do not. 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 College seeks to meet its specific public duties, as outlined under the Equality Act by setting and reviewing annually equality objectives. The College reviews and reports annually on progress against its equality objectives and progress is published in our [Diversity, Equity, Inclusion and Belonging Review](#). Subsequently, and at intervals of not greater than four years, the College also completes a whole College review of its equality objectives to ensure that they continue to advance equality of opportunity; these reviews and any changes to our equality objectives are ratified by the College's Governing Body. Our 7 Intervention Strategies are firmly linked to these objectives, most notably through our aim to diversify our talent and enhance our community by attracting and recruiting a wide range of students and staff— those that have the relevant skills and experience and are also reflective of the diverse communities that we serve. Each of our strategies sit at the heart of our inclusion networks (e.g. our Inclusion Committee and APG) and three new/renamed, student groups are proposed in our Intervention Strategies. These groups will become important new members of our Inclusivity Network and will report directly to the Inclusion Committee. The Inclusion Committee, the APG, the HE Business Planning Group, Senior Management Team and Governors will all be involved in monitoring the progress of our APP and will continue to model inclusive leadership behaviours. SGS is an inclusive and neurodivergent friendly College and we aim to improve the experiences of neurodivergent students through three of our intervention strategies which promote flexible learning, training for staff, additional support and activities to promote a greater sense of belonging.

The College is committed to invest in all students and recognises the need to particularly focus and develop our programmes of activities around the under-represented HE student groups identified in the APP. Our 7 Intervention Strategies seek to address multiple risks to the student lifecycle including access, continuation, completion and attainment. Each of the Intervention Strategies have been aligned with our institution's equality, diversity and inclusion strategies, most notably via the [Diversity, Equity, Inclusion and Belonging Policy](#), but also through:

- 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](#).
- [HE Access and Participation Policy](#).
- [HE Student Attendance and Engagement Policy](#); [Positive Behaviour Policy](#); [Fitness to Study Procedure](#) – all 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 2022-23, 100% of staff development requests were approved, for example including attendance at national conferences and events (run by AoC, AdvanceHE, OfS etc.) and specialist staff training. Information from these events has been communicated at internal meetings and Staff Development days.

The current versions of all attendant policies and approaches can be found on our [website](#).

In developing its access and participation plan the College has sought equal representation from all areas of the College as well as from our students and the College expects all areas of the College to participate in activities to further progress towards our intervention strategies. The College has also established and added to its mandatory cycle of professional development, training on equality, diversity, access and participation that all staff are required to undertake.

The College recognises that the activities that are required to meet its intervention strategies may change in response to evaluation activity, engagement with students or outcomes from our annual review; but the conceptual basis for access, continuation and participation will not.

Student consultation

Due to the size of our cohort, we have not asked our students to produce a separate student submission but we have ensured that our students have been actively involved in every phase of the design of this access and participation plan.

After our initial assessment of performance, we brought together panels of student representatives, including students from each of the underrepresented groups that we identified that we needed our plan to focus on as well as students from our wider student population, Class Representatives, students with paid roles (SGS HE Student Ambassadors) and students in receipt of scholarships and bursaries. These students came from a cross-section of course areas and levels, from students who had progressed from SGS FE courses and those who had come to us from other institutions and those students recruited both locally and nationally from each of our main HE delivery campuses to ensure that we had as much student representation as possible to input into our plan.

We met with the different student panel groups initially to share our assessment of performance, including how to access and interpret data from the OFS APP Dashboard. We then identified areas of risk and our rationale for focussing the plan on the 7 significant areas of identified risk we felt we were most able to make interventional impact on. Once these were agreed, we asked our student panels for ideas for intervention activities. Findings from our early consultations with these panels informed key intervention activities detailed in the table below. We then shared these planned activities with our student panels to ensure they felt they would be impactful. We also fed back to the student panels that their suggestion of a travel bursary couldn't be implemented due to cost.

Table 6.1 New intervention activities informed by Student Panels

Student Panel Feedback	Intervention Activity	Intervention Strategy
Students felt more information, guidance and support for students progressing from L3 vocational courses was needed.	Empower (ED) FE programme offering bite-sized tasters, advice and guidance, including financial support and a parent information workshop from 2024-25	IS 1 (PTA_1)
Students from one course area fed back that an informal 'buddy' scheme helped them stay on course, students on other courses without this intervention wanted this to be scheme to be introduced for all FT courses, starting from access into HE and continuing through the student lifecycle.	Empower (ED) Peer programme which matches HE Programme Leads and HE student champions to L3 Programme Leads and Students to help remove academic and social barriers to accessing HE from 2024-25	IS 1 (PTA_1)
Students self-identified or identified peers who are single parents as being at risk through increased cost pressures	Introduction of a 'Single Parent' bursary from 2024-25	IS 1 (PTA_1) IS 2 (PTS_1) IS 4 (PTS_3) IS 5 (PTS_4) IS 6 (PTS_5) IS 7 (PTS_6)
Students felt that published bursary, scholarship and financial support criteria needed to be clearer. Some of our focussed student groups felt like they weren't entitled to a scholarship or bursary despite them fitting the criteria	Bursaries and Financial Support tailored and accessible promotion campaign	IS 1 (PTA_1) IS 2 (PTS_1) IS 4 (PTS_3) IS 5 (PTS_4) IS 6 (PTS_5) IS 7 (PTS_6)
Students felt strongly that personalised advice and guidance from our Admissions Team was invaluable, but they felt they would like similar advice to break down barriers of uncertainty when interacting with academic and support staff	Training for HE admissions, support and teaching staff around social mobility and the barriers students face accessing higher education	IS 1 (PTA_1)
Students felt that all staff they interacted with needed a better understanding of some of the mental	SGS 'Pathway to Success: Enhancing Achievement' scheme – formal	IS 2 (PTS_1) IS 3 (PTS_2) IS 4 (PTS_3)

health difficulties that are being experienced by our student population	signposting to specialist support avenues within HE, alongside signposting training for all HE staff	IS 5 (PTS_4) IS 6 (PTS_5) IS 7 (PTS_6)
Students (especially those with a reported disability) reported difficulty with meeting close assessment deadlines	Development of SGS Inclusive Assessment Framework, including revised accessible assessment timetables	IS 2 (PTS_1) IS 3 (PTS_2) IS 4 (PTS_3) IS 5 (PTS_4) IS 6 (PTS_5) IS 7 (PTS_6)
Student feedback from mature students and students with a reported disability showed a dissatisfaction with a lack of quiet areas and library facilities	Creation of identified quiet areas in UCWISE LibraryPlus space with priority access given to students with a reported disability. Extended LibraryPlus evening opening hours on each campus.	IS 2 (PTS_1) IS 3 (PTS_2) IS 4 (PTS_3) IS 5 (PTS_4) IS 6 (PTS_5) IS 7 (PTS_6)
Students requested more communication, support and bridging activities during the summer holidays between levels of HE study to help them stay motivated and to stay on course.	SGS 'Pathway to Success: Summer Transition' programme for targeted groups (pre-level). 2-day workshops for digital bridging, advice and guidance and support workshops between study levels.	IS 2 (PTS_1) IS 3 (PTS_2) IS 4 (PTS_3) IS 5 (PTS_4) IS 6 (PTS_5) IS 7 (PTS_6)
Students expressed need for greater sense of belonging (including in NSS feedback).	Various activities across all IS including PALS; new/reframed student groups in addition to general schemes for all students to promote sense of belonging within subject areas.	IS 1 (PTA_1) IS 2 (PTS_1) IS 4 (PTS_3) IS 5 (PTS_4) IS 6 (PTS_5) IS 7 (PTS_6)

Our student body will have an active role in the monitoring and evaluation of our plan.

Students from different backgrounds and from different parts of the lifecycle are represented at our Access and Participation Group (APG) meetings. This group is made up of members of senior HE management and it leads on the overall development, monitoring and evaluation of our access and participation plan. This group considers progress made towards our objectives and milestones and examines the impact of intervention activities. Because key decision makers are present at these meetings, the group is able to make changes to interventions and to add new interventions if there is evidence of any new risks to equality of opportunity emerging.

Our intervention activities include the set-up of specific student led groups. These groups will formally report to the college's Inclusion Committee and will provide new opportunities for wider groups of underrepresented students to have their voices heard.

Student opinion about the efficacy of our intervention activities is also gathered by surveys and at Student Representative meetings. All HE students are invited to share their views twice a year in our 'first impressions' and 'end of year' surveys, and students who access specific services, such as academic or financial support are also asked to provide feedback on their experience. This information is then used to continuously improve services to students.

Evaluation of the plan

We have used the OfS self-evaluation toolkit to inform our evaluation strategy. It was extremely useful to revisit this toolkit (last used in the completion of our 2020-24 APP) and measure distance travelled. We have set out our analysis of practice against the five-point framework in the self-assessment tool, highlighting key features of our evaluative approach and methodology and identifying improvements in the following dimensions: 1) our strategic context 2) programme design 3) evaluation design 4) evaluation implementation 5) learning from evaluation.

Strategic context (emerging)

At SGS we have established mechanisms in place and identified areas for development to ensure continuous and robust evaluation of our APP and targets. We draw upon the skills, knowledge, and expertise of colleagues from across our organisation to evaluate progress against our plan. Regarding the HE Central Team, managers in HE Data and Admissions; HE Curriculum and Quality and HE Recruitment and Student Experience manage the teams associated with these functions, compile evidence and triangulate ongoing evaluations in fortnightly management meetings with the Director of HE. In terms of governance our Widening Participation and Retention Group (WPRG) was renamed in 2022-23 and is now called the Access and Participation Group (APG). The renaming was a strategic move to sharply focus this group on our APP and ongoing evaluation and monitoring of the plan. The standing agenda for the APG has been recently redesigned to focus on evaluative reports (based on evidence generated from specific programmes) presented by staff who represent different teams within HE e.g., Student Experience; Student Support; Curriculum, Quality and Standards. This replaces our existing agenda and allows for more consistent formal evaluation. The APG will undergo a further redesign in 2023-24 with reduced membership focusing on managers from key areas who will receive evaluative reports from their teams (the process for this will be supported by smaller team meetings which have evaluation as an agenda point). This tiered approach to evaluation will enable the evaluation process to be joined up, understood, and owned by all members of the team. Student representatives are key collaborators in the evolution of our evaluation approach and its application. Student feedback and opinion is sought in a variety of meetings and forums and they were instrumental in the evolution of this plan (see Student Consultation section for details).

Our APG (chaired by the Director of Higher Education) leads on the overall development, monitoring and evaluation of plans and works in tandem with the HE Steering Group (to be renamed HE Business Planning Group) to ensure that evidence informs the development of curricula, support, and the student experience. In turn, these Groups report to the Governing Body and feed into our HE Annual Report and HE Improvement Plan. A recent restructure means that the HE Faculty reports directly to the Deputy Principal and in turn, the Principal. These reporting structures means that there is an increasingly joined-up approach to evidence-informed evaluation and gives an enhanced institutional value to the practice.

We have identified key opportunities in the institution to improve our evaluation culture. We need to adopt a top-down approach for this with the establishment of a more developed intervention logic (based on established models of good practice) which can be disseminated at all levels via our realigned meeting and reporting structures. These redeveloped meetings will focus attendees on evaluation and allow us to build up a more coherent picture of impact over short, mid, and long timeframes. A formal skills audit in 23-24 will allow us to identify individuals who have existing skills. This is to be followed by internal and external Staff Development activities to boost understanding and skills levels across all tiers. These approaches will form the direction for evaluation on a strategic level at SGS.

We are increasingly plugged into wider external networks. In terms of formal collaboration, we work with UWE (University of the West of England) and University of Bristol on the UniConnect Future Quest project and collaborate on evaluating our activities. Our partner university (University of Gloucestershire) has also agreed to support us in our evolving evaluation practices and, additionally, we are looking forward to working with colleagues who we met during this first wave pilot of the APP. The ambition is for an Evaluation subgroup to be set up for 'first wavers.' We are new members of AdvanceHE and have joined a CBHE (College Based HE) subgroup which allows for discussion of evaluative approaches. Our membership will allow for greater access to resources on evaluation. We regularly attend AoC (Association of Colleges) regional groups and national conference in addition to UniversityUK conferences and training run by UCAS, OIA (Office of the Independent Adjudicator) and OfS.

Programme design (emerging)

Our Widening Participation programme of activities is designed with a clear rationale and understanding of the change that we aim to achieve. Our emerging SGS Small Provider Toolkit and our clearer understanding of the wider context within which we are operating, will inform our projects/programmes. A Resource Bank for small provider evaluation of widening participation practices is being evolved as part of this toolkit. Key resources gathered from TASO, OfS, HEPI (Higher Education Policy Institute), AoC, AdvanceHE, the Sutton Trust and various providers have been instrumental in helping us design our new programmes. Findings from our literature reviews, conducted for each of our Intervention Strategies, have been applied to the evidence generated through our activities to inform our programme design.

Programme design has been maturing at SGS, but we have identified clear areas for future development. These include manager development to help identify wider contexts for practice and to support teams with their evaluation focus. We will produce a revised Programme Design Planning Form; this will be crucial to maturing our evaluation practices; we will be specifying types of evaluation and data collection (based on wider research appropriate to the specific activity), flagging key research sources for these activities (contextualised to the target student group), and identifying multiple times for evidence collection (as appropriate to the type of programme). External/collaborative stakeholders will also continue to be involved, where relevant, in the planning of activities and will contribute to these proposal forms, promoting further investment in the programmes. Academic year 23-24 will see the soft pilot of this form, in addition to the establishment of baseline data by gathering evidence from specific groups (e.g. target schools) before some of our key interventions begin. Although it is difficult to evaluate micro interventions, we will record these interventions and build up a body of evidence over the next 5 years to see if we can identify any impact outcomes. The theory of change we have developed for each project/programme will be tested through the analysis and evaluation of findings and asking ourselves what would have happened without each of these interventions.

Evaluation design (emerging)

All evaluation design will be passed through our APG to review and on to our Teaching, Research and Ethics Committee (TREC) for approval. Our evaluation and programme activities are designed relative to the types of activity we have specified and in the context of our size. Much of our evaluation (as fitting for a small provider) generates type 1 standards of evidence, although we intend to formalise our approach to generate Type 2 evidence as set out in the OfS Standards of Evidence Framework. We know our demographics, are familiar with the types of evaluation we use and understand our context well. As stated previously, we have clear plans for developing our evaluation practice and will work more closely with our university partner and other providers to mature our practice.

Evaluation design has developed over the lifecycle of previous APPs but needs further work. Evaluation plans will be fully embedded in each Programme Design Planning form from 23-24. All our programmes within our proposed Access Intervention Strategy (IS1) are designed with our enhanced logical framework approach. We know what we are doing and why for these programmes. We have sound internal narrative evidence (e.g., survey results, evaluations from UniConnect partners, evidence from student forums, evaluations from colleagues heading up various HE mechanisms such as support, careers, outreach etc.) to show the effectiveness of activities such as bursaries and study skills. This evidence has been considered in relation to the TASO evidence toolkit detailing existing evidence on types of interventions on our targeted group for Access; the OfS Evaluation Toolkits; various external reports including the Sutton Trust's findings on Degree Apprenticeships and Levelling Up; consideration of the national agenda for increasingly flexible qualification as set out in the ongoing literature regarding the LLE (Lifelong Learning Entitlement) and government reports including Chapter 2 of the Independent Panel Review of Post-18 Education and Funding (2019); AdvanceHE's resource bank on Equality, Diversity and Inclusion and findings from external activities with AoC and AdvanceHE.

It is evident, however, that we need to continue to standardise our approaches to evaluation. This is a process that is developing and as a small HE faculty within a much larger FE-focused institution we are working hard to join up different areas with different agendas that compete for their time and resources. As a small provider most of the evaluation which takes place generates Type 1 evidence (with some Type 2). As wider research indicates, Type 3 evaluation is often a bridge too far for small providers due to key factors such as small cohort sizes which are prohibitive for activities involving randomised control trials. We are developing a comprehensive theory of change for each of our Intervention Strategies. The status and impact of each project/programme will be analysed every quarter at a high level following a theory of change approach. Our established evaluation 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**. This framework will be enhanced in 23-24 by applying it to our meeting and reporting structure. The new overarching Theory of Change will become a vital component of our SGS Small Provider Toolkit. Our toolkit for evaluation, based on guidance and resources in the [OfS Evaluation Toolkit](#), is being evolved with standardised paperwork and processes which encourages evaluation activities which take part across different time cycles and aspires to mixed method data collection to allow triangulation of findings. [TASO's methodology for impact evaluation for small cohorts](#) is extremely useful for our context. It is also our aspiration to develop a common outcomes measures framework for each type of activity. This will be based around the Kirkpatrick Evaluation Model of measuring outcomes for learning activities across levels (**Reaction → Learning → Behaviour → Results**) and will evolve over the APP lifecycle.

We have an ambition to measure changes associated with our interventions focused on our internal L2/3 cohort who progress with us. We will capture baseline data before the programmes start and track

consenting participants who choose to progress with us across their lifecycle on the reasons for their access choices. All our programmes within our proposed Success/Attainment Intervention Strategies (2-7) are designed with our enhanced logical framework approach. We know what we are doing and why for these programmes.

We have an ambition to measure the changes associated with some of our interventions (e.g., the PALS (Peer Assisted Learning Scheme) against counterfactual data. To evaluate the impact of this scheme (new programme for 24-25); we will capture baseline data from the start of the programme and attempt to measure its effect on participants. We will also attempt to do the same in measuring the impact of the new Dissertation Coordinator role and their interventions on mature student attainment. It will be interesting to measure the effectiveness of this Type 2 evaluation at work in our small provider context.

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 4-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 our WP (Widening Participation) work.

Evaluation Implementation (emerging)

We have established data collection practices for both qualitative and quantitative research methods and these sources are robust. The Head of HE Data and team supports all reporting, data monitoring and analysis, and informs the evaluation of data, tracking individual students directly. Investment in the College's Management Information System (ProSolution) and student record system (ProMonitor) to directly operate with the Power BI tool, means we can now analyse the intersectionality of data. We are fully compliant with GDPR and our practices around data protection are robust and beholden to formalised audit trails. We have robust data collection protocols and agreements in place with our key stakeholders. Any new practices will be reviewed by our APG/TREC (see below), and assessment of compliance assured by working with our Data Protection team.

Our evaluation implementation is evolving and we recognise that to develop it further we need to: 1) collect data at different points of time i.e. a schedule 2) develop a more mixed method model in the instances 3) triangulate/ more formally join up evidence from different data sources 4) fully formalise our research protocol 5) ensure that our Teaching, Research and Ethics Committee (TREC) (chaired by our Vice Principal) agenda features formal review of this protocol (as advised by the APG) and adds a formal opportunity for further compliance checking.

We believe the costs of our evaluation will be proportionate to the activities. Many activities are shared across all 7 Intervention Strategies and will see economy of scale in approach (even though findings will be tailored to individual target groups). Our evaluation budget will be monitored and will expand, as necessary, as our numbers grow.

As a smaller provider and as noted previously we continue to learn from our university partner and other local examples. We are very well placed at the intersection of FE and HE which gives us much scope for being flexible and responsive to a diverse research body. This gives much scope for future work and should lead to the development of an individualised research protocol which is reflective of our specific context.

Learning from evaluation (emerging)

Our research findings 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. Our APG is established, and we also report key findings to the College Inclusion Committee and via mechanisms such as the HE Annual Report and HE Improvement Plan. 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 theories of change, programme design and evaluation design, will continue. Reporting our evaluative findings back to the teams responsible for delivering projects/programmes will be vital, to highlight how evaluation informs practice. Our TREC 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. We are good at acknowledging limitations to do with sample size or in the design of the evaluations themselves and often reflect and redevelop our approaches to be responsive to changes in context. However, as stated in previous sections we need to be more mindful to compile schedules for data collection within activities. This will help to significantly extend our research and evidence base. To fully attribute impact to our programmes we have ambitions to move to mixed methods research design to enable us to triangulate evidence.

We have emergent practice in engaging with scholarly literature on effectiveness. This continues to be emergent and linked to the development of research culture more widely in a CBHE context. We are more than capable of this, but unlike our university partners where research practices are established, we are having to work to foreground this. The development of a Resource Bank (as part of the SGS Small Provider Toolkit and renewed on a regular basis) and embedding links to relevant research literature within the Programme Design Planning Form means that this process will become truly agile and keep current.

We have made considerable progress at closing the gaps against all targets in our [existing APP](#). We understand our approaches and the results, and we can clearly explain what we do, why we do it and the impact that we have had.

Evaluation results have been used to influence practice. This has happened with some of our key activities e.g., bursaries. These have been revised and refreshed through evaluating the evidence year on year. Our bursary practice set out in our proposed APP 2024-28 is our most developed to date. Our evaluation practice has matured from APP to APP, and we have evolved activities because of our increased understanding and reflected this via policy and institutional-level reporting.

Whilst we often informally share results with colleagues at our partner universities and external organisations we work with, we are committed to gaining a wider reach for our findings from our programmes for this latest APP. This may take the form of scholarly articles, presentations at our validating university and fellow colleges in the partnership, or via our website. We are also keen to share our findings with TASO to enhance understanding of small provider approaches.

Provision of information to students

All Full-time SGS higher education course fees (both fees per year and total course fees to be paid over the duration of the course) are published annually on our website in advance of the UCAS application cycle opening and on our course pages on UCAS. Prospective students are also advised of any expected additional costs (such as kit or trip costs) during the admissions process. Part-time professional level 4 and above shorter course fees are published on the relevant course pages on our website: <https://uni.sgscol.ac.uk/all-courses>

SGS does not raise fees annually for new entrants. The course fee charged on entry will be the maximum fee charged each year until completion of the qualification. Every year we also publish an updated Fees, Bursaries and Scholarship policy which is available on our website: <https://www.sgscol.ac.uk/policies>

Our Admissions Team provides advice and guidance on fees, student finance and what types and levels of financial support is available to all prospective and current HE students.

We offer financial support to help students from underrepresented groups access our higher education courses and to support them continue studying until their courses are complete. Information about the level of financial support we offer to students in each year of study, eligibility criteria and information about how to apply, is also found on our website: <https://uni.sgscol.ac.uk/finance/bursaries>

Annex A: Assessment of performance

SGS College has assessed our performance to identify the most significant indicators of risk to equality of opportunity for our students and prospective students. To identify our provider risk indicators, we used the [OFS's Access and participation data dashboard](#) as our primary data source for analysis. Other sources of data used in our assessment of performance include our National Student Survey (NSS) results, our Graduate Outcomes (GO) results, data from our individualised learner record (ILR) and internal data sources, e.g. student academic and pastoral support records.

As we have set out in our introduction, SGS's context is that of a very small HE provider and we are mindful that our data contains limitations, complexities and statistical uncertainties which are common when analysing small datasets. Our data by student characteristic in the APP dashboard, particularly in the later stages in the student lifecycle, are very small or not available due to suppression. However, characteristic data for all of our students is collected and returned in our ILR and we are able to monitor student progress using this data. We have often needed to use 2- or 4-year aggregate values from the dashboard to identify indicators of risk, however we have made some significant changes to our curriculum offer in this period of time. Due to the small numbers, it has not always been appropriate to examine intersections of student characteristics or disaggregate into smaller groups. SGS also has a very different profile of level of provision to the all registered English HE provider percentages (SGS has 12% of its entrants studying first degrees compared to 70% for all registered English HE providers). For comparison of our performance compared to the sector, we have used both the "all undergraduate" and the 'other undergraduate' level of study views when appropriate to that lifecycle.

We have mapped our identified indicators of risk to the [OFS' Equality of Opportunity Risk Register \(EORR\)](#) to consider what the related risks of equality of opportunity are for the sector as whole and how they relate to SGS in our provider context. Where we do have limited data, we have used the EORR to consider how identified risks to national groups may affect our SGS students and potential students.

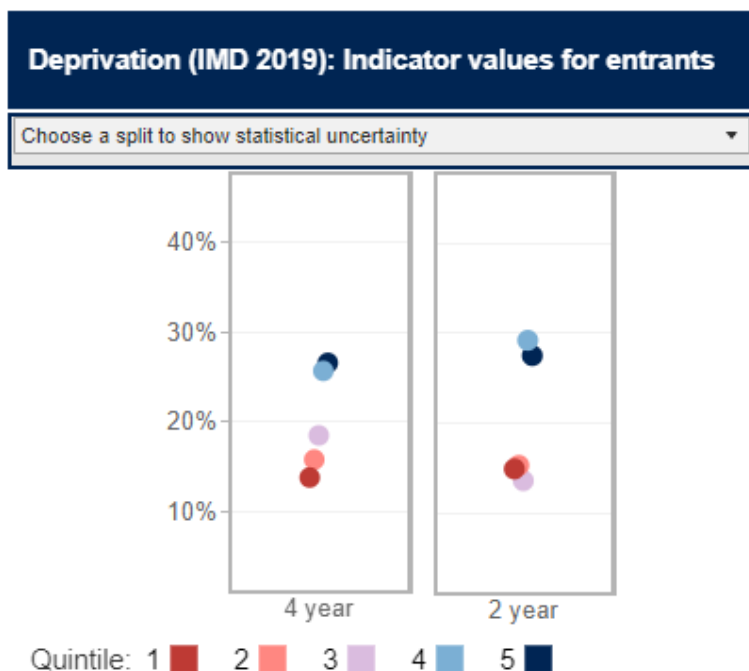
The assessment of performance in this annex only gives information on student groups and associated lifecycles where we have identified an indicator of risk from our data to the equality of opportunity of our students and potential students.

Students from deprived socio-economic backgrounds (measured by the 2019 Index of Multiple Deprivation (IMD))

FULL-TIME ACCESS

Full-time 'all undergraduate' data from the APP data dashboard shows that SGS recruits more entrants from the least deprived IMD quintiles (3, 4 and 5) compared to the most deprived quintiles (1 and 2). Our data shows that there has been a consistent gap in access between quintiles since 2016-17. The gap has narrowed but it is still high compared other providers.

Distribution of SGS entrants by IMD quintile over the last 4 years (from OFS APP Dashboard)



The gap between our IMD entrants from Q5 and Q1 using our last 2-year aggregate data is 9.8pp. This has narrowed from 12.2pp using our last 4-year aggregate data but it is still significantly higher than the all provider gap of -2.5pp for 'all undergraduate's and -17% for other undergraduates.

The gap is even more evident when we compare entrants from Q5-4 against those from Q1-2. Using the last 2-year aggregate data, this gap is 22.5pp. We have set an objective to address this identified indication of risk.

The APP dashboard also shows that there is a gap of 17.5pp for part-time students (2-year aggregate) and a 15.7 pp gap for apprentices. Although it is our ambition to reduce the gap in IMD entrants for all modes of study, in this plan we have taken to the decision to only create an objective for reducing the gap in our Full-time cohort because we believe this is where our planned activities and interventions can have the most impact.

FULL-TIME CONTINUATION

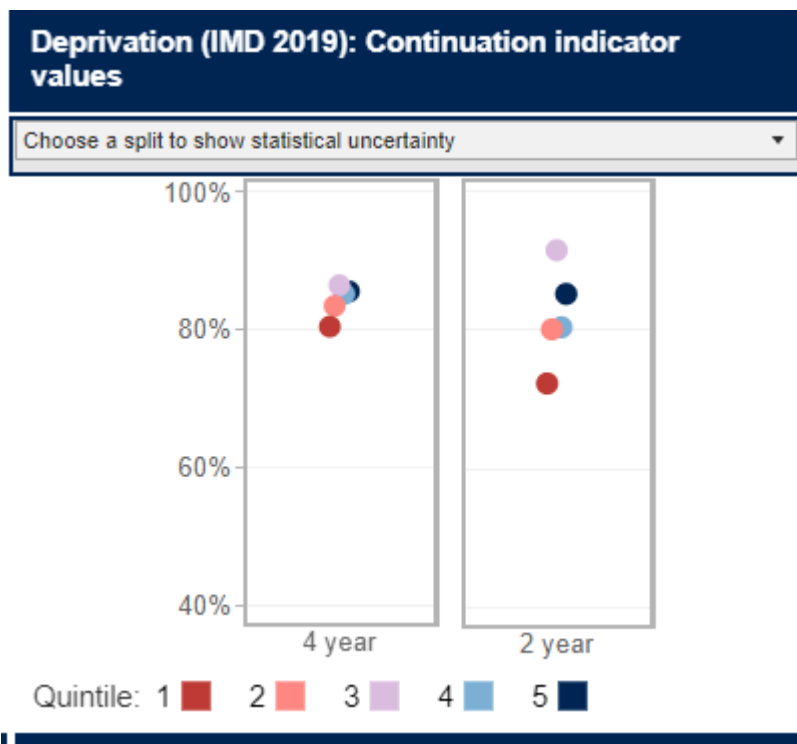
Analysis of Full-time 'all undergraduate' data from the APP data dashboard also shows that students from the most economically deprived backgrounds are less likely to continue their studies at SGS.

In the last 4 years, the percentage of students from IMD Q1 continuing their studies at SGS has declined by over eight percent from 80.3% to 72.2%. This is a significantly greater decrease than students from any other IMD quintile. The percentage of students from Q2 has declined by 3.3 percent in the same time period to 80%. Using the latest 2-year aggregate data, the gap between students with the highest continuation rates (IMD Q3) and those in Q1 is 19.2%.

When expressed as a gap, the difference in continuation between students at SGS in IMD Q5 compared to those in Q1 has increased by 7.8pp over the last 4 years. The 2-year aggregate gap between these groups is now 12.9pp. This does not reflect the English HE provider trend, where the percentage of students from IMD

Q1 has remained stable for the past 4 years (for both 'all undergraduate' and other undergraduate levels of study). We have set an objective to reduce our gap in IMD continuation.

Distribution of Full-time continuation at SGS by IMD quintile over the last 4 years (from OFS APP Dashboard)



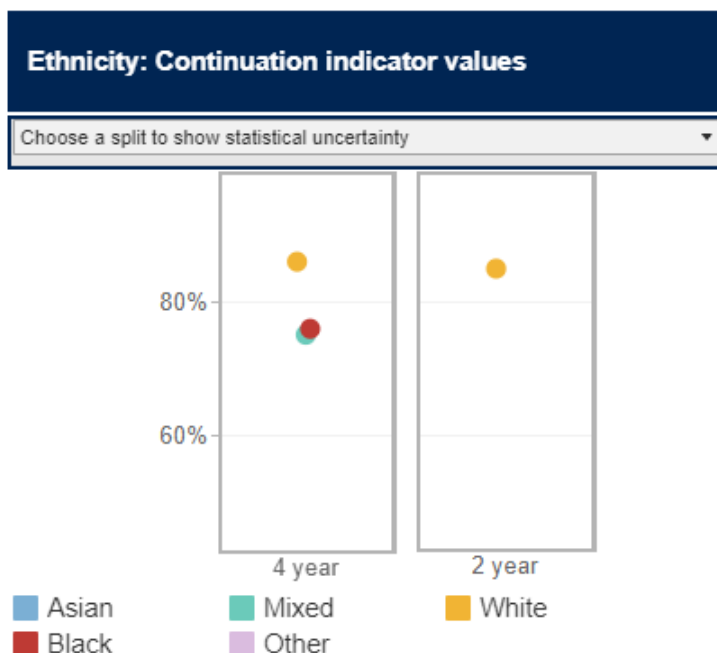
Students from a minority ethnic background

FULL-TIME CONTINUATION

Full-time 'all undergraduate' data from the APP dashboard (using the 4-year aggregate data) shows that the continuation rates for both students at SGS from black ethnic backgrounds are 10% lower than those of students from white ethnic backgrounds and the continuation rates for students from mixed ethnic backgrounds are 10.9% lower than students from white ethnic backgrounds.

The completion data for Full-time students from ethnic minority backgrounds from the last 2 years is not published on the APP dashboard due to small numbers in each disaggregated ethnic group. However, our ILR data shows that the gap in continuation between white students and those from any minority ethnic background has narrowed slightly to 8%. We want to continue our progress in narrowing this gap so we have created an objective for further reducing the gap in continuation between students from a minority ethnic background and those from white ethnic backgrounds.

Distribution of Full-time continuation by ethnicity at SGS over the last 4 years (from OFS APP Dashboard)



Students with a reported disability

FULL-TIME CONTINUATION

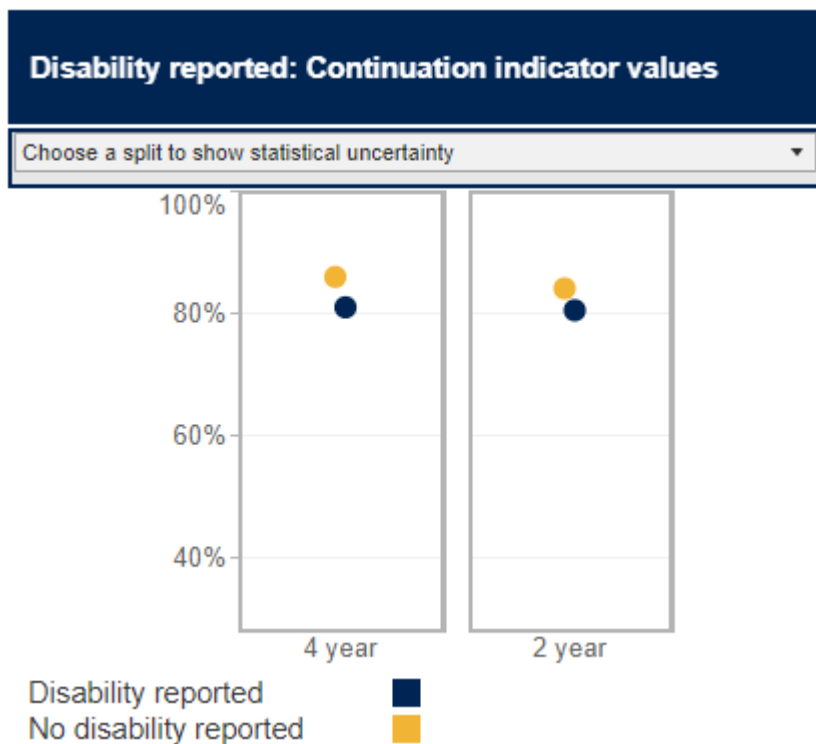
Full-time 'all undergraduate' data from the APP dashboard shows that students with a reported disability or learning difficulty are less likely to continue their studies at SGS. Our ILR data shows that over the last 5 years the 3 most reported types of disability reported are: cognitive or learning difficulties, mental health, and social or communication impairments.

In the last 4 years, the percentage of students with a reported disability continuing their studies has declined less than one percent; from 80.9% to 80.4%. The percentage of students in the same time period without a reported disability has declined by almost two percent; from 85.9% to 84%.

When expressed as a gap, the difference in continuation between Full-time students without a reported disability and those with has narrowed over the last 4 years from 5pp (4-year aggregate data) to 3.6pp (2-year aggregate data). However, the gap at SGS is wider compared to the gaps shown on the APP dashboard for all English HE providers of 0.7 pp (for 'all undergraduate' levels of study) and 0.4pp (for other undergraduates only levels of study).

Our ambition is to close our gap entirely and we have set an objective for this in our plan.

Full-time continuation differences between students with and without a reported disability at SGS over the last 4 years (from OFS APP Dashboard)



FULL-TIME COMPLETION

Full-time ‘all undergraduate’ data from the APP dashboard also shows that students at SGS with a reported disability are less likely to complete their studies.

In the last 4 years, the percentage of students with a reported disability completing their studies at SGS has declined by 11.1%. This compares to a drop of 3.7% in the same time period for students without a reported disability.

When expressed as a gap, the difference in completion between Full-time students without a reported disability and those who do report a disability has increased from 2.1 pp (4-year aggregate data) to 9.5 pp (2-year aggregate data).

Our ambition is to close this gap entirely and we have set an objective for this in our plan.

Full-time completion differences between students with and without a reported disability at SGS over the last 4 years (from OFS APP Dashboard)



PART-TIME COMPLETION

Part-time ‘all undergraduate’ data from the APP dashboard also shows that students at SGS with a reported disability who study on a part-time mode of study are also less likely to complete their studies.

When expressed as a gap, our 4-year aggregate data shows that the difference in completion between part-time students without a reported disability and those who do report a disability is 17.6 pp. This gap is much wider than the gap shown for other undergraduate study level on the APP dashboard for all English HE providers which is 5.3 pp (4-year aggregate) and 6.8 pp (2-year aggregate).

Because of small numbers of our part-time students who report a disability, our 2-year aggregate data on the APP dashboard has been suppressed. Although our ILR data shows that this completion gap has narrowed, we have set an objective for further reducing the gap in completion for part-time students who have reported a disability.

Part-time completion differences between students with and without a reported disability at SGS over the last 4 years (from OFS APP Dashboard)



Mature Students

FULL-TIME ATTAINMENT

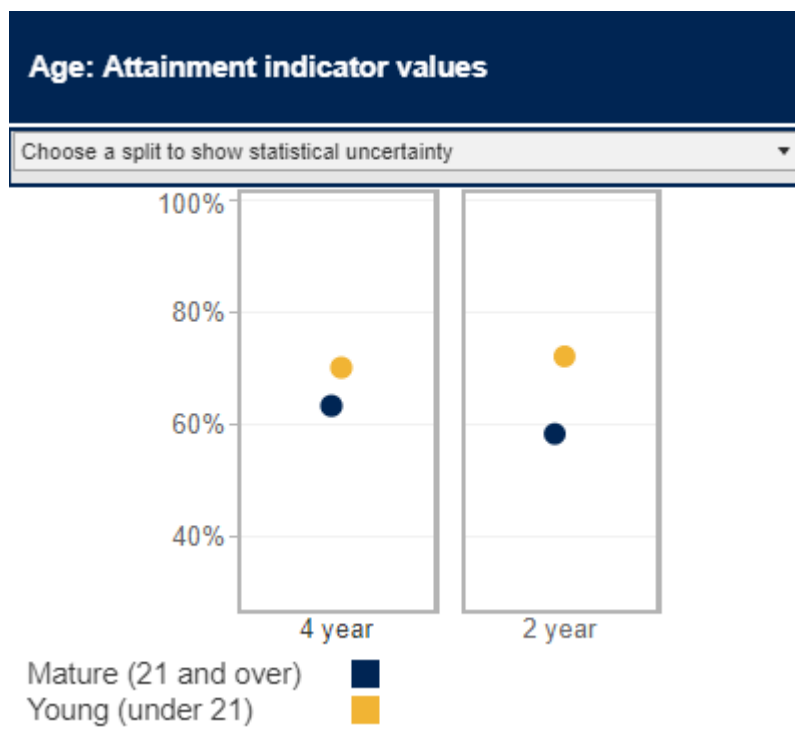
Full-time first-degree data from the APP dashboard shows that mature students at SGS (aged 21 or over at the start of their course) are less likely to gain a first or upper-second class degree than younger students.

In the last 4 years, the percentage of mature students achieving a first or upper-second class degree has declined by 5 percent. This compares to a 2 percent increase of young students achieving these grades.

When expressed as a gap, the difference between young and mature students was 6.9 pp (4-year aggregate) and that gap has increased to 13.8 pp in the last 2 years of data. Our 2-year gap is higher than the gap shown on the data dashboard for all English HE providers (first degree study level) which is 9.4 pp.

We have set an objective to reduce this gap in attainment in our plan.

Full-time attainment differences between young and mature students at SGS over the last 4 years (from OFS APP Dashboard)



OTHER GROUPS

Analysis of our data also shows that there are signs of indicators of risk to opportunity to some other student groups and also at different parts of the student lifecycle for some of the groups identified above.

When creating our plan, we have considered all of the identified indicators of risk, however, being a small HE provider, we have chosen to address either the indicators where most students are affected or those risks where we think we are able to make the most impactful interventions.

FULL-TIME MATURE CONTINUATION

Full-time mature continuation in the last 4 years at SGS has dropped from 84.4% to 77.3%. This dipped to 73.8% from 85.4% in 2019-20 and increased to 80.4% in 2020-21. Internal data showed that during the coronavirus pandemic, our mature students were impacted more severely than the younger students. We put a number of financial and support interventions in place to support our mature students during and post pandemic which, after evaluation, we believe contributed to the increase in mature continuation in 2020-21. We will continue to monitor this group but we have decided not to create a specific objective in our plan.

ABCS QUINTILE CONTINUATION (Associations between characteristics of students)

Full-time Continuation for students in ABCS quintile 1 at SGS has dropped in the last 4 years from 83.1% to 75.4%. We have decided to focus on closing the gap in Full-time continuation for students from IMD Q5 to Q1 rather than using the ABCS measure of multiple characteristics. However, our intervention strategy for supporting our students from lower IMD quintiles to continue their studies should also positively impact students in lower ABCS quintiles.

FREE SCHOOL MEAL ELIGIBILITY CONTINUATION AND COMPLETION

Full-time 'all undergraduate' data from the APP dashboard shows that students who have been eligible for free school meals in the last 6 years are less likely to continue their studies at SGS.

The percentage of students eligible for free school meals continuing has dropped 5.6% in the last 4 years from 84.9% to 79.3%. The percentage continuation of non-eligible students in the same time period has increased slightly from 82.4% to 83.5%.

Due to very low numbers of students in the cohort, we have decided not to set an objective for this student group. We will carefully monitor it internally. Our intervention strategy for supporting our students from lower IMD quintiles to continue their studies should also positively impact students who were eligible for free school meals to continue.

Annex B: Evidence base and rationale for intervention strategies (further detail)

We conducted a review of a wide variety of literature to underpin our approaches to intervention strategy design. The most beneficial sources that informed thinking around each strategy (most notably the types of activities we have chosen to invest in for maximum impact) are discussed below.

General Sources informing our overall approach to intervention, evaluation and theories of change

Key starter sources which informed the initial development of our **overall approach** to our strategies, our redeveloped Theory of Change and our evolving toolkit for evaluation (the SGS Small Provider Toolkit) include TASO's [Theory of Change resources](#) and the documents that make up the [OfS Evaluation Toolkits](#). These sources provided a myriad of guidance, resources, templates (especially the TASO's [Theory of Change template](#)) and case studies of use, including suggestions regarding reporting structures and staff responsibilities which have helped us see how we can take the next step into more fully developing an evaluation culture within the College. If anything, the [OfS Evaluation Toolkit](#) has given a small provider, like ourselves, a framework which we can more confidently apply to our own context. We have a new confidence to conduct evaluation activities which take part across different time cycles and aspires to mixed method data collection to allow triangulation of findings. The framing of Type 2 evaluation alongside workable examples, case studies and tips have enabled us to see how we too can use more empirical research to measure the changes associated with some of our interventions (e.g., the PALS (Peer Assisted Learning Scheme) against counterfactual data. The Toolkit also introduced us to the Kirkpatrick Evaluation Model of measuring outcomes for learning activities across levels. This Model will form the basis on to develop a common outcomes measures framework for each type of activity described in our Intervention Strategies. These OfS sources were read in tandem with [TASO's methodology for impact evaluation for small cohorts](#) which, with its conclusions surrounding the importance of local context to evaluation (and, in effect, the limits of general approaches) have all contributed to building our confidence in developing an approach which works for our situation. Hence the ongoing development of the SGS Small Provider Evaluation Toolkit. The foregrounding of our name in the title of this toolkit emphasises that this is something that works for us; a nod to the constructivist approach of Guba and Lincoln (1989) which is such a feature of [TASO's methodology for impact evaluation for small cohorts](#).

A crucial tool to the evolution of specific activities was, naturally, TASO's [Evidence Toolkit](#) summarises the existing evidence on approaches to widening participation and student success for disadvantaged and underrepresented groups. The presentation of evidence by types of interventions was incredibly helpful in contributing to the affirmation of the potential efficacy of existing interventions such as financial support whilst introducing new interventions such as the [promotion of self-advocacy for disabled students](#). The latter intervention is foregrounded as an activity in IS3, IS4 and IS5.

Other key resources range from those which will have practical application (e.g. OfS's excellent [Financial Support evaluation toolkit](#) which will be adapted to evaluate the bursaries and financial support central to our approach to access and participation) to those which will inform pedagogy (e.g. Advance HE's comprehensive [Education for Mental Health Toolkit](#) aspects of which are helping to inform, for example, our redeveloped Inclusive Assessment Framework which is featured in IS2, IS3, IS4, IS5, IS6, IS7). As regards financial support, it will be very interesting to evaluate the impact of new interventions such as the 'Single Parent' Bursary (IS1, IS2, IS4, IS5, IS6, IS7) on our groups. Current TASO research suggests a mixed picture in terms of impact but it is not possible to attribute causality at present. Aston University's Elizabeth Moores and Adrian Burgess's (2022) [Financial support differentially aids retention of students from households with lower incomes: a UK case study](#), supports this variability. It will be interesting, in a small provider context, to see what the findings are by 2028.

Many sources consulted both external and internal referenced the importance of a sense of belonging to student wellbeing, success and attainment. Advance HE's Education for Mental Health Toolkit, for example, features a section on [Social Belonging](#). Recent research by WONKHE in collaboration with Pearson have

identified the [The Four Foundations of Belonging at University](#). These four features: connection, inclusion, support and autonomy are all foregrounded via interventions such as increased student groups (IS3, IS4, IS5, IS6, IS7), the growth of support roles (IS1, IS2, IS3, IS4, IS5, IS6, IS7) and the formalisation of the 'Study Hub' programmes (IS2, IS3, IS4, IS5, IS6).

Specific sources and how they informed the development of targeted interventions

We spent a significant amount of time considering case studies and pre-existing projects already in existence at other HEIs. We read with interest about the results of the bank of projects which were funded as part of [OfS's Addressing Barriers to Student Success Programme](#) (ABSS). Whilst we have been careful, of course, to evolve interventions relevant to our student demographics successful projects such as the University of Exeter's [Transforming Transitions](#) (2017-19) programme, which aimed to more fully understand the transition of experiences of BTEC students at university, was a key source in evolving the development of our Empower(ED): FE programme and Empower(ED): Peer programme (IS1). Our 'Pathway to Success' (IS2, IS3, IS4, IS6, IS7) and PALS (Peer Assisted Learning Scheme) programmes were also evolved through a similar research process. The ABSS [Student Attainment Project](#) (headed by the University of Derby, in collaboration with Southampton Solent and the University of West London) was particularly impactful to read about and helped inform our 'Pathway to Success: Enhancing Achievement' Scheme. The importance of mentoring as indicated by the evolving body of research foregrounded by [TASO](#) and subsequent investigation into already established schemes at the University of Bristol, University of Essex, Coventry University and many more helped us to evolve our approach to PALS. Dr Peter Collier's paper on [How Peer Mentoring Can Help Universities Promote Student Success in a Post-COVID-19 Pandemic World](#) (2021) is contextually fascinating in our current times and provides a series of helpful tips for HEIs on how best to implement their schemes (including peer mentoring) for the maximum impact.

Some of the literature consulted suggested that the PALS could have a particularly positive impact on students with disabilities. Ashleigh Hillier, Jody Goldstein, Lauren Tornatore, Emily Byrne & Hannah M. Johnson (2019) [Outcomes of a peer mentoring program for university students with disabilities, Mentoring & Tutoring: Partnership in Learning](#). Evidence from sources such as this, plus our own internal findings helped support the development of the PALS plus a specific support group for students with disabilities for IS3, IS4 and IS5. The recent report by the University of Lincoln commissioned by TASO [What works to reduce equality gaps for disabled students](#) (Feb 2023) was both timely and fascinating for helping to fix the interventions we would introduce for our students with disabilities. It is to be hoped that we can, through the introduction of all our interventions in IS3, IS4, IS5 (e.g. Inclusive Assessment Framework; Transition support; increased staff training) that we can add to the research around positive impact.

Guides such as OfS's [Strategic relationships with schools and raising attainment](#) helped to both inform and support the development of our Empower(ED) programmes. These programmes build on existing activities, but the range of material presented here (along with case studies) combined with our understanding of the success of the FutureQuest/GROWS (UniConnect) programmes we are involved in helped us to evolve new activities (e.g. Empower(ED): Peer programme) and badge them all under a single 'brand.' The case for a more flexible range of qualifications (IS1, IS2, IS3, IS4, IS6) which could potentially positively impact many under-represented groups is of central importance to contemporary HEIs and has been mooted for years in policy and reports, including of course Augar's crucial [Independent Panel Report to the Review of Post-18 Education and Funding](#) (2019). Further re-readings of The Sutton Trust's [Degree Apprenticeship Levelling Up](#) (2020) paper in the context of our new APP encouraged us to relook at our apprenticeship offer (and an attendant contextualised admissions policy) which will develop over the next 5 years and aim to support entrants from disadvantaged backgrounds (IS1, IS2, IS3, IS4, IS6).

Our work on decolonising our curriculum continues (IS6). We have been informed by ongoing projects at our partner University, the [University of Gloucestershire](#) who have reframed their approach as 'decolonising learning', which includes all physical spaces as well as the curriculum. Core texts on this vital topic, including Bhambra, Gebrial & Nişancıoğlu (2018) are helping inform our overall approach to decolonisation. Collaborative work and training with UoG colleagues will be ongoing throughout the lifecycle of our new APP

and we will continue to evolve our learning spaces and approached via undertaking regular reviews of the ongoing approaches of AdvanceHE, AoC, UniversitiesUK and research by leading HEIs such as [SOAS](#).

The role of part-time (often mature) students is, of course, also foregrounded in much of recent higher education discourse. Our general approach to interventions for part-time students across our identified groups (including financial support, flexibility of design and the establishment of a specific Mature students student group) were informed by papers such as [John Butcher](#) (2017), [Claire Callender & John Thompson](#) (2018), cohesive reports from OfS (e.g. 'Insight brief' 9, 2021 [Improving opportunity and choice for mature students](#)) and the MillionPlus (2018) paper [Forgotten Learners: building a system that works for mature students](#). Although some of these papers are older, re-reading them provided much in the way of supportive background context and helpful case studies for this demographic. TASO's 2021 report [Understanding the impact of interventions to address inequality in the student experience](#) provided an extremely comprehensive breakdown for the considerations for attracting mature students in the first place. Specific activities such as the creation of specific spaces for Mature students (IS7) were informed by Kate Carruthers Thomas 2015 article [Thinking spatially about mature part-time learners in HE](#).

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Fees, investments and targets 2024-25 to 2027-28

Provider name: South Gloucestershire and Stroud College

Provider UKPRN: 10036143

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for 2024-25 new entrants

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
Foundation degree		N/A	8500
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	8500
CertHE/DipHE		N/A	8500
Postgraduate ITT		N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	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	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4500
Foundation degree		N/A	4250
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	4250
CertHE/DipHE		N/A	4250
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	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	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2024-25 to 2027-28

Provider name: South Gloucestershire and Stroud College

Provider UKPRN: 10036143

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown):

Total access investment funded from HFI refers to income from charging fees above the basic fee limit.

Total access investment from other funding (as specified) refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£317,000	£333,000	£349,000	£367,000
Financial support (£)	NA	£93,000	£105,000	£117,000	£126,000
Research and evaluation (£)	NA	£128,000	£130,000	£133,000	£136,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£34,000	£36,000	£37,000	£39,000
Access activity investment	Post-16 access activities (£)	£283,000	£297,000	£312,000	£328,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£317,000	£333,000	£349,000	£367,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	32.1%	29.1%	25.9%	26.2%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£240,000	£253,000	£264,000	£277,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£77,000	£80,000	£85,000	£90,000
Financial support investment	Bursaries and scholarships (£)	£63,000	£70,000	£78,000	£82,000
Financial support investment	Fee waivers (£)	£8,000	£10,000	£12,000	£14,000
Financial support investment	Hardship funds (£)	£22,000	£25,000	£27,000	£30,000
Financial support investment	Total financial support investment (£)	£93,000	£105,000	£117,000	£126,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	9.4%	9.2%	8.7%	9.0%
Research and evaluation investment	Research and evaluation investment (£)	£128,000	£130,000	£133,000	£136,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	13.0%	11.4%	9.9%	9.7%

Fees, investments and targets 2024-25 to 2027-28

Provider name: South Gloucestershire and Stroud College

Provider UKPRN: 10036143

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative ?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To reduce the gap in participation between new entrants from more deprived socio-economic backgrounds and those from less deprived backgrounds	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	Other (please specify in description)	To reduce the gap in participation between new entrants from IMD Q4-5 and those from IMD Q1-2 from 22.5pp to 12pp by 2028 (The current gap has been calculated by using the last 2 year's aggregate data on the OFS data dashboard)	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	22.5	20	18	14	12
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative ?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To reduce the gap in continuation between full-time students from more deprived socio-economic backgrounds and those from less deprived backgrounds	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	To reduce the gap in continuation between full-time students from IMD Q5 and those from IMD Q1 from 12.9pp to 2.9pp by 2028. The current gap has been identified using the last 2 year's aggregate data on the OFS data dashboard	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	12.9	11.9	9.9	5.9	2.9
To close the gap in continuation between full-time students with a reported disability and those without	PTS_2	Continuation	Reported disability	Other (please specify in description)	No disability reported	To close the gap in continuation between full-time students with a reported disability and those without from 3.6pp to 0pp by 2027. Due to small numbers, it has not been possible to disaggregate disability types for this target. The current gap has been identified using the last 2 year's aggregate data on the OFS data dashboard	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	3.6	2.5	1	0	0
To reduce the gap in completion between full-time students with a reported disability and those without	PTS_3	Completion	Reported disability	Other (please specify in description)	No disability reported	To close the gap in completion between full-time students with a reported disability and those without from 9.5pp to 0pp by 2028. Due to small numbers, it has not been possible to disaggregate between disability types for this target. The current gap has been identified using the last 2 year's aggregate data on the OFS data dashboard	No	The access and participation dataset	Other (please include details in commentary)	Percentage points	9.5	7.5	5	2	0

