# Nottingham College

# Access and participation plan 2025-26 to 2028-29

## Introduction and strategic aim

Nottingham College is a large Further Education College serving the City and broader region. The College delivers higher education with a range of level 4/5 provision, and an increasing number of programmes at level 6. As an OfS registered (fee cap) provider since initial registration in 2018, the College currently has approximately 500 HE students on 30 courses. The main component is students studying on validated programmes with partner universities. The College is acutely aware of the importance of partnerships and has more recently broadened its arrangements to include The Open University (OU), Nottingham Trent University (NTU), and the University of Derby (UoD). The College also provides Higher National programmes through Pearson and a number of Higher Apprenticeships at levels 4 and 5. The College is actively developing its Higher Technical Qualification (HTQ) provision to support T-Level progression and to create further diverse and flexible provision pathways.

The context in which the College operates provides an added dimension to its education and training. The College serves a community that faces multiple facets of fundamental disadvantage. Nottingham is the 11th most deprived Local Authority District (out of 317) in England, with challenges across income, employment, health and disability, education, skills and training, and housing and crime (Index of Multiple Deprivation from the Indices of Deprivation 2019). Nottingham also performs poorly in the Social Mobility Index and is described as a social mobility cold spot, characterised by poor educational outcomes, scarce opportunities, a weak labour market and high housing costs. The College provides a first-choice destination for many students and a vital second chance for those who have had limited opportunities, or a poor prior educational experience, to access education and training at all levels, right through to higher education level. The opportunities available at the College help students to overcome some of the structural barriers that make them less likely to take part in higher education and to provide equality of opportunity. Nottingham College's purpose for providing HE is to support access to higher education levels of study for non-traditional students, e.g., those with non-traditional entry profiles and widening participation (WP) backgrounds (i.e., those entering with vocational qualifications and from areas of low participation) to succeed. The College champions providing interactive and dedicated tutor support to students to engage through varied and innovative teaching models.

Our higher education offer presents a wealth of opportunities for students and can act as a key driver for social mobility and development, empowering local people to break the cycle of deprivation and realise their potential. We strive to ensure that underrepresented groups have equality of opportunity to access higher education, to succeed, and to progress from higher education to positive destinations. As the only FE college in the City, we are the key catalyst for the development of education, skills, and training, at all levels within the community. This includes the provision of opportunities to engage in higher education across the City, to upskill, and to drive social mobility. Equality of opportunity is firmly rooted in the College's mission. In laying out this Access and Participation Plan, the College will take a pragmatic approach that relates directly to the specific context in which the College operates and delivers higher education.

In reviewing and reflecting on the previous Access and Participation Plan (APP) objectives, the College has made very significant progress. The College has successfully met, and in the main, exceeded its previous APP commitments which include the following:

- **Narrowing continuation rates for POLAR4 Quintile 1 learners** – those from the very lowest areas of HE participation. This has narrowed from 72% in 2016-17 to 93% in 2020-21 (annex A Chart A13)
- **Increasing proportions of part-time BME students**. The proportion has increased from 7% in 2016/17 to 20.3% in 2022-23
- **Narrowing the continuation gap between black and white students**. This has narrowed from 15% in 2016/17 to a recent two-year average of just 3.2% (annex A Chart A8)
- **Progression into professional or managerial employment, further study or other positive outcomes**. This has improved from 53% in 2017-18 to 64% in 2020-21 (annex A Chart A11)
- **Students declaring a mental health disability**. In the previous APP the college made a commitment to monitor and focus on mental health, and in February 2023, the College became the Association of Colleges (AoC) National Beacon Edge Award winner for its commitment to mental health and wellbeing support. This award acknowledged the response to the pandemic, the enhanced support and resources for students and for the commitment to promoting a range of wellbeing initiatives amongst staff. This APP will set out new formal targets around students accessing mental health support to enhance this aspect even further.

This demonstrates the College's clear commitment to equality of opportunity and the closing of any gaps or risks that may exist, that present a challenge to this equality.

Furthermore:

- **The proportion of younger students from the lowest participation areas** (POLAR4, Quintile 1 & 2) has risen to over two-thirds of younger students (69%) in 2020-21, from 50% in 18-19 (Annex A Chart A1)
- **The proportion of students from the most deprived areas** (IMD 2019 Quintile 1 and 2) has risen to 55.1% in 2021-22 and has always accounted for at least 50% in the reporting period (Annex A chart A2)
- **The proportion of entrants with a reported disability** in 2021-22 is 27% and has been at 20% or above for the entire reporting period (Annex A chart A2)
- **Overall continuation rates** have shown strong improvement over the period with TUNRDA quintile 1 students improving rapidly to 93% in 2020-21 – (annex A Chart A3) - these enhanced continuation rates are also witnessed alongside those in IMD quintiles 1-4, those with disabilities, those eligible for free school meals, and young people.

In view of the starting point for many students, this can present acute challenges for maintaining continuation, completion, and progression. However, challenges are addressed with specific and dedicated teaching and learning strategies, the most effective pedagogy, active learning exercises and dedicated academic and pastoral teams. These metrics testify to this, and to the College's inclusive approach to equality of opportunity.

# Risks to equality of opportunity

<u>Specific Risks and due regard to the Equality of Opportunity Risk Register (EORR)</u>

The College gives due regard to all aspects of the Equality of Opportunity Risk Register and is very well placed to contribute effectively to addressing many aspects of this, not just as a higher education provider, but as provider of further education and training based at the heart of its community. The College has many activities, initiatives, and processes in place to mitigate many elements of the EORR.  Furthermore, the College has engaged extensively with the OfS APP dashboard to utilise annual datasets to carefully identify and consider key risks which are specific to the college. Due to the success of the previous access and participation plan in meeting its objectives by closing gaps that existed historically, the OfS dashboard data revealed only a very small number of statistically significant institution specific risks. Therefore, two institutional risks have been identified via the OfS dashboard, alongside four risks from the Equality of Opportunity Risk Register which are particularly pertinent to the college's higher education students. Contextual information has been provided alongside each EORR risk to qualify why it is pertinent to our students. There are also a small number of issues on the APP dashboard which appear to be exceptional spikes as a result of the pandemic. Where this has been the case these are identified and described in Annex A, Charts A9, A10, A12.

Therefore, the six identified areas of risk (A-F) are given below:

**Risk A - Mental health**

The College is acutely aware of the broad trend of students increasingly reporting mental health conditions to universities and colleges when progressing to higher education. Indeed, it has witnessed this trend in its own student populations. However, whilst reporting of mental health conditions is on the increase, the percentage of students declaring a mental health condition in England remains relatively low (4.5% full-time and 5.3% part-time in 2021/22). Furthermore, research by UCAS has identified that underreporting of mental health conditions is an issue and suggests that this can affect some groups of students differently. The 2023 HEPI Student Academic Experience Survey found that the most stated reason for considering leaving a course was a mental health concern. At the College, 26% of HE students declare a disability, with the largest proportions being learning difficulties and mental health conditions. Whilst the under-reporting of mental health conditions by students makes the exact number of students affected unknown, it is clear from empirical evidence from HE Programme Leaders that these issues are a risk to equality of opportunity and are increasing.

Due to the nature of the college having both FE and HE student populations, the mental health risk of equality of opportunity is viewed in two distinct ways. Firstly, this is by ensuring that our FE students are fully supported by the College's Wellbeing team, so that they are able to seek help and support with an existing mental health condition. This means they are able to successfully complete their level 3 study programme and then transition into higher education. This is whilst also recognising the support and guidance necessary to enable students to pick up the ongoing support required within the HE sector, to ensure a smooth and successful transition to higher education. Secondly, this is to ensure that our current higher education students feel able to declare their mental health condition and can proceed to access the dedicated support required so

that they successfully complete their higher education programme and progress into positive destinations, be that employment or further study.

Higher education students experiencing poor mental health are more likely to have lower continuation rates and lower course attainment. It can also lead to lower progression rates into further study and employment. Mental health issues are more likely to affect certain groups of students which the College has comparatively higher proportions of including mature students (56%), disabled students (26%), and those from a low household income group (49.5% of fulltime students).

**Risk B - Cost pressures (EORR and local data)**

An analysis of student household income profiles shows that many college students have a household income of under £25,000. The College's means-tested HE bursary scheme provides additional financial support to help with additional course and personal costs. The data analysis revealed that 93% of bursary recipients receive a full award. This represents 49.5% of all fulltime students with an aggregate household income below £25,000. A large proportion of students with low levels of household income leaves students exposed to cost pressure risk of equality of opportunity, which can affect students in different ways and at multiple stages of the student lifecycle. The College also has a comparatively high proportion of higher education students that are mature (57%), have disabilities (26%), are first in their family to progress to HE, and those that commute to the College for their study. These groups are more likely to experience cost pressures and the associated risk to equality of opportunity.

Cost pressure can manifest in many ways for students:

- Inflation and the cost-of-living crisis - particularly over the last three years which have seen volatile and stubbornly high rates of inflation, affecting the cost of living, and being driven by post-pandemic supply disruption, the invasion of Ukraine, and Brexit. This further constrains students' limited financial resources.
- Many students also have families to support which can further constrain low household incomes. Conversely, this also affects students where they have no family support to draw upon.
- Financial concerns can also lead to poor mental health.
- Many students undertake paid employment to support themselves whilst studying. Cost pressure can lead to students undertaking more paid work than they would do ordinarily.

These cost pressures may adversely affect student in many ways including reduced time to study and engage with programmes, poorer mental health, reduced attendance, potentially leading to lower on-course attainment rates and lower continuation rates. Students may also be less likely to access higher education or find themselves disadvantaged by the more limited higher education opportunities they have available.

**Risk C - Progression from higher education – Between course type and individual groups (OfS dashboard metrics - male/female and disabled/non-disabled)**

Whilst progression into professional or managerial employment, further study or other positive outcomes has increased from 53% in 2017-18 to 64% in 2020-21 (annex A chart A11) for all undergraduates, there appears to be less favourable progression outcomes for full-time first degree students (4 year aggregated average over years 2017-2018 to 2020-21 - Annex A chart

A4) and in particular between male and female students (20.2% gap), and those with a disability and no disability reported (13.3% gap) (see Annex A chart A5).

**Risk D – Completion gap between black and white students (OfS dashboard metrics)**

An analysis of completion rates between black and white students using the OfS APP dashboard highlighted a completion gap between black and white students of between 16.4% (two-year average) and15.5% (four-year average) see annex A Chart A6. Despite the gap in completion between white and black students, this gap is not apparent with attainment rates (see appendix A chart A7), or with continuation (see Appendix A Chart A8) with a 2-year average of just 3.2%.

**Risk E - Limited choice of course type and delivery mode (EORR and local data)**

Despite Nottingham being served by a number of higher education providers, there remains very few opportunities for those seeking more diverse and flexible provision in the City and broader geographical area. Part-time higher education study opportunities in the city remain comparatively sparse. Proportionally, as part of local HEI undergraduate cohorts, OfS dashboard data suggests part-time students make up less than 1% of cohorts at the University of Nottingham, 4% at Nottingham Trent University, and 21% at Nottingham college, respectively. This provides a risk of equality of opportunity for students that are seeking part-time study opportunities, flexible learning opportunities, discrete technical upskilling, non-prescribed HE programmes, and modular chunks of learning. This predominantly affects; mature students in work, those looking to move careers; those with family and other commitments, and commuter students. Increasingly however, this also affects young students looking for alternative higher-level study opportunities to the traditional three-year fulltime degree.

**Risk F – Ongoing Impacts of Coronavirus – Local attainment at Key Stage 4 (EORR and local data)**

One of the principal factors associated with access to higher education is prior academic attainment and in particular key stage 4 and GCSE attainment. Research funded by the Nuffield Foundation predicted that less than four in ten pupils in England in 2030 will achieve a grade 5 or above in English and mathematics GCSEs – lower than the 45.3 percent who did in 2022-23. It also highlights an unprecedented widening of the socio-economic gap in GCSE prospects with the difference in performance between disadvantaged pupils and better-off peers. For pupils aged 11 at the time of Covid school closures, this gap will widen by 4.5 percentage points for boys and by 4.3 percentage points for girls. This equates to a 32-percentage point socioeconomic gap in standard passes in English and maths GCSEs from 2024.

The ongoing impacts of Coronavirus in relation to attainment at Key Stage 4 are likely to be most profound in Nottingham where fundamental issues of disadvantage exist, alongside already very low levels of attainment at Key Stage 4 with only 35.6% achieving grades 9-5 in English and Maths in 2022/23, making Nottingham one of the lowest performing authority areas nationally (see Annex A Chart A14). Local attainment in Nottingham for English and Maths at Key Stage 4 had started to improve in 2019/20 but by 2021/22 post-pandemic, this had started to decline significantly as the Nuffield research would suggest (see Annex A Chart A15). The low and declining levels of attainment at key Stage 4 locally are a risk to equality of opportunity as this will subsequently reduce higher education progression accordingly.

## Objectives

The College has identified and outlined a range of objectives to address the risks to equality of opportunity and these are identified below:

### Objective A: Mental health (EORR and local data)

The College will implement a new bespoke fast-track access counselling service for current higher education students. This will be done in partnership with a regional university to provide a highly accessible service. This will engage 20 students in 2025/26, 30 in 2026/27, 40 in 2027/28 and 50 students in 2028/29. This will reduce the risks to equality of opportunity that are compounded by mental health issues with more positive outcomes for access, success and student progression. **Target PTS_1**

### Objective B - Cost pressures (EORR and local data)

The College will seek to reduce the proportion of students that withdraw from study programmes because of financial reasons by 50% over the period of the APP. **Target PTS_2**

### Objective C - Progression from higher education – Between course type and individual groups (OfS dashboard metrics).

The College will strive to enhance progression rates for first degree students and will close the gaps between male and female students by 5% year-on-year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups (currently 20.2%). **Target PTP_1**

The College will also close the progression gap between those declaring a disability and those with no disability by 3.5|% year-on-year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups (Currently 13.3%). **Target PTP_2**

### Objective D – Completion gap between black and white students (OfS dashboard metrics)

The completion gap between black and white students will be reduced by 4% year on year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups. **Target PTS_3**

### Objective E - Limited choice of course type and delivery mode (EORR and local data)

The College will develop and deliver a range of diverse and flexible provision including modular learning through the Lifelong Learning Entitlement (LLE), Higher Technical qualifications (HTQs) at level 4 and 5, and higher apprenticeships. The college will increase the number of students numbers on part-time, flexible HTQ provision, including as part of a Higher Apprenticeship, by 10% year-on-year, through broadening the range of diverse and flexible provision. **Target PTA_1**

**Objective F – Ongoing Impacts of Coronavirus – Local attainment at Key Stage 4 (EORR and local data**

The College will provide opportunities for students progressing from mainstream schools to undertake GCSE English and Mathematics where they have been missed at school. This is usually in the region of 2000 students per year, but it is likely to increase as local attainment at Key Stage 4 declines as a result of the ongoing impact of coronavirus. At the time of writing the college was below national benchmark in English and Maths outcomes. The college will aim to hit national benchmark in 2024 and from 2025/26 onwards, to be 3% above benchmark for the period of this APP. This will be achieved through a targeted intervention strategy **Target PTA_2**.

# Intervention strategies and expected outcomes

**Intervention strategy 1 – Develop Mental Health Support and wellbeing**

**Objectives and targets**

The College will implement a new bespoke fast-track access counselling service for current higher education students. This will be done in partnership with a regional university to provide a highly accessible service. This will engage 20 students in 2025/26, 30 in 2026/27, 40 in 2027/28 and 50 students in 2028/29. This will reduce the risks to equality of opportunity that are compounded by mental health issues with more positive outcomes for access, success and student progression. This target will focus initially on interventions whilst the college develops its monitoring and recording of performance and outcomes for those students with mental health needs. Once this is developed more fully, future targets will focus more on outcomes rather than number of interventions.   **Target PTS_1**

**Risks to equality of opportunity**

There are a whole range of risks associated for students with mental health issues and one of the largest risks is a delay in accessing the support that students need to overcome these issues leading to poor academic performance, continuation, completion and progression.

Intervention strategy 1 Mental health will also cut across other risks to equality of opportunity including; Risk 7: Insufficient personal support, Risk 9: Ongoing impacts of coronavirus, and Risk 10: Cost pressures, where this has impacts on students' mental health. These are also referenced on page 3 under Risk A.

| Activity | Inputs | Outcomes | Cross intervention strategy? |
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| Develop a new collaborative partnership with a regional university that offers counselling training to utilise counsellors' professional placements to offer fast-track access for all current higher education students (circa 500) to a new dedicated counselling service. | Coordination of appointments, rooming, and partner liaison by the HE Office<br><br>Provision of counsellor placement by university partner including expenses (TBC by partner) | It is anticipated that as a result of students not having to join long waiting lists with local authority/NHS mental health services, or longer delays associated with applying for DSA to financially support a mental health issue, that student outcomes will be improved as a result of having fast-track access to counselling services. This includes bridged support for those accessing higher education, improved continuation and completion rates for those on programme, and enhanced progression for those nearing the end of their higher education journey. | Objective B<br><br>Objective C<br><br>Objective D<br><br>Supports EORR Risk 7: Insufficient personal support<br><br>Supports EORR Risk 8 Mental health<br><br>Supports EORR Risk 9: Ongoing impacts of coronavirus |
| Studentnet online Wellbeing Hub - for students to access support throughout their learner journey. The Hub offers advice and guidance on a range of issues which may impact a learner's mental health and wellbeing (e.g. abuse; addiction; bullying; college work and exams; eating disorders; housing and finance; mental health and online safety), with facilitated connections to internal support and external organisations | Wellbeing Team to maintain online Hub | Expected outcomes include; a higher number of students accessing appropriate support services as a result of online Wellbeing Hub with the corresponding positive outcomes as a result of support interventions (lower levels of non-continuation, better grades, completion rates). | Objective B<br><br>Objective C<br><br>Objective D<br><br>Supports EORR Risk 7: Insufficient personal support<br><br>Supports EORR Risk 8 Mental health<br><br>Supports EORR Risk 9: Ongoing impacts of coronavirus |

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| Wellbeing Mentors – The College has trained and embedded a team of 36 Wellbeing Mentors that are placed in each of our college campuses and deliver 24 hours per week of direct contact with vulnerable students. These offer support and guidance with any problems or concerns students may have on a day-to-day basis, including mental health, managing stress, thoughts of self-harm and suicide, risk of homelessness, managing personal finances, addictions, all forms of abuse and bullying, sexual health, gender and sexuality and bereavement. | Wellbeing Mentor Team to provide interventions | Expected outcomes include; a higher number of students accessing appropriate mentor support with the corresponding positive outcomes as a result of support interventions (lower levels of non-continuation, better grades, completion rates). | Objective B<br><br>Objective C<br><br>Objective D<br><br>Supports EORR Risk 7: Insufficient personal support<br><br>Supports EORR Risk 8 Mental health<br><br>Supports EORR Risk 9: Ongoing impacts of coronavirus |
| Wellness Cafes – the College delivers a series of Wellness Cafes across our campuses that create a 'lunch club' style environment where learners can drop-in, receive information on the support services available, join activities, make friends and have healthy and supportive conversations. | Wellbeing Team to coordinate delivery of cafe programmes. | Expected outcomes include; a higher number of students accessing appropriate support services as a result of the Wellness Cafes with the corresponding positive outcomes as a result of successful support interventions (lower levels of non-continuation, better grades, completion rates). | Objective B<br><br>Objective C<br><br>Objective D<br><br>Supports EORR Risk 7: Insufficient personal support<br><br>Supports EORR Risk 8 Mental health<br><br>Supports EORR Risk 9: Ongoing impacts of coronavirus |

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| Pastoral Tutorials to create a safe environment where learners overcome their difficulties and achieve their goals, the college has embedded mental health and wellbeing into each learner's scheduled pastoral tutorial. This includes a range of topics throughout the year to promote healthy living, raise awareness of issues where intervention is required and highlight support services available. | Programme Leaders delivering tutorial sessions | Expected outcomes include; a higher number of students accessing appropriate support services as a result of pastoral tutorials with the corresponding positive outcomes as a result of successful support interventions (lower levels of non-continuation, better grades, completion rates). | Objective B<br><br>Objective C<br><br>Objective D<br><br>Supports EORR Risk 7: Insufficient personal support<br><br>Supports EORR Risk 8 Mental health<br><br>Supports EORR Risk 9: Ongoing impacts of coronavirus |
| Enhanced work to raise awareness of support services across the college pre-application, during the admissions process, and at the point of enrolment and course induction. | HE Team to disseminate information at admissions and enrolment stage through targeted communications and open events.<br><br>Wellbeing Team to disseminate information through student portals and website. | | Objective B<br><br>Objective C<br><br>Objective D<br><br>Supports EORR Risk 7: Insufficient personal support<br><br>Supports EORR Risk 8 Mental health<br><br>Supports EORR Risk 9: Ongoing impacts of coronavirus |

Total cost of activities and evaluation for intervention strategy: £170,000

**Summary of evidence base and rationale:**

Whilst reporting of mental health conditions is on the increase, the percentage of students declaring a mental health condition at the college remains relatively low (just over 5% in 2022/23, which is in line with the English average). Research undertaken by UCAS has identified that underreporting of mental health conditions is a real issue and suggests that this can affect some groups of students very differently. The under-reporting of mental health conditions by students makes the exact number of students affected at the college difficult to understand. However, it is clear from empirical evidence, particularly from higher education Programme Leaders, that these issues are a risk to equality of opportunity and are increasing, particularly post-pandemic. In addition to this, the 2023 HEPI Student Academic Experience Survey found that the most stated reason for considering leaving a course was a mental health concern.

This strategy will ensure support and guidance necessary to enable students entering higher education to pick up the ongoing support required within the HE sector to ensure a smooth and successful transition. Secondly, this will ensure that our current higher education students feel able to declare their mental health condition and can proceed to access the dedicated support required so that they successfully complete their higher education programme and progress into positive destinations, be that employment or further study.

Higher education students experiencing poor mental health are more likely to have lower continuation rates and lower course attainment. It can also lead to lower progression rates into further study and employment. Mental health issues are more likely to affect certain groups of students which the College has comparatively higher proportions of including; mature students (56%), disabled students (26%), and those from a low household income group (49.5% of fulltime students).

The development of an enhanced mental health support provision for students. This will include fast-track access to counselling services that will support enhanced outcomes for students. This will sit alongside a broad range of wrap around services and activities that support students with mental health across all stages of the student lifecycle. A key element of this includes awareness raising about key services and staff during pre-entry and during course welcomes. The new fast-track service will enable students to access counselling services in a timely manner and avoid students having to join waiting lists for services, and those long delays associated with making disabled students' allowance (DSA) applications. This will support those in crisis in addition to those requiring more modest immediate interventions leading to better outcomes for students. These targets focus initially on the number of interventions whilst the College develops its monitoring and recording of performance and outcomes for those students with mental health needs. Once this is developed more fully, future target will focus more on outcomes rather than the number of interventions.

**Evaluation**

The College will adopt a two-pronged approached to evaluating mental health support for students and the new fast-track counselling service for students. This will help to identify both quantitative and qualitative information to support evaluation and impact. The College will monitor non-continuation rates of those students accessing the service, against annual aggregate non-continuation rates, alongside those of students who declare a mental health issue but have no apparent engagement in support services. This will support the qualitative understanding of the

efficacy of this intervention. The College will also use participant surveys to understand the qualitative efficacy. This will essentially generate type 2 evaluation evidence, however, it is anticipated that over time this may lead to strong type 3 causality evidence.

**Intervention strategy 2: Support to ease cost pressures on students**

**Objectives and targets**

The College will seek to reduce the proportion of students that withdraw from study programmes because of financial reasons by 50% over the period of the APP. **Target PTS_2**

Cost pressures may adversely affect students in many ways. Therefore, intervention strategy 2 will seek to ensure students have access to a wide-ranging package of support that will enable students to access higher education, successfully complete their courses, and move on to successful destinations.

**Risks to equality of opportunity**

These risks are referenced on page 4 under Risk B.

| Activity | Inputs | Outcomes | Cross intervention strategy? |
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| Deliver a laptop support scheme whereby all undergraduate students can have access to a college-maintained laptop computer for the duration of their course if needed, to ease digital poverty during a cost-of-living crisis. This also includes the provision of bespoke software packages/installation to meet individual programme needs and ongoing maintenance. | College ICT Team for provision of hardware and software support.<br><br>HE Team coordination with students and allocation of laptops.<br><br>College budget allocation to support purchase of laptops. | Expected outcomes include lower attrition rates with students having the means to undertake research and produce assessments, enhanced on course performance with students having access to digital technology whenever necessary including specialist software packages. | Objective A<br><br>Objective D<br><br>Supports EORR Risk 10: Cost pressures |
| Deliver a bursary scheme that provides means tested support worth up to £1000 per academic year to full- | HE Team to promote and deliver bursary Scheme. | Expected outcomes are lower non-continuation rates as a result of finance issues related to cost pressures, better grades and students | Objective A<br><br>Objective D<br><br>Supports EORR Risk |

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| time undergraduate students | Finance Team to allocate Payments <br><br> College Budget made available | more able to reach their potential as students can work fewer hours. | 10: Cost pressures |
| Deliver a Care Leaver Bursary Scheme | HE Team to promote and deliver bursary Scheme. <br><br> Finance Team to allocate Payments <br><br> College Budget made available | Expected outcomes are improved application, continuation, and achievement rates so that those leaving care are able to achieve their potential. | Objective A <br><br> Objective D <br><br> Supports EORR Risk 10: Cost pressures |
| Deliver a Carer Bursary Scheme | HE Team to promote and deliver bursary Scheme. <br><br> Finance Team to allocate Payments <br><br> College Budget made available | Expected outcomes; student carers have limited opportunity to enhance their financial position through work, therefore the carer bursary will ensure these students are not financially disadvantaged by the fact they care for others and therefore reduce non-continuation of this group, and/or improved grades. | Objective A <br><br> Objective D <br><br> Supports EORR Risk 10: Cost pressures |
| Deliver an Access to Learning Fund (ALF) scheme available to all undergraduate students (full-time and part-time) for experiencing genuine financial hardship. | HE Team to promote and deliver bursary Scheme. <br><br> Finance Team to allocate Payments <br><br> College Budget made available | Expected outcomes are lower non-continuation rates as a result of financial hardship, or sudden/unexpected financial hardship. | Objective A <br><br> Objective D <br><br> Supports EORR Risk 10: Cost pressures |
| Deliver a new progression bursary scheme specifically for level 3 students progressing to | HE Team to promote and deliver bursary Scheme. | This will help support internal progression within the college and help those potentially deterred by the ongoing | Objective A <br><br> Objective D <br><br> Supports EORR Risk |

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| higher education within the college. | Finance Team to allocate Payments<br><br>College Budget made available | cost of higher education study. This will also support local students that have limited higher education options due to personal constraints. | 10: Cost pressures<br><br>Supports EORR Risk 5 Limited choice of course type and delivery mode |

**Total cost of activities and evaluation for intervention strategy: £895,000**

**Summary of evidence base and rationale**

An analysis of the College's means-tested higher education bursary scheme highlighted that many students have a household income of under £25,000. The College's means-tested HE bursary scheme provides additional financial support to help with additional course and personal costs. The data analysis revealed that 93% of bursary recipients receive a full award. This represents 49.5% of all full-time students with an aggregate household income below £25,000. A large proportion of students with low levels of household income leaves students exposed to cost pressure risk of equality of opportunity which can affect students in different ways and at multiple stages of the student lifecycle. The College also has a comparatively high proportion of higher education students that are mature (57%), have disabilities (26%), are first in their family to progress to HE, and are those that commute to the College for their study. These groups are more likely to experience cost pressures and the associated risk to equality of opportunity. Cost pressures that are adversely affecting students with low household incomes can manifest in the following ways:

- Inflation and the cost-of-living crisis - particularly over the last three years which have seen volatile and stubbornly high rates of inflation, affecting the cost of living, and being driven by post-pandemic supply disruption, the invasion of Ukraine, and Brexit. This further constrains students limited financial resources.
- Many students also have families to support which can further constrain low household incomes. Conversely, this also affects students who have no family support to draw upon.
- Financial concerns can also lead to poor mental health.
- Many students undertake paid employment to support themselves and family/dependants whilst studying. Cost pressure can lead to students undertaking more paid work than they would do ordinarily.

These cost pressures adversely affect student in many ways including reduce time to study and engage with programmes, poorer mental health, reduced attendance, potentially leading to lower on-course attainment rates and lower continuation rates. Students may also be less likely to access higher education or find themselves disadvantaged by the more limited higher education opportunities they have available. Therefore, the provision of a robust package of financial support should help alleviate the poorer outcomes that cost pressures create for students from low household income backgrounds.

**Evaluation**

The College will adopt a two-pronged approached to evaluating financial support for students and the non-financial support it has implemented to help alleviate cost-pressures. This will identify both quantitative and qualitative information to support evaluation and impact. The College will monitor non-continuation rates of those students receiving all or some part of this support package, against annual aggregate non-continuation rates. This will support the qualitative understanding of the efficacy of these interventions. The College will also use participant surveys to understand the qualitative efficacy, particularly where this is more difficult to understand, for example where students undertake less paid work and are more able to focus on their study and therefore improve outcomes. This will essentially generate type 2 evaluation evidence; however, the college will seek to enhance this approach in future so that over time, stronger type 3 causality evidence may be possible.

**Intervention strategy 3 – Enhance progression from higher education for first degree students and close progression gaps between individual groups.**

**Objectives and targets**

The College will strive to enhance progression rates for first degree students and will close the gaps between male and female students by 5% year-on-year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups (currently 20.2%).
**Target PTP_1**

The College will also close the progression gap between those declaring a disability and those with no disability by 3.5|% year-on-year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups (Currently 13.3%). **Target PTP_**

**Risks to equality of opportunity**: These risks are referenced on page 4 under Risk C.

| Activity | Inputs | Outcomes | Cross intervention strategy? |
|---|---|---|---|
| Scheduled collaborative progression sessions for all final year first degree students to raise awareness of post-graduate progression opportunities delivered by the HE Team in partnership with local university partners with relevant level 7 postgraduate certificates, diplomas and masters | HE Team to coordinate delivery<br><br>Local university partners with relevant postgraduate programmes to provide disability advice and IAG about postgraduate progression | Expected outcomes are increased numbers of students moving onto postgraduate study to enhance progression outcomes, increased confidence of disabled student to consider postgraduate study leading to higher application and transition rates for disabled students therefore | Supports EORR Risk 2 Information and Guidance<br><br>Supports EORR Risk 3 Perception of Higher Education (postgraduate) |

| | | | |
|---|---|---|---|
| course provision/opportunities. Partner HEI to include disability transition support and support services available. | opportunities and application support. | narrowing the progression gap against non-disabled students. | Supports EORR Risk 7 Insufficient Personal Support |
| Develop a range of career plans which enhance employer engagement in design and delivery of course content – College wide Industry Advisory Boards alongside using positive gender and disabled industry ambassadors to break down perceived barriers for specific groups. | Curriculum Managers and Programme Leaders<br><br>Industry specialists from specific backgrounds. | Expected outcomes are increased confidence and aspiration for a higher proportion of disabled and female students moving onto profession careers or postgraduate study to enhance progression outcomes, therefore narrowing the progression gap between male and female students and disabled and non-disabled students. | |
| Develop a programme of careers intervention for final year undergraduate students identifying intended destination routes and opportunities | College Careers Team delivering specific progression sessions across all curriculum areas, including industry experts where possible. | Expected outcomes are increased numbers of students moving onto postgraduate study to enhance progression outcomes, increased confidence of disabled student to consider postgraduate study leading to higher application and transition rates for disabled students therefore narrowing the progression gap against non-disabled students. | |

Total cost of activities and evaluation for intervention strategy: £51,000

**Summary of evidence base and rationale:** Whilst progression into professional or managerial employment, further study or other positive outcomes has increased from 53% in 2017-18 to 64% in 2020-21 (annex A chart X3) for all undergraduates, there appears to be less favourable progression outcomes for full-time first degree students (4 year aggregated average over years

2017-2018 to 2020-21 - Annex A chart A4) and in particular between male and female students (20.2% gap), and those with a disability and no disability reported (13.3% gap) – see Annex A chart A3. Therefore, closing these gaps will provide equality of opportunity for female students and students with a disability.

**Evaluation**

The College will adopt a multi-faceted approached to evaluating this intervention strategy to close the progression gaps between certain groups. This will identify both quantitative and qualitative information to support evaluation and impact. The college will closely monitor the progression gap between both male/female and disabled/non-disabled annually through the OfS data dashboard. This will support the qualitative understanding of the efficacy and impact of these interventions. The College will also use student focus groups and participant surveys to understand the qualitative efficacy, particularly where this is more difficult to understand, for example where there may be barriers for certain groups, and where these can be identified, and new updated strategies put in place to enable students to successfully overcome these. This will essentially generate type 2 evaluation evidence; however, the College will seek to enhance this approach in future so that over time, stronger type 3 causality evidence may be possible.

**Intervention strategy 4: Narrow and close the completion between Black and White students.**

**Objectives and targets**

The completion gap between black and white students will be reduced by 4% year on year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups. **Target PTS_3**

**Risks to equality of opportunity**

These are referenced on page 5 under Risk D.

| Activity | Inputs | Outcomes | Cross intervention strategy? |
|---|---|---|---|
| The college will create a data transparency report to support academic tracking and early interventions where necessary identifying trends. This will support the implementation of interventions that support student attendance and | MIS data reporting specialist.<br><br>Programme Leaders.<br><br>HE Team. | Expected outcomes include improved attendance and engagement, improved attainment, and ultimately higher completion rates. | Supports EORR Risk 6 Insufficient Academic Support<br><br>Supports EORR Risk 7 Insufficient Personal Support |

| | | | |
|---|---|---|---|
| engagement with the study programme. | | | Supports EORR Risk 8 Mental Health<br><br>Supports EORR Risk 11 Capacity Issues. |
| Deliver a range of masterclass and pre-entry preparation support sessions targeted at BME students/applicants to ensure students are better prepared before enrolment. | Programme Leaders.<br><br>Curriculum Managers<br><br>HE Team.<br><br>Wellbeing Team<br><br>Careers Team | Expected outcomes include enhanced completion rates as a result of students being better prepared for their study programme, not just academically, but also by an enhanced awareness of support services available. | Supports EORR Risk 6 Insufficient Academic Support<br><br>Supports EORR Risk 7 Insufficient Personal Support<br><br>Supports EORR Risk 8 Mental Health |

**Total cost of activities and evaluation for intervention strategy: £27,000**

**Summary of evidence base and rationale:** An analysis of completion rates between black and white students using the OfS APP dashboard highlighted a completion gap between black and white students of between 16.4% (two-year average) and15.5% (four-year average) - see annex A Chart A6. Therefore, closing this gap will provide equality of opportunity for black students.

**Evaluation**

The College will adopt a dual approach to evaluating this intervention strategy to close the completion gap between black and white students. This will identify both quantitative and qualitative information to support evaluation and impact. The College will closely monitor the completion gap between both black and white students annually through the OfS data dashboard. This will support the qualitative understanding of the efficacy and impact of these interventions. The College will also use student participant surveys to understand the qualitative efficacy, particularly where this is more difficult to understand, for example where there may be barriers for certain groups, and where these can be identified, and new updated strategies put in place to enable students to successfully overcome these. It will also enhance the understanding of the impact of the masterclass and pre-entry preparation support sessions. This will essentially generate type 2 evaluation evidence; however, the College will seek to enhance this approach in future so that over time, stronger type 3 causality evidence may be possible.

**Intervention strategy 5: Enhance the range of higher education opportunities in Nottingham that are both diverse in nature and flexible in delivery mode, to support access for a broader range of people.**

**Objectives and targets**

The College will develop and deliver a range of diverse and flexible provision including modular learning through the Lifelong Learning Entitlement (LLE), Higher Technical qualifications (HTQs) at level 4 and 5, and higher apprenticeships. The College will increase the number of students numbers on part-time, flexible HTQ provision, including as part of a Higher Apprenticeship, by 10% year-on-year through broadening the range of diverse and flexible provision. **Target PTA_1**

**Risks to equality of opportunity**

These are referenced on page 5 under Risk E.

| Activity | Inputs | Outcomes | Cross intervention strategy? |
|---|---|---|---|
| Implement the modular offer and delivery aspect of the Lifelong Learning Entitlement (LLE) so that potential students can take part in flexible modular blocks of learning, to suit their individual skills and career needs, as and when necessary. | Cross curriculum Mangers and Programme Leaders to plan and facilitate delivery.<br><br>HE Team to coordinate offer and student support packages and IAG. | Expected outcomes include enhanced access to higher education for those unable to undertake a full course of study, wide access available to a diverse range of individual specialist modules, | |
| Develop the Higher Technical Qualification offer in addition to other level 4 and 5 qualifications. | Cross curriculum Mangers and Programme Leaders to plan and facilitate delivery.<br><br>HE Team to coordinate offer and student support packages and IAG. | Expected outcomes include enhanced access to higher education for those progressing from T-Levels, and those seeking occupation skills-based progression routes at a professional/technical level. | |
| Develop the Higher Apprenticeship offer (incorporating HTQs) | Cross curriculum Mangers and Programme Leaders | Expected outcomes include a widening of participation through diverse and flexible provision to include | |

| | to plan and facilitate delivery.<br><br>HE Team to coordinate offer and student support packages and IAG. | those undertaking work-based programmes. | |
|---|---|---|---|

Total cost of activities and evaluation for intervention strategy: £133,000

**Summary of evidence base and rationale:** Despite Nottingham being served by a number of higher education providers there remains very few opportunities for those seeking more diverse and flexible provision in the City and broader geographical area. Part-time higher education study opportunities in the city remain comparatively sparse. Proportionally, as part of local HEI undergraduate cohorts, OfS dashboard data suggests part-time students make up less than 1% of cohorts at the University of Nottingham, 4% at Nottingham Trent University, and 21% at Nottingham college respectively. This poses risks to the equality of opportunity for students seeking part-time study opportunities, flexible learning opportunities, discrete technical upskilling, non-prescribed HE programmes, and modular chunks of learning. This predominantly affects; mature students in work, those looking to move careers; those with family and other commitments, and commuter students. Increasingly however, this also affects young students looking for alternative higher-level study opportunities to the traditional three-year fulltime degree. The creation of a much more diverse and flexible higher education curriculum will help alleviate the risks posed to potential students in these different groups.

**Evaluation**

The success of developing a much more diverse and flexible curriculum will be evaluated by reviewing both the number of new programmes implemented and the proportional number students taking up the new study programmes. We will also survey students on these programmes to understand if the intention of enhanced access opportunity for those groups mentioned, was achieved, and realised as a result of offering these new flexible programmes. Furthermore, the backgrounds and needs of students enrolled on these programmes will be reflected upon to see if this correlates with expectations alongside the students' feedback. This will essentially generate type 2 evaluation evidence; however, the college will seek to enhance this approach in future so that over time, stronger type 3 causality evidence may be possible.

**Intervention strategy 6: To offset the ongoing impacts of coronavirus by supporting the attainment at Key Stage 4, in English and Mathematics, for those who didn't achieve this at school previously, to provide the requisite skills to enable future progression to higher education.**

**Objectives and targets**

The College will provide opportunities for students from manstream schools to undertake GCSE English and Mathematics where they have been missed at school. This is usually in the region of 2000 students per year, but it is likely to increase as local attainment at Key Stage 4 declines as a

result of the ongoing impact of coronavirus. At the time of writing the college was below national benchmark in GCSE English and Maths outcomes. The college will aim to hit national benchmark in 2024 and from 2025/26 onwards, to be 3% above benchmark for the period of this APP **Target PTA_2**. This will be achieved through the targeted intervention strategy outlined below.

**Risks to equality of opportunity**

These are referenced on page 5 under Risk F.

| Activity | Inputs | Outcomes | Cross intervention strategy? |
|---|---|---|---|
| Develop and deliver new bespoke revision session programme throughout February half term, Easter break and May half term to put in the additional support students may require to enhance their individual performance outcomes. Target number circa 600 students. | English and Maths staff to coordinate setting and assessment of homework and allocation of time to review. | Expected outcomes include an enhanced numbers of students meeting and exceeding minimum pass grades in Mathematics and English GCSE, including more higher grades. Therefore, providing these students with the foundations from which they are then able to progress onto higher education in future. Thus, offsetting the ongoing effects of the pandemic which include lower attainments rates at KS4. | Supports EORR Risk 6 Insufficient Academic Support Supports EORR Risk 7 Insufficient Personal Support |
| Creation of homework style clubs to enhance students undertaking additional structured work outside the classroom to supplement their on programme delivery. Target number circa 1000 students | English and Maths staff to coordinate setting and assessment of homework and allocation of time to review. | Expected outcomes include enhanced numbers of students meeting and exceeding minimum pass grades in Mathematics and English GCSE, including more higher grades. Therefore, providing these students with the foundations from which they are then able to progress onto higher education in future. Thus, offsetting the | Supports EORR Risk 6 Insufficient Academic Support Supports EORR Risk 7 Insufficient Personal Support |

| | | | |
|---|---|---|---|
| | | ongoing effects of the pandemic which include lower attainments rates at KS4. | |
| Targeted individual intervention sessions (catch-up) to supplement lessons. Target number circa 1000 students | Additional staff recruited specifically for this purpose and coordinated by management staff. | Expected outcomes include enhanced numbers of students meeting and exceeding minimum pass grades in Mathematics and English GCSE, including more higher grades. Therefore, providing these students with the foundations from which they are then able to progress onto higher education in future. Thus, offsetting the ongoing effects of the pandemic which include lower attainments rates at KS4. | Supports EORR Risk 6 Insufficient Academic Support

Supports EORR Risk 7 Insufficient Personal Support |
| Introduce additional opportunities for students to undertake a broader range of literacy and numeracy skills qualifications at level 2. | Functional skills teams | Expected outcomes include enhanced numbers of students developing literacy and numeracy skills at level 2 to ensure success alongside their substantive study programme. | Supports EORR Risk 6 Insufficient Academic Support

Supports EORR Risk 7 Insufficient Personal Support |

Total cost of activities and evaluation for intervention strategy: £379,000

**Summary of evidence base and rationale:** GCSE Maths and English attainment is a key factor associated with progression to higher education. Research cited earlier in this APP by Nuffield predicts that less than four in ten pupils in England, in 2030, will achieve a grade 5 or above in English and Mathematics GCSE. This is significantly lower than the 45.3% who did in 2022-23. This research also highlights a significant widening of the socio-economic gap in GCSE prospects with the difference in performance between disadvantaged and better off pupils. For pupils aged 11 at the time of Covid school closures, this gap will widen by 4.5 percentage points for boys and by 4.3 percentage points for girls. This equates to a 32-percentage point socioeconomic gap in standard passes in English and maths GCSEs from 2024. The ongoing impacts of coronavirus in relation to attainment at Key Stage 4 are likely to be most profound in Nottingham, where fundamental issues of disadvantage already exist. This, alongside already very low levels of attainment, with only 35.6% achieving 9-5 in English and Maths in 2022/23, making Nottingham one of the lowest performing authority areas nationally – see Annex A chart A14. Local attainment in Nottingham for English and Maths at Key Stage 4 had started to improve in 2019/20 but by 2021/22 post-pandemic, this had started to decline significantly as the Nuffield research would suggest – see Annex A chart A15. The low and declining levels of attainment at Key Stage 4 locally are a risk to equality of opportunity and higher education progression accordingly. Therefore, the rationale is that by improving the college's performance in terms of student GCSE attainment, more students will then have the necessary academic foundations from which they are then able to progress, to future higher education destinations. This will help support equality of opportunity and help alleviate some of the ongoing effects of coronavirus which manifest in lower levels of GCSE attainment.

**Evaluation**

The college will adopt a outcomes-based approach to evaluating this intervention strategy, to improve GCSE attainment of college students. This will identify both quantitative and qualitative information to support evaluation and impact. The college will closely monitor GCSE attainment annually, alongside dissecting outcomes from students that were engaged in extension activities and those that were not. This will support the qualitative understanding of the efficacy and impact of these interventions. The College will also use student intervention surveys to understand the qualitative efficacy, particularly where this is more difficult to understand, for example where there may be barriers or benefits for certain student groups. Where these are identified, new and enhanced strategies and/or interventions may be put in place to enable students to successfully overcome these or take advantage of certain aspects. This will essentially generate type 2 evaluation evidence; however, the college will seek to enhance this approach in future so that over time, stronger type 3 causality evidence may be possible to achieve.


# Whole provider approach

The College works inclusively across all stages of the student lifecycle, this includes engaging with different teams across the College to strive towards equality of opportunity for all and to close the gaps that we are aware of. Nottingham College is committed to equality of opportunity for all who learn and work here. The College respects and values the diversity of staff, students, contractors, governors, visitors, and the wider community served. It strives to create a positive working and learning environment where everyone is encouraged to reach their full potential. The College constantly seeks to improve what it offers and how it delivers services to meet the changing needs

of learners and local employers. This access and participation plan has been informed and underpinned by the College's Equality and Diversity Strategy, and in turn, successful delivery of the plan will secure the strategic intent of the Equality and Diversity Strategy. The College has due regard to the Equality Act 2010 and Public Sector Equality Duty and will seek to eliminate unlawful discrimination, advance equality of opportunity between people who share a protected characteristic and those who don't, and to foster and encourage good relations for all, irrespective of background. The College constantly reviews what it does, including its policies and procedures, with impact equality assessments to ensure an inclusive approach is achieved.

Our whole organisational approach to mental health and wellbeing is owned and driven at Governing Body and Executive Team levels. This has resulted in wellbeing formally embedded into our curriculum planning (e.g., through our annual EDI and Wellbeing Calendar, which informs content in line with national awareness weeks) and People Strategy. Senior leader ownership ensures ongoing sustainability of the offer through authorised investment in the necessary infrastructure and a clearly communicated ambition to ensure mental health and wellbeing is promoted throughout the organisation. As a results of these commitments, the College became the Association of Colleges (AoC) National Beacon Edge Award winner for its commitment to mental health and wellbeing support (2023).

## Student consultation

For the development of an effective Access and Participation Plan, the College understands that listening to and involving our students to fully understand the barriers they face, at all stages is essential. Understanding student perspectives helps build a more diverse and inclusive picture of different student experiences. The College's approach has been to work closely with student representatives to feed into the development of this Access and Participation Plan. Crucially, the Higher Education Team at the College gave every higher education student an opportunity to take part in the student consultation process, either through completing an online feedback form, or by participation in a focus group.

The College sought student views on the risks identified and the data it had used to do so. Through the focus groups, there was a focus on equality of opportunity, our assessment of current performance and those risks identified. Consideration was also given to the proposed targets and objectives and what students thought our targets should be. Harder to reach groups, such as those working full-time and studying part-time, were also engaged by the online feedback forms to ensure consultation feedback was received from a representative range of students. Student views were sought on the intervention strategies identified and if they thought these were realistic and credible to meet the intended outcomes.

As a result of student consultation, the College has implemented various elements of feedback, such as the enhanced progression bursary and bringing in more Careers Team interventions earlier than intended. The student consultation also helped validate many of the key activities that form part of the intervention strategy.

In terms of development of the APP in future years, including both monitoring and evaluation, the College will put students at the heart of these processes so that they continue to be involved to ensure that it retains its currency and ultimately achieves the aims of enhancing the equality of

opportunity for current and future students at all stages of the student lifecycle. Student involvement in monitoring will take place as part of the calendar of student representative meetings. An APP annual monitoring review meeting will be timed to coincide with the annual release of the OfS APP dataset so that where possible, outcomes can be scrutinised using a consistent set of OfS data. Student reps will be given the opportunity to reflect on the progress made against targets, the evaluation work undertaken by different interventions, and make recommendations where necessary. This APP is accompanied by a student submission document submitted directly from students which outlines from a student perspective what this process involved and how they contributed to it.

## Evaluation of the plan

The College is keen to ensure that the activities that form part of its intervention strategies and developing theory of change are evaluated effectively, to ensure that they ultimately achieve what is intended. The College also acknowledges that as a small provider, our capacity to undertake large scale and more intricate levels of evaluation are limited and proportionate to the numbers of students involved. Whilst evaluating the impact of the various intervention activities, the College recognises the challenges associated with smaller cohorts of students. Therefore, the College will making use Transforming Access and Student Outcomes in Higher Education (TASO) guidance and resources, particularly around their guidance for impact evaluation with small cohorts for best practice and development. The College will also look to use TASO guidance for best practice around evaluation design, including for Access and Success questionnaires and therefore, individual activities or interventions will mostly be undertaken by participant evaluations. Evaluation feedback will be considered in a triangulation process whereby evaluation findings are considered alongside actual outcomes (narrowing of gaps, attainment, completion etc), in addition to the aims of the original activity. This will ensure that we understand if our developing theory of change is consistent with those outcomes that are being achieved. Where they are consistent, we can be satisfied that progress is being made towards reaching our targets. Where any inconsistency becomes evident, we can review our practice to ensure it is modified accordingly to ensure that progress to the achievement of targets is being made successfully. With comparatively smaller group sizes than traditional HEIs, it is often easier to compile and utilise empirical evidence. Empirical evidence provides powerful observations that can add significantly to qualitative evaluation. This will also be considered during evaluation activities, particularly with feedback from those that work with individual students and students themselves.

The intervention strategies outlined in this plan are predominantly based on Type 1 evidence (and limited Type 2 evidence where this is available). The College aspires to enhance its evaluation activities and the collection of enhanced Type 2 evidence will support future access and participation planning and enable more robust intervention strategies in future. We are also committed to improving our internal data availability and usage, and to support staff in their knowledge and understanding to enhance impact in relation to access and participation. Some of APP dashboard data is limited where small groups exist, and this can reduce the ability to monitor and evaluate effectively. The college is therefore working on enhancing our internal data reporting and usage to enhance this in future APP delivery.

Evaluation activities often lead to actions that are embedded into wider College approaches to HE access, success and progression, to ensure that equality of opportunity is paramount. Throughout

the academic year, higher education staff meet in staff and course committees to reflect on practice in response to emergent and longer-term trends. This is in conjunction with student representatives who also share feedback for each course three times per year in this manner. All generated data is available for such purposes and evaluations are discussed at senior executive level in the HE Academic Board and the HE Curriculum Group (HECG) to embed best practice.

The APP and associated intervention activities will be monitored by the College's HE Academic Board. This high-level committee sits near the top of the College's HE Academic Governance Structure, and reports into the governing body Learning and Quality committee. The HE Academic Board membership includes key senior stakeholders from across the college and includes students. The Academic Board meets throughout the year and will receive an annual report against targets following the annual publication of updated OfS APP dashboard data, which will inform annual adjustment requirements where necessary.

# Provision of information to students

In order to make informed decisions about progressing to higher education it is important that students can obtain clear, timely, and accessible information about tuition fees and financial support available. When studying on a higher education programme, it's equally important that students can access this information, to ensure they have access to the support required for them to stay successfully on course. Information about tuition fees and financial support will be widely accessible to students and through multiple channels. Information will be published on the College's website through a dedicated higher education student finance webpage highlighting tuition fees, alongside the full range of bursaries available and eligibility criteria. Tuition fee information will also be published online on individual course profile pages. Furthermore, this information will also be sent directly to applicant students in hardcopy through our pre-enrolment 'Welcome packs' which provide comprehensive pre-enrolment information, advice and guidance. In addition to this, a range of work is undertaken by the college's dedicated Higher Education team who work directly with students, face-to-face, and through telephone and email enquiries, to provide detailed information about tuition fees and financial support available. The College will also publish the OfS Annual Fee Information summary on its website. Financial support including additional support for underrepresented groups will be further signposted by the HE team, programme leaders and other college support staff at open events, interviews, bespoke visits and UCAS exhibition events. Course profiles on the UCAS website will also highlight that financial support is available to students. Tuition fee information will be further published on the UCAS website to assist prospective students undertaking research for their UCAS course applications and also linked from the Discover Uni website. Where appropriate, this information is published on other external websites such as the Become/Propel website which is a dedicated resource for care leavers. The College also has a student intranet 'StudentNet' which hosts a bespoke section for current higher education students. This features student financial support and all the necessary documents that students may need such as applications forms for the various elements of support available.

The College has also detailed a summary of tuition fees and financial support available to students below:

**Special Support Bursary** - This offers up to £1,000 per year (depending on household income) to HE students. To be eligible, students must be paying the full tuition fee; receiving their maximum maintenance entitlement; and have an assessed annual household income of £40,000 or less.

| Annual household income (based on Student Finance assessment) | Amount of Maintenance Loan in 2024-25 (assessed by Student Finance) (There are 2 categories: 'Living at home' or 'Living away from home') | | Special Support Bursary Amount |
|---|---|---|---|
| | Living at home | Living away from home | |
| up to £25,000 | £8,610 | £10,227 | £1,000 |
| between £25,001 and £30,000 | £7,887 | £9,497 | £750 |
| between £30,001 and £35,000 | £7,163 | £8,766 | £500 |
| between £35,001 and £40,000 | £6,440 | £8,035 | £300 |

**Care Leaver Bursary** – Care leavers are eligible for a further £2,000 bursary in each year of study. To qualify, students must be studying a full-time undergraduate course, and be under the age of 25 at the start of the course. Care leavers are defined using advice from the national organisation *Become* – we define a care leaver as being: *"a young person who has been looked after for more than 13 weeks since they were 14, including some time at age 16 or 17."*

**Student carer Bursary** - Student Carers can apply for a further £1,000 bursary in each year of study. This helps to support members of the HE student community who are also Primary Carers. This is defined as anyone who is an unpaid Primary Carer for a family member who, due to illness, disability, a mental health problem or addiction, cannot cope without their support.

**Access to Learning Fund** - The College's Access to Learning Fund (ALF) provides payments to full-time and part-time Higher Education students who are in financial difficulty or have an unexpected emergency to deal with. The fund is discretionary, and awards depend on individual circumstances and the availability of funds at that time.

**Progression Awards –** Financial progression awards will be made available to students that progress directly from a level 3 programme, onto a full-time higher education programme at the college.

**Tuition Fees** - At Nottingham College, the maximum annual fees charged are:

- £8250 for all full-time higher education students.
- £5500 for part-time Foundation Degree students.
- £4125 for part-time HNC and HND, and BA programmes over 6 years.
- £4950 for part-time BA programmes over 5 years

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

**Chart A1 – Access to Nottingham College Higher Education POLAR4 and IMD 2019**
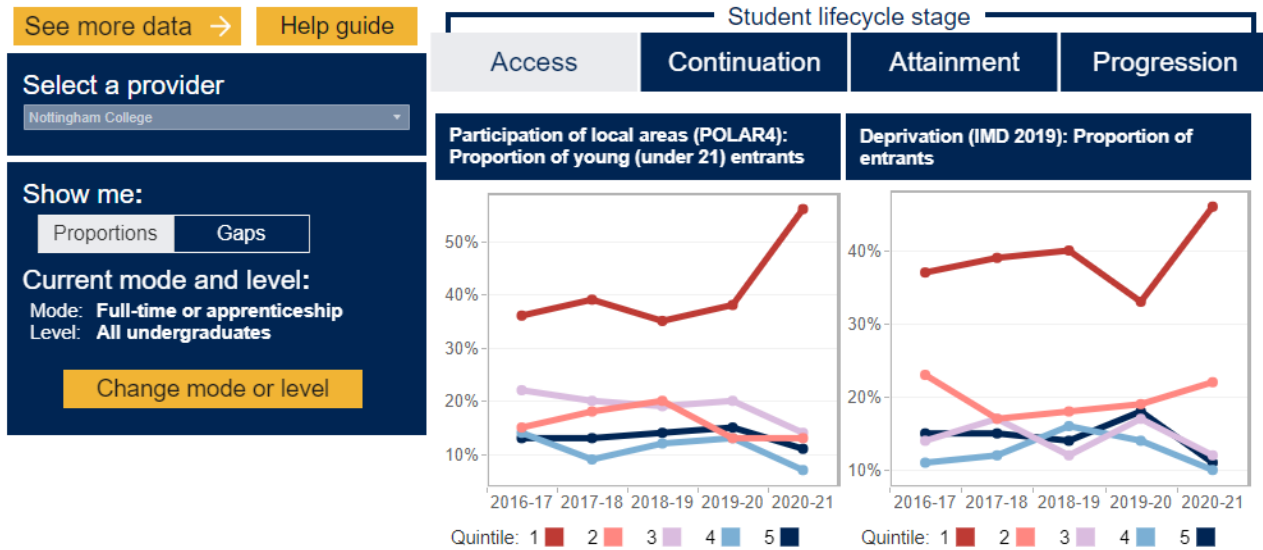
## Chart A2 – Access metrics (multiple indicators)
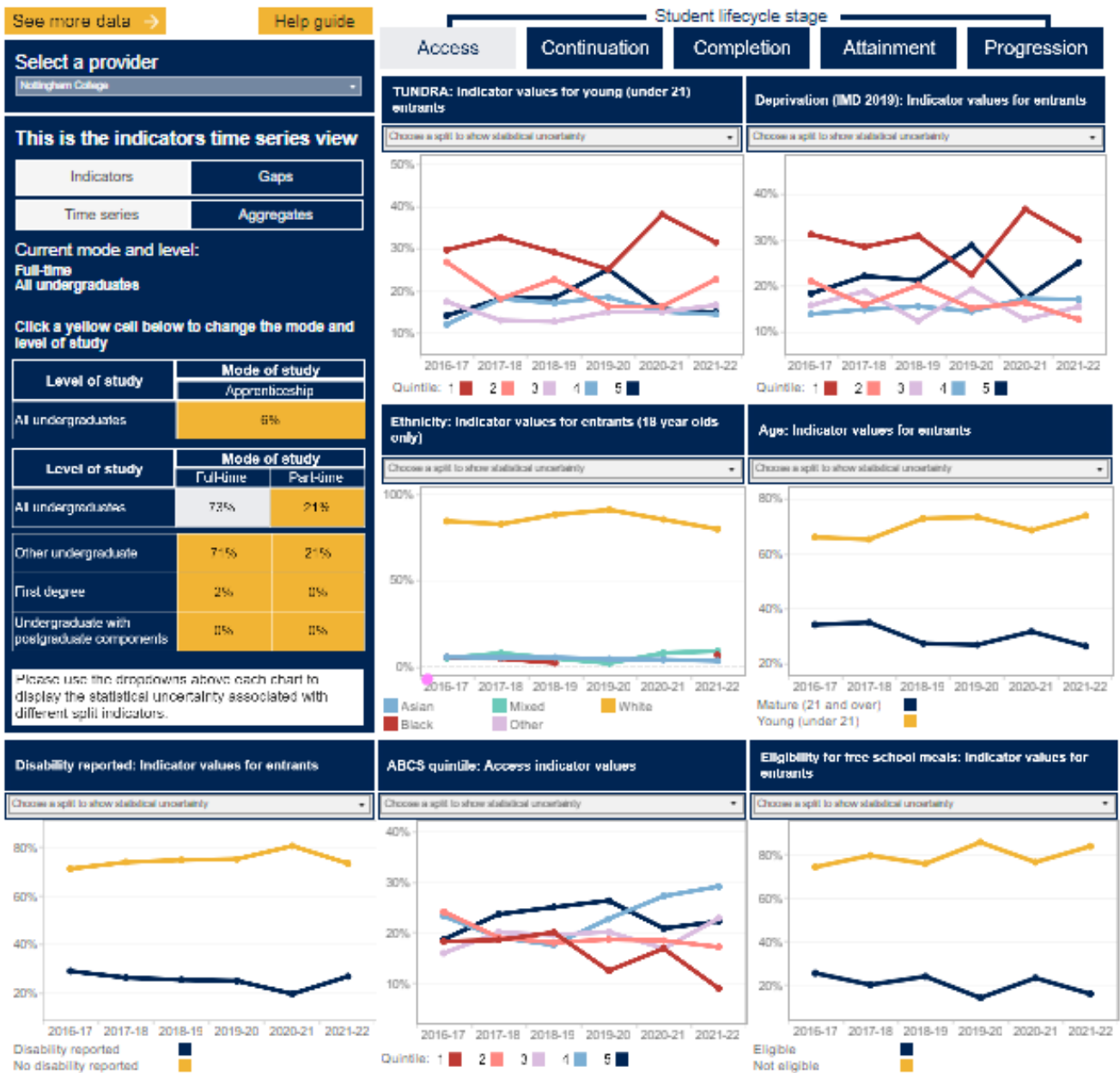
**Chart A3 – Continuation Rate Metrics (multiple indicators).**

## Chart A4 – Progression Outcomes

### Nottingham College (Taught or registered students)

Progression outcomes by mode and level of study (qualifiers in the years described below)

| Mode | Level | Denom-inator | Indicator value (%) | Numerical threshold (%) | Indicator (%) | Proportion of statistical uncertainty distribution below numerical threshold | above numerical threshold | Survey response rate (%) | |
|---|---|---|---|---|---|---|---|---|---|
| Apprenticeship (2017-18 to 2020-21) | All UG | [low] | [low] | 75 | | [low] | [low] | [low] | i |
| Full-time (2017-18 to 2020-21) | Other UG | 290 | 56.6 | 45 | | 0.0% | 100.0% | 43.6 | i |
| | First degree | 100 | 51.8 | 60 | | 95.4% | 4.6% | 36.0 | i |
| Part-time (2017-18 to 2020-21) | Other UG | 120 | 71.8 | 65 | | 5.4% | 94.6% | 39.2 | i |

Indicator (%): 40 45 50 55 60 65 70 75 80

## Chart A5 – Progression Outcome Gaps - male vs female and disabled vs no disability

### Nottingham College (Taught or registered, Full-time, First degree students)

Progression outcomes (2017-18 to 2020-21 qualifiers) by subject, student and study characteristic    ▼ Show proportion of negative outcomes with interim study

| Split indicator type | Split indicator | Denom-inator | Indicator value (%) | Indicator (%) | Proportion of statistical uncertainty distribution below numerical threshold | above numerical threshold | Benchmark value (%) | Contribution to own benchmark (%) | Survey response rate (%) | |
|---|---|---|---|---|---|---|---|---|---|---|
| Disability | Disability reported | 30 | 42.6 | | 97.7% | 2.3% | 60.4 | 7.5 | 38.6 | i |
| | No disability reported | 70 | 55.9 | | 75.8% | 24.2% | 61.8 | 4.0 | 35.0 | i |
| Sex | Female | 50 | 41.8 | | 99.6% | 0.4% | 60.0 | 4.2 | 33.3 | i |
| | Male | 50 | 62.0 | | 39.1% | 60.9% | 62.0 | 8.5 | 39.2 | i |

Indicator (%): 20 30 40 50 60 70 80

## Chart A6 – Completion Gap Between Black and White Students

Analysis of completion gap between white and black students. APP dashboard completion gap of 19.2 2016/17 and 13.4% in 2017/18 - two-year average 16.4% and four-year average 15.5%



Completion gap: Ethnicity – White compared with black

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 4 year | 2 year |
|---|---|---|---|---|---|---|---|---|
| White compared with black | 11.9pp | 12.8pp | 3.3pp | 25.9pp | 19.2pp | 13.4pp | 15.5pp | 16.4pp |

Change in gap from 2016-17 to 2017-18: -5.8pp

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## Chart A7 – Attainment gap between Black and White Students
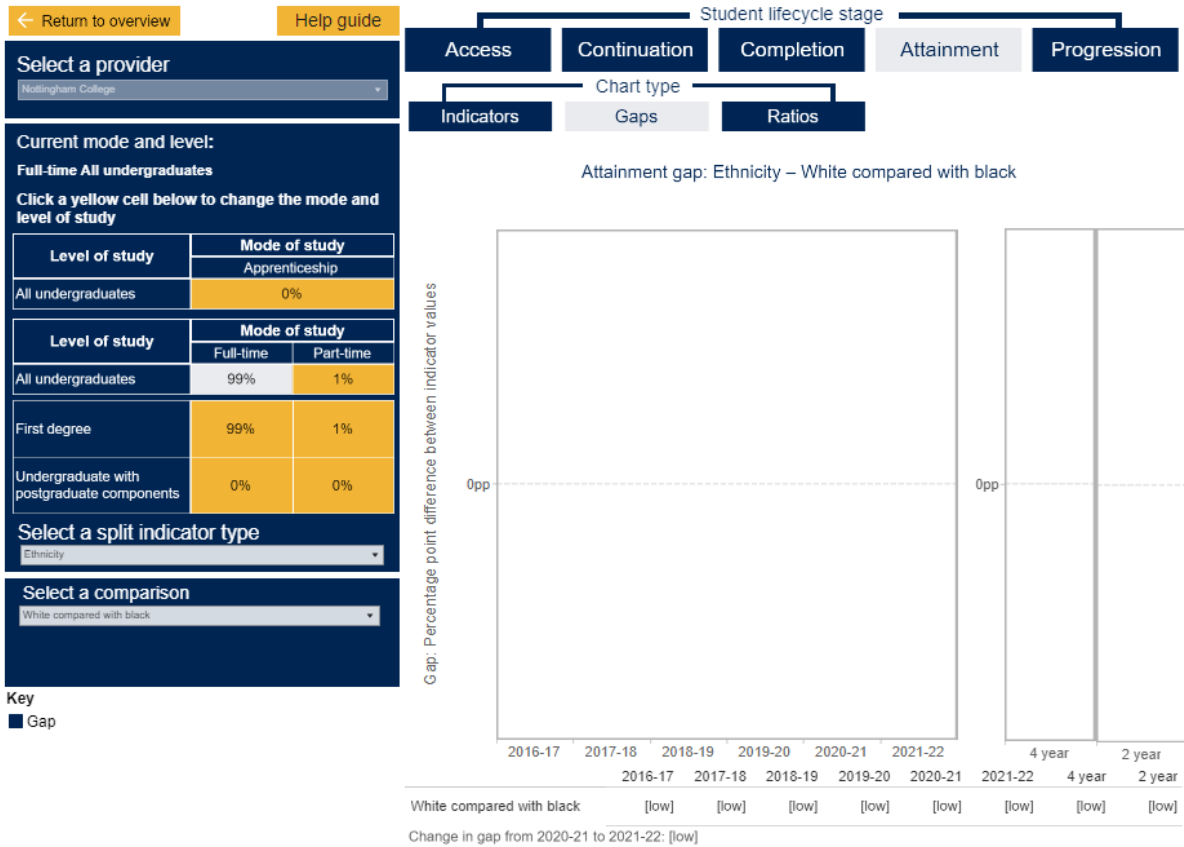


## Chart A8 Continuation Gap white vs black is low – 2 year average is 3.2%
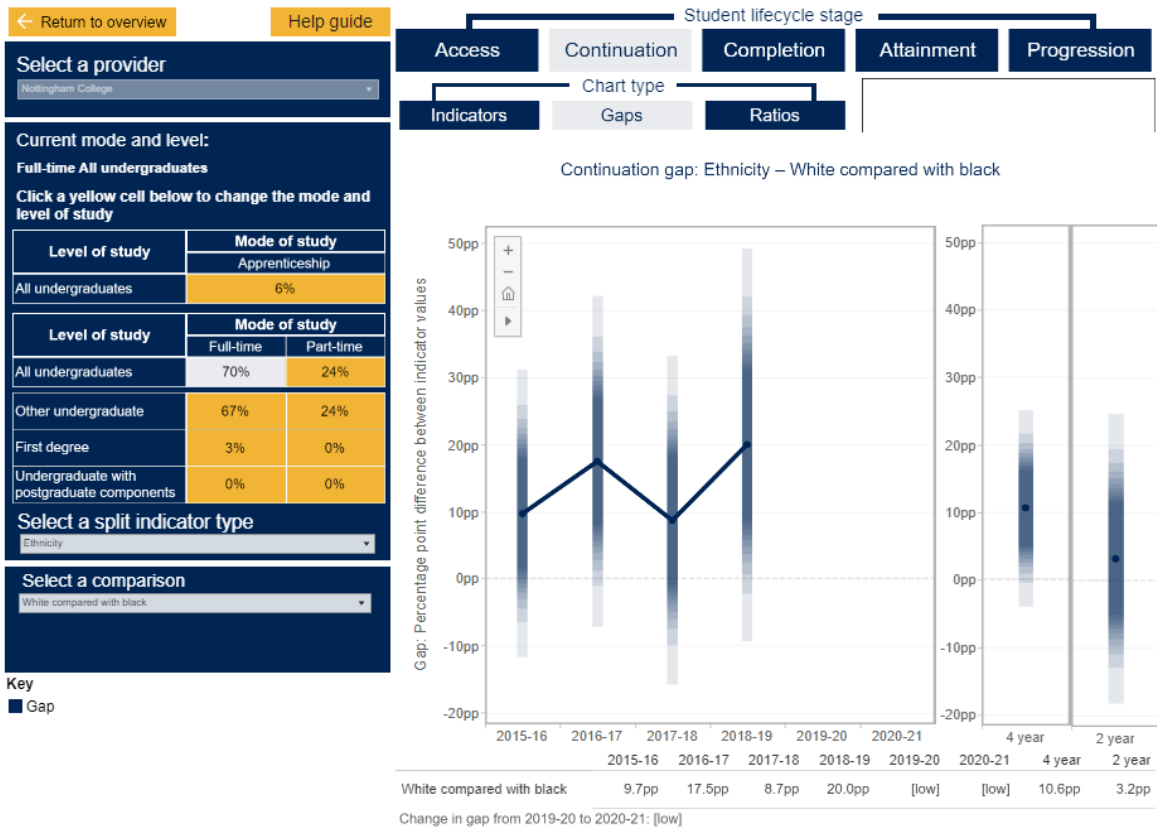
**Chart A9 – Continuation Rates between Young and Mature Students**

Analysis revealed modest declining continuation gap between young and mature students except for a spike in 2020/21 which jumped to 20.2%. However, this may suggest that older students were less able to continue as a result of the pandemic that occurred at that time – This does not necessarily mean mature students were less prepared to cope, but as a result of being older, and variables which were more likely to include having a family/children to support etc, suggested they were at a higher risk on non-continuation.  Due to this being an exceptional spike the College will continue to monitor any gap development in future but as this point doesn't consider this a continuing risk to equality of opportunity, particularly with regard to EORR Risk 9 ongoing Impacts of Coronavirus.
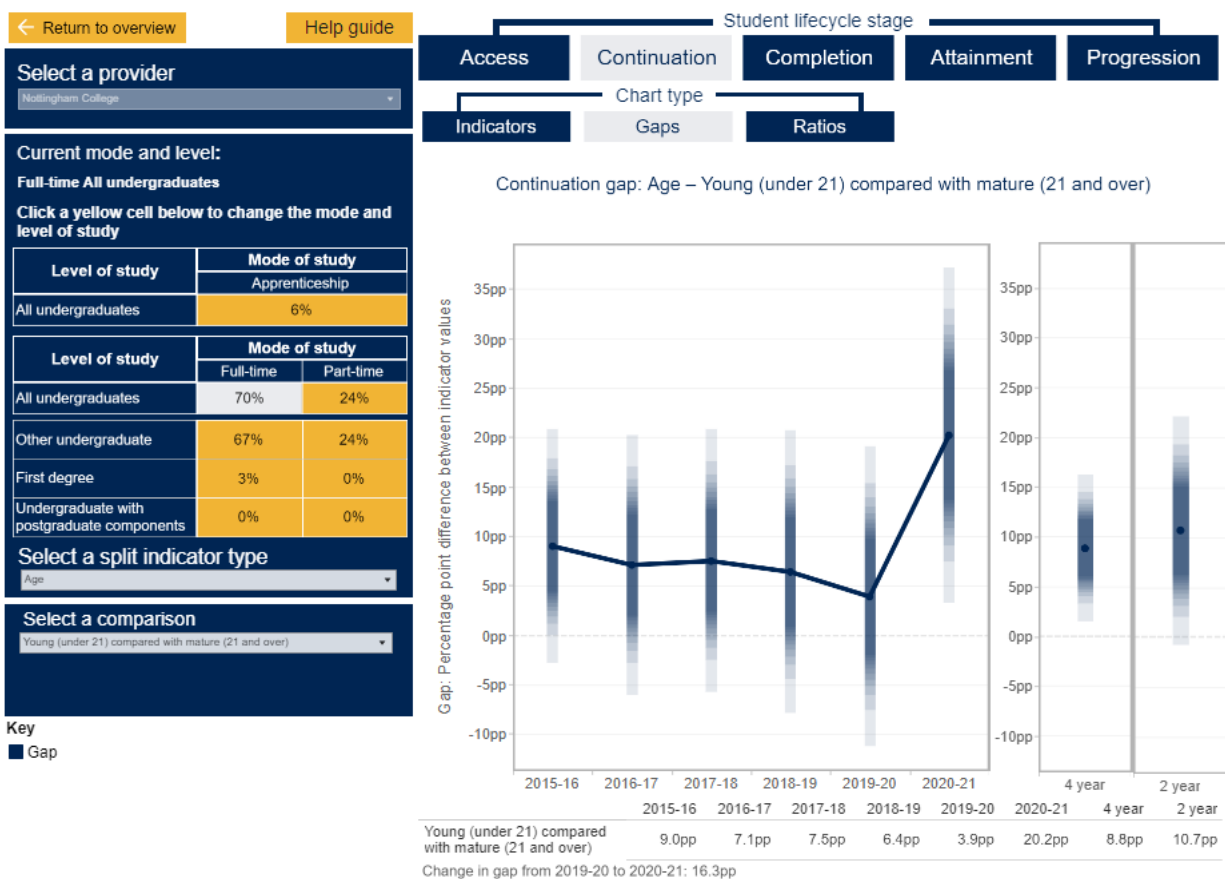
**Chart A10 - Continuation between male and female students**

Analysis revealed a narrowing continuation gap between male and female students between 2016-17 and 2019-20 with a divergent trend of 9% in 2020-21. However, this may suggest that certain students were less able to continue because of the pandemic that occurred at that time – This does not necessarily mean female students were less prepared to cope, but as a result of certain variables which may be more likely to include having a family/children to support etc, suggested they were at a higher risk on non-continuation.  Due to this being an exceptional divergent trend the College will continue to monitor any gap development in future but as this point does not consider this a continuing risk to equality of opportunity, particularly with regard to the EORR Risk 9 ongoing Impacts of Coronavirus.



| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 4 year | 2 year |
|---|---|---|---|---|---|---|---|---|
| Male compared with female | 1.4pp | -7.1pp | -5.9pp | -6.8pp | -2.9pp | -11.8pp | -6.9pp | -6.8pp |

Change in gap from 2019-20 to 2020-21: -8.9pp

**Chart A11 - Progression to professional or managerial employment, further study or positive outcomes overall.**



Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Overall
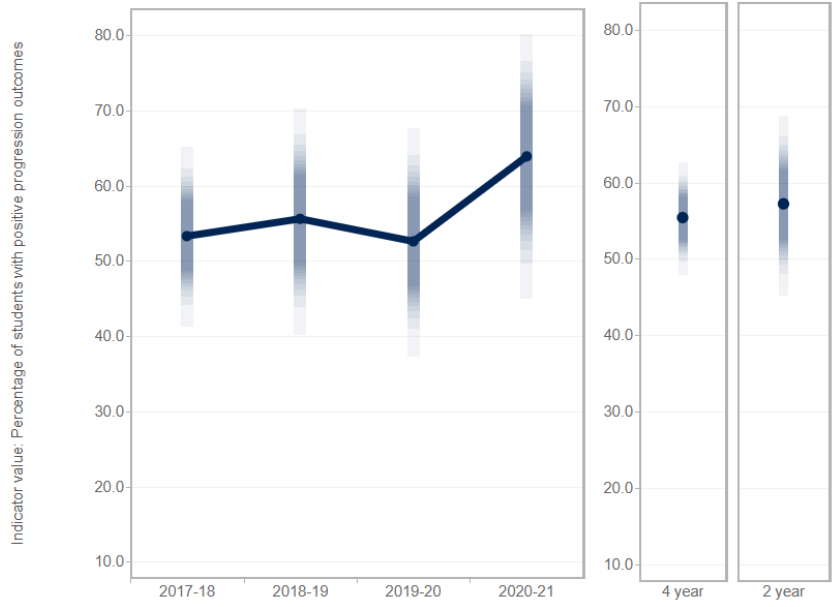
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 4 year | 2 year |
|---|---|---|---|---|---|---|
| Overall | 53.3% | 55.6% | 52.6% | 63.9% | 55.4% | 57.2% |

## Chart A12 - Continuation Rates between disabled students and those with no disability

Whilst there are some annual points on the APP dashboard that illustrate continuation gaps between those not known to be disabled and those with a disability, the historical data is sporadic with no underlying trend or habitually significant gap with the 4 year average is just 1.8% Despite this, the College will resolutely focus on this aspect to maintain uniform continuation rates for all to ensure equality of opportunity.
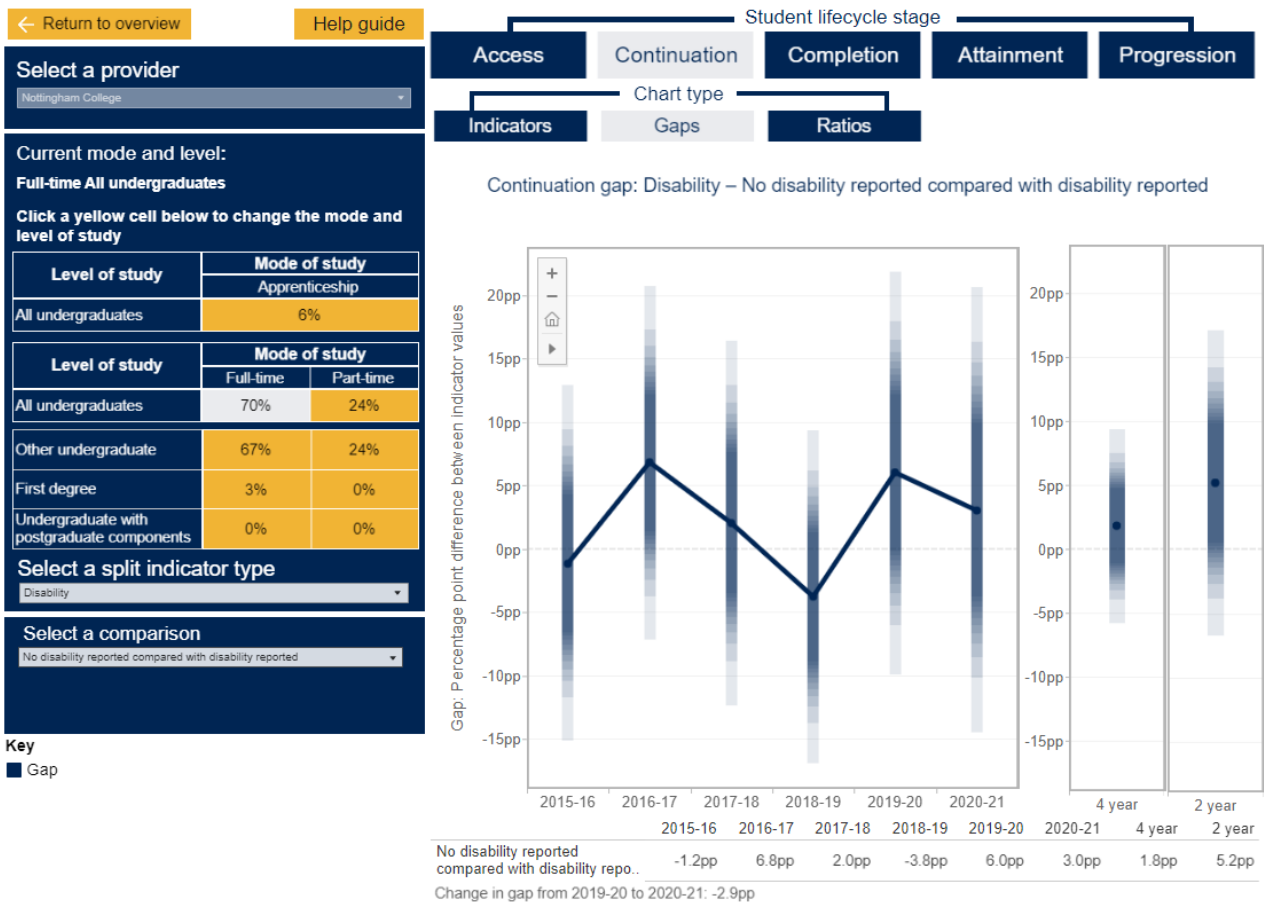
**Chart A13 - Continuation Rates by POLAR4 Quintile**



Continuation indicator values for: POLAR4 quintile

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 4 year | 2 year |
|---|---|---|---|---|---|---|---|---|
| Quintile 1 (least participation) | 78.5% | 72.4% | 77.9% | 81.3% | 76.3% | 92.7% | 81.6% | 84.2% |
| Quintile 2 | 79.2% | 81.8% | 78.8% | 87.8% | 78.8% | [DPH] | 85.5% | 87.5% |
| Quintile 3 | 85.9% | 80.7% | 84.4% | 80.5% | 85.7% | [low] | 83.2% | 84.1% |
| Quintile 4 | 86.2% | 84.6% | 84.6% | 84.8% | [DPH] | [low] | 90.4% | [DPH] |
| Quintile 5 (most participation) | 83.7% | 90.5% | 87.7% | 90.7% | 86.7% | [DPH] | 90.0% | 91.1% |

**Chart A14 – English Unitary Authority Attainment at Key Stage 4 0 GCSE English and Maths**

**Percentage achieving 9-5 in English & mathematics (2022/23 (academic)) for All English unitary authorities**



% achieving 9-5 in English and maths 2022/23 (academic)

Mean for All English unitary authorities: % achieving 9-5 in English and maths 2022/23 (academic)

Nottingham (Lead area)
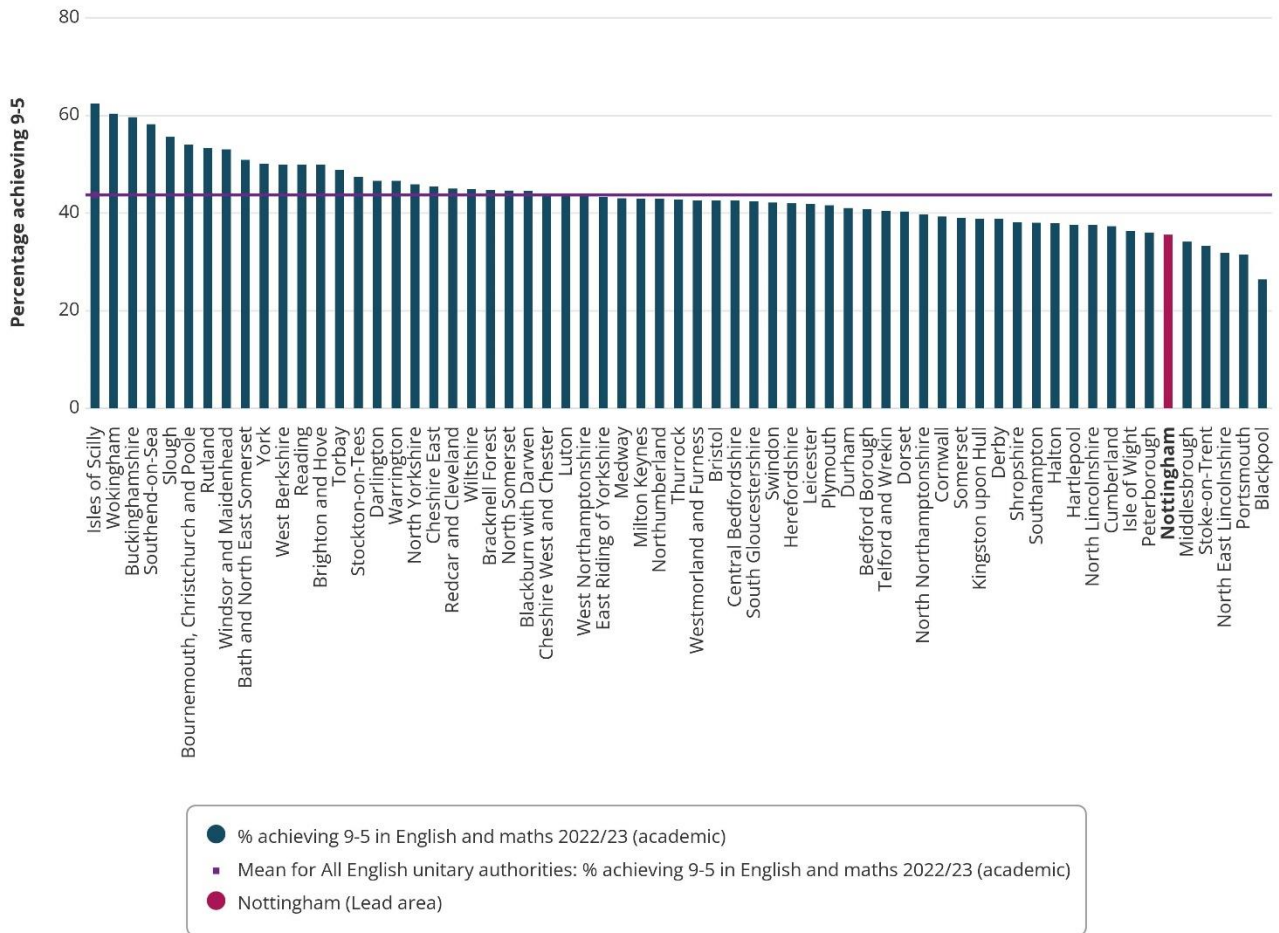
**Source:**
Department for Education
Powered by LG Inform

**Chart A15 – Percentage Achieving 9-5 in English and Maths fo Nottingham 2017/18 to 2022/23**

### Percentage achieving 9-5 in English & mathematics (from 2017/18 (academic) to 2022/23 (academic)) for Nottingham



Percentage achieving 9-5

● Nottingham % achieving 9-5 in English and maths    ● Mean for All English unitary authorities % achieving 9-5 in English and maths
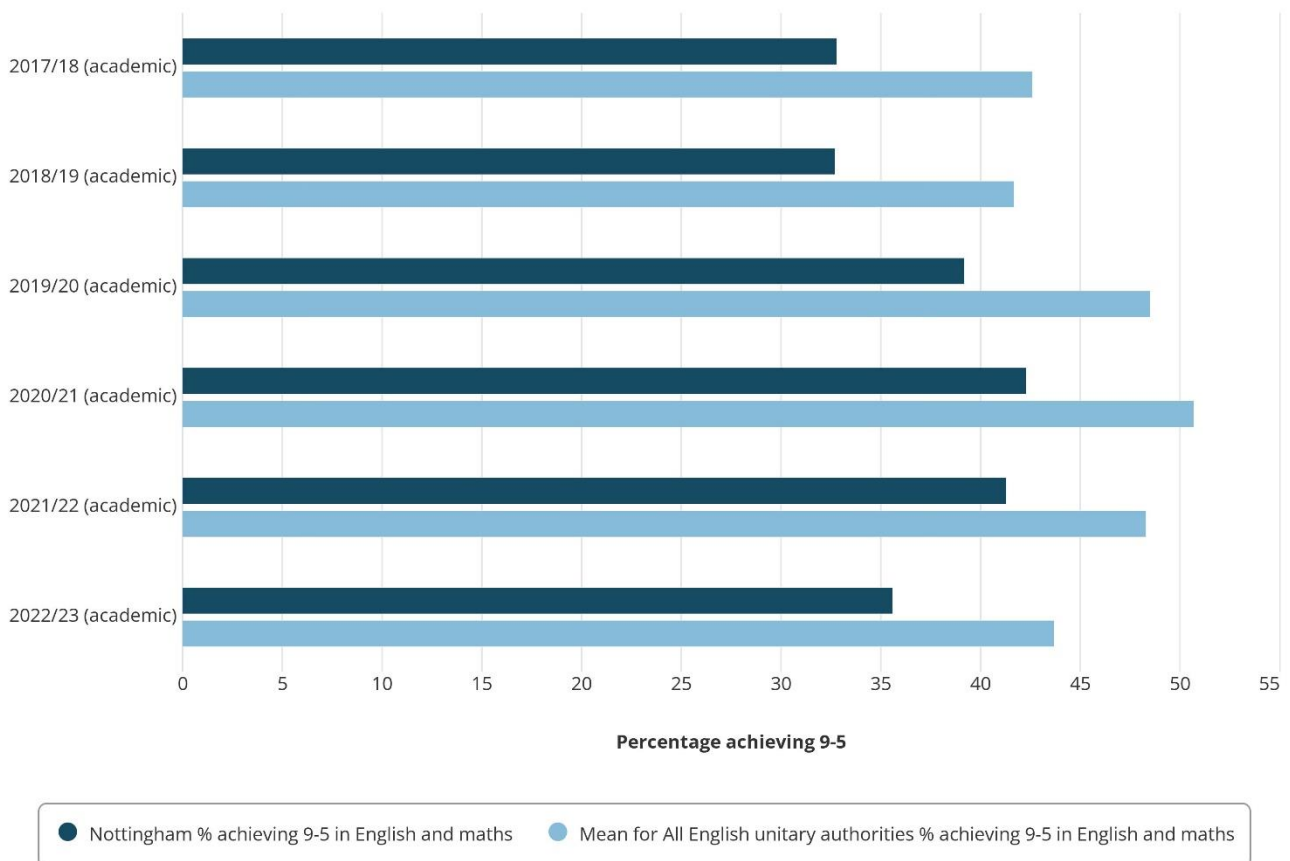
**Source:**
Department for Education
Powered by LG Inform

# Fees, investments and targets
## 2025-26 to 2028-29

**Provider name: Nottingham College**

**Provider UKPRN: 10004577**

### Summary of 2025-26 entrant course fees

*course type not listed

**Inflation statement:**

We will not raise fees annually for new entrants

**Table 3b - Full-time course fee levels for 2025-26 entrants**

| Full-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|---|---|---|---|
| First degree | | N/A | 8250 |
| Foundation degree | | N/A | 8250 |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | | N/A | 8250 |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | * | N/A | * |
| Sandwich year | * | N/A | * |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | * | N/A | * |

**Table 3b - Sub-contractual full-time course fee levels for 2025-26**

| 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 | EXPRESSIONS ACADEMY OF PERFORMING ARTS LIMITED | 10040106 | 8250 |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Turing Scheme and overseas study years | * | * | * |
| Other | * | * | * |

**Table 4b - Part-time course fee levels for 2025-26 entrants**

| Part-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|---|---|---|---|
| First degree | Part-time over 5 years | N/A | 4950 |
| First degree | Part-time over 6 years | N/A | 4125 |
| Foundation degree | N/A | N/A | 5500 |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | N/A | N/A | 4125 |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | * | N/A | * |
| Sandwich year | * | N/A | * |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | * | N/A | * |

**Table 4b - Sub-contractual part-time course fee levels for 2025-26**

| 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 | * | * | * |
| Turing Scheme and overseas study years | * | * | * |
| Other | * | * | * |

# Fees, investments and targets
## 2025-26 to 2028-29

**Provider name: Nottingham College**

**Provider UKPRN: 10004577**

### Investment summary

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

**Notes about the data:**

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

| Access and participation plan investment summary (£) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|---|---|---|---|---|
| Access activity investment (£) | NA | £125,000 | £125,000 | £125,000 | £125,000 |
| Financial support (£) | NA | £193,000 | £193,000 | £193,000 | £193,000 |
| Research and evaluation (£) | NA | £20,000 | £20,000 | £20,000 | £20,000 |

**Table 6d - Investment estimates**

| Investment estimate (to the nearest £1,000) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|---|---|---|---|---|
| Access activity investment | Pre-16 access activities (£) | £50,000 | £50,000 | £50,000 | £50,000 |
| Access activity investment | Post-16 access activities (£) | £50,000 | £50,000 | £50,000 | £50,000 |
| Access activity investment | Other access activities (£) | £25,000 | £25,000 | £25,000 | £25,000 |
| **Access activity investment** | **Total access investment (£)** | **£125,000** | **£125,000** | **£125,000** | **£125,000** |
| **Access activity investment** | ***Total access investment (as % of HFI)*** | **18.7%** | **18.7%** | **18.7%** | **18.7%** |
| **Access activity investment** | ***Total access investment funded from HFI (£)*** | **£100,000** | **£100,000** | **£100,000** | **£100,000** |
| **Access activity investment** | ***Total access investment from other funding (as specified) (£)*** | **£0** | **£0** | **£0** | **£0** |
| Financial support investment | Bursaries and scholarships (£) | £175,000 | £175,000 | £175,000 | £175,000 |
| Financial support investment | Fee waivers (£) | £0 | £0 | £0 | £0 |
| Financial support investment | Hardship funds (£) | £18,000 | £18,000 | £18,000 | £18,000 |
| **Financial support investment** | **Total financial support investment (£)** | **£193,000** | **£193,000** | **£193,000** | **£193,000** |
| **Financial support investment** | ***Total financial support investment (as % of HFI)*** | **28.9%** | **28.9%** | **28.9%** | **28.9%** |
| Research and evaluation investment | Research and evaluation investment (£) | £20,000 | £20,000 | £20,000 | £20,000 |
| Research and evaluation investment | *Research and evaluation investment (as % of HFI)* | 3.0% | 3.0% | 3.0% | 3.0% |

# Fees, investments and targets

## 2025-26 to 2028-29

**Provider name: Nottingham College**

**Provider UKPRN: 10004577**

## 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 | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone | 2028-29 milestone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The college will increase access to part-time, flexible HE and HTQ provision, including as part of Higher Apprenticeships, by a 10% year-on-year increase in student numbers through broadening the range of diverse and flexible provision on offer at the college. | PTA_1 | Access | Other | Other (please specify in description) | | Baseline data identified via HESES23 return (131 PT & HTQ students) | No | Other data source (please include details in commentary) | Other (please include details in commentary) | Other (please include details in commentary) | 131 | 144 | 158 | 174 | 191 |
| To increase the performance of KS4/GCSE English and Maths provision so that it is 3% above benchmark to enhance annually the number of students acheiveing at Key Stage 4/GCSE level to provide a foundation from which to progress onwards and onto higher education. | PTA_2 | Raising attainment | Other | Other (please specify in description) | | In 2022-23 the college was below benchmark and the target is to be at benchmark for 2024-25, and thereafter, to be 3 % above benchmark year-on-year against what is likely to be a delcine in attainment at Key Stage 4 within the City as result of the pandemic | No | Other data source (please include details in commentary) | Other (please include details in commentary) | Other (please include details in commentary) | 2024 | 3 | 3 | 3 | 3 |
| | 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 | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone | 2028-29 milestone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The College will implement a new bespoke fast-track access counselling service for current higher education students. This will be done in partnership with a regional university to provide a highly accessible service. This will aliviate delays in support for students and the target is to increase the numbers accessing this new service year-on-year. | PTS_1 | Continuation | Other | Other (please specify in description) | N/A | The traget will be to engage increasing numbers of students in this new service year-on-year therefore no baseline data currently exists. | Yes | Other data source (please include details in commentary) | Other (please include details in commentary) | Headcount | 0 | 20 | 30 | 40 | 50 |
| The College will seek to reduce the number of students that withdraw from study programmes as a result of financial reasons by 50% over the period of the APP. | PTS_2 | Continuation | Low income background | Other (please specify in description) | N/A | This target seeks to reduce the number of students that withdraw from HE programmes with the main reason being financial | No | Other data source (please include details in commentary) | 2022-23 | Percentage | 100 | 87.5 | 75 | 62.5 | 50 |
| The completion gap between black and white students will be reduced by 4% year on year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups. | PTS_3 | Completion | Ethnicity | Black | White | APP dashboard completion gap of 19.2% 2016/17 and 13.4% in 2017/18 - two-year average of 16.4% | No | The access and participation dashboard | Other (please include details in commentary) | Percentage points | 16.4 | 12.4 | 8.4 | 4.4 | 0 |
| | PTS_4 | | | | | | | | | | | | | | |
| | PTS_5 | | | | | | | | | | | | | | |
| | PTS_6 | | | | | | | | | | | | | | |
| | PTS_7 | | | | | | | | | | | | | | |

| | PTS_8 | | | | | | | | | | | | | | |
| | PTS_9 | | | | | | | | | | | | | | |
| | PTS_10 | | | | | | | | | | | | | | |
| | PTS_11 | | | | | | | | | | | | | | |
| | PTS_12 | | | | | | | | | | | | | | |

**Table 5e: Progression 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 | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone | 2028-29 milestone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The College will strive to enhance progression rates for first degree students and will close the gaps between male and female students by 5% year-on-year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups (currently 20.2%). | PTP_1 | Progression | Sex | Female | Male | OfS B3 dashboard aggregate average years 2017-18 to 2020-21 qualifiers by student characteristic | No | The access and participation dashboard | Other (please include details in commentary) | Percentage points | 20.2 | 15.2% | 10.2% | 5.2% | 0 |
| The College will also close the progression gap between those declaring a disability and those with no disability by 3.5|% year-on-year over the course of this APP, so that by 2028/29 no completion gap will exist between these two groups (Currently 13.3%) | PTP_2 | Progression | Reported disability | Disability reported | No disability reported | OfS B3 dashboard aggregate average years 2017-18 to 2020-21 qualifiers by student characteristic | No | The access and participation dashboard | Other (please include details in commentary) | Percentage points | 13.3 | 9.8 | 6.3 | 2.8 | 0 |
| | PTP_3 | | | | | | | | | | | | | | |
| | PTP_4 | | | | | | | | | | | | | | |
| | PTP_5 | | | | | | | | | | | | | | |
| | PTP_6 | | | | | | | | | | | | | | |
| | PTP_7 | | | | | | | | | | | | | | |
| | PTP_8 | | | | | | | | | | | | | | |
| | PTP_9 | | | | | | | | | | | | | | |
| | PTP_10 | | | | | | | | | | | | | | |
| | PTP_11 | | | | | | | | | | | | | | |
| | PTP_12 | | | | | | | | | | | | | | |