

South Devon College

Access and participation plan

2020-21 to 2024-25

1. Assessment of performance

South Devon College (SDC) is a medium-sized General Further Education College in Torbay, Devon. SDC was granted Foundation Degree Awarding Powers in early 2019 and also holds Teaching Excellence Framework (TEF) Gold awarded secured until 2021. SDC has a higher education provision of c.720 students on a range of Foundation Degrees (FD), Bachelor Degrees, Higher/Degree Apprenticeships and HND/Cs across diverse curriculum areas to meet local need. 80% of our students come from the local TQ postcode (Torbay and South Devon) with just 1.2% of students currently coming from a non-Devon or Cornwall postcode.

SDC has used a range of data to assess the gaps between underrepresented groups and their peers, identify our progress over time in closing the gaps, and develop aims. The Office for Students (OfS) Access and Participation dashboard was the primary data set used for the assessment of our performance. Where there was insufficient data within the OfS data to adequately assess our performance, SDC supplemented this with other data sources including data from our own Individual Learner Record (ILR) returns, TEF data, and information from the Designation of Leavers of Higher Education (DLHE) surveys. Where internal data has been used this represents all the HE students taught at SDC not just those registered with us.

- The Access data on the OfS dashboard has been supplemented by information from our own Individual Learner Records returns and cross-referenced with aggregated data from TEF submissions dated 17/1/17 (TEF2), 19/10/17 (TEF3) and 22/10/18 (TEF4) as this represents all students enrolled at SDC where necessary. In the last three years we have only had one international student and two EU students.
- The Success (Continuation) data on the OfS dashboard has been supplemented with information from TEF reports as many of SDC's students continue to our academic partner, the University of Plymouth, for their Level 6 studies, therefore we do not have access to all the relevant data.
- Our Success (Attainment) data acknowledges the OfS dashboard information related to attainment of a 'good' degree but is supplemented by information from our IRL returns giving final marks at the end of programmes (sub-degree and degree level) rather than just Level 6 BA/BSc attainment. We have used attainment data from just 2017 and 2018, as pre-2017 data was incomplete without the full range of underrepresented group's measures, and the 2019 data is not yet available. Data has been assessed using students who completed their studies, whether they achieve or fail their qualification.
- The Progression data on the OfS dashboard has been supplemented with information from the Destinations of Leavers of Higher Education (DLHE) survey. The DLHE measures six months after course completion when currently a high proportion of our students are undertaking further study, 68% according to the 2018 DLHE survey. Moving to Graduate Outcomes will impact on our progression data but we are unable to predict this impact. Currently we do not have access to information about student progression post Level 6 as most students have

moved to our partner provider. It is our intention to continue to undertake a DLHE survey annually to better understand the progression of students.

1.1 Higher education participation, household income, or socioeconomic status

Torbay is ranked within the top 20% most deprived local authorities in England and is the most deprived in the south west on a range of income and employment deprivation measures. There has been a 75% increase in Torbay residents living in areas amongst the top 20% most deprived in England, with 28 of the 89 areas within Torbay in the top 20% most deprived IMD quintile (Torbay Council, 2015¹, p. 9).

We have supplemented OfS dashboard data with information our own records of all students accessing SDC. The OfS dashboard shows deprivation data for mature students and as the Dashboard develops it will include data for POLAR for young students. At present as this data is not available via the Dashboard we have used our own ILR data for young students disaggregating by low participation (POLAR4: quintiles 1 or 2) and high participation (POLAR4: quintiles 3, 4 or 5) in higher education.

¹ <http://www.southdevonandtorbay.info/media/1044/english-indices-of-deprivation-2015-report-torbay.pdf>

Access: Aggregating the Access data from the OfS dashboard for deprivation measures reveals we have equal numbers of students from the low quintiles (Q) (Q1 = 24.8%, Q2 = 25.6%) and the higher quintiles (Q3 = 28.2%, Q4 = 14.2%, Q5 = 8.4%). Further, using the POLAR4 measures demonstrates that there is a greater number of young students from the lower quintiles (Q1 = 16%, Q2 = 40.5) than the higher quintiles (Q3 = 25.5%, Q4 = 17%, Q5 = 3.3%). Comparing our student numbers to populations reveals a statistical difference using deprivation measure between Q2 and Q3 students and the population. For Q2 in 2015/6 and 2017/8 we had 10% and 15% of students from Q2 compared to 20.3% in the population, but this trend was reversed in the intervening year with 29% students from Q2 compared to the population of 20.3%. For Q3 we had significantly more students from Q3 in 2015/16 and 2017/18 than the population of 18.9%.

Success

Non-continuation: Continuation data from 2016/17 and 2017/18 is available on the OfS dashboard. It reports that using the deprivation measures, students from Q1 have 82% continuation compared to Q2 (82%), Q3 (85%), Q4 (77.5%) and there is no Q5 data. Students from lower quintiles of the deprivation measure Q1 and Q2 have 84.7% continuation compared to 82% for students from Q3, 4 and 5. Using the POLAR4 measure, there is no data for Q1, Q4 and Q5 but Q2 has 79% continuation compared to 85% or Q3. The POLAR4 lower quintiles of Q1 and Q2 have 77% continuation compared to 82% for students from Q3, 4 and 5. SDC's latest TEF4 data reveals a 2% difference in continuation between POLAR4 Q1 or Q2 (85%) and Q3, Q4 or Q5 (83%), compared to 86.6% for lower quintiles nationally.

Attainment: National attainment rates reported by the OfS for 2017/8 reveal that Q1 or Q2 students have a 76.4% attainment rate compared to 81.6% for Q3, Q4 or Q5 students. The OfS dashboard has limited attainment data for SDC. It reports a 65% Level 6 attainment rate for students from deprivation Q1 and 2 compared to 70% attainment for deprivation Q3, Q4 and Q5, a 5pp difference. There is no POLAR4 data for young students.

Our IRL data only reports POLAR4 low-participation in HE measures, without a wider deprivation or socio-economic status measure. Therefore, we have only reviewed attainment at Foundation Degree and Level 6 for young students. There is no significant difference between low (Q1 or 2) and high (Q3, 4 or 5) POLAR4 quintiles and their FD or Level 6 outcome.

Progression to employment or further study: The OfS dashboard has limited progression data for SDC it only reports data from 2017/18 and only for deprivation Q1 (80%), Q2 (90%) and Q3 (92%). There is no Q4 or Q5 data, or data from POLAR4 measures. It does have a progression rate for lower Q1 or Q2 (84%) and higher quintiles 3, 4 or 5 (85%). Further analysis for our entire student population from the DLHE surveys reveals 95.5% of younger students from Q1 or Q2 were in employment or further study six months after course completion, with 84.3% being in highly skilled employment or further study, compared to Q3, Q4 or Q5 which had 97.8% and 84.3%. For mature students the gap is smaller with 97.9% of Q1 or Q2 students in employment or further study and 87.2% in highly skilled employment or further study, compared to Q3, Q4 or Q5 mature students having 98.4% and 86.5%.

1.2 Black, Asian and minority ethnic students

According to the 2011 census Torbay² has a low BAME population of 2.5%, our near neighbours in South Devon have a lower BAME population (South Hams, 1.63% and Teignbridge, 1.66%³), compared to 14% in the England and Wales (House of Commons Library, 2013⁴). However, using the 2019 definition of BAME, which includes White Irish and White Other, Torbay Council (2019⁵) identify that 9.7% of the school age population are from BAME backgrounds. Torbay Council have supplied Torbay schools ethnicity data. We have explored this data set by Key Stages, this demonstrates that 13% of primary age children are BAME (including White Irish and White Other), compared to 10% of secondary age learners. Adding in White Irish and White Other (to make a comparison to the 2011 census data) indicates that 6% of primary and secondary learners and 5% of post-16 learners are non-white.

Access: The OfS dashboard reports that an average of 98% of SDC students from 2015-2018 are white, with 1% mixed and 1% either black or Asian depending on the year. SDC student records for 2016/17 and 2017/18 reveal that 2.6% of our student population is non-white: 2.1% for young students and 2.8% for mature students. We believe this differs from the aggregated TEF report of 4.3% BAME due to their inclusion of 'White Irish' and 'Other White' (23 students identified as 'other white background' in 2017/8), which we have excluded to have a comparison to local census data. The actual numbers are very small; in 2018/19 SDC had 19 non-white students: of which White and Black Caribbean were 10.5%; White and Black African, 10.5%; White and Asian, 21%, African, 10.5%; Caribbean 5.2%; Other Black, 10.5%; Other Asian 21%; other ethnic groups, 10.5%.

² <https://www.torbay.gov.uk/media/12233/equality-objectives.pdf>

³ <https://www.devon.gov.uk/factsandfigures/data-table/?postId=ethnicity&geography=464>

⁴ <http://data.parliament.uk/resources/constituencystatistics/census2011/census2011-Torbay.pdf>

⁵ <https://www.torbay.gov.uk/media/12233/equality-objectives.pdf>

Success

Non-continuation: The OfS dashboard reports that an average continuation rate for white students of 86% but there is no data for non-white students. Due to low numbers of non-white students, TEF also does not report continuation for students of ethnicities other than white.

Attainment: The OfS dashboard reports that the national attainment rate for all ethnicities except white has risen from 62.6% in 2013/14 to 68.8% in 2017/18. The OfS dashboard reports that an average attainment rate for white students of 60.7% but there is no data for non-white students. Reviewing our own records, the status of students finishing their Level 6 programmes in 2017 and 2018, reveal an observable but non-significant difference between students of different ethnicities: white (2:1 or above = 49%), there are less than five students in other ethnic groups so these have not been reported. Similarly, reviewing Foundation Degree grades reveals an observable but non-significant difference between students from different ethnicities: white (grade of 60% or above = 48.7%), white other (grade of 60% or above = 66.7%), there are less than five students in other ethnic groups so these have not been reported.

Progression to employment or further study: The OfS dashboard reports that the progression rate nationally for all ethnicities except white has risen from 59.7% in 2012/13 to 70.1% in 2016/17. The number of SDC students from a BAME background is not reportable in either the OfS nor DLHE dataset.

1.3 Mature students

The average age of the Torbay population is 44.7 years (2015) compared to a national average of 39.8 years (Torbay Council, 2018⁶). Torbay has a high aged demographic skew.

Access: The OfS dashboard suggests that from 2013/14 to 2017/8, on average 40.6% of students at SDC were young (<21) and 59.4% were mature. However, the OfS dashboard is skewed due to the characteristics of the students registered to us during this period and represented in the dashboard. Broadly this is confirmed in our own records with 34% of the students in 2016/17-2017/18 being young and 66% mature. Cross-referencing this with TEF data reveals a growth in our mature student population 52% in TEF2 to 62% in TEF4. This primarily reflects our health higher apprenticeships that commenced in 2016/17 attracting mature students already working within the sector, demonstrated through the rise in students over 30 from 22% in TEF2 to 28% in TEF4.

Success

Non-continuation: The OfS dashboard reports average continuation rates of 82.7% for young students and 84% for mature students. Exploring the continuation rates for all our enrolled students by aggregating the continuation data from TEF2, TEF3 and TEF4 reveals a 0.5% difference in continuation rates between younger students (85.4%) and

⁶ http://www.southdevonandtorbay.info/media/1116/po_torbay_profile.pdf

mature students (85.9%). SDC's TEF4 submission for 2018 reports a slightly larger gap of 1.2% with younger students having an 84.1% continuation rate compared to 85.3% for mature students.

Attainment: The national attainment rate for younger students was 80.2% in 2017/18 compared to 70% for mature students according to the OfS dashboard. The OfS dashboard has limited SDC attainment data based on age. It only reports a 64.7% attainment for mature students. There is no data for young students. Reviewing our own records, the status of students finishing their Level 6 programmes in 2017 and 2018, reveal an observable but non-significant difference between young and mature students: young (2:1 or above = 40.7%), and mature (2:1 or above = 50.8%). There is a significant difference between attainment at Foundation Degree level between young and mature students: young (grade of 60% or above = 38.2%), and mature (grade of 60% or above = 53.4%).

Progression to employment or further study: The OfS dashboard has progression data for 2017/18 for young students at 85% and from 2016/17 and 2017/8 for mature students with an average of 89%. Disaggregating mature students from 2017/18 demonstrates an increase in progression rates with age: 21-25 (85%), 26-30 (90%), 31-40 (95%) and no data for the older age groups. Recognising that the OfS data only represents 68% of our student population we have also aggregated the progression data from DLHE for the last three years. This reveals that 96.9% of younger students were in employment or further study six months after course completion, with 81.3% being in highly skilled employment or further study, compared 97.3% of mature students in employment or further study, and 82.7% being in highly skilled employment or further study.

1.4 Disabled students

The 2011 census report showed that 5.8% of Torbay's population live with bad health status or a long-term health problem/disability compared to the England average of 4.2% (Torbay Council, 2018⁷). When comparing types of disability we have used the SEND Code of Practice areas of needs⁸ which map to the categories use in the OfS dashboard. Aggregating data from the last two years we have analysed success (attainment) data comparing students awarded Disabled Students Allowance (DSA) and non-disabled students, and between the different types of disability and between students with and without a DSA award. However, the number of students with particular disabilities are too small for robust statistical inferences.

Access: The OfS dashboard suggests that from 2013/14 to 2017/8, on average 15.2% of our student population had a disability. Our own records from 2016/17-2017/18 demonstrate that 19% of students had a disability, our 2018/19 disability rate increases to 21% of students. The OfS dashboard has limited disaggregation of disability type across different years. Averaging the data that is available reveals that 89% of students have no known disability, 5.75% have a cognition and learning difficulty, 1.5% have a mental health difficulty, and 2%

⁷ http://www.southdevonandtorbay.info/media/1116/po_torbay_profile.pdf

⁸

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

have sensory, medical or physical disability. However, according to our own records from 2016/7 and 2017/8, 62% of the 125 students reporting a disability have a cognition and learning difficulty, 18% a social, emotional or mental health difficulty, 8% a medical condition, 6% a communication and interaction disability and 5% a physical or sensory disability.

Success

Non-continuation: The OfS dashboard reveals a 90% continuation rate for disabled students compared to 84% for non-disabled students, a -6pp gap. This compares to a national rate of 89.4% for disabled students and 90.3% for non-disabled students in 2016/17 according to the OfS dataset, a gap of just 0.9%.

Attainment: The national attainment rate for disabled students was 75.9% in 2017/18 compared to 78.7% for non-disabled students according to the OfS dashboard. The OfS dashboard has limited SDC attainment data based on disability. It only reports a 62.3% attainment for non-disabled students. There is no data for disabled students or a disaggregation of disability. Reviewing our own records, the status of students finishing their Level 6 programmes in 2017 and 2018 reveals a significant difference between those awarded DSA and non-disabled students: those awarded DSA (2:1 or above = 27.3%), and non-disabled (2:1 or above = 55.1%). There is also a significant difference between attainment at Foundation Degree level between those awarded DSA and non-disabled students: those awarded DSA (grade of 60% or above = 37.8%), and non-disabled (grade of 60% or above = 52.1%).

Disaggregating our own attainment records from 2016/17 and 2017/8 by disability reveals significant difference between types of disability and no known disability about both Level 6 and FD level as measured by self-declaration including DSA awards. At Level 6, 56.3% of non-disabled students achieved a 2:1 or above, compared to 17.6% of students with a cognition and learning difficulty (student numbers in other categories are below five so have not been reported). At FD level 52.6% of non-disabled students achieved a grade of 60% or above, compared to 44.3% of students with a cognition and learning difficulty, 0% of students with a communication and interaction disorder and 33.3% of students with a mental health difficulty (student numbers in other categories are below five so have not been reported).

Progression to employment or further study: The OfS dashboard has limited progression data related to disability for SDC. It reports that students with no known disability have 88% progression (averaged over 2016/7 and 2017/8) but there is no progression data for disabled students or disaggregated by disability type. The 2018 DLHE survey reports that 95.2% of disabled students were in employment or further study six months after course completion, with 88.9% being in highly skilled employment or further study, compared with 98.6% of non-disabled students in employment or further study, and 86.5% being in highly skilled employment or further study.

1.5 Care leavers

Torbay has higher levels of social care activity than other localities, with the tenth highest application rate in the country (Torbay Council, 2018⁹). In 2017 Torbay had 285 children looked after, equivalent to 112 per 10,000 population (Torbay Council, 2018), compared to neighbouring Devon which had 697 children in care in 2018, equivalent to 46 per 10,000 (Devon County Council, 2018¹⁰). There is no data on the OfS dashboard related to care leavers and SDC does not currently collect and analyse data on whether students are care leavers, but this will commence in 2019/20.

1.6 Intersections of disadvantage

Access: Exploring the intersection between gender and POLAR location using the OfS dashboard demonstrates a fall in access for male students from Q1 or Q2 from 25% in 2013/14 to 14% in 2017/18, this is despite a relatively stable pattern of higher levels of female than male access to SDC with a gap of approximately 15pp.

Success:

Attainment: Statistical analysis of the main effects of underrepresentation and their interaction on both aggregated FD grades and Level 6 grades (of those students who achieved a pass grade or above) from 2017 and 2018 reveal the following intersections of disadvantage are statistically significant at FD levels.

- Disability type and age with mature disabled (DSA award and non-DSA) students getting lower FD grades than their young peers in all areas of need except medical;
- Disability (DSA award) and POLAR location with young Q1/2 students achieving a 3pp increase on their Q3/4/5 peers, but mature Q1/2 students achieving 1.7pp lower than their Q3/4/5 peers;
- Disability type, age and POLAR location at FD level.

9

<http://www.torbay.gov.uk/DemocraticServices/documents/s52947/Sufficiency%20Statement%20and%20Action%20Plan.pdf>

¹⁰ <https://www.dcfp.org.uk/training-and-resources/policies-and-procedures/sufficiency-strategy-2018-2020/>

1.7 Other groups who experience barriers in higher education

Free School Meals (FSM): The Social Mobility Commission (2019¹¹, p. 85) report that the south west has the second highest gap in HE entry by FSM entitlement at 23%, compared to the smallest regional gap of 9%. The DfE (2018¹²) report stated that only 16% of those in Torbay who were eligible for FSM at 15 years old progressed to HE, compared to the England average of 23%. There is no data on the OfS dashboard related to FSM and SDC does not currently collect whether students were entitled to FSM when they were 15 years old, or whether students' children are entitled to FSM. Collection and analysis of this data will commence in 2019/20.

Other groups: SDC does not currently collect self-declarations from students regarding other groups who experience barriers in higher education: carers; people estranged from their families; people from Gypsy, Roma or Traveller communities; refugees; people with specific learning difficulties and mental health problems; or children from military families. We will commence the collection and analysis of the data in 2019/20.

2. Strategic aims and objectives

2.1 Target groups

SDC's assessment of performance highlights the following targets groups at different stages of the student lifecycle.

Access: BAME students; Care leavers.

Success (Attainment): Students from areas of high deprivations (Q1/2); Students with disabilities; mature disabled students.

Progress: Students with disabilities.

2.2 Aims and objectives

SDC's mission is 'Inspiring our community through learning for all', this is reflected in our aims to maintain high levels of access to HE for students from underrepresented groups and improvements in the success and progression measures for all students, by closing the gaps between underrepresented students and their peers.

The targets identified in SDC's Access and Participation Plan 2019-20 resource plan focused on maintaining and improving participation for underrepresented groups. Our new aims and objectives are more specific, reflecting the OfS focus on closing the gaps in access, success and progression for underrepresented groups. Our five objectives are:

¹¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/798404/SMC_State_of_the_Nation_Report_2018-19.pdf

¹² <https://www.gov.uk/government/statistics/free-school-meals-pupil-progression-to-higher-education>

PTA_1: To increase SDC's BAME population to 3.5% by 2024/25 as measured by students' self-declarations at enrolment

PTS_1: To eliminate the 5pp deprivation attainment gap for achieving a 2:1 or above at Level 6 between students from deprivation Q1 or 2 and Q3, 4, or 5 by 2024/25.

PTS_2: To reduce the disabled and non-disabled students attainment gap from 14.3pp to 5pp for achieving a grade of 60% or above at Foundation Degree by 2024/25.

PTS_3: To reduce the disabled and non-disabled students attainment gap from 27.8pp to 15pp for achieving a 2:1 or above at Level 6 by 2024/25.

During the period of this plan, SDC will aim to reduce the large gaps, but anticipate there will still be a gap at the end of the plan. SDC's longer term aim is to eliminate all gaps in FD and Level 6 attainment for disabled students.

In addition to our specific objectives for target underrepresented groups which form our Access and Participation Plan, SDC has identified additional 'commitments' Although these do not form part of the Access and Participation Plan they are included in the programmes for context:

- SDC has commitments to continue supporting the access, success and progression of all students especially those from underrepresented groups or who are underrepresented at SDC.
- To develop processes for collecting, monitoring and assessing access, success and progression of care leavers with the intention of addressing the gaps in access initially.
- To develop processes for collecting, monitoring and assessing access, success and progression of other underrepresented groups, including carers; people estranged from their families; people from Gypsy, Roma or Traveller communities; refugees; people with specific learning difficulties and mental health problems; or children from military families with the intention of addressing the gaps in access initially.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

At our core is our Mission Statement – Inspiring our community through for learning for all. This is realised within our strategic objectives and the clear intent of the curriculum. Through the strategic leadership and wider staffing community we are and will continue to be commitment to serving our local community by providing the highest possible standards, as well as a diverse curriculum offering.

We are excited by the increasing focus on broader post 18 education reflected in the Augar Review amongst others, and also by our opportunities to utilise our degree awarding powers to take forward local and regional employment focussed provision at Level 4 & 5.

As a small HE provider, SDC is able to work dynamically to develop and evaluate programmes of activity across the student lifecycle. Developing our whole provider strategic approach has involved

academic and professional services staff from across the organisation, as well as student representatives and Governors. Our size and values enable us to be both inclusive and responsive to change.

From 2019/20, a new Committee has been formed. The Access and Participation Monitoring and Evaluation Committee will report to the Higher Education Academic Board. Reports will also be considered at the Equality and Diversity Committee.

As a core member of the Next Steps South West (NSSW) NCOP Consortium, South Devon College is collaborating both strategically and operationally with other HE providers in Devon, Cornwall and Somerset. The NCOP Outreach Hub expansion in Phase 2 will facilitate relationship-building with a broader range of regional stakeholders, employers and third sector organisations e.g. the HotSW and CloS Careers Hubs, the Enterprise Advisor Network and local councils, which will enable South Devon College to capitalise on NSSW-forged relationships to develop broader, partner-led WP activity. Advances in the development of outreach evaluation theory and practice, established through NSSW and shared with the consortium, will promote institutional progress in this field.

Alignment with other strategies

The further and higher education areas of SDC aim to provide equality of opportunity and continue to attract increasing numbers of students from groups who are underrepresented in learning. The student journey from first point of contact to graduation and beyond is shaped by the organisational values of aspiration, inclusion, innovation, support and progress, as evidenced through our organisational strategies and policies.

[UCSD Higher Education Strategy](#)

[SDC Equality and Diversity](#)

[UCSD Teaching, Learning and Scholarship Policy](#)

[UCSD Assessment Practice Strategy](#)

[UCSD Student Retention Strategy](#)

[UCSD Strategy for Enhancing Student Employability](#)

Strategic measures

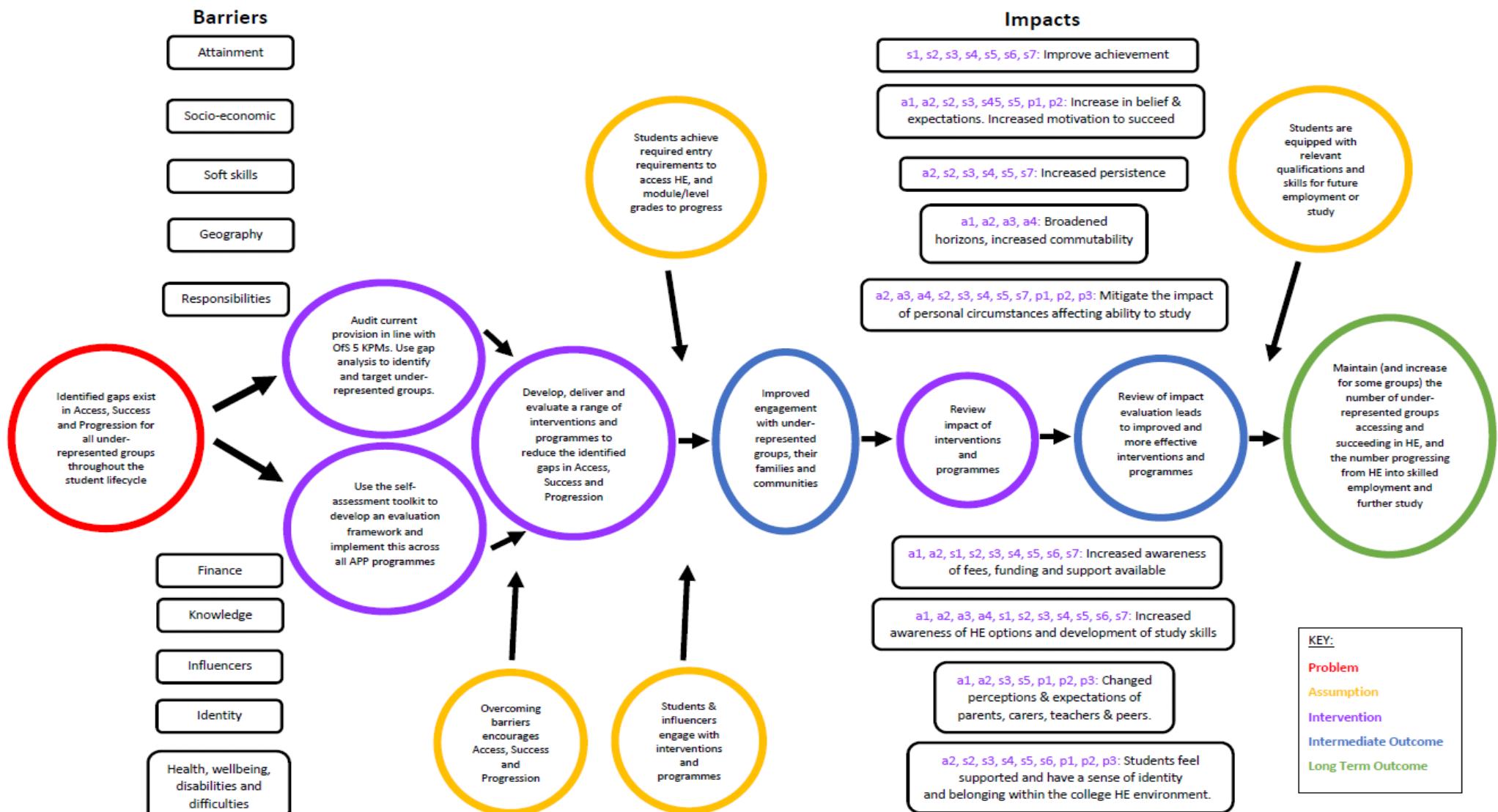
Building on the barriers identified by SDC's academic partner, the University of Plymouth, in their overarching Theory of Change (ToC) SDC has developed six programmes during the student lifecycle. The SDC overarching ToC is depicted on page 9, with ToC for access, success and progression in the appendices. The diagrams identifies how impact will be achieved through the programmes of activities, illustrated with the coding system **a** (Access), **s** (Success) and **p** (Progression).

Pages 10-13 summarise how the aims and objectives relate to our programmes of activity, followed by the narrative evidence to demonstrate our evidence informed practice on pages 14-17. The SDC access and participation programmes are:

- BAME development programme **a1, a2, a3**
- Care leavers development programme **a1, a2, a3**

- Widening access programmes **a2, a4, a5**
- Persistence programme **s1, s2, s3, s4, s5**
- Grade improvement programme **s6, s7**
- Progression improvement programme **p1, p2, p3**

Overarching Theory of Change for Access, Success and Participation



Aspect of student lifecycle	Gap in performance	Aim	Target or commitments for 2024/25	Programme	Activity
Access	BAME: The Torbay BAME population is 2.5% (Torbay 9.7% at school age) and south Devon 1.6%. Over the last three years SDC has an average non-white student population of 2.6%.	Increase the number of BAME students enrolled at SDC and other HEPs	TARGET: Increase SDC BAME population to 3.5% by 2024/25	BAME development programme	Schools and college outreach work, building on Next Steps South West: master classes, career opportunities workshops a1
	Care leavers: Torbay has the 10th highest care application rate in the country, and 112 per 10,000 children in care. No SDC data collected currently.	Increase the number of care leaver students enrolled at SDC and other HEPs	COMMITMENT: To implement a care leaver programme of access, success and progression activities by 2020/21	Care leavers' development programme	Targeted HE application support from L3 personal tutors at SDC a3
	HE participation, household income and socio-economic: SDC has equal numbers of students from low (Q1/2) and high quintiles (Q3-5), compared to 41.6% nationally from low quintiles.	To maintain access levels for other underrepresented groups.	COMMITMENT: The percentage of underrepresented students stays stable over the five year period: 50% from low participation neighbourhoods, 50-60% mature students, and 15-20% disabled students.	Widening access programme	Schools and college outreach work, building on Next Steps South West: master classes, career opportunities workshops a1
	Mature students: In 2018/9 62% of SDC students were mature (rising from 52% the previous year), compared to 27.8% nationally.				Engagement with Level 3 learners on vocational and Access to HE programmes at SDC for both SDC access and wider: master classes, Q&A, research activities a2
	Disabled students: This year 21% of SDC students have a disability, compared to 14.6% nationally.				Delivery of degree level qualifications in Torbay with specific focus on developing SDC Level 6 programmes to enable students to complete their degree close to home: Working with local employers to expand provision of qualifications that meet local employment needs. a4
					Considering application on contextual merit rather than just entry qualification to make offers to students who have low or non-tariff qualifications and/or work experience a5

Aspect of student lifecycle	Gap in performance	Aim	Target or commitments for 2024/25	Programme	Activity
Success	HE participation, household income and socio-economic: No significant difference in continuation or achievement between students from low and high neighbourhoods.	To have equal continuation and achievement success rates for students from low quintile neighbourhoods	COMMITMENT: To maintain equal continuation and attainment rates for students from low and high quintile neighbourhoods	Persistence programme	<ol style="list-style-type: none"> Pre-entry skills workshops. Student transition and engagement programme (STEP) including induction, Professional Development Plan (PDP) tool. Enhanced transition for direct entry Level 5/6 students. Means-tested and engagement-based annual bursary of £200-£1000 (including automatic care leavers' bursary). Level 4 personal tutors allocated an extra 1/2 hour in their timetable to support at-risk and/or target students. Tutorial programme to support the development of social and emotional, academic and employability skills. Termly course reviews to identify at-risk and/or target students. Study skills support for target students: BAME, care leaver, disabled and mature disabled students PDP reviews. Level 4 and direct entry Level 5/6 students who are getting grades below 50% offered 121 study support. Support and Wellbeing support for disabled students and those with mental health or learning difficulties.
	Mature students: Nationally mature students' continuation of 84.8%, compares to young students 92.2% continuation rate. Conversely at SDC mature students do better with an 85.3% continuation rate compared to young students at 84.1%.	To have equal continuation success rates for young and mature students	COMMITMENT: To increase young students continuation rates to be equal to mature students by 2024/25		
	Disabled students: The SDC 2018 TEF4 submission reports that the continuation gap between disabled (78.2%) and non-disabled (85.8%) students is 7.6%. This compares to a national a gap of just 0.9%.	To have equal continuation success for disabled and non-disabled students	TARGETS: To close the continuation gap for disabled students by 2024/25 as measured by students' status at the end of academic years		
	Care leavers: SDC does not currently collect this data but Torbay has the 10th highest care applications in England.	To assess care leavers access, success and progression, and develop targets.	COMMITMENT: To have year on year improvements in continuation and attainment of care leavers.		s1, s2, s3, s4, s5

Aspect of student lifecycle	Gap in performance	Aim	Target or commitments for 2024/25	Programme	Activity
Success	HE participation, household income and socio-economic: At Level 6 43.9% of Q1, 52.4% of Q2 and 50% of Q3 students attaining a 2:1 or above compared to 56.3% of Q4 and 70% of Q5 students.	To have equal attainment success rates for students all deprivation quintiles.	TARGET: To increase attainment of a 2:1 or above for students from Q1 to 50% by 2024/25.	Grade improvement programme	Building on the Persistence Plan, 121 support facilitated by the personal tutor and Support & Wellbeing team: 1) Support for young students. 2) Targeted support for disabled students. 3) Targeted support for mature disabled students, particularly at L6.
	Mature students: At FD level 38.8% of young students attained a grade of 60% or above, compared to 54.3% of mature students, but there is a smaller difference at L6 with 42.3% of young students attaining a 2:1 or above compared to 52.8% of mature students.	To have equal attainment success rates for young and mature students	COMMITMENT: To close the attainment gap for young students by 2024/25.		s6, s7
	Disabled students: Continuation rates at SDC are 78.2% for disabled students and 85.8% non-disabled, compared to 89.4% and 90.3% nationally. At Foundation Degree, 37.8% of disabled students attained a mark of 60% or above, compared to 52.1% of non-disabled peers. At Level 6, only 27.3% of disabled students attained a 2:1 or above compared to 55.1% of their non-disabled peers.	To have equal continuation and achievement success rates for disabled and non-disabled students	TARGET: To increase disabled students continuation rates to be equal to non-disabled students by 2024/25 TARGET: To begin close the gap in attainment rates for disabled students. Increasing the percentage of disabled students attaining a 60%/2:1 or above grade to 45% of disabled FD students and 35% of disabled Level 6 students.		

Aspect of student lifecycle	Gap in performance	Aim	Target or commitments for 2024/25	Programme	Activity
Progression* Our progression rates are currently very high compared to national average because the majority of our students are in further study (their L6) during the DLHE survey. Graduate Outcome will significantly impact on our progression rates as students will be asked 15 months after graduating rather than 6 month after in DLHE.	HE participation, household income and socio-economic: 95.5% of SDC younger students from Q1/2 are in employment or further study after 6 months compared to 97.8% from Q3-5; for mature students 97.9% from Q1/2 compared to 98.4% from Q3-5. Not sure how this will be impacted by Graduate Outcomes Mature students: 96.9% of young SDC student were in employment or further study, compared to 97.3% of mature students. Disabled students: 95.2% of disabled students are in employment or further study 6 months after graduating compared to 98.6% of non-disabled students.	To have equal progression rates (DLHE and Graduate Outcomes) for young and mature students from low and high quintile areas.	COMMITMENT: To maintain >95% progression as measured by our internal DLHE. COMMITMENT: Year on year improvements in Graduate Outcomes measures for underrepresented groups	Progression improvement programme (employability hub)	Subject/career specific: Course-specific development of employability activity; tutorial support; targeted 121 and small group support employment and study opportunities. p1 Soft skills: Development of soft-skills employability activity; tutorial support; targeted 121 and small group support. p2 Alumni group for sharing opportunities p3

BAME development programme: a1, a2, a3

Acknowledging a low local BAME population and that SDC already has 2.6% of the student population from a BAME background compared to the local Torbay population of just 2.5% and 1.6% in south Devon, our BAME Development Plan concentrates on improving access and supporting individual students to succeed and progress.

Access: Building on the work of Next Steps South West, SDC's outreach team work with local schools to provide HE information and myth busting workshops, master/taster classes and application support (e.g. personal statement workshops). Reflecting Harris and Ridealgh (2016) recognition of the importance of realistic taster sessions delivered by academics involved in courses that are not taught in schools (e.g. health, psychology, engineering etc.) for accurate representation of courses and raising aspiration, our master/taster classes are delivered by SDC academics. Targeted application support can be given to BAME students. Outreach activity is monitored through the recording of students' engagement with the activities. We are developing an evaluation plan to assess impact on target students applications and enrolment in HE by communicating with schools, this will including with the Local Authority to support this access measure.

Success: As part of the Persistence Plan, BAME students will be offered additional 121 study skills support throughout their studies.

Progression: As part of the Progression Improvement Plan, BAME students will be offered additional 121 employability support.

Care leavers' development programme: a1, a2, a3

Acknowledging Torbay's high care leaver population and SDC's current lack of collecting and analysing care leaver data, our Care leavers' Development Plan concentrates on improving access and supporting individual students to succeed and progress. The first stage of this plan will be to start collecting and analysing care leavers' data from 2019/20 onwards.

Access: Building on the work of Next Steps South West, SDC's outreach team work with local schools and care leaver support groups to provide HE information and myth busting workshops and application support (e.g. personal statement workshops). Activity is monitored through recording of students' engagement. We are developing an evaluation plan to assess impact by communicating with the charities regarding applications and enrolment in HE.

Success: As part of the Persistence Plan, care leavers will be offered additional 121 study skills support throughout their studies. They will also automatically receive our highest level of student bursary.

Progression: As part of the Progression Improvement Plan, care leavers will be offered additional 121 employability support.

Widening access programme: a2, a4, a5

We are committed to continue to enrol a higher than average level of students from underrepresented groups. We will do this by maintaining our Widening Access Programme:

- **Vocational learners:** Gazeley and Aynsley (2012, p. 12) identify that vocational learners need to be better prepared for HE, noting the importance of communication between FE and HE to ensure vocational learners are not disadvantaged. HE academic and professional staff work closely with SDC FE lecturers and Level 3 learners on vocational and Access to HE course facilitate access to HE at SDC and other HE providers. Engagement includes, curriculum discussions between teaching teams, master classes, HE information and myth busting, research activities, and 121 personal statement support. Impact evaluated through monitoring of student applications and enrolment in HE at SDC and other HEPs.
- **Bursary:** All Level 4 SDC students get an engagement-based bursary of £200-£1000. Although McCaig et al. (2016) suggests that financial support is less effective as a tool for attracting students into higher education, our own empirical evidence is that it is effective at attracting local further education students to progress into our HE provision. From 2020/21 our full bursary package will be extended from those progressing from local schools and colleges to include all care leavers and to be means-tested for those with a household income below £25,000. Qualitative evaluation of the impact of bursary will be carried out by personal tutors and the Support and Wellbeing team.
- **Courses to meet local employment needs:** Powell and Walsh (2017) discuss the changing role of stakeholders with the introduction of degree apprenticeships and the importance of developing curricula with employers. SDC academics work with local employers to develop degree level qualifications for Torbay with a specific focus on developing SDC Level 6 programmes to enable students to complete their degree close to home and Higher/Degree Apprenticeships. The impact of locally developed and employer focused degree programmes will be evaluated through work with employer liaison and networking forums, and through student forums.
- **Contextual offers:** O'Shea, Lysaght and Tanner (2012) explored the transition into university of students from vocational/non-typical career paths. They observed that HEPs needed to be flexible in their appreciation of prior experience. Our UCAS tariff is 48 points, but all applicants are considered on merit with contextual offers to students who have low or non-tariff qualifications but a range of work and/or study experience that will support their studies. The impact will be evaluated using quantitative measures of the access, success and progression of students with less than 48 UCAS points.

Persistence programme: s1, s2, s3, s4, s5

We are committed to enabling all our students to persist with their studies until completion of their courses, further we provide targeted support for those students from underrepresented groups that we have identified as having continuation and attainment gaps at SDC: students with disabilities, and mature students with disabilities.

- **Transition:** Gazeley and Aynsley (2012, p. 10) identify pre-entry activities as particularly important for underrepresented groups, especially vocational, mature and disabled students. They note they are useful to identifying needs early on, and developing social-academic activities for transition. Thomas et al. (2017) advocates an engaging induction by course teams enabling students to get to know each other and the academic team. Transition will include Step Up to HE workshops, online induction resources and an initial assessment tool to enable students to reflect on the skills and experience they bring to higher education and develop a Professional Development Plan (PDP) action plan. Previous evaluations have centred on improving individual transition activities but future

evaluations will have a stronger focus on evaluating the impact of the whole transition period on students study skills and feelings of belonging.

- **Direct entrance transition:** Tobolowsky and Cox (2012) discuss the challenges faced by direct entry or transfer student who join a HE provider in mid-year or in Levels 5/6. They note that transfer students often experience 'transfer shock' when their grades often decline after arriving on a new campus, have feelings of being out of place, or personal and administrative challenges. To counter this SDC will develop a direct entrance transition scheme whereby the students receive additional support to mirror the Level 4 experience including 121 support from the study skills team.
- **Bursary:** Carson (2010) and Harrison and Hatt (2012) found that bursaries enhanced retention for low-income students. Therefore, from 2020/21 our bursary offer will be realigned for Level 4 students, with the higher rate of bursary means-tested for all students (benefiting mature students who are currently less likely to qualify as few progress from a local school or college) and automatic for care leavers. Internal evaluation of the current bursary offer finds that 76% of students used their 2018 bursary for course related costs including books, transport and resources. Future evaluation will focus on the impact of the bursary on students.
- **Personal tutoring:** Thomas (2017, p. 31) explains a factor in academic belonging is the relationship with personal tutor who oversees individual progress and taking action, e.g. sign posting to support. SDC personal tutors will take an enhanced role in academic tutoring through the PDP from 2019/20, with an emphasis on students from underrepresented groups and those who are achieving less than 50% in module assessment. This will be actioned through additional Level 4 tutorial time and greater tutorial curriculum structure. Webb and Cotton (2019) researched the 'second year slump' finding a drop in academic self-perception, course enjoyment and elements of teaching provision, and thoughts of drop-out. They suggest a resurgence of support and focus on students towards the end of Level 5, which SDC will action through personal tutoring. A considerable piece of research evaluating SDC's personal tutoring in HE is currently underway as part of a member of the academic team's PhD research.
- **Targeted wellbeing support:** Taylor, Baskett and Wren (2010) identify the importance of early referral to disability services for successful transition. Therefore, as part of our enhanced transition to HE from 2019/20 we will be asking students to complete a studying assessment to highlight academic skills gaps and any wellbeing support needed. Early referrals and monitoring by the personal tutor through the Professional Development Plan action plan will facilitate personalised support for all level 4 students. See below for targeted study skills support.

Grade improvement programme: s6, s7

SDC is committed to supporting all students to achieve to the best of their ability through early intervention, targeted support and curriculum development building on academic research and scholarly activity. We aim to raise our mean FD and BA/BSc grades to above 60% and close the attainment gaps for disabled and mature disabled students.

- **Early intervention:** Thomas et al. (2017, p. 70) advocates early intervention for at-risk students including students with poor grades, activities aim to tackle root causes of problems including wellbeing, academic skills or placement problems. SDC's new studying assessment will highlight at-risk students for early intervention for targeted wellbeing (see above) and study skills (see below) support. Evaluation will be embedded in termly course reviews to monitor target and at-risk students.

- **Targeted study skills support:** Hassanbeigi et al. (2011) demonstrated that students with higher grade point averages had greater levels of seven study skills and recommend active teaching of these study skills. Further, Virtanen and Tynjala (2018) found that students learnt these study skills best through collaboration and interaction. Therefore, 121 targeted support for students will focus on these seven study skills, through a collaborative and interactive approach. Students will be asked to undertake evaluations of the impact of study skills 121 support and through the ongoing Professional Development Plan reviews with their tutor.
- **Research and scholarly activity (RSA) of academics:** The prevailing attitude that research and teaching are synergistic (Whiston, 1992, p.181) was explored by Breen and Lindsay (1999) who identified intrinsically motivated students were positive about research active teachers. SDC has traditionally had a one-level-above teaching and learning principle whereby academics must hold a qualification of one academic level above the one which they are teaching. Recognising the importance of RSA, SDC is investing in supporting academic staff in undertaking higher level qualifications. Evaluation of the impact of RSA on teaching and learning will be considered as part of student module feedback.

Progression improvement programme: p1, p2, p3

SDC is committed to supporting all students into employment, highly skilled employment and/or further study, through on-programme activities, workshops, targeted 121 support and sharing the experiences of SDC alumni. We aim to maintain our high levels of progression as measured by our continuing internal DLHE survey and make year on year improvements in the new Graduate Outcomes measures for all students.

- **Course specific skills:** Kinash et al. (2018) explored the embedding of employability into course programmes. They observed that educators felt assessments were more employability focused than other stakeholders, emphasising the need for authentic assessments that explicitly focus on employability and transferable skills. SDC academics work closely with employers to develop programmes, but going forward a greater emphasis will be placed on using authentic assessments that explicitly address employability, for example a poster presentation on the completion of L6 dissertation exploring the transferable skills gained from the dissertation or a live brief from a local employer or guest speaker presenting a case study for analysis. Evaluation of the impact of employability-focused authentic assessment will be considered as part of student module feedback and through employer engagement.
- **Social and emotional (soft) skills:** Cinque (2016) reviewed employability soft skills programmes in European HE providers. Best practice identified that teaching soft skills was not enough, it needed to be fostered through an opportune environment including volunteering, extra-curricular and hidden curriculum. In addition to our tutorial programme which emphasises the development of social and emotional skills, SDC has an employability award to promote and reward participation in extra-curricular activities including developing work skills, volunteering, career opportunity exploration and reflecting on employability. Evaluation will be undertaken through interviews with scheme participants and award winners.
- **Alumni:** Clark et al (2015) explains that all students benefit from the richness of alumni advice, but those with sparse social networks or less advantaged backgrounds benefit the most, especially regarding tacit knowledge advocating extra-curricular learning for

employability. Wilmott (2011) describes a programme of alumni students and online resources for 'opportunity awareness'. SDC's work with alumni is in its infancy but we will focus on developing these social alumni networks for students.

3.2 Student consultation

Our commitment to promoting and encouraging the student voice is embedded within the 'Student Engagement Strategy', which aims to communicate our partnership approach with university students through a shared vision of enhancement, responsibility and academic pursuit. Within this, we encourage students to take up opportunities from a range of student engagement activities, in order to establish an engaging culture and environment.

Student participation is represented through three key roles:

- Lead University Student Representative – elected as the central representative for all students studying on a university course at UCSD. This individual represents the student body at the South Devon College Governance and Corporation Board.
- Student Fellows – these roles will be appointed on an annual basis and will attend HE groups as the student representative.
- Student Academic Representative (StARs) – these roles will be elected at course level and will represent the student body at Programme Committee meetings and termly Student Forums.

Students will be involved in ongoing monitoring and evaluation via membership, including:

- Full Governors meetings
- Equality and Diversity Committee; Quality Teaching, Learning and Assessment (QTLA); Access and Participation Monitoring and Evaluation Committee where students are full members with decision-making responsibilities.
- Student Panel where we value student input to act as 'critical friends' with the opportunity to support the development of all policies, procedures and strategies to ensure that students from diverse backgrounds can make a valuable contribution to our access and participation programmes.

The students were initially consulted during the developmental phase via a Student Forum in 2018/19 semester 2. The preparatory plans were presented at the Equality and Diversity Committee which includes student representation. The finalised targets and programme of activity were then presented at the Quality Teaching, Learning and Assessment, a subcommittee of the Governing Body which includes the HE Student Governor as a member. A later draft was discussed at a dedicated student panel with students from a range of backgrounds. The outcome of this was finalised by the Lead Student Representative as the APP Student Submission. See appendix 5.

Actions taken as a result of the student consultation were:

- Broadening of the Persistence Programme's transition activities to direct entry Level 5 and Level 6 students as well as all Level 4 students.
- Reviewing the Bursary offer to include means-testing for all Level 4 students.
- Development of the new Student Profile tool for the Persistence Programme's transition activities for pre-entry.

3.3 Evaluation strategy

Strategic context

Using the OfS evaluation self-assessment (Appendix 4) we have considered SDC's capacity to develop evidence-informed access and participation practice, and monitor and evaluate the impact of those programmes on our aims and objectives.

In response to the self-assessment, a new post has been created, Social Mobility Development and Evaluation Lead, to co-ordinate the development, monitoring and evaluation of activities to promote the access, success and progression of underrepresented groups at SDC. Furthermore we have reviewed our Governance structure (see Monitoring progress against delivery of the plan). An organisational shift will be required to embed in everyday practice meaningful evaluation of the impact of access, success and progression activities.

Programme design

Current access, success and progression activities have been designed in response to local need and the sharing of best practice within our Academic Partnership with the University of Plymouth. Moving forward we are exploring both quantitative and qualitative narrative evidence and internal empirical evidence to review ongoing programmes and design new programmes using evidence informed practice. Some of this narrative evidence is presented in this plan.

In preparation for the APP we have worked with HE providers from across the south west to explore the evaluation of access, success and programmes activities. We will continue this work through the newly established Devon Research Hub, a community of practice for Devon HE providers regarding access and participation activities.

Evaluation design

Due to our small student numbers, our evaluation design will focus on empirical qualitative data to understand the impact of activities on students' access to HE, and persistence with their studies towards achieving the undergraduate and employment goals. Quantitative data will be collected and analysed, where appropriate, to monitor changes in the whole student body.

The single biggest expense within our plan is the bursary offer to students. The student bursary will be comprehensively evaluated to determine its impact on access for underrepresented groups and how it contributes to students' capacity to persist with their studies to completion.

Evaluation implementation

Access and participation programmes and evaluation will be overseen by the new HE Access and Participation Monitoring and Evaluation Committee within the SDC governance structure. New systems and processes will be developed during 2019/20 to support outreach and curriculum teams to evaluate the impact of their access and participation programmes.

Learning to shape improvements

Our internal evaluations will be shared within our Academic Partnership with the University of Plymouth and Devon Research Hub for best practice sharing amongst local HE providers. Several of our academic team are involved in research projects concerning widening participation and will be exploring how they can disseminate our impact evaluation in the wider academic community through conferences and journal articles.

3.4 Monitoring progress against delivery of the plan

Commencing in 2019/20 SDC has a revised oversight structure, this includes a updated Equality, Diversity, Access and Participation Committee (EDAPC). EDAPC Committee will monitor progress on the A&P Plan at its three annual meetings. The new Committee will have a Governors as a member, as does the Higher Education Academic Board which EDAPC reports. In Term Higher Education Academic Board reports to the Governing Body. The remit of the EDAPC will be to monitor the six programmes of activity and the impact they are having on the access, success and progression of underrepresented groups. Should the Governing Body determine that insufficient progress is being made on meeting the milestones than this will be added to the Risk Register which will in term have additional action plan and closer monitoring.

Central to our oversight structure is Governing Body monitoring. As above, the College activity engages to have Governors as members of key Committees, to both provide input and to triangulate reporting to the Governing Body meetings.

4. Provision of information to students

Prospective students are provided with information about the fees they will be charged during their course and the financial support that they are eligible for including the eligibility criteria in a number of ways:

- On the [Fees and Funding](#) pages of the public facing University Centre South Devon website which explains tuition fees, financial support, repayments and the student bursary offer. The bursary offer is due to be updated before 2020/21 enrolment.
- Information about fees and financial support is a key element of outreach activities, myth busting sessions, open evenings and applicant events
- In the offer letter, students are directed to the [Consumer Rights for UCSD](#) student page on the public website which outlines the Student Contract, Course Fees Policy, Student Protection Policy, Access and Participation Plan and Compensation and Refund Policy.
- During induction students are reminded about the bursary and hardship funding available to students and the eligibility criteria.

Bursary type and Level of study	Bursary value	Criteria	Frequency of payment	Criteria for continued payment
Outreach Bursary L4	£1000	Household income under £25,000	Payment 1 - 50% Oct Payment 2 - 25% Jan Payment 3 - 25% April	For payments 2 and 3 all work summative assessment must be submitted on time (or valid EC) and 85% attendance threshold
Care leavers bursary L4	£1000	Care Leaver	Payment 1 - 50% Oct Payment 2 - 25% Jan Payment 3 - 25% April	For payments 2 and 3 all work summative assessment must be submitted on time (or

				valid EC) and 85% attendance threshold
Schools leavers bursary L4	£1000	Progression from a Torbay school or College	Payment 1 - 50% Oct Payment 2 - 25% Jan Payment 3 - 25% April	For payments 2 and 3 all work summative assessment must be submitted on time (or valid EC) and 85% attendance threshold
Progress in study bursary L5	£400	Household income under £25,000	Payment 1 - 50% Oct Payment 2 - 25% Jan Payment 3 - 25% April	For payments 2 and 3 all work summative assessment must be submitted on time (or valid EC) and 85% attendance threshold
Next steps bursary L6	£1000	Household income under £25,000	Payment 1 - 50% Oct Payment 2 - 25% Jan Payment 3 - 25% April	For payments 2 and 3 all work summative assessment must be submitted on time (or valid EC) and 85% attendance threshold

Students can only receive one bursary type per academic year of study.

5. Investment

Investment in the APP is derived from High Fee income. Whilst SDC already has a significantly above average number of target students, the College still commits to spending over 30% of High Fee income on APP activity and related activity.

The College has in the past received funding from HEFCE, now OfS for Student Premium (SP). As we are currently unsure of the future settlements for SP we have been unable to confirm funding from other sources to support this activity. When additional funding is made available we will seek to increase the activity rather than reduce % spend from High Fee income.

6. Appendix

1. Student Submission
2. Detailed assessment of attainment

Appendix 1

South Devon College Access and Participation Plan - Student Submission

Do you understand the purpose of the Access and Participation Plan?	<p>We found the Access and Participation Plan clear and accessible.</p> <p>We consider that it addresses the requirements as laid out by the Office for Students</p>
Do you consider that there will be sufficient opportunities for students to be involvement in future development, monitoring and evaluation of the plan?	<p>We acknowledge the current involvement, and future planned involvement including the formation of a new Committee, which will have a number of students as members, and that some of these students will be part of the target groups.</p> <p>We consider student involvement to date has been appropriate and this final opportunity to feedback on the final draft plan.</p> <p>We suggest that further opportunities could be developed by way of surveys to students although acknowledge that there is an evaluation strategy.</p>
Do you agree with target and commitments?	<p>We consider these target are very ambitious and wonder what would happen if these were not met. Specifically about closing the attainment gap for disabled students when disability might only be one reason for their non-continuation or lower attainment.</p> <p>We are pleased that the commitments commit the College to continue work already undertaken for non-target groups.</p> <p>We would ask the College to consider if there are any additional external funding sources available to support this work to help achieve the ambitions.</p> <p>We are however concerned about how you will prevent the majority group being marginalised by targeting the minority group. We are happy to work with the college to support mechanisms around this.</p>
Do you agree with the programmes of activity and support our implementation of these?	<p>We agree with the proposed programme of activity and would like to provide support in implementing these through the structures discussed.</p> <p>We would also ask the college to consider: how students who are APLed into programmes are supported; provider additional</p>

	<p>support with the transition between levels; and provide support to students who wish to gain the highest marks rather than threshold.</p>
How else do you consider we could further development this plan?	<p>We consider that additional thought should be given to the term 'Bursary' as this can be interpreted by groups of students in different ways and could lead to feeling stigmatised. A suggestion of the word 'Grant' but this might need to be tested.</p> <p>We suggest use of tutors who are part of the target groups to raise aspiration.</p> <p>We would like you to consider a one2one session for all students in the first 2 weeks (run by the support team), where a needs assessment can be undertaken and specific support can be identified.</p> <p>Consider the use of students to implement the plan</p>

Approved by:-

Liz Lyons – Higher Education Lead Student Representative and Governor of South Devon College

Appendix 2

Detailed assessment of attainment

The A&P Plan reports the percentages of students achieving a degree outcome of a 2:1 or above at Level 6 (L6), or a grade of over 60% at Foundation Degree (FD) level.

We have conducted further analysis of the grades achieved by those who complete their programmes: comparing those who do not complete their qualification, those who complete their studies but do not achieve a pass mark, those achieving 40-59.9% and those gaining a good degree outcome of a 1st or 2:1 which we have equated with 60% or above. Aggregating achievement data from the last two years, the mean grade at FD level as 59.99% and at BA/BSc level 61.09%. Before statistical analysis, our data set was checked for homogeneity of variance using the Lavene test and has a normality of variance using Shapiro-Wilk of <.05.

1.1 Higher education participation, household income, or socioeconomic status

There was no significant difference between non-completion, achieved at 40-59.9% and achieved at 60% plus for students from Q1 or Q2 and those from Q3, Q4 or Q5: χ^2 (5, $N = 546$) = .389, $p = .823$. There is no significant attainment difference between students from different POLAR quintiles at either FD ($F = .411$, $p = .801$) or BA/BSc degree level ($F = .617$, $p = .651$). Mean scores at FD for Q1 = 59.96%, Q2 = 60.04%, Q3 = 59.43%, Q4 = 60.51% and Q5 = 61.92%. At BA/BSc level the Q1 = 59.25%, Q2 = 62.04%, Q3 = 61.21%, Q4 = 61.52% and Q5 = 63.03%.

1.2 Black, Asian and minority ethnic students

The mean FD grade over 40% for non-white students ($N=6$) was 60.04% compared to 59.99% for white students, and the mean at BA/BSc over 40% for non-white students ($N \leq 5$) was 65.54% compared to 60.99% for white students. With just nine non-white FD and BA/BSc students attaining over 40% during 2016/17 and 2017/18, it would be inappropriate to draw any conclusions from these students.

1.3 Mature students

The status of students finishing their studies in 2017 and 2018 demonstrates there was a significant difference between non-completion, achieved at 40-59.9% and achieved at 60% plus for young and older students: χ^2 (2, $N = 546$) = 12.656, $p = .002$. Our mature students achieve statistically higher FD and BA/BSc grades than our younger students. There is a significant difference between young ($M = 58.56\%$) and mature ($M = 60.68\%$) students' attainment for FDs ($F = 5.636$, $p = .018$), and a significant difference ($F = 5.155$, $p = .025$) for BA/BSc grades between young ($M = 57.51\%$) and mature ($M = 61.89\%$).

1.4 Disabled students

Using our own ILR data to review the status of students finishing their studies in 2017 and 2018, there was a significant difference between non-completion, achieved at 40-59.9% and achieved at 60% plus for students awarded DSA and those without: χ^2 (2, $N = 546$) = 9.707, $p = .008$. Exploring attained grades, there was a significant difference at FD level ($F = 5.450$, $p = .020$) between DSA-awarded students ($M = 58\%$) and their non-disabled peers ($M = 60.47\%$), and a significant

difference ($F = 5.798$, $p = .017$) between DSA-awarded students and those without for BA/BSc grades (DSA-awarded $M = 56.8\%$; non-DSA $M = 61.8\%$).

Disaggregating the achievement data based on SEND Code of Practice areas of need, there is no significant difference between types of disability (with or without a DSA award). At FD level, of the 93 students with a disability there was no significant difference between the disability types ($F = .793$, $p = .533$), with mean scores of Cognition and Learning ($N = 59$, $M = 58.53\%$), Communication and Interaction ($N = 6$, $M = 53.45\%$), Physical and Sensory ($N \leq 5$, $M = 62.79\%$), Social, Emotional and Mental Health ($N = 19$, $M = 56.23\%$), and Medical ($N = 7$, $M = 57.3\%$). At BA/BSc of the 27 students with a disability there was a non-significant difference between the disability types ($F = 1.546$, $p = .224$), with mean scores of Cognition and Learning ($N = 16$, $M = 55.94\%$), Communication and Interaction ($N \leq 5$, $M = 45.43\%$), Physical and Sensory ($N \leq 5$, $M = 59.63\%$), Social, Emotional and Mental Health ($N \leq 5$, $M = 62.75\%$), and Medical ($N \leq 5$, $M = 58.61\%$). There was no significant interaction between disability type and DSA award. However, the low number of students (particularly at BA/BSc level) in most areas of need mean that it is difficult to draw strong conclusions.

Access and participation plan Fee information 2020-21

Provider name: South Devon College

Provider UKPRN: 10005977

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

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

Full-time course type:	Additional information:	Course fee:
First degree		£8,400
Foundation degree		£8,400
Foundation year/Year 0	*	*
HNC/HND		£8,400
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree		£5,600
Foundation degree		£5,600
Foundation year/Year 0	*	*
HNC/HND		£4,200
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Targets and investment plan 2020-21 to 2024-25

Provider name: South Devon College

Provider UKPRN: 10005977

Investment summary

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

Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£64,549.00	£69,638.00	£74,764.00	£79,310.00	£84,479.00
Access (pre-16)	£8,000.00	£9,600.00	£12,000.00	£13,600.00	£16,000.00
Access (post-16)	£33,312.00	£35,813.00	£37,516.00	£39,219.00	£41,723.00
Access (adults and the community)	£4,647.00	£4,845.00	£5,049.00	£5,298.00	£5,351.00
Access (other)	£18,590.00	£19,380.00	£20,199.00	£21,193.00	£21,405.00
Financial support (£)	£329,680.00	£337,092.00	£360,683.00	£366,377.00	£419,578.00
Research and evaluation (£)	£19,120.00	£19,273.00	£20,056.00	£20,211.00	£20,244.00

Table 4b - Investment summary (%HFI)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,573,440.00	£1,615,905.00	£1,709,775.00	£1,736,595.00	£1,808,115.00
Access investment	4.1%	4.3%	4.4%	4.6%	4.7%
Financial support	21.0%	20.9%	21.1%	21.1%	23.2%
Research and evaluation	1.2%	1.2%	1.2%	1.2%	1.1%
Total investment (as %HFI)	26.3%	26.4%	26.6%	26.8%	29.0%

Targets and investment plan 2020-21 to 2024-25

Provider name: South Devon College

Provider UKPRN: 10005977

Targets

Table 2a - Access

Table 2b - Success

Table 2c - Progression