



University
Centre

Est. 1857 | Wigan & Leigh College



2025/26 - 2028/29



ACCESS & PARTICIPATION PLAN

University Centre Wigan and Leigh College

Access and Participation Plan 2025-26 to 2028-29

Introduction and Strategic Aim

Wigan & Leigh College is a general Further Education College and University Centre located within the Wigan Borough of Greater Manchester. The traditional industries within this area were coal mining and cotton-manufacturing and the borough currently faces significant socio-economic challenges such as dense employment in low-paid work, lower levels of economic productivity than in the wider regional and national contexts, lower levels of educational attainment at Level 4 than the national average, and limited opportunities for social mobility. (Nomis, 2023)

The College's strategic vision is to address these challenges by serving as a key provider of education and skills in the borough, with a focus on directing the local economy towards higher level skills, increased productivity, greater opportunities for higher-paid work, social inclusion and social mobility. The College works collaboratively with local businesses and local industry and is a key stakeholder in local partnerships such as The Wigan Skills Partnership that focus on developing place-based solutions to improving the educational, health and economic prospects for people in the borough. The College's mission is set out in its Vision statement: as a centre of technical educational excellence, we are committed to raising learning aspirations and helping our community thrive socially and economically.

The College's higher education provision offers technical and professional based programmes to serve the local learning and skills needs in predominantly engineering, civil engineering and construction management, along with programmes in education, business, counselling and applied psychology, early years, creative industries, public services, travel and tourism, sport, science and computing. The College offers Higher National Certificates/Diplomas and Higher Technical Qualifications (HTQs) awarded by Pearson, and Foundation Degrees, Top-up Bachelor Degrees and PGCE/Certificate of Education awarded by the University of Central Lancashire (UCLan) since 1991. The College is the lead Further Education partner in the Greater Manchester Institute of Technology and its Higher Education provision in engineering, digital and graphics has close employer links with major employers such as Siemens, Laing O'Rourke, Talk Talk and GCHQ. In 2023-24 there were 431 students enrolled on higher education programmes, of which 112 part time, 186 full time and 133 enrolled to higher level and degree apprenticeship programmes, in particular with employers from the nuclear and power networks industry.

With regard to equality of opportunity, the College's overarching strategic aim is to ensure that all students, regardless of their background or circumstances, have the chance to fulfil their potential. Key strategic priority actions are focused on the following three themes:

1. **Quality:** providing an exceptional learning experience enabling all learners to fulfil their potential through inspirational and innovative teaching, an inclusive curriculum and proactive careers guidance.
2. **Place and productivity:** as an anchor institution in our community, increase local productivity, innovation and social inclusion by promoting understanding of technical skills and raising participation and attainment rates across technical education within Wigan Borough.
3. **Investment for the future:** invest in the workforce, learning environment and the curriculum of the future by reshaping the college to meet the demands of future work and create learning environments that inspire and equip students to access the world of work and future skills.

The College was awarded a Silver in the Teaching Excellence Framework (TEF) in 2023.

Risks to Equality of Opportunity

To develop our Access and Participation Plan (APP), we undertook an analysis of our performance by comparing the College's indicators against sector indicators on the OfS Access and Participation dashboard. Our analysis identified a number of key indications of potential risk to equality of opportunity. We undertook further analysis of these indications of risk by examining the performance data in light of Wigan's social, economic and demographic context. This led us to identify the student groups and stages of the student lifecycle that will be our strategic priority.

A series of consultation activities with key stakeholders took place to further understand the relationship between the indications of risk derived from the College's indicators on the OfS dashboard and the 12 risks to equality of opportunity in the OfS's Equality of Opportunity Risk Register (EORR). Consultation activity included questionnaires and focus groups with current HE students in the College, current Level 3 Year 2 students in the College, teaching staff, academic support staff, service support staff, the College's senior leadership team and the Governing Board. This consultation activity enhanced our understanding of the barriers faced by our students across the student lifecycle and informed our strategic interventions to address these barriers.

We have also undertaken an analysis of patterns of engagement by our student groups with a range of college services and activities designed to support access, success and progression. These services include pre-entry Information, Advice and Guidance (IAG) activity, academic, pastoral and additional learning support, bursary and hardships funds, counselling and mental health services, and careers advice. This analysis has further enhanced our understanding of the barriers faced by our students across the student lifecycle and guided us in shaping our strategic priorities.

As a result of this activity, we have identified 6 indications of risk to equality of opportunity across the student lifecycle at the College that will be prioritised for direct strategic intervention.

Risk 1 - Access: The proportion of students eligible for Free School Meals (FSM) from Key Stage 4 entering full-time higher education at the College is below the 4-year sector averages for most modes. Evidence suggests this is related to the following Access risks in the EORR. Risk 1: lack of knowledge and skills, Risk 2: lack of information and guidance and Risk 3: perception of higher education. Issues relating to Risk 10: cost pressures are also cited as a factor.

Risk 2 - Access: The proportion of Mature students entering higher education across all modes of study at the College is below the sector averages. Evidence suggests this is related to the following Access risks in the EORR. Risk 1: lack of knowledge and skills, Risk 2: lack of information and guidance and Risk 3: perception of higher education. Issues relating to Risk 10: cost pressures are also cited as a factor.

Risk 3 - Continuation: The proportion of students eligible for Free School Meals (FSM) from Key Stage 4 continuing their studies at the College is significantly below the 4-year sector averages. Evidence suggests this is related to the following 'on course' risks in the EORR. Risk 6: insufficient academic support, Risk 7: insufficient personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures.

Risk 4 - Continuation: The proportion of TUNDRA Quintile 1 students continuing their studies at the College is significantly below the 4-year sector averages, and the gap between Quintile 1 and Quintile 5 is significantly larger than across the sector. Evidence suggests this is related to the

following 'on course' risks in the EORR. Risk 6: insufficient academic support, Risk 7: insufficient personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures.

Risk 5 - Completion: The proportion of TUNDRA Quintile 1 students completing their studies at the College is significantly below the 4-year sector averages, and the gap between Quintile 1 and Quintile 5 is significantly larger than across the sector. Evidence suggests this is related to the following potential risks in the EORR. Risk 6: insufficient academic support, Risk 7: insufficient personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures.

Risk 6 - Progression: The proportion of IMD Quintile 1 students progressing into highly skilled employment, further study or other positive outcomes after completing their studies at the College is significantly below the 4-year sector averages across all modes. Evidence suggests this is related to the following potential risks in the EORR. Risk 6: insufficient academic support and Risk 7: insufficient personal support.

Objectives

We will address the 6 indications of risks to equality of opportunity we have identified with the following objectives:

Objective 1 – Access for students eligible for Free School Meals (FSM) from Key Stage 4.

We will increase the proportion of FSM-eligible students entering full-time higher education at the College to 24% of Full Time Other Undergraduate (FT OUG) entrants by 2029. We will achieve this by targeting FSM-eligible new entrants across the curriculum. We will work with local schools and colleges through partnerships with Greater Manchester Higher (UniConnect) and the College's FE provision to raise aspirations among FSM-eligible pupils to participate in Higher Education. (Linked to PTA 1)

Objective 2 – Access for Mature students. We will increase the proportion of Mature students entering higher education at the College to 28% for FT ALL entrants by 2029. We will achieve this through targeted activity in the areas of enhanced information and guidance for mature students, return to study programmes and bridging courses to address prior attainment gaps, developing flexible delivery models and enhanced transitions activity throughout the student lifecycle. (Linked to PTA 2)

Objective 3 – Continuation for FSM-eligible students. We will increase the proportion of FT ALL FSM-eligible students continuing their studies at the college to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for FSM-eligible students. (Linked to PTS1)

Objective 4 – Continuation for TUNDRA Quintile 1 students. We will increase the proportion of FT ALL TUNDRA Q1 students continuing their studies at the college to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for TUNDRA Q1 students. (Linked to PTS2)

Objective 5 – Completion for TUNDRA Quintile 1 students. We will increase the proportion of FT ALL TUNDRA Q1 students completing their studies at the College to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for TUNDRA Q1 students. (Linked to PTS3)

Objective 6 – Progression for IMD Quintile 1 students. We will increase the proportion of FT ALL IMD Quintile 1 students progressing into highly skilled employment, further study or other

positive outcomes after completing their studies at the College to 58% by 2029. We will achieve this by enhancing our careers and employability guidance for IMD Quintile 1 students and implementing actions to increase participation rates in the Graduate Outcomes Survey. (Linked to PTP1)

Other identified risks

Analysis of the data shows that there are indications of risk to equality of opportunity to some student groups other than those identified above and that there are also indications of risk to equality of opportunity for some of the groups identified above at different stages of the student lifecycle than those for which we have developed objectives.

In developing this APP we considered all indicators of risk for all student groups across the student lifecycle. However, as a small HE provider we have strategically chosen to address either the indicators where most students are affected or those risks where we believe we can deliver interventions with the greatest impact.

Where we have made a strategic decision not to develop specific objectives for some student groups, we will continue to monitor carefully these groups to ensure that any indications of risk to access, success and progression are being addressed as part of our widening participation mission.

Intervention strategies and expected outcomes

Intervention strategy 1 [IS1]

Objectives and targets

We will increase the proportion of FSM-eligible students entering higher education at the College to 24% of FT OUG by 2029. We will achieve this by targeting FSM-eligible new entrants across the curriculum. We will work with local schools and colleges through partnerships with Greater Manchester Higher (UniConnect) and the College's FE provision to increase knowledge about Higher Education among FSM-eligible pupils, raise aspirations among FSM-eligible pupils to participate in Higher Education, and improve skills in preparation for Higher Education. This intervention will involve enhancing our general current activity in this area by focussing on bespoke content and activity aimed specifically at FSM-eligible pupils. (Linked to PTA1).

Risks to equality of opportunity

The principal risks to equality of opportunity that the intervention strategy will address are Risk 1: previously acquired knowledge and skills, Risk 2: appropriate information and guidance and Risk 3: perception of higher education and Risk 10: cost pressures.

Total cost of activities and evaluation for intervention strategy:

Summary of evidence base and rationale

Our understanding of Access barriers for FSM-eligible pupils is based on analysis of the TASO Evidence Toolkit (2023) and other key pieces of research on widening access interventions. This research identifies a number of Access barriers faced by disadvantaged and under-represented groups including FSM-eligible pupils. Barriers include lack of adequate IAG, lower aspirations and attainment levels than more economically advantaged peers, limited institutional and subject choices that do not align with long-term goals, and access to financial support. The research proposes that effective intervention programmes should be multi-faceted, early lifecycle, bespoke to the specific student group that is the target of the intervention, sustained, and enable simplified access to resources including financial support.

The activities described in IS1 have been developed to ensure we take a multi-faceted, bespoke and sustained approach to meeting the objective regarding Access for FSM-eligible pupils. The intervention strategy is based on Type 2 evidence (quantitative empirical data derived from Access indicators for the target group and research literature on widening access for disadvantaged groups) and Type 1 evidence (narrative derived from questionnaires and focus groups with students, teaching staff and support services in the College).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IS1-IS21	Increased applications and enrolment by FSM-eligible students.	Type 2 (empirical): enquiries, applications and enrolment data.	Access and Participation Plan Impact Report presented annually to the Governing Board. Wider organisational dissemination of outcomes through Equality and Diversity Committee and Student Forum.
IS1-IS21	Increased knowledge of HE pathways and increase in positive perception of HE.	Type 2 (empirical): Feedback from outreach and aspiration-raising activities.	

Intervention Strategy 1 [IS1]

Item	Activity	Inputs	Outcomes
IS1.1	Future Pathways Programme - A collaborative 6 week programme with GM Higher and GMloT delivered to targeted FSM-eligible KS4 pupils in 1 high school in the first 2 years of the APP (20 pupils per year) and in 2 high schools in last 2 years of the APP (40 pupils per year). Focus: college readiness, careers, introduction to HE, student finance. New Activity.	Staff hours - 36 hrs total Admin costs – 120 hrs across 4 years. Session resources.	Increased knowledge of HE pathways and career choices; increased positive perception of HE; development of decision making skills; increased access.
IS1.2	UniConnect (GM Higher) - Partnership to work with 5 high Schools aimed at Year 9-11 and 1 FE college Year 12-13 from identified postcodes of low participation to raise participation in HE. Existing activity.	Staff hours – x1 FTE Outreach Officer funded by GM Higher	Increase in local students from under-represented groups accessing HE; Increased knowledge of HE pathways and career choices; increase in confidence and positive perception of HE.
IS1.3	Go Beyond Programme – A series of masterclasses in a variety of subject areas designed to raise aspirations of gifted and talented students. Aimed at Y10/11. We will aim to recruit 5% attendance from FSM eligibility. Existing activity, new targets.	Staff hours – 400 hrs across 4 years	Increase in confidence; increased motivation to study; increased access.
IS1.4	Careers Advisor event - College-based CPD event for 15-20 careers advisors, from local high schools and Wigan Council Aspiring Futures Team, run once per year with updates on qualifications, careers and changes to the HE landscape. Enhanced activity.	Staff hours – 150 hrs across 4 years	Increased knowledge of range of HE pathways; increased positive perception of HE.
IS1.5	Schools Programme – To work with 20 high schools in Wigan Borough to provide IAG around next steps through activities such as careers fairs and parents events. Existing activity.	Staff hours – 1500 hrs over 4 years	Increased knowledge of range of HE pathways; increased positive perception of HE; increased access.
IS1.6	Y10 Campus Visits – Year 10 on-campus visits to raise awareness of alternative routes into HE and the range of courses on offer combined with interactive IAG workshops. 1 per year, maximum of 30 students. Existing activity.	Staff hours – 160 hrs over 4 years	Increased knowledge of range of HE pathways; increased positive perception of HE; increased access; increased sense of belonging within HE.
IS1.7	Go For Growth – 6 week mentoring programme for Y10/Y11 targeted at under-represented groups including FSM to raise attainment. Funded by GM Higher. Existing activity.	Staff hours – 120 hrs over 4 years (funded by GM Higher)	Increase in confidence and positive perception of HE; increased motivation to study; increased access.

IS1.8	Careers Quest – Industry Insights - industry and careers events delivered targeting all Level 3 provision in Wigan Borough in partnership with local employers and the Greater Manchester Institute of Technology (GMioT). The event is delivered twice per year with the aim of providing information about skills for entry into graduate careers from HE subject specialists and employers. Existing activity.	Staff hours – 500 hrs over 4 years Refreshments £8000 over 4 years (funded through GMioT)	Increased awareness of education and career pathways; Increased knowledge of range of HE pathways; increased access.
IS1.9	HE Insights – HE subject tasters delivered 3 times per year for local schools and colleges with high proportions of FSM pupils, delivering subject knowledge and skills workshops. Existing activity.	Staff hours – 240 hrs over 4 years admin costs 60 hrs over 4 years	Increased knowledge of range of HE pathways; increased positive perception of HE; increased access; increased sense of belonging within HE.
IS1.10	Careers Programme – A series of HE activity to Level 3 Year 1 and Level 3 Year 2 students to raise awareness of HE and career opportunities, raise aspirations and provide information, advice and guidance in the form of in-class presentations/talks and interactive workshops. Existing activity.	Staff hours - 3200 hrs across 4 years	Increased knowledge of HE pathways and career choices; increased positive perception of HE; development of decision making skills; increased access; increased motivation to study.
IS1.11	Believe in your Future (HE Fair) – A collaborative borough-wide HE Fair open to all college and 6 th form students in the Wigan Borough, includes universities from across the UK, employers who offer higher level/degree apprenticeship opportunities and organisations that offer support around HE i.e. mental health, student finance etc. Delivered once per year. Existing activity.	Staff hours – 528 hrs across 4 years	Increased knowledge of HE pathways and career choices; increased positive perception of HE; increased access.
IS1.12	Student Ambassador Programme – Recruit students studying HE to support with raising aspirations in Y9-Y13 students - delivering student talks on experiences - 'day in the life of a student', supporting with IAG stands and HE/Careers Fairs. Enhanced activity.	£20k for 4 years – will also fund Peer Assisted Learning Scheme (PALS) & Peer Mentoring Programme (PMP)	Increased positive perception of HE; increased sense of belonging within HE.
IS1.13	Parents Events – 4 events per year aimed at parents of Level 3 students to provide IAG on options beyond level 3 with an emphasis on HE and student finance. Existing activity.	Staff hours – 320 hrs over 4 years	Increased knowledge of range of career and HE pathways.
IS1.14	Adult & HE Advice & Enrolment Event – Delivered x7 per year across campuses. An opportunity for potential applicants to speak to HE curriculum teams and/or careers advisors about steps into HE study. Enhanced activity.	Staff hours – 600 hrs over 4 years	Increased knowledge of HE pathways and career choices; increased positive perception of HE; increased access.
IS1.15	Peer Mentoring Programme – Recruit HE students to support a 'buddy' system with targeted FSM Level 3 learners. PMs will support with raising aspirations into HE, IAG around application and transition and signpost for any additional support to services around college. Scalable 1 – 4 over 4 year period. New activity	Staff hours for recruitment and training – 60 hrs over 4 years Funded through the proposed student ambassador budget - £5250 over 4 years.	Increased positive perception of HE; increased sense of belonging within HE.

IS1.16	Next Steps – Improve the processes for students moving into HE from improved communications to students about the enrolment process, to start date and time, timetable, etc to support with the transition into HE. Activities may include: transparent application dashboard to be developed to support staff; podcasts from students; development of new handbook and improve access to support services. New activity.	Staff hours – Year 1 60 hrs, Remaining years 15 hrs – total 105 hrs over 4 years	Increased positive perception of HE; increased sense of belonging within HE; increase access.
IS1.17	Step up to HE – Academic support, mental health support, next steps, what to expect, task, tools, techniques and practices to help succeed. New activity.	Staff hours – 160 hrs over 4 years	Increased positive perception of HE; improve academic skills; increased sense of belonging within HE; increase access.
IS1.18	Hardship Fund – Commitment of £10,000 per academic year to support the following: <ul style="list-style-type: none"> • Food Bank Voucher Scheme – Purchase of yearly food bank vouchers for all FT students to be able to access their local food bank. New activity. • FSM Bursary - Free school meals for eligible FT FSM students. New activity. • Access to Learning Fund – Allowance for financial hardship. Existing activity. 	Staff hours - 60 hrs over 4 years	Increased access.
IS1.19	Transition to HE – Enhanced CPD training for HE staff on supporting students on their transition in HE and the barriers they may be facing such as financial, academic and pastoral support. Existing activity.	Staff hours – 60 hrs across 4 years	Increased sense of belonging within HE; increase access.
IS1.20	Mode of Study – Offer more flexible modes of delivery such as part-time evening, January starts & block teaching. In readiness for the Lifelong Learning Entitlement we will pilot a block teaching approach where students can study one module in focus to embed flexibility and ownership for learners. Enhanced activity.	Staff hours – 200 hrs across 4 years	Increased access; increased positive perception of HE.
IS1.21	Social Media Campaigns – Increased presence on social media platforms. HE students to create content on the full student journey from enrolment, study, social activity, through to graduation and employment to support with raising aspirations of HE, provide IAG. Enhanced activity.	Staff hours – 160 hrs over 4 years Marketing costs - £48,000 over 4 years (all HE paid social media activity)	Increased positive perception of HE; increased sense of belonging within HE; increase access.

Intervention strategy 2 [IS2]

Objectives and targets

We will increase the proportion of Mature students entering higher education at the College to 28% for FT ALL entrants by 2029. We will achieve this through targeted activity in the areas of enhanced information and guidance for mature students, return to study programmes and bridging courses to address prior attainment gaps, developing flexible delivery models, enhanced transitions activity throughout the student lifecycle. (Linked to PTA2).

Risks to equality of opportunity

The principal risks to equality of opportunity that the intervention strategy will address are Risk 1: previously acquired knowledge and skills, Risk 2: appropriate information and guidance and Risk 3: perception of higher education and Risk 10: cost pressures.

Total cost of activities and evaluation for intervention strategy:

Summary of evidence base and rationale

Our understanding of Access barriers for mature students is based on analysis of the TASO Evidence Toolkit (2023) and other key pieces of research on the mature student experience across the student lifecycle. This research identifies a number of Access barriers faced by mature students. Barriers include financial constraints, a lack of flexible learning options, a lack of preparedness for return to academic study, a lack of awareness and information about support services provided by institutions, a lack of bespoke support services, and perceptions that higher education is orientated towards young people.

The research proposes that effective widening access interventions should address the unique challenges faced by mature students and meet their specific needs. These needs include targeted financial support, flexible learning pathways, tailored support services (academic and personal), clear and bespoke information and guidance regarding access to and participation in higher education, and an inclusive and supportive educational environment to help mature students integrate and succeed.

The activities described in IS2 have been developed to ensure we develop a more flexible and support-driven approach to meeting the objective regarding Access for Mature students. The intervention strategy is based on Type 2 evidence (quantitative empirical data derived from Access indicators for the target group and research literature on widening access for underrepresented groups) and Type 1 evidence (narrative derived from questionnaires and focus groups with students, teaching staff and support services in the College).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IS2.1-IS2.7	Increased applications and enrolment by mature students.	Type 2 (empirical): enquiries, applications and enrolment data.	Access and Participation Plan Impact Report presented annually to the Governing Board. Wider organisational dissemination of outcomes through Equality and Diversity Committee and Student Forum.
IS2.1-IS2.7	Increased knowledge and positive perception of HE pathways.	Type 2 (empirical): Feedback from attainment-raising and transition activities.	

Intervention Strategy 2 [IS2]

Item	Activity	Inputs	Outcomes
IS2.1	Adult & HE Advice & Enrolment Event – Delivered x7 per year across campuses. An opportunity for potential applicants to speak to HE curriculum teams and/or careers advisors about steps into HE study. Enhanced activity.	Staff hours – HE curriculum team, data and funding team, Fab Futures team, x1 FTE WPO, x1 FTE Marketing Officer (112 hrs per member of staff over 4 years). Admin and marketing costs.	Increased knowledge of HE pathways and career choices; increased positive perception of HE; increased access.
IS2.2	Return to Study Programme – Targeted at mature learners who have been out of education. Focus: development of digital and academic support, tools, techniques and practices to help succeed. New activity.	Staff hours –200 hrs across 4 years	Increase in confidence and positive perception of HE; improve academic skills; increased motivation to study; Increased sense of belonging within HE; increased access.
IS2.3	Bridging Courses – Introduction of short courses or subject enhancement, such as Maths to enable mature learners with work based experience and GCSEs but no level 3 qualification to access HE courses. New activity.	Staff hours – 200 hrs across 4 years	Increase in confidence and positive perception of HE; increased motivation to study; Increased sense of belonging within HE; increased access.
IS2.4	Next Steps – Improve the processes for students moving into HE from improved communications to students about the enrolment process, to start date and time, timetable, etc to support with the transition into HE. Activities may include: transparent application dashboard to be developed to support staff; podcasts from students; development of new handbook and improve access to support services. New activity.	Staff hours – Year 1 60 hrs, Remaining years 15 hrs – total 105 hrs over 4 years)	Increased positive perception of HE; increased sense of belonging within HE; increased access.
IS2.5	Transition to HE – Enhanced CPD training for HE staff on supporting students on their transition in HE and the barriers they may be facing such as financial, academic and pastoral support. Existing activity.	Staff hours – 60 hrs across 4 years	Increased sense of belonging within HE; increase access.
IS2.6	Hardship Fund – Commitment of £10,000 per academic year to support the following. <ul style="list-style-type: none"> • Food Bank Voucher Scheme – Purchase of yearly food bank vouchers for all FT students to be able to access their local food bank. New activity. • FSM Bursary - Free school meals for eligible FT FSM students. New activity. • Access to Learning Fund – Allowance for financial hardship. Existing activity. 	Staff hours - 60 hrs over 4 years	Increased motivation to study; increased access.

IS2.7	Marketing Initiatives - Case studies of mature learners experience in HE. Include in social media activity, website and HE course materials. Existing activity.	Staff hours – 160 hrs over 4 years	Increased positive perception of HE; increased sense of belonging within HE; increase access.
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Intervention strategy 3 [IS3]

Objectives and targets

We will increase the proportion of FT ALL FSM-eligible students continuing their studies at the college to 87% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for FSM-eligible students. (Linked to PTS1)

Risks to equality of opportunity

The principal risks to equality of opportunity that the intervention strategy will address are Risk 6: insufficient academic support, Risk 7: insufficient personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures

Total cost of activities and evaluation for intervention strategy:

Summary of evidence base and rationale

Our understanding of Success barriers for FSM-eligible students is based on analysis of the TASO Evidence Toolkit (2023) and other key pieces of research on success interventions for students from disadvantaged backgrounds. This research identifies a number of Success barriers faced by disadvantaged students. Barriers include financial constraints, lack of bespoke information and guidance, lack of aspirational role models, lack of support such as mentoring and role models, lack of support programmes for transitions through the student lifecycle, and lower prior attainment and preparedness for higher-level academic study than more advantaged peers do.

The research proposes that effective success interventions should address the unique challenges faced by disadvantaged students and meet their specific needs. These needs include targeted financial support, bespoke information and guidance, early engagement with mentors of a similar background and aspirational role models, bespoke programmes to support transitions through the student lifecycle, and structured academic skills support to develop preparedness for HE study.

The activities described in IS3 have been developed to ensure we take a robust approach to meeting the objective regarding Success outcomes for FSM-eligible students. The intervention strategy is based on Type 2 evidence (quantitative empirical data derived from Success (continuation) indicators for the target group and research literature on widening access for disadvantaged groups) and Type 1 evidence (narrative derived from questionnaires and focus groups with students, teaching staff and support services in the College).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IS3.1-IS3.11	Increased continuation rates for FSM-eligible students.	Type 2 (empirical): retention data and continuation indicators.	Access and Participation Plan Impact Report presented annually to the Governing Board. Wider organisational dissemination of outcomes through Equality and Diversity Committee and Student Forum.
IS3.1-IS3.11	Increased satisfaction rates for FSM-eligible students.	Type 2 (empirical): internal and external course satisfaction surveys.	

Intervention Strategy 3 [IS3]

Item	Activity	Inputs	Outcomes
IS3.1	Progression activity – Aspiration raising activity in the form of presentations/talks, interactive workshops towards the end of each level of study to encourage continuation to the next level – level 4 to level 5, level 5 to level 6. New activity.	Staff hours: 120 hrs over 4 years	Improve student continuation; improve progression opportunities; improved completion.
IS3.2	Step Up to Success – Continuation of Step up to HE programme with focus on tailored academic and pastoral support between levels. Further development for online transition workshops for those who declare a disability. New activity.	Staff hours: 560 hrs over 4 years ALS staff development and delivery of online workshops - 40 hrs over 4 years	Improve student continuation; improve student satisfaction; improve academic skills; improve completion; improved sense of belonging; improved grade profile; improve progression opportunities; improve degree outcomes.
IS3.3	Careers Support – Actively promote 1:1 careers support to all HE students including how to book. Careers support will cover employment opportunities, graduate opportunities and further study. New activity.	Staff hours – 1 hr per year per FT student = 100 hrs If including PT = 50 hrs	Improve progression opportunities; engagement with support services.
IS3.4	HE Careers Fair – Pilot incorporating into Research Symposium by inviting employers with graduate positions and internship opportunities. Extend existing Borough-wide HE Fair to incorporate HE specific careers activity. New and enhanced activity.	Staff hours – 160 hrs over 4 years	Improve progression opportunities; improve degree outcomes.
IS3.5	Hardship Fund – Commitment of £10,000 per academic year to support the following: <ul style="list-style-type: none"> • Food Bank Voucher Scheme – Purchase yearly food bank vouchers for all FT students to be able to access their local food bank. New activity. • FSM Bursary - Free school meals for eligible FT FSM students. New activity. • Access to Learning Fund – Allowance for financial hardship. Existing activity. 	Staff hours - 60 hrs over 4 years	Improve progression; improve completion.
IS3.6	Student Ambassador Scheme – Encourage students from FSM & TUNDRA target group to apply for paid positions. New activity.	Staff time – 40 hrs over 4 years £5000 per year - £20,000 over 4 years (PALS) to come out of this budget)	Improved student belonging; improved student continuation; improved student completion.

IS3.7	Peer Assisted Learning Scheme (PALS) – Student buddy scheme with student champions from L5 or L6 supporting L4 students to share their experiences and knowledge to create a community of support with raising aspirations, continuation of study and signpost students to specialist student support services. Soft pilot with 1 student champion (25/26), 2 (26/27), 3 (27/28), 4 (28/29). New activity.	Staff hours for recruitment and training – 60 hrs over 4 years Paid role from proposed student ambassador budget - £4000 over 4 years	Engagement with support services; improved student continuation; improved student completion.
IS3.8	Mode of Study – Pilot hybrid model in 1 subject area with high non-attendance issues due to home commitments utilising technology to support with learning, i.e. Teams call, recording of lessons. New activity.	Staff hours – 200 hrs across 4 years	Improved attendance; improved grade profile; improved student continuation; improved student completion.
IS3.9	Pastoral Support – Pastoral support is provided through personal tutoring by academic staff to help students overcome barriers to learning. In addition, there is an Adult Learning Mentor as part of the Head of Studies Team to identify the risk of student withdrawal, provide early interventions i.e. resilience workshops and support students by sign posting to services such as Additional Learning Support with access to counselling, as well as chaplaincy and wellbeing resources. Existing activity.	Staff hours – 2000 over 4 years	
IS3.10	Linked in Workshops – External provider demonstrating setting up a LinkedIn account and how to make the best use of the platform for job searches and networking. Existing activity.	Staff hours – 50 hrs over 4 years External costs - £4,000 over 4 years	Improve progression opportunities; improve degree outcomes.
IS3.11	Internal marketing initiatives – Tailored and accessible promotional campaigns to signpost students on where and how to access disability support, mental health and wellbeing support, financial support, academic support and housing matters. New activity.	Staff costs – 200 hrs over 4 years	Engagement with support services; improved sense of belonging; improved student continuation; improved student completion.

Intervention strategy 4 [IS4]

Objectives and targets

We will increase the proportion of FT ALL TUNDRA Q1 students continuing their studies at the college to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for TUNDRA Q1 students. (Linked to PTS2).

Risks to equality of opportunity

The principal risks to equality of opportunity that the intervention strategy will address are Risk 6: insufficient academic support, Risk 7: insufficient personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures.

Total cost of activities and evaluation for intervention strategy:

Summary of evidence base and rationale

Our understanding of Success barriers for TUNDRA Q1 students is based on analysis of the TASO Evidence Toolkit (2023) and other key pieces of research on success interventions for students from disadvantaged backgrounds. This research identifies a number of Success barriers faced by disadvantaged students. Barriers include financial constraints, lack of bespoke information and guidance, lack of aspirational role models, lack of support such as mentoring and role models, lack of support programmes for transitions through the student lifecycle, and lower prior attainment and preparedness for higher-level academic study than more advantaged peers do.

The research proposes that effective success interventions should address the unique challenges faced by disadvantaged students and meet their specific needs. These needs include targeted financial support, bespoke information and guidance, early engagement with mentors of a similar background and aspirational role models, bespoke programmes to support transitions through the student lifecycle, and structured academic skills support to develop preparedness for HE study.

The activities described in IS4 have been developed to ensure we take a robust approach to meeting the objective regarding Success outcomes for TUNDRA Q1 students. The intervention strategy is based on Type 2 evidence (quantitative empirical data derived from Success (continuation) indicators for the target group and research literature on widening access for disadvantaged groups) and Type 1 evidence (narrative derived from questionnaires and focus groups with students, teaching staff and support services in the College).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IS4.1-IS4.9	Increased continuation rates for TUNDRA Q1 students	Type 2 (empirical): retention data and continuation indicators.	Access and Participation Plan Impact Report presented annually to the Governing Board.
IS4.1-IS4.9	Increased satisfaction rates for TUNDRA Q1 students	Type 2 (empirical): internal and external course satisfaction surveys.	Wider organisational dissemination of outcomes through Equality and Diversity Committee and Student Forum.

Intervention Strategy 4 [IS4]

Item	Activity	Inputs	Outcomes
IS4.1	Progression activity – Aspiration raising activity in the form of presentations/talks, interactive workshops towards the end of each level of study to encourage continuation to the next level – level 4 to level 5, level 5 to level 6. New activity.	Staff hours: 120 hrs over 4 years	Improve student continuation; improve progression opportunities; improved completion.
IS4.2	Step Up to Success – Continuation of Step up to HE programme with focus on tailored academic and pastoral support between levels. Further development for online transition workshops for those who declare a disability. New activity.	Staff hours: 560 hrs over 4 years ALS staff development and delivery of online workshops - 40 hrs over 4 years	Improve student continuation; improve student satisfaction; improve academic skills; improve completion; improved sense of belonging; improved grade profile; improve progression opportunities; improve degree outcomes.
IS4.3	Careers Support – Actively promote 1:1 careers support to all HE students including how to book. Careers support will cover employment opportunities, graduate opportunities and further study. New activity.	Staff hours – 1 hr per year per FT student = 100 hrs If including PT = 50 hrs	Improve progression opportunities; engagement with support services.
IS4.4	HE Careers Fair – Pilot incorporating into Research Symposium by inviting employers with graduate positions and internship opportunities. Extend existing Borough-wide HE Fair to incorporate HE specific careers activity. New and enhanced activity.	Staff hours – 160 hrs over 4 years	Improve progression opportunities; improve degree outcomes.
IS4.5	Hardship Fund – Commitment of £10,000 per academic year to support the following: <ul style="list-style-type: none"> • Food Bank Voucher Scheme – Purchase of yearly food bank vouchers for all FT students to be able to access their local food bank. New activity. • FSM Bursary - Free school meals for eligible FT FSM students. New activity. • Access to Learning Fund – Allowance for financial hardship. Existing activity. 	Staff hours - 60 hrs over 4 years	Increased motivation to study; Improved student continuation.
IS4.6	Peer Assisted Learning Scheme (PALS) – Student buddy scheme with student champions from L5 or L6 supporting L4 students to share their experiences and knowledge to create a community of support with raising aspirations, continuation of study and signpost students to specialist student support services. Soft pilot with 1 student champion (25/26), 2 (26/27), 3 (27/28), 4 (28/29). New activity.	Staff hours for recruitment and training – 60 hrs over 4 years Paid role from proposed student ambassador budget -£4000 over 4 years	Engagement with support services; improved student continuation; improved student completion.

IS4.7	Mode of Study – Pilot hybrid model in 1 subject area utilising technology to support with learning, i.e. Teams call, recording of lessons. New activity.	Staff hours – 200 hrs across 4 years	Improved attendance; improved grade profile; improved student continuation; improved student completion.
IS4.8	Pastoral Support – Pastoral support is provided through personal tutoring by academic staff to help students overcome barriers to learning. In addition, there is an Adult Learning Mentor as part of the Head of Studies Team to identify the risk of student withdrawal, provide early interventions i.e. resilience workshops and support students by sign posting to services such as Additional Learning Support with access to counselling, as well as chaplaincy and wellbeing resources. Existing activity.	Staff hours – 2000 over 4 years	Improved student belonging; improved student continuation; improved student completion.
IS4.9	Internal marketing initiatives – Tailored and accessible promotional campaigns to signpost students on where and how to access disability support, mental health and wellbeing support, financial support, academic support and housing matters. New activity.	Staff costs – 200 hrs over 4 years	Engagement with support services; improved sense of belonging; improved student continuation; improved student completion.

Intervention strategy 5 [IS5]

Objectives and targets

We will increase the proportion of FT ALL TUNDRA Q1 students completing their studies at the College to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for TUNDRA Q1 students. (Linked to PTS3).

Risks to equality of opportunity

The principal risks to equality of opportunity that the intervention strategy will address are Risk 6: insufficient academic support, Risk 7: insufficient personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures.

Total cost of activities and evaluation for intervention strategy:

Summary of evidence base and rationale

Our understanding of Success barriers for TUNDRA Q1 students is based on analysis of the TASO Evidence Toolkit (2023) and other key pieces of research on success interventions for students from disadvantaged backgrounds. This research identifies a number of Success barriers faced by disadvantaged students. Barriers include financial constraints, lack of bespoke information and guidance, lack of aspirational role models, lack of support such as mentoring and role models, lack of support programmes for transitions through the student lifecycle, and lower prior attainment and preparedness for higher-level academic study than more advantaged peers do.

The research proposes that effective success interventions should address the unique challenges faced by disadvantaged students and meet their specific needs. These needs include targeted financial support, bespoke information and guidance, early engagement with mentors of a similar background and aspirational role models, bespoke programmes to support transitions through the student lifecycle, and structured academic skills support to develop preparedness for HE study.

The activities described in IS4 have been developed to ensure we take a robust approach to meeting the objective regarding Success outcomes for TUNDRA Q1 students. The intervention strategy is based on Type 2 evidence (quantitative empirical data derived from Success (continuation) indicators for the target group and research literature on widening access for disadvantaged groups) and Type 1 evidence (narrative derived from questionnaires and focus groups with students, teaching staff and support services in the College).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IS5.1-IS5.9	Increased completion rates for TUNDRA Q1 students	Type 2 (empirical): completion indicators	Access and Participation Plan Impact Report presented annually to the Governing Board.
IS5.1-IS5.9	Increased satisfaction rates for TUNDRA Q1 students	Type 2 (empirical): internal and external course satisfaction surveys.	Wider organisational dissemination of outcomes through Equality and Diversity Committee and Student Forum.

Intervention Strategy 5 [IS5]

Item	Activity	Inputs	Outcomes
IS5.1	Progression activity – Aspiration raising activity in the form of presentations/talks, interactive workshops towards the end of each level of study to encourage continuation to the next level – level 4 to level 5, level 5 to level 6. New activity.	Staff hours: 120 hrs over 4 years	Improve student continuation; improve progression opportunities; improved completion.
IS5.2	Step Up to Success – Continuation of Step up to HE programme with focus on tailored academic and pastoral support between levels. Further development for online transition workshops for those who declare a disability. New activity.	Staff hours: 560 hrs over 4 years ALS staff development and delivery of online workshops - 40 hrs over 4 years	Improve student continuation; improve student satisfaction; improve academic skills; improve completion; improved sense of belonging; improved grade profile; improve progression opportunities; improve degree outcomes.
IS5.3	Careers Support – Actively promote 1:1 careers support to all HE students including how to book. Careers support will cover employment opportunities, graduate opportunities and further study. New activity.	Staff hours – 1 hr per year per FT student = 100 hrs If including PT = 50 hrs	Improve progression opportunities; engagement with support services.
IS5.4	HE Careers Fair – Pilot incorporating into Research Symposium by inviting employers with graduate positions and internship opportunities. Extend existing Borough-wide HE Fair to incorporate HE specific careers activity. New and enhanced activity.	Staff hours – 160 hrs over 4 years	Improve progression opportunities; improve degree outcomes.
IS5.5	Hardship Fund – Commitment of £10,000 per academic year to support the following: <ul style="list-style-type: none"> • Food Bank Voucher Scheme – Purchase of yearly food bank vouchers for all FT students to be able to access their local food bank. New activity. • FSM Bursary - Free school meals for eligible FT FSM students. New activity. • Access to Learning Fund – Allowance for financial hardship. Existing activity. 	Staff hours - 60 hrs over 4 years	Improve student continuation.
IS5.6	Mode of Study – pilot hybrid model in 1 subject area utilising technology to support with learning, i.e. Teams call, recording of lessons. New activity.	Staff hours – 200 hrs across 4 years	Improved attendance; improved grade profile; improved student continuation; improved student completion.

IS5.7	<p>Pastoral Support – Pastoral support is provided through personal tutoring by academic staff to help students overcome barriers to learning. In addition, there is an Adult Learning Mentor as part of the Head of Studies Team to identify the risk of student withdrawal, provide early interventions i.e. resilience workshops and support students by sign posting to services such as Additional Learning Support with access to counselling, as well as chaplaincy and wellbeing resources. Existing activity.</p>	Staff hours – 2000 over 4 years	Improved student belonging; improved student continuation; improved student completion.
IS5.8	<p>Linked in Workshops – External provider demonstrating setting up a LinkedIn account and how to make the best use of the platform for job searches and networking. Existing activity.</p>	<p>Staff hours – 50 hrs over 4 years External costs - £4,000 over 4 years</p>	Improve progression opportunities; improve degree outcomes.
IS5.9	<p>Internal marketing initiatives – Tailored and accessible promotional campaigns to signpost students on where and how to access disability support, mental health and wellbeing support, financial support, academic support and housing matters. New activity.</p>	Staff costs – 200 hrs over 4 years	Engagement with support services; improved sense of belonging; improved student continuation; improved student completion.

Intervention strategy 6 [IS6]

Objectives and targets

We will increase the proportion of FT UG IMD Quintile 1 students progressing into highly skilled employment, further study or other positive outcomes after completing their studies at the College to 58% by 2029. We will achieve this by enhancing our careers and employability guidance for IMD Quintile 1 students and implementing actions to increase participation rates in the Graduate Outcomes Survey. (Linked to PTP1).

Risks to equality of opportunity

The principal risks to equality of opportunity that the intervention strategy will address are Risk 6: insufficient academic support and Risk 7: insufficient personal support.

Summary of evidence base and rationale

Our understanding of Progression barriers for IMD Q1 students is based on analysis of the TASO Evidence Toolkit (2023) and other key pieces of research on success interventions for students from disadvantaged backgrounds. This research identifies a number of Success and Progression barriers faced by disadvantaged students. Barriers include financial constraints, lack of aspirational role models, insufficient career advice, and lower levels of cultural and social capital. The research proposes that effective success interventions should be multi-component support programmes that include early intervention initiatives aimed at raising aspirations, providing targeted careers guidance and providing mentoring from peers from a similar background.

The activities described in IS6 have been developed to ensure we take a more bespoke and supportive approach to meeting the objective regarding Progression for IMD Q1 students. The intervention strategy is based on Type 2 evidence (quantitative empirical data derived from Progression indicators for the target group and research literature on promoting success for disadvantaged groups) and Type 1 evidence (narrative derived from questionnaires and focus groups with students, teaching staff and support services in the College).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IS6.1-IS6.5	Increased progression rates for IMD Q1 students	Type 2 (empirical): progression indicators	Access and Participation Plan Impact Report presented annually to the Governing Board.
IS6.1-IS6.5	Increased engagement with support services by IMD Q1 students	Type 2 (empirical): internal data	Wider organisational dissemination of outcomes through Equality and Diversity Committee and Student Forum.

Intervention Strategy 6 [IS6]

Item	Activity	Inputs	Outcomes
IS6.1	Careers Support – Actively promote 1:1 careers support to all HE students including how to book. Careers support will cover employment opportunities, graduate opportunities and further study. New activity.	Staff hours – 1 hr per year per FT student = 100 hrs If including PT = 50 hrs	Improve progression opportunities; engagement with support services.
IS6.2	HE Careers Fairs – Pilot incorporating into Research Symposium by inviting employers with graduate positions and internship opportunities. Extend existing Borough-wide HE Fair to incorporate graduate careers activity. New and enhanced activity.	Staff hours – 160 hrs over 4 years	Improve progression opportunities; improve degree outcomes.
IS6.3	Employability Skills Programme – CV workshops, applications and interview skills targeted at IMD and subject areas with low graduate outcomes. New activity.	Staff hours – 200 hrs over 4 years	Improve progression opportunities; improve degree outcomes.
IS6.4	Linked in Workshops – External provider demonstrating setting up a LinkedIn account and how to make the best use of the platform for job searches and networking. Existing activity.	Staff hours – 50 hrs over 4 years External costs - £4,000 over 4 years	Improve progression opportunities; improve degree outcomes.
IS6.5	Staff training – Upskill careers team on supporting students to search for graduate opportunities. New activity.	Staff CPD hours research/reading – 360 hrs over 4 years	Improve progression opportunities; improve degree outcomes.

Whole provider approach

Stakeholder Consultation

A series of consultation activities with key stakeholders has been carried out to understand the relationship between the indications of risk derived from the College's indicators on the OfS dashboard and the 12 risks to equality of opportunity in the OfS's Equality of Opportunity Risk Register (EORR). Consultation activity has included questionnaires and focus groups with current HE students in the College, current Level 3 Year 2 students in the College, teaching staff, academic support staff, service support staff and the College's senior leadership team. This consultation activity has enhanced our understanding of the barriers faced by our students across the student lifecycle and is informing our strategic interventions to address these barriers. The results of this consultation activity are presented in detail in the Consultation Report appended to this plan. Table 1 below provides a brief overview of how staff consultation has informed the development of new intervention activities.

Table 1: New intervention activities informed by Staff Consultation

Student Consultation Feedback	Intervention Activity	Strategy
Some mature learners don't have a level 3 qualification, but have work-based experience. They don't always have the higher maths skills they need to complete a HE course especially in Engineering and Computing.	Bridging Courses – Introduction of short courses or subject enhancement, such as higher maths to enable mature learners with experience but no level 3 qualification to access HE courses.	IS2.3
Provide mandatory workshops (coping strategies) for budgeting, time management and resilience.	Step up to HE – academic support, mental health support, next steps, what to expect, mandatory task, tools, techniques and practices to help succeed.	IS1.17
Lack of IT skills from mature learners, upskilling mature learners on digital skills, essay writing so they know they will get the support they need to succeed. Adults can be put off applying due to limited academic skills.	Return to Study Programme – Targeted at mature learners who have been out of education. Focus: development of digital and academic support, tools, techniques and practices to help succeed.	IS2.2
Full time course not compatible for adults needing to earn money to support family. Flexible courses around part time work would be more suitable for mature learners.	Mode of Study – Offer more flexible modes of delivery such as part-time evening and January starts.	IS1.20
Childcare and other family responsibilities are a barrier to continuation. Offer hybrid/flexible learning to support with attendance and higher success rates.	Mode of Study – pilot hybrid model in 1 subject area utilising technology to support with learning, i.e. Teams call, recording of lessons.	IS3.7 IS4.8 IS5.6
Aspiration raising activity needed towards the end of each level of study to encourage continuation.	Progression activity – aspiration raising activity in the form of presentations/talks, interactive workshops towards the end of each level of study to encourage continuation to the next level – level 4 to level 5, level 5 to level 6.	IS3.1 IS4.1 IS5.1

HE Academic support for continuing students required to help with the step up to the next level. Transition should be compulsory to prepare students.	Step Up to Success – continuation of Step up to HE programme with focus on tailored academic and pastoral support between levels. Further development for online transition workshops for those who declare a disability.	IS3.2 IS4.2 IS5.2
Promote bookable appointments with the careers team. Students who have progressed from level 3 to HE are the only students who access this support.	Careers Support – actively promote 1:1 careers support to all HE students including how to book. Careers support will cover employment opportunities, graduate opportunities and further study.	IS3.3 IS4.3 IS5.3 IS6.1
HE Careers Fair just for HE students. Involve more employers in the research symposium which could lead to internship or graduate jobs.	HE Careers Fair – pilot incorporating into Research Symposium by inviting employers with graduate positions and internship opportunities. Extend existing Borough-wide HE Fair to incorporate HE specific careers activity.	IS3.4 IS4.4 IS5.4 IS6.2
Upskilling on knowledge on graduate jobs to support HE students.	Staff training – upskill careers team on supporting students to search graduate opportunities.	IS6.5
Students are happy with the support they receive however they access it too late as they don't always know it is available. Staff sometime unaware of financial support available.	Internal marketing initiatives – tailored and accessible promotional campaigns to signpost students on where and how to access disability support, financial support, academic support and housing matters.	IS3.9 IS4.11 IS5.9

Equality Act 2010 Obligations

The College has due regard to its obligations under the Equality Act and implements its obligation to advancing equality of opportunity through the FREDIE framework promoted by the National Centre for Diversity for securing continuous improvement in Equality, Diversity and Inclusion: Fairness, Respect, Equality, Diversity, Inclusion and Engagement:

- **Fairness:** We recognise differences and treat people fairly regardless of their background and circumstances.
- **Respect:** We build a culture of trust and kindness and do not tolerate any form of discrimination or hatred.
- **Equality:** We value individuals equally so that everyone has the same opportunity to make the most of their lives and talents.
- **Diversity:** We celebrate difference so that everyone feels that they belong and are valued. Inclusion: We understand and address everyone's individual needs through the way that we act and behave.
- **Engagement:** We promote a positive culture through diverse representation, effective communication and collaborative working.

FREDIE principles inform strategic decision-making and action across all areas of activity in the College. They underpin the College's over-arching EDI objectives and the specific objectives for the College's access, success and participation activities, including:

- ensuring equitable treatment and opportunities for all students across the student lifecycle.

- ensuring students with disabilities and additional support needs have equal access, success and progression opportunities.
- enhancing inclusion and representation within the College by ensuring equitable access and success opportunities for students from under-represented groups.
- collaborating with internal and external stakeholders in promoting engagement and inclusivity within the college community.

The College's FREDIE Framework embedded through training to the governing board, provides guidance to students, staff and partners on the College's approach to EDI and is rooted in the practice of all College teaching and support service activity.

College-wide Engagement

Access and success initiatives are directly supported by key service departments across the College:

- Access activity is undertaken by the Marketing and Admissions Department within which specialised teams engage in bespoke activity. The widening participation and outreach team works in collaboration with the Greater Manchester Higher network of partners to deliver Uni Connect outreach activity. The College's Fab Futures team provides guidance and support relating to admissions, student finance and careers guidance.
- Success activity is undertaken by a number of cross-college teams. The Additional Learning Support team provides specialised academic support for students with ALS requirements and provides support for all students in issues relating to mental health, wellbeing and resilience. The Head of Studies team provides specialised mentoring support for adult learners. All academic programmes have a pastoral tutorial timetabled weekly.

Organisational Commitment to Access and Participation

The College's access and participation strategies directly align with its over-arching strategy for addressing the requirements of the public sector equality duty. APP objectives and progress against these objectives is reviewed by the following committees:

- Equality and Diversity Committee which is composed of senior management from academic and service departments across the college
- HE Strategic Board which is chaired by the Vice Principal and composed of senior Higher Education managers and representative heads of academic departments
- HE Student Forum which is composed of student representatives for all higher education courses
- Curriculum and Student Matters Committee which reviews objectives and strategies prior to approval by the Governing Board.

Senior Leadership and Commitment to Access, Success and Progression

Clear and explicit commitment to this Access and Participation Plan has been provided by the College's senior leadership team and Governing Board. This started with a consultation with members of the Equality and Diversity Committee and was followed by consultation with the Executive Team. The Executive Team has had direct oversight of the development of the APP and has been directly involved in deliberation and approval of objectives and targets. The Governing Board has received regular briefings on the progress of the APP through a standing agenda item on the Curriculum and Student Matters Committee (a sub-committee of the main Governing Board). The Governing Board also receives for discussion and approval an annual Impact Report on current APP activity and progress against objectives.

Student Consultation

Our students have been actively consulted and involved in every phase of designing this Access and Participation Plan, including the decision not to progress with a separate student submission. Table 2 below provides a brief overview of how student consultation has informed the development of our new intervention activities.

We carried out an extensive consultation with our student body, which included several surveys and focus groups. We began with two surveys. The first survey targeted Level 3 Year 2 students to gather insights on their experiences with higher education. This survey explored whether students were interested in pursuing higher education, the obstacles they faced, and the types of activities and support they believed would help them access higher education. The responses represented a diverse range of under-represented groups, including students who had applied and aimed to access higher education, those who were uncertain, and those who had decided not to pursue higher education at this time.

The second survey focused on current higher education (HE) students. It aimed to identify the barriers they faced when accessing higher education, helpful activities for making education decisions, current challenges in their studies, and final-year students' readiness for post-graduation opportunities. We also asked what activities would support their ongoing studies and successful progression.

Following the surveys, we selected students from under-represented groups within the HE body and conducted several focus groups. These sessions included students from our HE Student Forum and the wider community. During these sessions, we shared our performance assessment and discussed key risk areas, including the rationale for prioritising certain risks. Once these risks were agreed upon, we invited students to elaborate on their experiences accessing higher education, the activities that were helpful or would have been helpful in their decision-making process, and the challenges they currently face in their programmes. We also explored what support they would need to continue their studies and progress into positive post-graduation destinations.

The focus groups gathered students' opinions on the perceived strengths and weaknesses of our current support offerings. We also canvassed their views on how existing interventions could be enhanced and what new activities could be implemented. These discussions were invaluable in understanding student needs and allowed us to shape the direction of our intervention strategies in line with their responses.

Moving forward, we have identified methods to ensure continuous student involvement in the design, delivery, and evaluation of the Access and Participation Plan. Our over-arching evaluation strategy will use Type 2 evidence (quantitative empirical data derived from outcomes indicators for the target groups in the interventions) and Type 1 evidence (narrative derived from ongoing qualitative feedback in the form of questionnaires and focus groups with students).

We will utilise the Student Forum to provide two-way feedback on the progress of the plan and to assess the impact of the intervention strategies on students. This approach will enable us to promptly identify and re-evaluate any necessary adjustments to the intervention strategies.

Table 2: New intervention activities informed by Student Consultation

Student Consultation Feedback	Intervention Activity	Strategy
Students felt more information, advice and guidance was needed from current HE students on the transition into HE.	Peer Mentoring programme to support a 'buddy' system with targeted FSM Level 3 learners.	IS1.15
Students at Level 3 stated they would like more support on what to expect and the tools they needed to study at HE level such as technology and academic writing. This was also stated by current HE learners stating they would have found a transition activity useful.	Step up to HE – academic support, mental health support, next steps, what to expect, mandatory task, tools, techniques and practices to help succeed.	IS1.17
Students felt they would like more information about what happens next after applying for HE through to starting their course.	Next Steps – improve the processes for students moving into HE from improved communications to students about the enrolment process, to start date and time, timetable, etc to support with the transition into HE.	IS1.16 IS2.4
Financial constraints was seen as the highest barrier to accessing Higher Education and was a significant issue for continuation and completion of studies.	Revision of the Hardship Fund to include a new FSM Bursary for eligible FSM students and a new Food Bank Voucher Scheme for all FT students.	IS1.18 IS2.6 IS3.5 IS4.5 IS5.5
Students stated they would like to see more social media content on different platforms on the student journey from enrolment to graduation, experiences and success stories.	Social Media Campaigns – increased presence on social media platforms. HE students to create content on the full student journey from enrolment, study, social activity, through to graduation and employment to support with raising aspirations of HE, provide IAG.	IS1.21
Mature students felt they needed more support on how to use technology, layout of assignments, expectations of course, etc.	Return to Study Programme – Targeted at mature learners who have been out of education. Focus: development of digital and academic support, video bites – how to, what to expect – to include on website and push through Teams channels. Development of short programme by year 3 - tools, techniques and practices to help succeed.	IS2.2
Students fed back that flexible learning options would be of benefit to support with balancing work and study.	Block Teaching – pilot block teaching approach in readiness for LLE.	IS1.20 IS3.7
Existing HE students stated they would like more transition activity between levels 4 and 5 and level 5 and 6.	Step Up to Success – continuation of Step up to HE programme with focus on tailored academic and pastoral support.	IS3.2 IS4.2 IS5.2
Existing HE stated they would like more support with employability and further study	HE Careers Fair – build into Research Symposium by inviting employers with	IS3.4 IS4.4

	graduate positions and internship opportunities.	IS5.4 IS6.2
Mentorship/buddy scheme had a high percentage of the activities they felt would best help students to decide if HE is for them. Involving current HE students on experiences.	Peer Assisted Learning Scheme (PALS) – Student buddy scheme with student champions from L5 or L6 supporting L4 students. Soft pilot with 1 student champion (25/26), 2 (26/27), 3 (27/28), 4 (28/29).	IS3.6 IS4.7 IS5.7
Students fed back that they would like the option to study from home if a child is sick or due to work commitments.	Mode of Study – pilot hybrid model in 1 subject area utilising technology to support with learning, i.e. Teams call, recording of lessons	IS3.7 IS4.8 IS5.6
Students fed back that they don't always know where to go to access support.	Internal marketing initiatives – tailored and accessible promotional campaigns to signpost students on where and how to access disability support, financial support, academic support and housing matters.	IS3.9 IS4.11 IS5.9
Students stated that financial constraints are a barrier to complete their studies.	Student Ambassador Scheme – encourage students from FSM target group to apply for paid positions.	IS1.12 IS4.6
Students in their final year of study said they would like more support on finding employment. Apprentices stated they would like to develop their employability skills for internal opportunities.	Employability skills - CV workshops, applications and interview skills targeted at IMD and subject areas with low graduate outcomes. Careers Support – actively promote the offer of 1:1 careers support. HE Careers Fairs – enhancement to existing borough-wide HE fair and added HE Fair to existing Research Symposium.	IS6.3 IS3.3 IS4.3 IS5.3 IS3.4 IS4.4 IS5.5 IS6.2

Evaluation of the Plan

Our over-arching evaluation strategy will use Type 2 evidence (quantitative empirical data derived from outcomes indicators for the target groups in the interventions) and Type 1 evidence (narrative derived from ongoing qualitative feedback in the form of questionnaires, focus groups and anecdotal evidence derived from applicants, students, teaching staff and academic and pastoral support services).

Our specific approach to monitoring and evaluating this intervention strategy is as follows:

- identifying key short-term and long-term outcomes (e.g. increased performance measures for the target group relating to pre-entry aspiration and attainment, application and entry into HE, continuation and completion rates, and employment outcomes).
- collecting pre-intervention baseline data and using comparison groups to provide a benchmark against which to measure progress.
- continuous monitoring by implementing regular data collection using surveys, interviews, and academic records, and using tools such as student tracking systems and learning analytics.
- using mixed-methods by combining quantitative methods (statistical analysis to measure changes in key outcomes, e.g. enrolment rates, continuation and completion rates, and academic outcomes) and qualitative methods (interviews, focus groups, case studies) to gain comprehensive insights into the experiences of mature students and the contextual factors affecting outcomes.
- regular reporting and feedback through interim reports and stakeholder engagement to inform ongoing improvements.
- evaluating impact by using longitudinal tracking to assess the causal impact and long-term outcomes of interventions on educational and employment outcomes.
- using findings to refine and improve interventions and ensure that the needs of mature students are being addressed.
- disseminating evaluation reports for transparency and sharing best practice with other organisations working on widening participation to inform broader policy and practice.

The plan will be monitored by key College committees including the Equality and Diversity Committee and the Curriculum and Student Matters Committee (a sub-committee of the main Governing Board). The Governing Board will receive for discussion and approval an annual Impact Report on current APP activity and progress against objectives.

In developing this Access and Participation Plan we have been conscious of some limitations in the way the College collects data relevant to the experience of some groups in our student population and how we collect and report some student lifecycle outcomes. The College is committed to reviewing its management information systems and procedures and supporting staff knowledge and understanding regarding reporting requirements for higher education, to ensure that we can more effectively monitor and evaluate access and participation activities and outcomes.

Moving forward, we have identified methods to ensure continuous student involvement in the design, delivery, and evaluation of the Access and Participation Plan (APP). We will utilise the Student Forum to provide two-way feedback on the progress of the APP and to assess the impact of the intervention strategies on students. This approach will enable us to promptly identify and re-evaluate any necessary adjustments to the intervention strategies. Additionally, when recruiting

student representatives for the Student Forum, we will aim to collect data on protected characteristics to ensure representation from a diverse cross-section of students from under-represented backgrounds. We will keep the wider student body regularly informed about the progress and impact of the interventions through internal marketing initiatives such as "You Said, We Did" poster campaigns and via our student voice mechanism.

Provision of Information to Students

The College is committed to publishing clear and accessible information to existing and prospective students on all aspects of their course and particularly the financial expectations. The College is compliant with the consumer law requirements of the Competition and Markets Authority (CMA). Prospective students are provided with information with respect to fees and additional costs on the College's website, UCAS and within marketing materials.

Applicants are provided with the following information as part of their formal offer:

- the cost per year of the programme, as well as the course duration, the total course cost and additional course costs within the offer letter which is sent to students.
- the course handbook, which details the implications of continuous unauthorised absence on tuition fees, and links to the Tuition Fee Policy.
- accompanying information and conditions of offer document, which provides details regarding the payment of fees, the total amount of tuition fees payable, tuition fee team contact details and cancellation arrangements.
- a model cancellation form.

We also publish details of our Hardship Fund initiatives for students who are in financial hardship with eligibility criteria and application process. This will include our Free School Meal Bursary, offered to students who are full time and have been eligible to receive free school meals in the six years prior to the March census date in their final year of key stage four (year 11) . The bursary will offer a maximum of £3.50 per day according to timetable over the duration of their programme. The Foodbank Voucher Scheme (approx. £5.00 per year) will be offered to all full time students in each year of study. The Access to Learning Fund is available for full and part time students following eligible HE courses, with a household income of £28,000 or below and proof of a maintenance loan. This fund will provide a maximum payment of £150 in each year of study. To ensure maximum take-up of bursaries or funds, we plan to increase internal communications through marketing initiatives.

Our webpages also provide clear course information and advice to prospective students to help them to make informed decisions about their future study. We are committed to providing timely, accurate information to UCAS and the Student Loans Company so they can populate their course databases in good time to inform applicants. We will publish our approved APP prominently on our website in a way that is easily accessible to both current and prospective students.

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

Assessment of performance identifying risks to equality of opportunity in relation to the five stages of the student lifecycle.

1. ACCESS

Student group	Analysis	Explanation	Rationale
FSM-eligibility	<p>Access for FT OUG is 2.3pp below sector indicator for 22/23. Data for PT OUG and Apprentices is suppressed due to low numbers.</p> <p>However 4-year aggregate is below sector indicator for both PT OUG (-9.9pp) and Apprentices (-3.9pp).</p>	<p>There are challenges in recording FSM at Level 4 Entry and tracking FSM-eligibility from schools-based data into the College data management system.</p> <p>We will address this through improved collection of FSM-eligibility at Level 3 enrolment with targeted interventions regarding aspiration-raising and IAG for HE study.</p> <p>We will also collect FSM data from UniConnect regarding highest percentages of FSM in the Wigan Borough. Targeted intervention with school(s) with highest percentage of FSM-eligibility in the borough through aspiration-raising, IAG and parental engagement.</p>	<p>Internal data for past four years shows no increase on OfS dashboard indicator for 22/23.</p> <p>FSM new entrants for 23/24 was 12.4% which is 12.5pp below sector indicator for 22/23.</p> <p>The College will address the overall FSM-eligibility difference by targeting increased FSM Eligible new entrants across the curriculum offer.</p> <p>The objective is to increase FSM-eligible new entrants to 24% of FT OUG by 2029.</p>
Mature	<p>Access for FT ALL is significantly below sector indicator for 22/23 (-6.5pp) and for PT ALL is slightly below sector indicator (-1.1).</p> <p>Indicators for each of these modes in the 4-year and 2-year aggregates are also significantly below sector indicator.</p> <p>Internal data for the past four years shows that</p>	<p>The proportion of the Wigan population with a Level 3 qualification is significantly lower than in the North West region (-10.7pp) and across Great Britain (-12.7pp): Wigan = 55.1% North West = 65.8 % Great Britain = 67.8%</p> <p>This means that a greater proportion of the local Mature population does not meet the entry</p>	<p>Both OfS dashboard data and W&L internal data show that indicators for Mature new entrants fluctuates considerably from 2016 to the present.</p> <p>Nevertheless, the proportion of Mature new entrants remains significantly lower than sector indicators (for 23/24 internal data shows that it was still 25pp below).</p>

	<p>Access for mature remains significantly below sector indicators across all modes.</p>	<p>requirements for the College's courses.</p> <p>This is especially significant in the case of Access to STEM courses (which make up 60% of the curriculum offer) which often requires a Level 3 qualification in Mathematics.</p>	<p>The College will address the overall Age difference with targeted activity around general Level 3 attainment for the Mature population and specific Level 3 attainment in Maths to support Access to STEM courses.</p> <p>The objective is to increase Mature new entrants to 28% of FT ALL by 2029.</p>
Ethnicity	<p>There is no data to enable disaggregation of ethnic groups.</p> <p>However, data for 21/22 shows that aggregated data for non-white ethnic groups is 5.0% for FT OUG and 4.7% for PT OUG (no data for Apprentices).</p> <p>This means that Access data for aggregated non-white ethnic groups is 29.8pp below sector indicator for FT OUG and 10.0pp below sector indicator for PT OUG.</p> <p>Indicators for each of these modes in the 4-year and 2-year aggregates are also significantly below sector indicator.</p>	<p>Access indicators for minority ethnic students is 4.5%-5% of the student population for this stage across all modes. This reflects closely the ethnic demographic for the Wigan postcode area in which White is a significantly greater proportion of the local population by comparison with England and Wales overall:</p> <p>Wigan is 95.5% White compared to 81.7% England & Wales Asian 1.3% v 9.3% Black 1.0% v 4.0% Mixed 1.3% v 2.9% Other 0.7% v 2.1%</p>	<p>Internal data for the past 4 years shows minority ethnic new entrants at W&L averages 4.7% which is in line with the black, Asian and minority ethnic population in the Wigan postcode.</p> <p>Minority ethnic enrolments for 23/24 were 7.1% which is 2.6pp above local demographic, and enrolments by ethnic groups is in line with local populations.</p> <p>For this reason, the College will not be setting specific targets to increase the proportion of minority ethnic new entrants. However, the College will continue to closely monitor minority ethnic Access indicators annually to ensure that they continue to reflect the changing ethnic profile in the borough.</p>
Female	<p>Access is significantly below sector indicator for all FT and PT OUG modes for 22/23. FT OUG is 18.2pp below, PT OUG is 22.5pp below, and Apprentices is 27.4pp below.</p>	<p>The curriculum offer is heavily weighted towards STEM subjects. Nearly 60% of all UG enrolments are in STEM subjects and all new entrants to PT OUG courses Apprenticeships are in STEM subjects.</p>	<p>Overall Female new entrants to FT OUG courses remains around 5pp lower than the 58% sector indicator for all subjects combined in this mode.</p>

	<p>Internal data shows that the proportion of Female new entrants overall increased in 23/24 to 42% but still remained 16pp below Male new entrants.</p> <p>There are inconsistent gender patterns for FT OUG across the time series but the proportion of Female to Male students at the Access stage is consistently lower in the PT OUG and Apprentice modes.</p>	<p>As is the case across the sector, STEM subjects attract significantly more Males than Females (currently around 82% to 18%).</p>	<p>Internal data for the past four years shows that the proportion of Male to Female new entrants overall on STEM courses is 80% to 20%. Enrolments in STEM subjects at W&L are broadly in line with Male/Female ratio across the sector.</p> <p>Moreover, OfS dashboard data indicates a significant narrowing of the gap between Male and Female new entrants across the 4-year data set.</p> <p>For this reason, the College will not be setting specific targets to increase the proportion of Female new entrants but will continue to engage in targeted promotion of STEM for Females in line with national policy objectives.</p>
Disability reported	<p>Access for 22/23 is 3.1pp below the sector indicator for PT OUG and 4.3 below sector indicator for Apprentices.</p>	<p>Very low numbers in the PT mode by contrast with the FT mode.</p>	<p>No specific target.</p>
IMD	<p>Significantly above sector indicators across all modes and measures except Apprentices which is 4.6pp below sector for 22/23 but 3.5pp above sector indicator in 4-year aggregate.</p>	<p>Internal data: IMD Q1 = 36.9% of new entrants in 23/24 which is a 5.9pp increase over 4 years since 20/21.</p>	<p>No specific target.</p>
TUNDRA	<p>Access for PT OUG is 17.3pp below sector indicator for 21/22 (no data for 22/23).</p>	<p>Internal data: low numbers for PT TUNDRA Q1 = 42.6% of FT Young new entrants which is a 7.9pp increase over 4 years since 20/21.</p>	<p>No specific target.</p>
POLAR 4	<p>Significantly above sector indicators across most modes and</p>	<p>Internal data: POLAR 4 Q1 = 35.2% of new entrants in 23/24 which is an 8.4pp increase</p>	<p>No specific target.</p>

	measures (a little below for PT OUG Q1).	over 4-years since 20/21.	
ABCS	Access for PT OUG Q1 is 9.7pp below sector indicator for 22/23. Indicators for FT UG and FT OUG significantly above sector indicators.	Internal data: low numbers for PT.	No specific target.

Objectives for Access

Objective 1 – Access for students eligible for Free School Meals (FSM) from Key Stage 4.

We will increase the proportion of FSM-eligible students entering full-time higher education at the College to 24% of FT OUG entrants by 2029. We will achieve this by targeting FSM-eligible new entrants across the curriculum. We will work with local schools and colleges through partnerships with Greater Manchester Higher (UniConnect) and the College's FE provision to raise aspirations among FSM-eligible pupils to participate in Higher Education.

(Linked to PTA 1)

Objective 2 – Access for Mature students. We will increase the proportion of Mature students entering higher education at the College to 28% for FT ALL entrants by 2029. We will achieve this through targeted activity in the areas of enhanced information and guidance for mature students, return to study programmes and bridging courses to address prior attainment gaps, developing flexible delivery models and enhanced transitions activity throughout the student lifecycle.

(Linked to PTA 2)

EORR analysis for Access

The principal risks to equality of opportunity at the Access stage of the student lifecycle for the student groups targeted are Risk 1: previously-acquired knowledge and skills, Risk 2: appropriate information and guidance, Risk 3: perception of higher education, and Risk 4: application success rates does not act as an Access barrier as all applicants who meet the entry criteria are offered a place on the College's HE programmes. Student consultation indicates that Risk 10: Cost Pressures is a significant factor for both target groups.

2. CONTINUATION

Student group	Analysis	Explanation	Rationale
FSM-eligibility	Limited data for 21/22. Continuation for FT ALL is 10.0pp below sector indicator for 4-year aggregate and 10.1pp below sector indicator for 2-year aggregate.	FSM eligible students are likely to experience equality of opportunity risks across all stages of the student lifecycle. Sector data shows that the continuation rate for FSM eligible students is lower than for non-FSM eligible students.	Indicators show a negative impact for this group across all Success stages of the student lifecycle which warrants early intervention. The objective is to increase the proportion of FT ALL FSM-eligible students continuing their studies at the college to 85% by 2029.

TUNDRA	<p>Limited data for 21/22. Continuation for FT ALL Q1 is 14.8pp below sector indicator for 4-year aggregate and 10.1pp below sector indicator for 2-year aggregate.</p> <p>There is a difference of 6.2pp between FT UG Q1 and Q5 for 4-year aggregate.</p>	<p>Internal data indicates an increase in Continuation rates for this group since 22/23.</p> <p>However sector data shows that the Continuation rates for TUNDRA Q1 students is 3.5 lower than for TUNDRA Q5. W&L 4 year aggregate shows a gap of 6.2pp.</p>	<p>Indicators show a negative impact for this group across all Success stages of the student lifecycle which warrants early intervention.</p> <p>The objective is to increase the proportion of FT ALL TUNDRA Q1 students continuing their studies at the college to 85% by 2029.</p>
Disability reported	Continuation for FT OUG is 6.8pp above the sector indicator for 21/22. 4-year aggregate is significantly above sector indicator.	Internal data indicates an increase in continuation rates for this group since 20/21.	No target required.
IMD	Continuation for FT and PT Q1 is significantly above sector indicator for 21/22.	Sector data shows that continuation rates for students from the most deprived areas (IMD Q1,Q2) are 4-5pp lower than completion rates for students from the least deprived areas (IMD Q3,Q4,Q5).	No target required but ongoing monitoring for performance against other quintiles.
Ethnicity	Limited data for 21/22.	<p>Minority ethnic students are likely to experience equality of opportunity risks in the on-course stages of the student lifecycle.</p> <p>Sector continuation rates for minority ethnic students are lower than for White, and rates for Black and Mixed are below sector BM.</p> <p>Internal data: very high rates for Ethnicity Types but numbers too low to be reliable indicators</p>	No target required.
Mature	Available data shows Continuation indicators for all modes above sector indicators, except for Apprentices where there are very low enrolments for Mature.	Internal data indicates no or insignificant gaps between Mature and Young.	No target required.
Female	Available data shows Continuation indicators for all modes above sector indicators.	Internal data: Continuation for 22/23 Female FT = 91% with	No target required.

		11pp increase over 4 years.	
POLAR 4	Continuation for FT modes is significantly above sector indicators. No data for PT and Apprentice modes.	Internal data: Continuation for 22/23 POLAR 4 Q1 FT = 88% and shows 25pp increase over 4 years	No target required.
ABCS	Continuation for FT modes is significantly above sector indicators. No data for PT and Apprentice modes.	Internal data: Continuation for 22/23 ABCS Q1 FT = 94% and shows 22pp increase over 4 years	No target required.

Objectives for Continuation

Objective 3 – Continuation for FSM-eligible students. We will increase the proportion of FT ALL FSM-eligible students continuing their studies at the college to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for FSM-eligible students. (Linked to PTS1)

Objective 4 – Continuation for TUNDRA Quintile 1 students. We will increase the proportion of FT ALL TUNDRA Q1 students continuing their studies at the college to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for TUNDRA Q1 students. (Linked to PTS2)

EORR analysis for Continuation

The principal risks to equality of opportunity at the Continuation stage of the student lifecycle for the student groups targeted are Risk 6: academic support, Risk 7: personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures.

3. COMPLETION

Student group	Analysis	Explanation	Rationale
TUNDRA	No data for 18/19 (FT, Apprentices) or 16/17 (PT). For FT ALL Q1 4-year aggregate is 15.5pp below sector indicator. There is a difference of 13.1pp between FT ALL Q1 and Q5 for 4-year aggregate.	TUNDRA students are likely to experience equality of opportunity risks in the on-course stages of the student lifecycle. Sector data shows that the Completion rates for TUNDRA Q1 students is about 5pp lower than for TUNDRA Q5. W&L 4 year aggregate shows a gap of 13.1pp.	Indicators show a negative impact for this group across all Success stages of the student lifecycle which warrants early intervention. The objective is to increase the proportion of FT ALL TUNDRA Q1 students completing their studies at the college to 85% by 2029.
FSM eligible	No data for 18/19 (FT, Apprentices) or 16/17 (PT). For FT UG 4-year aggregate is 5.5pp below sector indicator.	Sector data shows that completion rates for FSM eligible students is 6-7pp below completion rates for non-FSM eligible students.	Monitor rather than target at this stage.

Disability reported	Completion for FT OUG is 7.8pp above sector indicator for 18/19. For PT OUG 4-year aggregate is 14.2pp above sector indicator.	Insufficient data to support reliable analysis.	Monitor rather than target at this stage.
Ethnicity	No data for 18/19 (FT, Apprentices) or 16/17 (PT).	Minority ethnic students are likely to experience equality of opportunity risks in the on-course stages of the student lifecycle. Sector completion rates for minority ethnic students are lower than for White.	Monitor rather than target at this stage.
IMD	Completion for IMD is significantly above sector indicator across all modes.	Sector data shows that Completion rates for students from the most deprived areas (IMD Q1,Q2) are c.6pp lower than completion rates for students from the least deprived areas (IMD Q3,Q4,Q5).	Monitor rather than target at this stage.
Female	Completion for FT OUG is 6.5pp above sector indicator for 18/19 and in line with sector for PT OUG. However Apprentice modes is 3.4 pp below sector.	Significant decrease in Completion rates for Apprentices from 17/18 to 18/19.	Monitor rather than target at this stage, with particular focus on Apprentice mode.
Mature	Completion for FT OUG is 11.3pp above sector indicator for 18/19 and in line with sector for PT OUG. However Apprentice modes is 7.5 pp below sector.	Significant decrease in Completion rates for Apprentices from 17/18 to 18/19.	Monitor rather than target at this stage, with particular focus on Apprentice mode.
POLAR 4	Completion for FT OUG Q1 is 11.0pp above sector indicator for 18/19 (no data for PT and Apprentice modes).	Insufficient data to support reliable analysis.	Monitor rather than target at this stage.
ABCS	Completion for FT OUG is 13.8pp above sector indicator and in line with sector for Apprentice mode (No data for PT mode).	Significant increase between 17/18 and 18/19.	No target required.

Objectives for Completion

Objective 5 – Completion for TUNDRA Quintile 1 students. We will increase the proportion of FT ALL TUNDRA Q1 students completing their studies at the College to 85% by 2029. We will

achieve this by enhancing our academic, non-academic and financial support for TUNDRA Q1 students.

(Linked to PTS3)

EORR analysis for Completion

The principal risks to equality of opportunity at the Completion stage of the student lifecycle for the student groups targeted are Risk 6: academic support, Risk 7: personal support, Risk 8: mental health and wellbeing issues, and Risk 10: cost pressures

4. ATTAINMENT

Student group	Analysis	Explanation	Rationale
Female	4 year aggregate for FT UG is 9.3pp above sector indicator. No data for PT UG and Apprentices.	Internal data: Attainment for 22/23 Female FT = 88.2%	No targets.
Mature	4 year aggregate f is 12.0pp above sector indicator for FT UG and 15.1pp above sector indicator for PT UG, but 4.9pp below for Apprentices.	Internal data: Attainment for 22/23 Mature FT = 88.2%	No targets.
Ethnicity	No data across all modes and time series.	Internal data: numbers too low to be reliable	Monitor rather than target at this stage.
Disability reported	No data across all modes and time series.	Internal data: Attainment for 22/23 Disability FT = 85.7% (2.4pp increase over 4 years) but 6.6pp difference between Disability and No Disability	No targets.
FSM eligible	No data across all modes and time series.	Low student numbers do enable support reliable analysis.	Monitor rather than target at this stage.
TUNDRA	No data across all modes and time series.	Internal data: Attainment for 22/23 TUNDRA Q1 FT = 80.0% and shows 30pp increase over 3 years	No targets.
IMD	4 year aggregate for FT UG is 3.7pp above sector indicator. No data for PT UG and Apprentices.	Internal data: Attainment for 22/23 IMD Q1 FT = 80.0% and shows 6.7pp increase over 3 years but 20pp lower than each of the other quintiles	No targets – FT UG Q1 4-year and 2-year is significantly above sector indicator.
POLAR 4	No data across all modes and time series.	Internal data: Attainment for 22/23 POLAR 4 Q1 FT = 90.0%.	No targets.

ABCS	No data across all modes and time series.	Internal data: Attainment for 22/23 ABCS Q1 FT = 90.0%.	No targets.
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Objectives for Attainment

We will not be setting specific targets for Attainment measures, but we will improve our internal reporting and evaluation of under-represented and disadvantaged groups to enable more effective monitoring of performance.

EORR analysis for Attainment

The principal risks to equality of opportunity at the Attainment stage of the student lifecycle for the student groups targeted are Risk 6: academic support, Risk 7: personal support, and Risk 10: cost pressures.

5. PROGRESSION

Student group	Analysis	Explanation	Rationale
IMD	No data for 21/22 across all modes. However 4 year aggregates are significantly below sector indicators across all modes.	Sector data shows that Progression rates for students from the most deprived areas (IMD Q1,Q2) are c.6pp lower than progression rates for students from the least deprived areas (IMD Q3,Q4,Q5).	The objective is to increase the proportion of FT ALL IMD Quintile 1 students progressing into highly skilled employment, further study or other positive outcomes after completing their studies at the College to 58% by 2029.
Ethnicity	No data across all modes and time series.	Minority ethnic students are likely to experience equality of opportunity risks in the on-course stages of the student lifecycle. Sector progression rates for minority ethnic students are lower than for White.	Monitor rather than target at this stage.
FSM eligible	No data across all modes and time series.	Sector data shows that progression rates for FSM eligible students are c.6pp below progression rates for non-FSM eligible students.	Monitor rather than target at this stage.
Disability reported	Progression for FT UG is 18.6pp below sector indicator for 4-year aggregate and 11.4pp below sector indicator	Low student numbers do enable support reliable analysis.	Monitor rather than target at this stage.

	for FT OUG. No data for other modes.		
Female	Progression for FT UG is 19.2pp below sector indicator for 21/22, and 19.3pp below for 4-year aggregate. Progression for PT modes is at sector indicator for 4-year aggregates.	Female course choices frequently oriented towards low-paid employment choices.	Monitor rather than target at this stage.
Mature	No data for 21/22. Progression for FT UG is 13.0pp below sector indicator for 4-year aggregate. Progression for PT and Apprentice modes is at sector indicator for 4-year aggregates.	Available progression indicators for Mature students in both FT and PT modes is significantly above indicators for Young students in 20/21 and for 4-year and 2-year aggregates.	No specific targets.
TUNDRA	No data for 21/22. Progression for FT UG is 31.3 pp below sector indicator for 4-year aggregate and 17.3pp below sector indicator for FT OUG.	Low student numbers do enable support reliable analysis.	Monitor rather than target at this stage.
POLAR 4	No data for 21/22. Progression for FT UG is 20.4 pp below sector indicator for 4-year aggregate and 8.1pp below sector indicator for FT OUG.	Low student numbers do enable support reliable analysis.	Monitor rather than target at this stage.
ABCS	No data for 21/22. Progression for FT UG is 19.1 pp below sector indicator for 4-year aggregate and 14.8pp below sector indicator for FT OUG. Data for PT modes is 6.8pp above sector for PT OUG and 1.5pp above sector for PT UG.	Low student numbers do enable support reliable analysis.	Monitor rather than target at this stage.

Objectives for Progression

Objective 6 – Progression for IMD Quintile 1 students. We will increase the proportion of FT ALL IMD Quintile 1 students progressing into highly skilled employment, further study or other positive outcomes after completing their studies at the College to 58% by 2029. We will achieve this by enhancing our careers and employability guidance for IMD Quintile 1 students and implementing actions to increase participation rates in the Graduate Outcomes Survey.

(Linked to PTP1)

EORR analysis for Progression

Evidence suggests this is related to the following potential risks in the EORR. Risk 6: insufficient academic support and Risk 7: insufficient personal support.

Table 1 – RAG rated analysis of OfS Dashboard Data for Wigan & Leigh College

			ACCS	CONT	COMP	ATTN	PROG				ACCS	CONT	COMP	ATTN	PROG
	EORR risk group	Study mode	22-23	21-22 20-21	18-19 16-17	22-23	21-22		EORR risk group	Study mode	22-23	21-22 20-21	18-19 16-17	22-23	21-22
SEX	Female	FT ALL	-16.9	-5.7	-0.8	[9.3]	-19.2	TUNDRA	Quintile 1	FT ALL	16.1	[-14.8]	[-15.5]		[-31.1]
		PT ALL	-25.8	32.1	8.6		[-0.2]			PT ALL	[-11.5]				
		FT OUG	-18.2	2.3	6.5		[-11.7]			FT OUG	8.1	[-6.1]	[-3.8]		[-17.3]
		PT OUG	-22.5	27.7	0.1		[1.7]			PT OUG	[-11.6]				
		APP	-27.4	[-3.4]	-3.4					APP	-1.5				
AGE	Mature	FT ALL	-6.5	8.8	10.7	[12.0]	[-13.0]	IMD 2019	Quintile 1	FT ALL	22.1	3.4	8.7	[3.7]	[-20.0]
		PT ALL	-1.1	24.4	10.3	[15.1]	[0.2]			PT ALL	6.1	27.4	3.3		[-9.2]
		FT OUG	-41.1	11.1	11.1		[-7.4]			FT OUG	14.2	11.5	15.4		[-15.1]
		PT OUG	-2.9	18.7	0.5		[1.0]			PT OUG	5.6	20.2	3.3		[-6.7]
		APP	-26.0	-8.1	-7.5	[-4.9]	[0.9]			APP	-4.6	[-0.4]	[0.0]		
DISABILITY	Yes	FT ALL	13.8	-1.6	0.8	[5.7]	[-18.6]	POLAR 4	Quintile 1	FT ALL	28.4	0.6	3.2	[3.7]	[-20.4]
		PT ALL	-9.5	[15.1]	[27.9]					PT ALL	[-1.1]	[12.6]			
		FT OUG	14.1	6.8	7.8		[-11.4]			FT OUG	19.6	10.9	11.0		[-8.1]
		PT OUG	-3.1	[10.2]	[14.2]					PT OUG	[-1.4]	[3.5]			
		APP	-4.2							APP	4.5				
FSM	Eligible	FT ALL	4.9	[-10.0]	[-5.5]			ABCS	Quintile 1	FT ALL	5.9	5.9	14.2		[-19.1]
		PT ALL	[-13.6]							PT ALL	[-2.1]				[1.5]
		FT OUG	-2.3	[-0.6]						FT OUG	5.9	9.5	13.8		[-14.8]
		PT OUG	[-9.9]							PT OUG	[-2.1]				[6.8]
		APP	[-3.9]			[-3.9]				APP	0.1	[-3.3]	0.9		
ETHNICITY ASIAN	Not white	FT ALL	[-14.3]					ETHNICITY MIXED	Not white	FT ALL	[-4.1]				
		PT ALL								PT ALL	[-1.5]				
		FT OUG	[-9.8]							FT OUG	[-2.3]				
		PT OUG								PT OUG					
		APP	[-4.8]							APP	[-0.7]				
ETHNICITY BLACK	Not white	FT ALL						ETHNICITY OTHER	Not white	FT ALL					
		PT ALL	[-3.9]							PT ALL					
		FT OUG								FT OUG					
		PT OUG	[-3.7]							PT OUG					
		APP								APP					
	W&L indicator at or above sector indicator for latest year in dataset series (or 4-year aggregate)								W&L indicator more than 2pp below sector indicator for latest year in dataset series (or 4-year aggregate)						
	W&L indicator within 2pp below sector indicator for latest year in dataset series (or 4-year aggregate)								W&L indicators not available due to OfS suppression of data where numbers in student population are low						

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Annex B describes the process by which Wigan and Leigh College's Access and Participation Plan aims to improve access, success, and progression for the specific underrepresented and disadvantaged student groups we have targeted for intervention. The over-arching theory of change that supports the plan is described followed by its detailed application to each of the six interventions we have developed.

Over-arching theory of change

1. Long-term objectives

The long-term objectives of the College's Access and Participation Plan are to:

- increase the number of pupils eligible for free school meals accessing higher education at the College
- increase the number of mature students accessing higher education at the College
- increase continuation rates at the College for students eligible for free school meals at Key Stage 4
- increase continuation rates at the College for students classified as TUNDRA Quintile 1
- increase completion rates at the College for students classified as TUNDRA Quintile 1
- increase progression rates into graduate employment or further study for students classified as IMD Quintile 1.

2. Preconditions

To achieve these long-term objectives, we have determined that the following preconditions will need to be met:

- for Access objectives, increased awareness and aspiration among the targeted groups about higher education opportunities and improved academic preparedness and support for these students at a pre-entry stage.
- for Success objectives, an inclusive and supportive institutional environment in which effective interventions and support services are tailored to the needs of students in the targeted groups.
- for Progression objectives, targeted mentoring and careers planning for students in the target group.
- for all objectives, targeted financial support and clear information about accessing that support that is tailored to the specific study requirements of each targeted group.

3. Interventions

To meet these preconditions, we have developed a series of interventions that we will implement. These include:

- for Access objectives, outreach programmes targeting schools and communities with low higher education participation rates.
- for Success objectives, mentoring and tutoring programmes to support academic achievement, enhancement of inclusive teaching practices and teaching resources, and curricula, and initiatives to enhance student belonging and engagement.

- for Progression objectives, bespoke mentoring and careers planning
- for all objectives, financial support schemes.

Some interventions for identified targeted groups across the student lifecycle are described in the figures below and set out in detail in the body of the Access and Participation Plan.

4. Assumptions

Our research into barriers to access and success for underrepresented and disadvantaged groups, and interventions designed to increase access and success for those groups, has led us identify a number of evidence-based assumptions to support our activities:

- there will be a direct correlation between targeted interventions we have developed and improved outcomes for the student groups we are targeting.
- the College has the capacity and resources to implement these interventions effectively and achieve our objectives.
- students from the underrepresented and disadvantaged groups we are targeting will engage with and benefit from these interventions.

5. Logical Framework

The logical framework that underpins the College's Access and Participation Plan is represented in the tabular description of each of the interventions we have developed. The activities, inputs, outcomes are set out in detail for each intervention and the planned impact of the interventions is stated in the objectives in the main body of the Plan as follows:

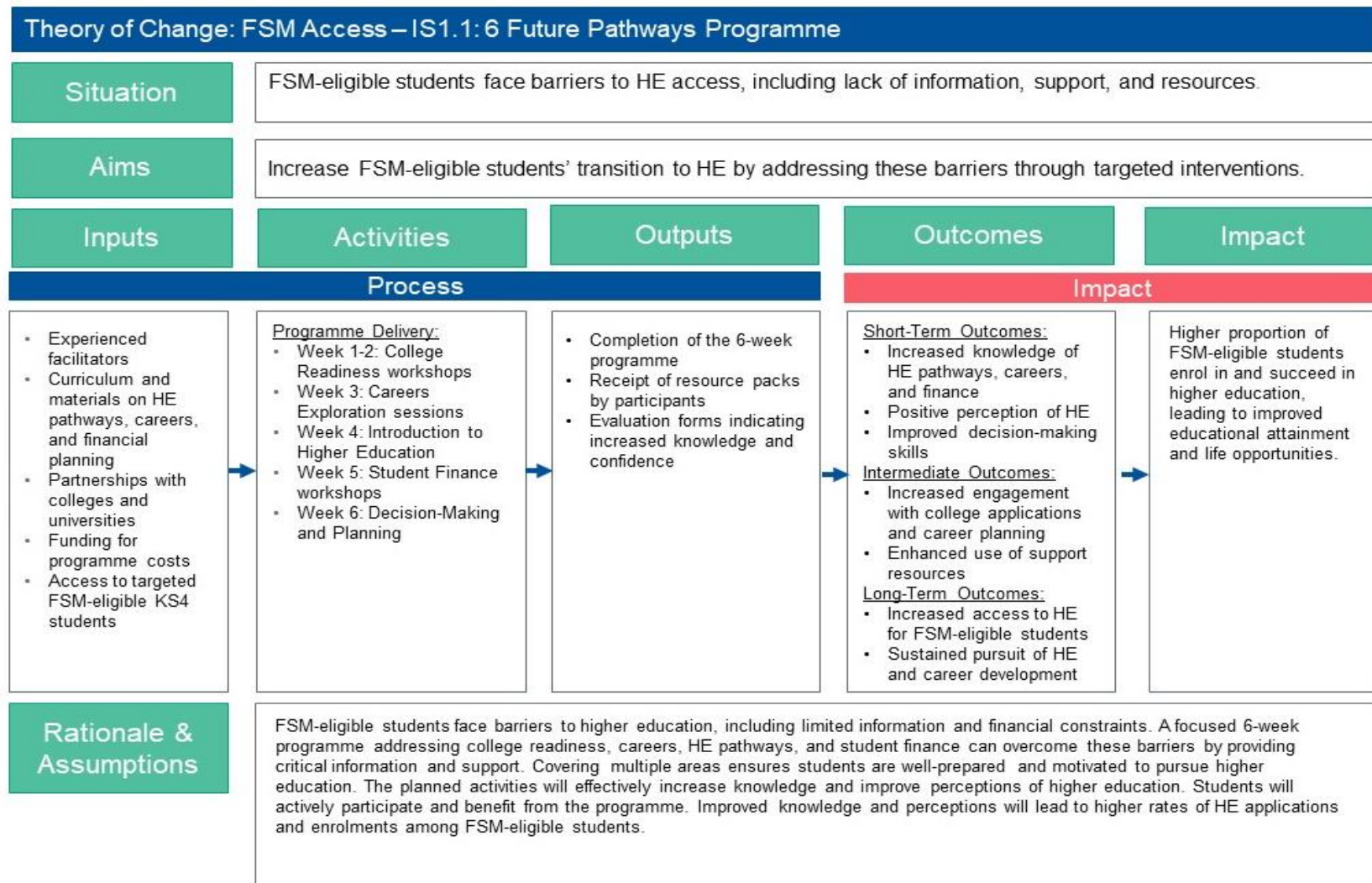
- increased access to Higher education at the College for the following targeted groups: students eligible for free school meals and mature students
- increased success measures through improved continuation rates for students eligible for free school meals at Key Stage 4 and students classified as TUNDRA Quintile 1, and improved completion rates for students classified as TUNDRA Quintile 1
- increased progression rates into graduate employment or further study for students classified as IMD Quintile 1

6. Indicators

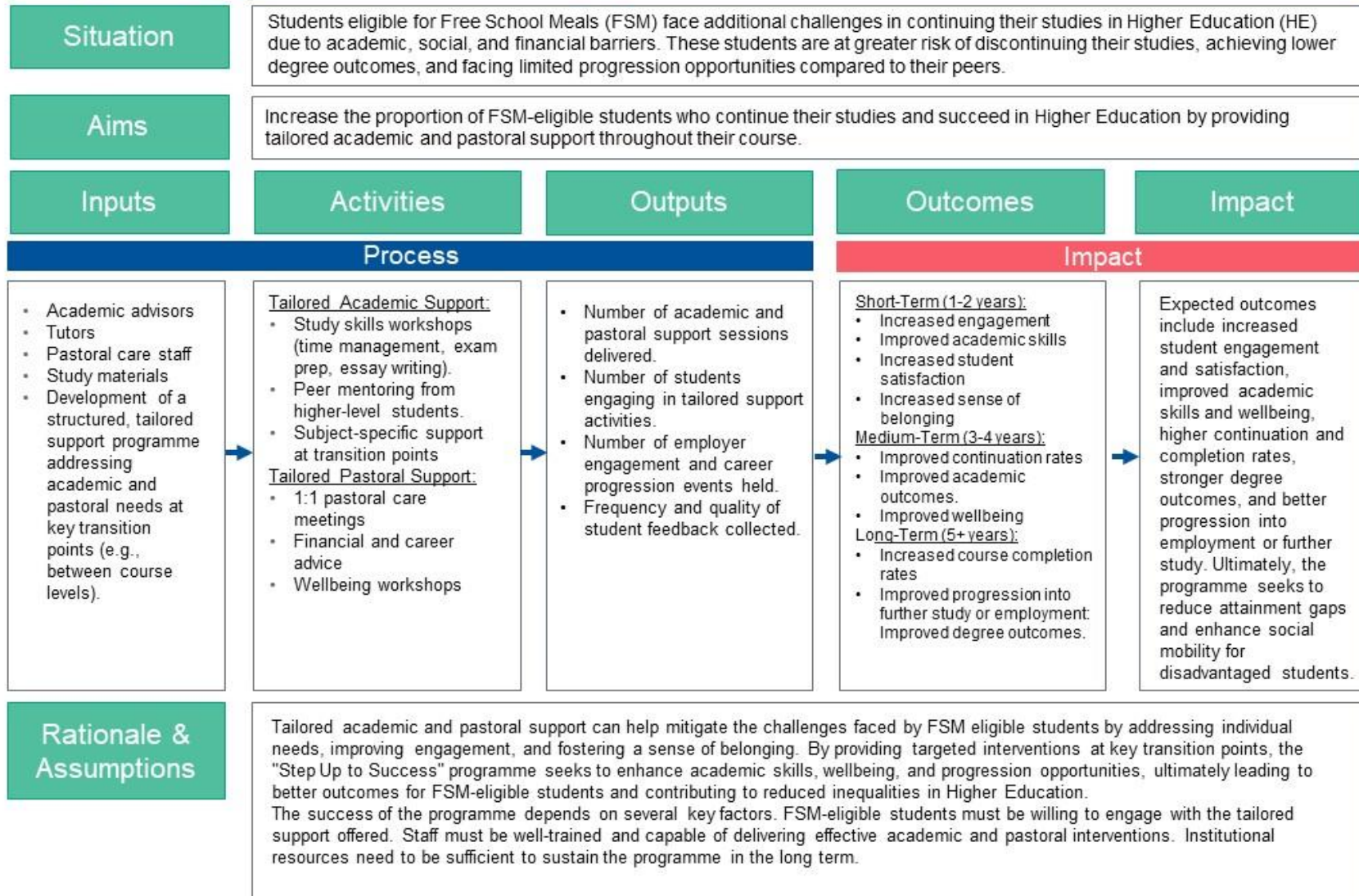
To measure progress and effectiveness, specific indicators and metrics will be established for each stage of the logical framework. Examples include:

- number of outreach activities conducted.
- percentage increase in applications from target groups.
- retention, continuation and completion and rates of underrepresented students.
- employment or further study rates of graduates from these groups.

Fig 1. The following theories of change are examples of how we are approaching TASO's evidence-based framework, ensuring that activities directly address the barriers faced by disadvantaged students and lead to measurable improvements and outcomes.



Theory of Change: FSM Continuation - IS3.2: Step Up to Success



Theory of Change: IMD Progression – IS6.3: Employability Skills Programme

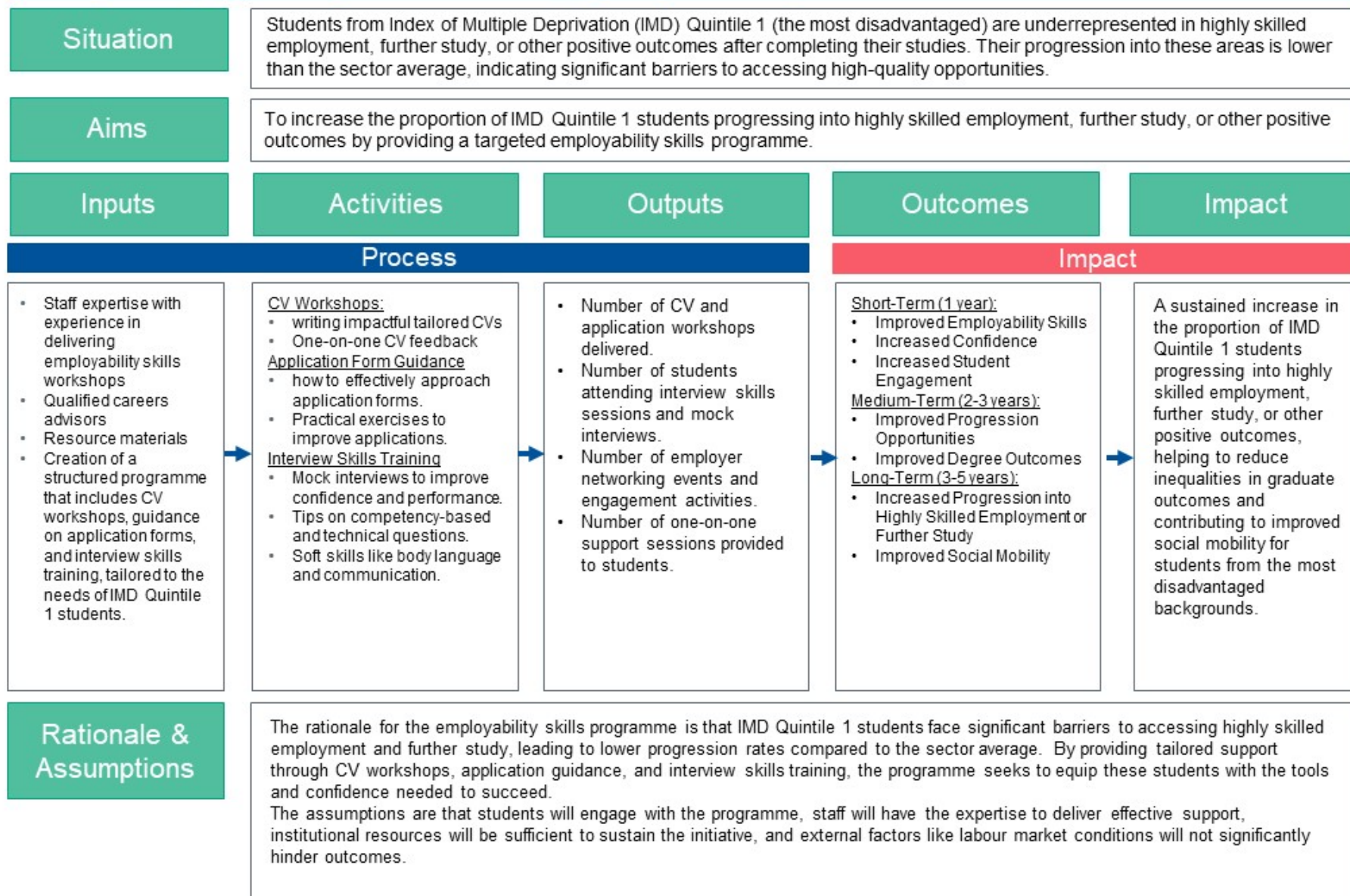


Table 2: Outlines how outcomes in our intervention outcomes are mapped to evidence outcomes.



Underpinning Research

The following studies and reports offer robust evidence-based insights into effective interventions and strategies for improving access, retention, and success for underrepresented and disadvantaged students in higher education.

References

Nomisweb.co.uk. (2023). Labour Market Profile- Nomis- Official Census and Labour Market Statistics. [online] Available at: <https://www.nomisweb.co.uk/reports/lmp/la/1946157090/report.aspx#tabquals> [Accessed 1 Nov.2023]

Outreach and Engagement

1. Gorard, S., & Smith, E. (2007). 'Do barriers get in the way? A review of the determinants of post-16 participation.' Reviews various factors influencing participation in post-16 education and highlights effective outreach strategies.
2. Moore, J., Sanders, J., & Higham, L. (2013). 'Literature review of research into widening participation to higher education.' Identifies effective outreach programs and strategies to increase higher education participation among underrepresented groups.

Academic Preparedness and Support

1. Thomas, L. (2012). 'Building student engagement and belonging in Higher Education at a time of change: Final report from the What Works? Student Retention & Success programme.' Provides evidence on the importance of student engagement and belonging in improving retention and success.
2. Smith, E., & Gorard, S. (2011). 'Is there a shortage of quantitative work in education research?' Examines the role of academic support interventions in enhancing student outcomes, particularly for those from disadvantaged backgrounds.

Financial Support

1. Callender, C., & Jackson, J. (2008). 'Does the fear of debt deter students from higher education?' Explores the impact of financial barriers on access to higher education and the effectiveness of financial support schemes.
2. Harrison, N., & Hatt, S. (2012). 'Expensive and failing? The role of student bursaries in widening participation and fair access in England.' Evaluates the role of bursaries and scholarships in supporting underrepresented students.

Inclusive Teaching Practices

1. Hockings, C. (2010). 'Inclusive learning and teaching in higher education: A synthesis of research.' Synthesizes research on inclusive teaching practices and their impact on student success.

2. Healey, M., Flint, A., & Harrington, K. (2014). 'Engagement through partnership: students as partners in learning and teaching in higher education.' Discusses the benefits of inclusive and partnership-based teaching practices.

Mentoring and Tutoring Programmes

1. Crisp, G., & Cruz, I. (2009). 'Mentoring college students: A critical review of the literature between 1990 and 2007.' Highlights the positive impact of mentoring programs on student retention and success.

2. Gershenfeld, S. (2014). 'A review of undergraduate mentoring programs.' Examines the effectiveness of various mentoring programs in supporting undergraduate students.

Institutional Environment and Support Services

1. Kahu, E. R. (2013). 'Framing student engagement in higher education.' Provides a comprehensive framework for understanding student engagement and its importance in higher education.

2. Yorke, M., & Longden, B. (2004). *Retention and Student Success in Higher Education*. Explores strategies for improving student retention and success through supportive institutional environments.

Equitable Progression to Employment

1. Purcell, K., Elias, P., & Atfield, G. (2009). 'Analysing the relationship between higher education participation and graduate outcomes.' Examines the link between higher education participation and graduate employment outcomes.

2. Smith, S. (2017). 'Graduate employability: A review of conceptual and empirical themes.' Discusses factors influencing graduate employability and the role of higher education in preparing students for the labour market.

Fees, investments and targets

2025-26 to 2028-29

Provider name: Wigan and Leigh College

Provider UKPRN: 10007500

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	Top Ups	N/A	7500
Foundation degree		N/A	7500
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	7500
HNC/HND	Counselling and Applied Psychology	N/A	4500
CertHE/DipHE		N/A	7500
Postgraduate ITT		N/A	7500
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	*	*	*
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		N/A	5000
Foundation degree		N/A	5000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	5000
HNC/HND	Counselling and Applied Psychology	N/A	3000
HNC/HND	construction and engineering	N/A	4333
HNC/HND	construction and engineering	N/A	5000
CertHE/DipHE		N/A	3750
Postgraduate ITT		N/A	3750
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: Wigan and Leigh College

Provider UKPRN: 10007500

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£75,000	£74,000	£74,000	£76,000
Financial support (£)	NA	£10,000	£10,000	£10,000	£10,000
Research and evaluation (£)	NA	£10,000	£10,000	£10,000	£10,000

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 (£)	£18,000	£18,000	£18,000	£19,000
Access activity investment	Post-16 access activities (£)	£40,000	£39,000	£39,000	£40,000
Access activity investment	Other access activities (£)	£17,000	£17,000	£17,000	£17,000
Access activity investment	Total access investment (£)	£75,000	£74,000	£74,000	£76,000
Access activity investment	Total access investment (as % of HFI)	38.1%	36.5%	35.4%	35.5%
Access activity investment	Total access investment funded from HFI (£)	£75,000	£74,000	£74,000	£76,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£4,000	£4,000	£4,000	£4,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£6,000	£6,000	£6,000	£6,000
Financial support investment	Total financial support investment (£)	£10,000	£10,000	£10,000	£10,000
Financial support investment	Total financial support investment (as % of HFI)	5.1%	4.9%	4.8%	4.7%
Research and evaluation investment	Research and evaluation investment (£)	£10,000	£10,000	£10,000	£10,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	5.1%	4.9%	4.8%	4.7%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Wigan and Leigh College

Provider UKPRN: 10007500

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
We will increase the proportion of FSM-eligible students entering full time higher education at the College to 24% of FT OUG entrants by 2029. We will achieve this by targeting FSM-eligible new entrants across the curriculum. We will work with local schools and colleges through partnerships with Greater Manchester Higher (UniConnect) and the College's FE provision to raise aspirations among FSM-eligible pupils to participate in Higher Education.	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible			No	The access and participation dashboard	2022-23	Percentage	22.6%	23%	23.4%	23.7%	24%
We will increase the proportion of Mature students entering higher education at the College to 28% for FT ALL entrants by 2029. We will achieve this through targeted activity in the areas of enhanced information and guidance for mature students, return to study programmes and bridging courses to address prior attainment gaps, developing flexible delivery models, enhanced transitions activity throughout the student lifecycle.	PTA_2	Access	Age	Mature (over 21)			No	The access and participation dashboard	2022-23	Percentage	22.2%	23.5%	25%	26.5%	28%
	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
We will increase the proportion of FT ALL FSM-eligible students continuing their studies at the college to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for FSM-eligible students.	PTS_1	Continuation	Eligibility for Free School Meals (FSM)	Eligible	N/A	Data for 21/22 suppressed - baseline data = 4 year aggregate.	No	The access and participation dashboard		Percentage	73.3%	76%	79%	82%	85%
We will increase the proportion of FT ALL TUNDRA Q1 students continuing their studies at the college to 85% by 2029. We will achieve this by enhancing our academic, non-academic and financial support for TUNDRA Q1 students.	PTS_2	Continuation	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	N/A	Data for 21/22 suppressed - baseline data = 4 year aggregate.	No	The access and participation dashboard		Percentage	74.6%	76%	79%	82%	85%

