South Devon College
Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Introduction

South Devon College (SDC) is a medium-sized General Further Education College in Torbay, Devon. Delivery of high quality and accessible Higher Education (HE) provision is a strategic priority for the College, and in 2019 SDC was granted Foundation Degree Awarding Powers to support with the development of an HE offer for the Torbay region and beyond. In 2023 the College was awarded TEF Gold, with a gold rating for both student outcomes and student experience, demonstrating the College's commitment to a high-quality student experiences and positive student outcomes.

SDC is a values-driven and mission led educational institution with a strong culture of learning at its heart. The College is an anchor institution at the centre of the community of Torbay and South Devon and is accountable for providing transformational education, skills and training for individuals, employers and the wider community. The College's Strategic Leadership Framework 2023-30 highlights our mission in *'Inspiring our community through learning'* and our vision to ensure *'A purposeful approach with credibility and a focus on personal development. Empowering students to develop the edge they need to succeed.'* This vision has supported a clear and embedded focus on personal development for our Higher Education students, acknowledging the complex entry profile of our students and the support needs they have as a result. This vision, and the continually developing approach to the journey of a South Devon Graduate have shaped the interventions laid out within this plan, in line with our theory of change.

The College has an HE provision of c.600 students studying Level 4+ provision enrolled on a breadth of vocational and academic HE qualifications, including Foundation Degrees, Bachelors Degrees, Higher/ Degree Apprenticeships, short courses and professional qualifications, and has successfully approved a suite of Higher Technical Qualifications (HTQs) mapped against our provision. The College's HE student profile is predominantly Full Time and Apprenticeship provision, with a small number of part time students. The College's Higher Education student population are predominantly commuter students, with 85% coming from a local TQ postcode (Torbay and South Devon).

The College's regional profile coupled with the high volume of commuter students provides an important context to this plan. In South Devon, there is relatively low HE participation compared with the national average and Torbay is acknowledged as a cold spot. Torbay is ranked within the top 20% most deprived local authorities in England and is the most deprived in the south west on a range of income and employment deprivation measures. Torbay's economy is ranked amongst the weakest in England and has declined in recent years. With the disruption to the economy caused by COVID-19 the economy is expected to weaken further, being highly dependent on tourism unemployment rose significantly at the start of the pandemic and by the end of 2021 had not yet recovered to pre-pandemic levels.

Annex A provides an analysis of the College's HE student demographics, and highlights that the College has high proportions of mature students, students within ABCS Quintile 1 and students from TUNDRA Quintile 1 accessing its HE curriculum.

The College aims to continue to undertake the important and impactful work to support access into its Higher Education provision. The HE student profile of the College has driven a focus on the risks to equality of opportunity relating to student success and progression outcomes, and has invested in supporting these centrally, and through embedded interventions across all HE curriculum. This plan builds on these activities, committing to developing and growing proactive support models to reduce gaps, with an aim to ultimately mitigate against equality risks.

Strategic Aim

South Devon College aims to meet the needs of its region through providing equitable access to high-quality, flexible and skills-focussed Higher Education opportunities for all demographics of students. The College aims to enable its HE students to achieve their full potential both during their studies, and within their future progression, and to support our South Devon Graduates to contribute to the economic and social development of the Torbay region.

Risks to equality of opportunity

The College's assessment of its performance has predominantly been informed through analysis of the data available on the Office for Students (OfS) data dashboard. The numbers of students studying at South Devon College when broken down by mode of study, and demographic profile, are relatively small, meaning that some data is unavailable on the portal, or that our own internal data sources are unpublishable due to the risk of identification of individual students. For this reason, the College has used 2- and 4-year aggregate data where necessary within its analysis.

The data analysis was mapped against the OfS Equality of Opportunity Risk Register (EORR), at first by the HE Strategic Board at South Devon College, and then with staff and students through dedicated focus groups. Employer input was also sought through an employer survey. The focus group and survey feedback was analysed and used to ultimately inform the risks noted against each inequality identified within this plan and have informed the subsequent planned interventions.

The data and subsequent mapping against the EORR has identified the following inequalities of opportunity at South Devon College.

Identified Inequality 1: There is an identified gap in continuation outcomes for students with declared disabilities (in comparison to those with no declared disabilities) across full time (11pp using 2-year aggregate data) and apprenticeship (5.4 pp using 4-year aggregate data) provision.

Identified risks on the EORR relating to this inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 11: Capacity issues. Our consultation with respect to outcomes for students with disabilities has highlighted that this student profile can find that the additional barriers they face with respect to academic study lead to a feeling of overwhelm due to the risk areas identified, and that without proactive support and intervention this overwhelm may result in disengagement and ultimately withdrawal from studies.

Identified Inequality 2: There is an identified gap in continuation outcomes for Full Time students from IMD Q1 in comparison to Q5 (5.5pp using 4-year aggregate continuation data).

Identified risks on the EORR relating to this inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 9: Ongoing impacts of Coronavirus, Risk 10: Cost Pressures, Risk 11: Capacity issues. Consultation highlighted that risks

associated with cost pressures due to the cost-of-living crisis were considered particularly relevant to this identified inequality, with additional factors linked to a lack of support and resourcing also having an impact for students.

Identified Inequality 3: There is an identified gap in completion outcomes for Full Time students from IMD Q1 in comparison to Q5 (10.7pp when using 4-year aggregate data).

Identified risks on the EORR relating to this inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 9: Ongoing impacts of Coronavirus, Risk 10: Cost Pressure. The risks identified linked to this inequality mirror those relating to continuation for students from IMD Q1, with the cost-of-living crisis adding additional pressure for students alongside the pre-existing dis-advantages this group of students may experience linked to availability of support.

Identified Inequality 4: There is an identified gap in completion outcomes for our full-time students who were eligible to receive free school meals in comparison to those who weren't (11.9pp when using 4-year aggregate data, and 3.9pp when looking at the 2017-18 data series).

Identified risks on the EORR relating to this inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 9: Ongoing impacts of Coronavirus, Risk 10: Cost Pressures. As with identified inequality 3, financial pressures alongside a lack of support were highlighted as key risks for this student group.

Identified Inequality 5: The attainment for the College's students from IMD Q1 is 12.5pp below the sector average when using the 4-year aggregate date.

Identified risks on the EORR relating to this inequality are Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 10: Cost Pressures, Risk 11: Capacity issues. The pressures associated with the step up from Foundation Degree to Level 6 study was perceived as the biggest contributing risk to this identified inequality – with ongoing cost pressures and capacity around family commitments for mature students perceived as the most significant factors, and a need to adjust support to accommodate these factors identified as a priority for intervention support.

Identified Inequality 6: There is an identified gap in attainment outcomes for our young full-time students in comparison to mature students (13.2pp when using 4-year aggregate data).

Identified risks on the EORR relating to this inequality are: Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health, Risk 10: Cost Pressures, Risk 11: Capacity issues. The College's population of younger students are perceived as being particularly vulnerable with respect to support needs with respect to mental health, and academic and personal support, and that their decision to study at SDC is particularly influenced by support needs. Our work with students through the creation of this plan noted that there are specific risks related to young students being less likely to seek support and that an embedded proactive approach would support in mitigating these risks.

Identified Inequality 7: There is an identified gap in progression for students from IMD Q1 when compared to students from IMD Q5 (7.2pp when using the 4-year aggregate data).

Identified risks on the EORR relating to this inequality are: Risk 2: Information and guidance Risk 7: Insufficient Personal Support, Risk 10: Cost Pressures, Risk 12: Progression from Higher Education

The following identified inequalities are all related to progression. Our consultation activity highlighted the same risks contributing to inequalities across all groups, acerbated by the regional progression opportunities available, but with a need for focussed work to support progression opportunities.

Identified Inequality 8: There is an identified gap in progression for students from ABCS Q1 in comparison to Q5 (23.3pp using 4-year aggregate data).

Identified risks on the EORR relating to this inequality are: Risk 7: Insufficient Personal Support, Risk 10: Cost Pressures, Risk 12: Progression from Higher Education

Identified Inequality 9: There is an identified gap in progression for full-time students who were eligible to receive free school meals in comparison to those who weren't eligible (15.3pp using 4-year aggregate data).

Identified risks on the EORR relating to this inequality are: Risk 7: Insufficient Personal Support, Risk 10: Cost Pressures, Risk 12: Progression from Higher Education

Objectives

The following objectives have been agreed in order to address specific inequalities identified within our assessment of indications of risk:

Objective 1: To reduce the gap in continuation between students with declared disabilities and those without from a baseline value of 11% to 3% by 2029-30 for Full Time Students, and from a baseline of 9.4% to 3% for our Higher Apprenticeship students by 2028-29 through the provision of disability-focused support for both students and staff.

Objective 2: To reduce the gap in continuation outcomes for Full Time Students from IMD Q1 in comparison to IMD Q5 from a baseline of 5.5% to 2% by 2028-29 through the provision of targetted academic, personal, mental health and financial support.

Objective 3: To reduce the gap in completion for students from IMD Q1 in comparison to IMD Q5 from a baseline of 10.7% to 5% in 2028-29 through the provision of targetted academic, personal, mental health and financial support.

Objective 4: To reduce the gap in completion for students who were eligible for free school meals, in comparison to those who weren't from a baseline of 3.9% to 1% by 2028-29 through the provision of targetted support.

Objective 5: To improve the attainment of Full-Time students from IMD Q1 from a baseline of 58.7% up to 75% by 2028-29 through the provision of targetted grade improvement support.

Objective 6: To reduce the gap in attainment for young students in comparison to mature students from a baseline of 13.2% to 5% by 2028-29 through the provision of targetted support focusing on mental health, personal development and academic skills.

Objective 7: To reduce the progression gap for students from IMD Q1 in comparison to IMD Q5 from a baseline of 7.2% to 3% by 2028-29 through the provision of financial support and initiatives.

Objective 8: To reduce the progression gap for students in ABCS Q1 in comparison to those in ABCS Q5 from a baseline of 23.3% to 8% in 2028-29 through the provision of proactive progression support.

Objective 9: To reduce the progression gap for students who were eligible for free school meals in comparison to those who weren't eligible from a baseline of 15.3% to 5% in 2028-29 through the provision of targeted progression support activities.

In addition, there are three key areas of strategic importance which the College commits to for which specific objectives and associated interventions haven't been allocated due to the need to focus resourcing and evaluation for the objectives linked to identified inequalities, but that will continue to be delivered and supported through the work undertaken associate with access and participation planning, and monitored through our committee structure in consultation with students:

Commitment 1: To undertake attainment raising activity to support positive outcomes for students studying at Level 2 for English and Maths. The College already invests in and delivers a wide range of activities to support in raising the attainment of its students who are studying Level 2 English and Maths. This includes:

- Delivery of exam skills and strategies workshops
- Individualised Student Support and Exam Pathways
- Supporting apprenticeship students with Level 2 English and/ or Maths through the NCFE Skills Builder Platform

While these activities won't be evaluated as part of this plan, they will be monitored with respect to impact and outcomes and will be used to inform future attainment raising activities, with a view to considering how they can be meaningfully incorporated into future access and participation planning.

Commitment 2: To continue to deliver an annual programme of access outreach to maintain the levels of students with characteristics of disadvantage who are accessing Higher Education provision at South Devon College.

The College has high numbers of students with potential characteristics of disadvantage enrolled onto its HE provision and so has not agreed specific objectives, with the focus instead being on supporting the success and progression outcomes of these students linked to the indicators of risk. The College is proud of its long-standing position of widening access and commits to continuing investment into access activity (as noted in the targets and investment plan). Activity that will continue to be delivered to support this will be:

- Delivery of HE outreach at local schools, providing an awareness of the progression opportunities available
- Undertaking progression work with internal Level 2 and 3 students at South Devon College to focus on aspiration raising, development of skills and confidence, and to raise awareness of regional HE opportunities

- Delivery of 'ignite your apprenticeship' events to raise awareness of higher and degree apprenticeship opportunities at the College, and to support with the join-up with employers

Commitment 3: To develop new flexible pathways into HE study, including Higher Technical and Apprenticeship provision, as well new models of teaching, learning and assessment, to support in widening access and with positive outcomes.

South Devon is proud of its commitment to delivering innovative models of HE provision and plans to ensure the following are part of its curriculum development strategies over the period of this plan:

- To continue to investigate and implement models of delivery that support students in being able manage paid work alongside their full-time studies
- To use our digital strategy to drive new developments in how students can access taught content at times that support their commitments
- To continue to develop and deliver higher technical qualifications to support progression into skilled occupations
- To develop a modularised approach to study that supports students in more flexible routes into HE study, aligned with the requirements of the Lifelong Learning Entitlement.

Intervention strategies and expected outcomes

The five intervention strategies outlined within this section have been designed to support South Devon College in meeting objectives set out in the previous section.

Intervention strategy 1: Continuation - activities to improve continuation rates for young students, mature apprentices, students with a declared disability and students from IMD Q1

Objectives and targets

Objective 1 (PTS_1 and PTS_7): To reduce the gap in continuation between students with declared disabilities and those without from a baseline value of 11% to 3% by 2029-30 for Full Time Students, and from a baseline of 9.4% to 3% for our Higher Apprenticeship students by 2028-29.

Objective 2 (PTS_2): To reduce the gap in continuation outcomes for Full Time Students from IMD Q1 in comparison to IMD Q5 from a baseline of 5.5% to 2% by 2028-29.

Risks to equality of opportunity

Risk 6: Insufficient academic support **Risk 7**: Insufficient personal support **Risk 8:** Mental Health **Risk 9**: Ongoing impacts of coronavirus **Risk 10:** Cost pressures **Risk 11:** Capacity issues

Related objectives and targets

Objective 3 (PTS_3): Completion for students from IMD Q1, **Objective 5 (PTS_5):** Attainment of students from IMD Q1, **Objective 7 (PTP_1)**: Progression for students from IMD Q1, **Objective 8 (PTP_2)**: Progression for students in ABCS Q1

No additional related risks to equality of opportunity to note

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Step-in Summer School	This is an expansion of existing activity and involves a programme of synchronous sessions delivered both in-person and online to support students with the transition to higher level study. This will include dedicated sessions for students with disclosed disabilities.	HE Student Hub team (skills, disability and wellbeing)	New students have early support in identifying tools and techniques to support their studies. Early engagement with the Student Hub team to build relationships with the team that will be supporting them through their academic journey.	IS2, IS5
Asynchronous step-up activities	Development of a new online programme of lessons and guidance aimed at all HE students, including in-year start higher apprentices, to support preparation in stepping up to HE.	HE Student Hub Team (skills, disability and wellbeing), digital learning team	All new students feel well supported, both pre-enrolment, and during their induction, irrespective of when they commence their studies, and if studying remotely.	No
Academic Skills Support	This is current activity developed in-person and on-line and involves the academic skills team within the HE Hub providing one-to-one and group support sessions focusing on different academic skills	Academic Skills Trainer Facilitators	All students (new and continuing) have improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	IS2
Asynchronous online academic support	This will be a new development to support students who are balancing study and work commitments in accessing academic support at a time that suits them through recorded lessons and guidance	Academic Skills Trainer Facilitators, digital learning team	Students have an improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	IS2
Integrated tutorial programme	This is a development of current activity and provides a weekly structured tutorial for every HE student focusing on personal development, wellbeing, academic skills and employability, implementing coaching tools and techniques.	HE Tutors, HE Student Support and Experience Manager, Heads of Tutorial	Students gain a deeper and contextualised understanding of skills, improving confidence and ability tutorial supports in aspiration raising and motivation.	IS2, IS3

Disability Support.	Development of current activity to ensure explicit focus on target groups for CPD activity. Pre-induction communication and support directed at each individual applicant with a declared disability. Ongoing support for students regarding disabled students allowance. Development of support plans for academic teams to ensure appropriate measures are in place for each student. Staff CPD activities to develop an understanding of working with and supporting dyslexic students.	Disability Support Advisors, HE Student Support and Experience Manager, Learning Support Team	Students with declared disabilities have appropriate support in place at the start of their studies, and throughout. Teaching, learning and assessment is structured in an inclusive way for each student, supporting their engagement and confidence.	IS2, IS5
Wellbeing Support.	This is a development of existing activity and will focus on providing all HE students with the opportunity to access wellbeing advice, guidance and support through every stage of their HE student journey. The intervention is being developed to include online self-help resources for 2025.	HE Wellbeing Team	Students receive wellbeing support to enable them to continue with their studies during times of stress.	IS2, IS5
Financial Support/Management workshops	This will be a new programme of activity aimed at supporting students with budgeting and managing their finances during their time at UCSD	HE Student Journey Facilitator	Students understand how to support themselves financially. Decreased anxiety regarding management of finances.	IS2, IS4

Total cost of activities and evaluation for intervention strategy: £181,000

Summary of evidence base and rationale

This intervention strategy has been developed to build on established experience of activities designed to support continuation of students, Following evaluative work with staff and students it has been further developed to provide embedded and targetted support for students who may not be able to attend extra-curricular support, or may not have the confidence to self-select. Further detail can be found in Annex B.

Evaluation: Please see the following table for the evaluation plan for this intervention strategy

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Step-in Summer School	Student awareness of support tools and the UCSD hub team is improved.	Pre/post comparison survey to be completed (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Asynchronous step-up activities	Students feel well supported.	Rates of access to activities evaluated, comparative student outcomes reported and qualitative feedback evaluation through student consultative forums (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Academic Skills Support (in-person and remotely)	Students have improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions. Qualitative feedback evaluation through student consultative forums (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Asynchronous online academic support programme	Students have an improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	Rates of access to activities evaluated, comparative student outcomes reported and general student feedback on supportiveness of resources to be collated and evaluated (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Integrated tutorial programme	Students gain a deeper and contextualised understanding of skills, improving confidence and ability. Raising aspirations and motivation	Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Disability Support.	Students with declared disabilities have appropriate support in place at the start of their studies, and throughout. Teaching, learning and assessment is structured in an inclusive way for each student, supporting their engagement and confidence.	Tracking and anonymised reporting of engagement with support services against student outcomes and evaluation of student survey results regarding teaching, learning and assessment (type 2).	Annual internal reports, reported through governance structure. Annual report published on website

Wellbeing Support.	Students receive wellbeing support to enable them to continue with their studies during times of stress.	Tracking and anonymised reporting of engagement with support services against student outcomes and evaluation of student survey results regarding wellbeing support (type 2).	Annual internal reports, reported through governance structure. Annual report published on website
Financial Support/Management workshops	Students understand how to support themselves financially. Decreased anxiety regarding management of finances.	Qualitative feedback evaluation through student consultative forums (type 2).	Annual internal reports, reported through governance structure. Annual report published on website

Intervention strategy 2: Completion and attainment – activities to improve completion and attainment for students from IMD Q1, students who were in receipt of free school meals, and the attainment of young students.

Objectives and targets

Objective 3 (PTS_3): To reduce the gap in completion for students from IMD Q1 in comparison to IMD Q5 from a baseline of 10.7% to 5% in 2028-29.

Objective 4 (PTS_4): To reduce the gap in completion for students who were eligible for free school meals, in comparison to those who weren't from a baseline of 3.9% to 1% by 2028-29.

Objective 5 (PTS_5): To improve the attainment of Full-Time students from IMD Q1 from a baseline of 58.7% up to 75% by 2028-29.

Objective 6 (PTS_6): To reduce the gap in attainment for young students in comparison to mature students from a baseline of 13.2% to 5% by 2028-29.

Risks to equality of opportunity: Risk 6: Insufficient academic support, Risk 7: Insufficient personal support, Risk 8: Mental Health, Risk 9: Ongoing impacts of coronavirus, Risk 10: Cost pressures, and Risk 11: Capacity issues

Related objectives and targets: Objective 2 (PTS_2): To reduce the gap in continuation outcomes for students from IMD Q1

No additional related risks to equality of opportunity to note

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Step-in Summer School.	This is an expansion of existing activity and involves a programme of synchronous sessions delivered both in-person and online to support students with the transition to higher level study. This will include dedicated sessions for students with disclosed disabilities.	HE Student Hub team (skills, disability and wellbeing)	New students have early support in identifying tools and techniques to support their studies. Early engagement with the Student Hub team to build relationships with the team that will be supporting them through their academic journey.	IS1, IS5
Step-Up Programme	This is a new activity involving a programme of synchronous sessions delivered both in-person and online to support students with the transition to level 5 or level 6. This will include dedicated sessions for students with disclosed disabilities.	HE Student Hub team (skills, disability and wellbeing)	Continuing students have confidence in the skills and attributes needed for their next level of study. Improved levels of motivation for level 5 and 6 students.	No
Grade Boost Programme	Development of existing activity. This involves a programme of activity at the end of January to support students with their attainment. The scheme will be open to all HE students, but specific focused activity will be undertaken for students from IMD Q1 and young students.	HE Study Team	Students have a better applied understanding of the assessment criteria for their programme of study. Students have improved grade outcomes following intervention	No
Financial Support/Man agement workshops	This will be a new programme of activity aimed at supporting students with budgeting and managing their finances during their time at UCSD	HE Student Journey Facilitator	Students understand how to support themselves financially. Decreased anxiety regarding management of finances.	IS1, IS4

Academic Skills Support (in-person and online).	This is current activity and involves the academic skills team within the HE Hub providing one-to-one and group support sessions focusing on different academic skills	Academic Skills Trainer Facilitators	All students (new and continuing) have improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	IS1
Asynchronous online academic support programme.	This will be a new development to support students who are balancing study and work commitments in accessing academic support at a time that suits them through recorded lessons and guidance	Academic Skills Trainer Facilitators, digital learning team	Students have an improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	IS1
Integrated tutorial programme.	This is a development of current activity and provides a weekly structured tutorial for every HE student focusing on personal development, wellbeing, academic skills and employability, implementing coaching tools and techniques.	HE Tutors, HE Student Support and Experience Manager, Heads of Tutorial	Students gain a deeper and contextualised understanding of skills, improving confidence and ability. A facilitated approach to their personal development through tutorial supports in aspiration raising and motivation.	IS1, IS3
Disability Support. Development of existing activity.	Pre-induction communication and support directed at each individual applicant with a declared disability. Ongoing support for students regarding disabled students allowance. Development of support plans for academic teams to ensure appropriate measures are in place for each student. Staff CPD activities to develop an understanding of working with and supporting dyslexic students.	Disability Support Advisors, HE Student Support and Experience Manager, Learning Support Team	Students with declared disabilities have appropriate support in place at the start of their studies, and throughout. Teaching, learning and assessment is structured in an inclusive way for each student, supporting their engagement and confidence.	IS1, IS5

Wellbeing Support.	This is a development of existing activity and will focus on providing all HE students with the opportunity to access wellbeing advice, guidance and support through every stage of their HE student journey. The intervention is being developed to include online self-help resources for 2025.	HE Wellbeing Team	Students receive wellbeing support to enable them to continue with their studies during times of stress.	IS1, IS5
Peer-support networks	New activity. Establishing a range of peer support activities and opportunities focusing on different aspects of the HE student journey, including digital confidence, wellbeing and the HE student experience	HE Student Journey Facilitator HE Student Ambassadors	Students are more confident about their studies and the HE experience at the College. Increased engagement and confidence in accessing support.	No

Total cost of activities and evaluation for intervention strategy: £193,000

Summary of evidence base and rationale: As with the continuation intervention strategy, this has been developed to build on established experience of activities designed to support completion and attainment of students, Following evaluative work with staff and students it has been further developed to provide embedded and targetted support for students who may not be able to attend extra-curricular support, or may not have the confidence to self-select. Further detail can be found in Annex B.

Evaluation: Please see the following table for the evaluation plan for this intervention strategy

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Step-in Summer School	Student awareness of support tools and the UCSD hub team is improved.	Pre/post comparison survey to be completed (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Step-Up Programme	Continuing students have confidence in the skills and attributes needed for their next level of study. Improved levels of motivation for level 5 and 6 students.	Pre/post comparison survey to be completed. Survey to be completed by students at the start and end of their studies to evaluate motivation, cross referenced against those who engaged with programme (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Grade Boost Programme	Students have a better applied understanding of the assessment criteria for their programme of study. Students have improved grade outcomes following intervention	Qualitative feeding through student consultative forum and quantitative student survey results regarding understanding of assessment criteria. Tracking and anonymised reporting of engagement with support services against student outcomes to include analysis of pre and post grade profile (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Financial Support/Management workshops	Students understand how to support themselves financially. Decreased anxiety regarding management of finances.	Qualitative feedback evaluation through student consultative forums (type 2).	Annual internal reports, reported through governance structure. Annual report published on website
Academic Skills Support (in-person and remotely)	Students have improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions. Qualitative feedback evaluation through student consultative forums (type 2)	Annual internal reports, reported through governance structure. Annual report published on website

Asynchronous online academic support programme	Students have an improved confidence in the application of academic skills and a practical toolkit of resources to support their studies	Rates of access to activities evaluated, comparative student outcomes reported and general student feedback on supportiveness of resources to be collated and evaluated (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Integrated tutorial programme	Students gain a deeper and contextualised understanding of skills, improving confidence and ability. Raising aspirations and motivation	Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Disability Support.	Students with declared disabilities have appropriate support in place at the start of their studies, and throughout. Teaching, learning and assessment is structured in an inclusive way for each student, supporting their engagement and confidence.	Tracking and anonymised reporting of engagement with support services against student outcomes and evaluation of student survey results regarding teaching, learning and assessment (type 2).	Annual internal reports, reported through governance structure. Annual report published on website
Wellbeing Support.	Students receive wellbeing support to enable them to continue with their studies during times of stress.	Tracking and anonymised reporting of engagement with support services against student outcomes and evaluation of student survey results regarding wellbeing support (type 2).	Annual internal reports, reported through governance structure. Annual report published on website
Peer-support networks	Students are more confident about their studies and the HE experience at the College. Increased engagement and confidence in accessing support.	Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence, cross referenced to those who accessed peer support (type 2)	Annual internal reports, reported through governance structure. Annual report published on website

Intervention strategy 3: Progression – activities to improve progression rates for students from IMD Q1 and ABCS Q1, young students, and students who were in receipt of free school meals

Objectives and targets

Objective 7 (PTP_1): To reduce the progression gap for students from IMD Q1 in comparison to IMD Q5 from a baseline of 7.2% to 3% by 2028-29.

Objective 8 (PTP_2): To reduce the progression gap for students in ABCS Q1 in comparison to those in ABCS Q5 from a baseline of 23.3% to 8% in 2028-29.

Objective 9 (PTP_3): To reduce the progression gap for students who were eligible for free school meals in comparison to those who weren't eligible from a baseline of 15.3% to 5% in 2028-29.

Risks to equality of opportunity

Risk 7: Insufficient personal support, **Risk 10:** Cost pressures, and **Risk 12:** Progression from higher education

No related objectives and targets or risks to equality of opportunity.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Integrated tutorial programme.	This is a development of current activity and provides a weekly structured tutorial for every HE student focusing on personal development, wellbeing, academic skills and employability, implementing coaching tools and techniques.	HE Tutors, HE Student Support and Experience Manager, Heads of Tutorial	Students gain a deeper and contextualised understanding of skills, improving confidence and ability. A facilitated approach to their personal development through tutorial supports in aspiration raising and motivation.	IS1, IS2
Targeted financial support for employability development and support	Development of existing activity. Funding allocated to individual students and cohorts of students to find targetted progression activity. Centrally organised support, advice and skills workshops focused on employability and future progression.	HE Student Journey Facilitator, HE Tutors and HE Leads. External speakers and organisations.	Student receive financial support needed to be able to access progression opportunities. Students feel more confident regarding progression options and have developed the skills needed to support their progression.	IS4
Employability Workshops	New activity. These new workshops will give students the opportunity to develop employability skills including CV writing, interview techniques, using LinkedIn and networking.	Academic Skills Trainer Facilitators, Providers, HE Student Journey Facilitator	Students feel increased confidence in their employability skills Increased confidence in local employers regarding employability skills of graduates.	No
Alumni Champions	This is a new activity. It will involve alumni of the College being employability ambassadors for the programme/s they completed and delivering workshops/ work/ further study shadowing opportunities to current students	Alumni ambassadors, HE Student Journey Facilitator	Broadening of student perception of the opportunities available for progression Increased confidence in ability to access progression opportunities	No

Total cost of activities and evaluation for intervention strategy: £126,000

Summary of evidence base and rationale

This intervention strategy has been developed to build on established experience of activities designed to support progression of students. However, it has been further developed to provide more targetted skills support for students and to ensure that allocation of funding is directly targeted at support progression for individual students. Further detail can be found in Annex B.

Evaluation: Please see the following table for the evaluation plan for this intervention strategy

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Integrated tutorial programme	Students gain a deeper and contextualised understanding of skills, improving confidence and ability. Raising aspirations and motivation	Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Targeted financial support for employability development and support	Student receive financial support needed to be able to access progression opportunities. Students feel more confident and prepared regarding progression options	Student survey evaluation of impact of funded activity. Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Employability Workshops	Students feel increased confidence in their employability skills	Pre/post comparison survey to be completed by students (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Alumni Champions	Broadening of student perception of the opportunities available for progression Increased confidence in ability to access progression opportunities	Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions (type 2)	Annual internal reports, reported through governance structure. Annual report published on website

Intervention strategy 4: Financial support – provision of financial support and guidance to students who have a low household income and from disadvantaged socio-economic groups

Objectives and targets

Objective 2 (PTS_2): To reduce the gap in continuation outcomes for Full Time Students from IMD Q1 in comparison to IMD Q5 from a baseline of 5.5% to 2% by 2028-29. **Objective 3 (PTS_3):** To reduce the gap in completion for students from IMD Q1 in comparison to IMD Q5 from a baseline of 10.7% to 5% in 2028-29. **Objective 4 (PTS_4):** To reduce the gap in completion for students who were eligible for free school meals, in comparison to those who weren't from a baseline of 3.9% to 1% by 2028-29. **Objective 5 (PTS_5):** To improve the attainment of Full-Time students from IMD Q1 from a baseline of 58.7% up to 75% by 2028-29. **Objective 6 (PTS_6):**To reduce the gap in attainment for young students in comparison to mature students from a baseline of 13.2% to 5% by 2028-29. **Objective 7 (PTS_7):** To reduce the progression gap for students from IMD Q1 in comparison to IMD Q5 from a baseline of 7.2% to 3% by 2028-29. **Objective 8 (PTP_2):** To reduce the progression gap for students in ABCS Q1 in comparison to those in ABCS Q5 from a baseline of 23.3% to 8% in 2028-29. **Objective 9 (PTP_3):** To reduce the progression gap for students who were eligible for free school meals in comparison to those who weren't eligible from a baseline of 15.3% to 5% in 2028-29.

Risks to equality of opportunity

Risk 8: Mental health, **Risk 10:** Cost pressures, **Risk 11:** Capacity issues and **Risk 12:** Progression from higher education

No further related objectives and targets or related risks to equality of opportunity

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Financial Support/Management workshops	This will be a new programme of activity aimed at supporting students with budgeting and managing their finances during their time at UCSD	HE Student Journey Facilitator	Students understand how to support themselves financially. Decreased anxiety regarding management of finances.	IS1, IS2
Student Bursary	Student Outreach Bursary Scheme: to be eligible students must either have a household income below £25k, be a care leaver or have a home address with a postcode within IMD Quintile 1	HE Administration team, Bursary allocation	Students are supported with the costs of study and are able to purchase books and equipment. Students are provided with termly financial support to stagger the support available and provide guaranteed financial stability at key points in their student journey Positive student outcomes	No
Targeted financial support for employability development and support	Development of existing activity. Funding allocated to individual students and cohorts of students to find targetted progression activity. Centrally organised support, advice and skills workshops focused on employability and future progression.	HE Student Journey Facilitator, HE Tutors and HE Leads. External speakers and organisations.	Student receive financial support needed to be able to access progression opportunities. Students feel more confident regarding progression options and have developed the skills needed to support their progression.	IS3
Hardship Fund	Hardship funding available via an application process for any HE students in receipt of student finance who find themselves in unprecedented financial shortfall	HE Administrative team, allocation of funding.	Students are able to continue their studies in the face of exceptional financial hardship	No

Total cost of activities and evaluation for intervention strategy: £237,000

Summary of evidence base and rationale

Student feedback at SDC has highlighted the importance of financial support in facilitating the continuation of studies. However, recent research has also highlighted the impact of financial uncertainty on the mental health of students. This has supported in a renewed focus on providing a bursary package in addition to workshops and progression funding. Further detail can be found in Annex B.

Evaluation: Please see the following table for the evaluation plan for this intervention strategy

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Financial Support/Management workshops	Students understand how to support themselves financially. Decreased anxiety regarding management of finances.	Qualitative feedback evaluation through student consultative forums (type 2).	Annual internal reports, reported through governance structure. Annual report published on website
Student Bursary	Students are supported with the costs of study and are able to purchase books and equipment. Students are provided with termly financial support to stagger the support available and provide guaranteed financial stability at key points in their student journey Positive student outcomes	OfS Evaluation Financial Toolkit will be used. Tracking of outcomes for those in receipt of the bursary. (Type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Targeted financial support for employability development and support	Student receive financial support needed to be able to access progression opportunities. Students feel more confident and prepared regarding progression options	Student survey evaluation of impact of funded activity. Pre/ post survey completed by students as part of their tutorials to evaluate change in confidence and perceptions (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Hardship Fund	Students are able to continue their studies in the face of exceptional financial hardship	Due to the small numbers of students who receive this support and the potential for identification in data the College will use Type 1 evaluation for this activity, providing annual narrative of the uptake and % of successful applications	Annual internal reports, reported through governance structure.

Intervention strategy 5: Mental health – activities aimed at supporting the mental health and resilience of all HE students through proactive interventions and a structure of support for students who are experiencing difficulties with their mental health

Objectives and targets

We believe within the context of our student profile all our identified inequalities related to our student success objectives and targets will be supported by our mental health intervention strategy (PTS_1 to PTS_7).

Risks to equality of opportunity

Risk 7: Insufficient personal support, **Risk 8:** Mental health

Related objectives and targets: None

Related risks to equality of opportunity: Risk 11: Capacity Issues, Risk 12: Progression from Higher Education

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Step-in Summer School.	This is an expansion of existing activity and involves a programme of synchronous sessions delivered both in-person and online to support students with the transition to higher level study. This will include dedicated sessions for students with disclosed disabilities.	HE Student Hub team (skills, disability and wellbeing)	New students have early support in identifying tools and techniques to support their studies. Early engagement with the Student Hub team to build relationships with the team that will be supporting them through their academic journey.	IS1, IS2
Disability Support. Development of existing activity.	Pre-induction communication and support directed at each individual applicant with a declared disability. Ongoing support for students regarding disabled students allowance. Development of support plans for academic teams to ensure appropriate measures are in place for each student. Staff CPD activities to develop an understanding of working with and supporting dyslexic students.	Disability Support Advisors, HE Student Support and Experience Manager, Learning Support Team	Students with declared disabilities have appropriate support in place at the start of their studies, and throughout. Teaching, learning and assessment is structured in an inclusive way for each student, supporting their engagement and confidence.	IS1, IS2
Wellbeing Support.	This is a development of existing activity and will focus on providing all HE students with the opportunity to access wellbeing advice, guidance and support through every stage of their HE student journey. The intervention is being developed to include online self-help resources for 2025.	HE Wellbeing Team	Students receive wellbeing support to enable them to continue with their studies during times of stress.	IS1, IS2

Creative workshops to support mental health (both face-to-face and online).	This is a new activity and will involve development and delivery of a programme of wellbeing activities using creative methodologies to promote solution-focused and proactive wellbeing support.	HE Wellbeing Team	Students are equipped with tools to enable them to proactively support their mental health.	No
Counselling Appointments	Existing service. We have a bank of volunteer counsellors who support our students in a 1:1 setting with their mental health. The Wellbeing team will triage students to this service according to presenting needs.	Volunteer Counsellors from Heartwood	Students feel well supported and have the means to support their own mental health.	No
Personal Development Workshops.	New Activity. Programme of workshops aimed at supporting students to get the most from their studies including understanding anxiety, happiness workshops and wellbeing tools and techniques	Student Support Hub Team. External providers.	Students have the tools needed to support their own mental health. Students feel supported and able to engage with the teams cross-College to facilitate their sense of wellbeing	No

Total cost of activities and evaluation for intervention strategy: £91,000

Summary of evidence base and rationale

The College is committed to a specific intervention strategy related to mental health in acknowledgement of the high numbers of HE students enrolled at SDC who have declared mental health difficulties, and the impact this has on student success and progression. Evidence highlights the impact that proactive wellbeing support can have on the student experience, and this has guided the focus of our intervention strategy. More detail can be found in Annex B.

Evaluation: Please see the following table for the evaluation plan for this intervention strategy

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Step-in Summer School	Student awareness of support tools and the UCSD hub team is improved.	Pre/post comparison survey to be completed (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Disability Support.	Students with declared disabilities have appropriate support in place at the start of their studies, and throughout. Teaching, learning and assessment is structured in an inclusive way for each student.	Tracking and anonymised reporting of engagement with support services against student outcomes and evaluation of student survey results regarding teaching, learning and assessment (type 2).	Annual internal reports, reported through governance structure. Annual report published on website
Wellbeing Support.	Students receive wellbeing support to enable them to continue with their studies during times of stress.	Tracking and anonymised reporting of engagement with support services against student outcomes and evaluation of student survey results regarding wellbeing support (type 2).	Annual internal reports, reported through governance structure. Annual report published on website
Creative workshops to support mental health (both face-to-face and online).	Students are equipped with tools to enable them to proactively support their mental health.	Tracking and anonymised reporting of engagement with support services against student outcomes (type 2)	Annual internal reports, reported through governance structure. Annual report published on website
Counselling Appointments	Students feel well supported and have the means to support their own mental health.	To fully protect confidentiality for students due to cohort sizes type 1 evaluation will be implemented for this activity, with narrative provided regarding numbers of student referrals to counselling services but without specific outcome monitoring.	Annual internal reports, reported through governance structure.
Personal Development Workshops.	Students have the tools needed to support their own mental health. Students feel supported and able to engage with the teams cross-College to facilitate their sense of wellbeing	Tracking and anonymised reporting of engagement with support services against student outcomes	Annual internal reports, reported through governance structure. Annual report published on website

Whole provider approach

SDC is a values-driven organisation and aims to provide equality of opportunity and continue to attract increasing numbers of students from groups who are underrepresented in learning and providing a high quality HE experience which supports positive outcomes for students. The APP and subsequent interventions/ evaluation activities are embedded within our HE Framework to support in ensuring that there is appropriate cross-College oversight at all levels. At top level this includes:

- The Equality, Diversity, Access & Participation Committee for oversight on the Colleges responsibilities in relation to the Equality Act, and to take cross-College oversight of position against APP targets, and evaluation outcomes
- HE Academic Board – to include governance and student oversight of student outcomes by characteristic, and position against targets and identified risks to equality of opportunity
- HE Strategy Board – for oversight of strategic planning informing the APP and agreement on the College's strategic aims for access and participation
- Curriculum & Quality Committee – for full governance oversight of student outcomes and position against target for all aspects of the APP, including HE Student Governor

Development of the activities within the plan and discussion regarding evaluation and outcomes are also undertaken within: HE Data and Information Committee, HE Student Consultative Forum, HE Teaching, Learning, Assessment and External Examiner Committee, HE Managers and Leads Group and HE Student Journey and Recruitment Committee.

The embedding of the APP within our annual cycle of business supports in ensuring continual monitoring and shared understanding and ownership across all levels of the organisation to enable to work undertaken in association with our APP to be meaningful and impactful.

Student consultation

Students have been consulted in the creation of this APP through:

- Focus groups with a range of students across to gain insight into the risks on the EORR which our students feel are particularly relevant, and why. These focus groups have been instrumental in shaping the risks identified and mitigated against within this plan
- Feedback through our student consultative forum on the planned intervention strategies within this plan. This feedback has helped shape new developments on existing activity. The student representative body were supportive of the final proposed intervention plan

SDC has been working with students during 2023-24 to understand how to best engage with student voice in a way that doesn't add burden. Although the student body chose not to submit a separate submission for this APP due to time commitments, there is an interest in continuing to shape the work the College undertakes in its access and participation work, and as a result we will:

- Establish a specific student group dedicated to our ongoing Access and Participation plan work. The purpose and objective of this group will be:

- To provide a structured and ongoing platform for student input on the APP
- To ensure diverse student perspectives are represented and considered.
- To monitor and evaluate the ongoing impact of the agreed APP.
- To ensure regular feedback loops between the APP student group, the broader student body, and the institution
- To work with the HE and Leadership team to overcome any challenges that may arise from external factors but that have an impact on UCSD meeting its intervention targets.

To reduce the likelihood of withdrawal and lack of engagement, no one student will hold the responsibility of the student contact for APP and future student submissions. Instead, the APP Student Group will act collectively as the student contact sharing this responsibility. There will also be regular contact with the following HE Team roles to ensure there is a collaborative approach to meeting the aim of the Access and Participation plan in addressing the identified risks to equality of opportunity and meeting our agreed intervention targets:

Dean of Higher Education, Quality and Academic Registrar
HE Student Support and Experience Manager
HE Admissions, Outreach and Engagement Senior Coordinator

Students will also be part of ongoing consultation through the annual committee cycle, with student membership on the key committees which hold oversight for the activities and outcomes within this plan, including an HE Student Governor.

Evaluation of the plan

South Devon College has embedded APP evaluation, and reporting of evaluation outcomes, through it's HE Framework, including clear positioning within key committee meetings, and an annual cycle of reporting and consultation with students, governors, senior leaders and cross-College academic and support staff. In the development of this plan, the College has reviewed its approach to the undertaking of evaluation, particularly in light of the feedback from the College's HE students that they feel overwhelmed with the number of surveys/ feedback opportunities they ae asked to contribute to. To support in facilitating effective evaluation whilst also limiting burden on our student community, a more embedded approach to evaluation will be undertaken from August 2025, with shared responsibility for evaluation throughout the University Centre South Devon (UCSD) team and within cross-College roles. To facilitate this and to ensure the evaluation strategy articulated within this plan is effectively actioned, the College has created an APP evaluation working group who hold responsibility for planning evaluation and reviewing its effectiveness.

In order to shape improvements in evaluation the College has engaged with other regional providers of College based HE throughout the development of this plan through workshops to share practice and will continue to do so in the delivery of the plan and its evaluation. SDC will also collaborate with our University partner, the University of Plymouth, who have been supportive in sharing their approach to evaluation. Finally, the College will continue to collaborate with its Uni Connect partner, Next Steps South West (NSSW), who have provided information and guidance on effective evaluation strategies.

Due to our small student numbers, our evaluation design will focus on empirical qualitative data to understand the impact of the planned interventions on their designated targets. Evaluation will be

expanded to consider all aspects of access, success and progression, outside of those with identified risks to equality of opportunity to monitor overall position and to identify any future areas for variation requests and additional targeting. Therefore, data will be collected and analysed to monitor changes in the whole student body.

Evaluation, and outputs of the APP evaluation working group, will be overseen by the College's Equality, Diversity, Access and Participation within the SDC governance structure.

Provision of information to students

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

- On the Fees and Funding pages of the public facing College website which explains tuition fees, financial support, repayments and the student bursary offer.
- Information about fees and financial support is a key element of outreach activities, myth busting sessions, open evenings and applicant events
- In the offer letter every applicant received, students are directed to the Consumer Rights for UCSD student page on the public website which outlines the Student Contract, Course Fees Policy, Student Protection Policy, Access and Participation Plan and Compensation and Refund Policy.
- During induction students are reminded about the bursary and hardship funding available to students and the eligibility criteria.

UCSD offers an 'Outreach Bursary' package designed to support students who are also entitled to support via Student Finance England.

A summary of the eligibility criteria is demonstrated on our website which both applicants and students have access to. In summary, to be eligible applicants must either be:

The bursary eligibility is as follows:

£1000 outreach bursary for Full Time and Part Time Level 4 students who meet one of the following eligibility criteria:

- a household income of under £25k
- are a care leaver
- have a home postcode within IMD Quintile 1

£400 for Full and Part Time Level 5 Students who have a household income under £25k

£1000 for Full and Part Time Level 6 Students who have a household income under £25k

Bursary packages will only be paid once per academic stage and as noted are only for those students eligible for Student Finance England financial support.

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

Introduction

The College has undertaken an analysis of its performance primarily using the OfS Access and Participation data dashboard and supplemented by its own internal student record data (as reported in the ILR) where possible.

The majority of the College's HE student population are either Full Time students, or apprenticeship students, and we have focused our analysis on these students, although will ensure that all relevant interventions are applied to part time students.

It should be noted that the College's profile of ethnically diverse students is very small (discussed more in the access section). This means that data is not available on the OfS Data Dashboard, and that internal data is not reportable due to the risk of identifying individuals. While internal data does not current highlight any specific indicators pf risk relating to ethnically diverse student outcomes, this is something we commit to continual monitoring of, and will take relevant action if future risks are identified. In addition, the College's data on Higher Apprentices who were eligible for free school meals is limited and will be built into data capture for future cohorts.

Access

Full Time Indicator Data Profile 2019-20 to 2021-22 (taken from the OfS Data Dashboard)

	Proportion Indicators				Gaps	
Access	2019-20	2020-21	2021-22	2021-22 Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
ABCS Q1	34.2	25.9	22.6	7.1	-25.5pp	26.4pp
TUNDRA Q1	28.7	25.6	24.7	12.3	No data	N/A
IMD Q1	22.1	18.9	18.6	22.8	-14pp	-1.6pp
Disability (Yes)	31.9	26.4	26.6	17.4	No data	N/A
Free School Meals (Eligible)	37	27.4	20	18.4	No data	N/A
Age (Mature)	59.2	59.9	53.8	29	No data	N/A

Data demonstrates that the College continues to provide access to Higher Education for full time students from disadvantaged backgrounds, performing well with respect to recruitment from ABCs Q1, TUNDRA Q1, students with a disability and mature students.

Access for students from IMDQ1 is below the national picture but is higher when combining Q1 and Q2 indicators with 52.6% of Full-Time students in 2021-22 being from Quintiles 1 and 2, in comparison to the national picture of 44.1%. The College's proportion of students from IMD Q1 is higher than for IMD Q5 (which was 7.1% in 2021-22) demonstrating no gap in accessing HE at the College for students from IMD Q1 (with +11.5pp of students being from Q1 in comparison to Q5). This has therefore not been identified as a priority area for targets within this access and participation plan.

The College's ethnicity data for Access is limited due to the low numbers of ethnically diverse students who have enrolled historically. The 4-year aggregated data demonstrates that 97.6% of the College's HE students between 2019-20 and 2021-22 were White.

The College's internal student records for 2022-23 demonstrate a continuation of this profile, with 96.46% of students identifying their ethnicity as white. While the College is committed to supporting ethnically diverse students in accessing Higher Education, the nature of HE students at the College means that the majority (>98%) are commuter students and the regional profile therefore impacts on the College's scope to increase the numbers of ethnically diverse students accessing our HE provision. The Office for National Statistics census map indicated that in March 2021 96% of the population of Torbay was classified as being White, and with the wider commuter region of the South Hams demonstrating that 97.5% of the population were classified as White. This highlights that the College's profile of ethnically diverse students accessing its HE provision is in line with the regional profile. Ambitious targets to improve this position are unlikely to be achieved due to the nature of the College's HE provision attracting commuter students, and the regional ethnicity profile from our recruitment catchment area.

Aggregated Apprenticeship Indicator Data Profile 2019-20 to 2021-22 (taken from the OfS Data Dashboard)

	Proportion Indicators		Gaps	
Access	4-year aggregate institutional indicator data	4-year aggregate Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
ABCS Q1	No data	N/A	No data	N/A
TUNDRA Q1	17.9	13.1	-12.5pp	9.7pp
IMD Q1	13.3	17.5	-0.8pp	3.1pp
Disability (Yes)	10.5	11.4	No data	N/A
Age (Mature)	90.6	74.1	No data	N/A

The data relating to Access to the College's Higher and Degree Apprenticeship provision is limited and 4-year aggregate data has been used where possible. The gap data for TUNDRA and IMD demonstrates that the College is has higher rates of students from quintile 1 (in comparison to quintile 5) accessing it's apprenticeship provision.

There is insufficient data re ethnicity and free school meals to provide a detailed analysis for this plan. However, the College commits to capturing this information as part of the enrolment process for its apprenticeships and undertaking separate data analysis for higher and degree apprenticeships as part of our annual cycle of performance data to support in tracking trends and action planning in the future.

Summary

Data analysis demonstrates that the College has limited indications of risk with respect to access to its Higher Education Provision. The main indicator of risk relates to ethnicity. However, the regional ethnicity profile of the College, alongside the commuter student profile mean that specific target will not be implemented within the plan due to factors outside of the control of the College.

Continuation

<u>Full Time Indicator Data Profile 4 Year Aggregate (taken from the OfS Data Dashboard)</u>

	Proportion Indicators		Gaps	
Continuation	4-year aggregate institutional indicator data	4-year aggregate Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
ABCS Q1	79.1	81.6	No Data	
TUNDRA Q1	82	90	No Data	
IMD Q1	82.8	85.9	5.5pp	8.0pp
Disability (Yes)	82.2	89.4	-1.5pp	0.8pp
Free School Meals (Eligible)	84.6	88	-2.3pp	5.0pp
Age (Mature)	80.6	83.7	1.2pp	8.7pp

Due to gaps in the availability of the time series continuation data initial analysis was undertaken at the 4-year aggregate level. The data indicates risk relating to the continuation outcomes for students from TUNDRA Q1, and IMD Q1.

With respect to students with a reported disability, the 4-year trend data doesn't indicate an indicator of risk. However, further analysis of trend data using both the OfS data dashboard and internal data has highlighted ongoing risk for this student group, with continuation for students with declared disabilities being at 70.6% for 2020-21, in comparison to 81.6% for students with no disclosed disability.

No significant indicators of risk have been identified for students who were eligible for free school meals, although this is an area of continued monitoring for the College, with this data being collected as part of enrolment to support in more detailed tracking. In addition, the ABCS quintile data does not highlight indications of risk for students from Q1, with the 2020-21 data highlighting that 87.5% of students from Q1 continued, in comparison to 70% in Q3 (with no available data for Q4 and 5).

Although the 4-year aggregate data for mature students indicates a risk related to continuation, the time series data highlights that this position improved in 2020-21, and internal data as reported in the ILR for continuation of 2021-22 mature students indicates that the continuation of mature students continued to demonstrate a positive position for mature students (82.67% continuation). The College has therefore not highlighted mature students as a specific target group but will continue with the already planned support interventions for mature students.

<u>Aggregated Apprenticeship Indicator Data Profile 2019-20 to 2021-22 (taken from the OfS Data Dashboard)</u>

	Proportion Indicators		Gaps	
Access	4-year aggregate institutional indicator data	4-year aggregate Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
ABCS Q1	87.4	85.2	No data	N/A

IMD Q1	86.7	86.6	2.5pp	3.1pp
Disability (Yes)	82.5	85.7	5.4pp	2.4pp
Age (Mature)	86.7	86.3	6.2pp	6.1pp

4-year aggregate data has been used to analyse the outcome trends and potential risks for our apprenticeship provision. Although the 4-year aggregate data demonstrates a 1.2pp continuation gap for mature apprentices, the 2-year aggregate data highlights the improvement that has been made in this area, with the gap now sitting at -1.1pp, and the College is not proposing to specifically implement new targets for this area due to the improvements made.

The data also demonstrates an improvement in continuation for students from IMD Q1, with a gap being -0.2pp for the 2-year aggregated data. For both mature students and students from IMD Q1 the College will continue to deliver the enhanced package of support for apprenticeships to continue to drive these positive outcomes.

The key area of risk identified for our apprentices is the continuation outcomes for disabled apprentices. The College has seen a decrease in the continuation rates for apprentices with disabilities, with the 2-year aggregate data demonstrating a 4.3pp gap, as well as a position below the national average, and this is therefore seen as a target group for enhanced intervention.

Completion

Full Time Indicator Data Profile (taken from the OfS Data Dashboard)

	Proportion Indicators				Gaps	
Completion	2015-16	2016-17	2017-18	2017-18 Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
ABCS Q1	65.8	78.8	72.9	72.2	No data	
TUNDRA Q1	75	78.3	83.3	86.5	No data	
IMD Q1	75.4	78.6	73.8	81.5	10.7	10.5pp
Disability (Yes)	58.3	83	82	85.5	3.6	2.2pp
Free School Meals (Eligible)	No data	62.1	79.2	82.5	11.9	7.7pp
Age (Mature)	73.4	83.3	75	79.4	1.0	9.9pp

The data demonstrates a clear indicator of risk in relation to the completion of students from IMD Q1, both with respect to the gap between Q1 and Q5 students (a 10.77pp gap in the 4-year aggregate data) and in comparison to the national completion outcomes for students from Q1. Students who were eligible for free school meals are another group with an identified risk related to completion, with the completion gap of 11.9 pp in the 4-year aggregate data highlighting that students within this category have been less likely to complete their HE studies at the College in comparison to those who were not eligible for free school meals.

Completion for students with disabilities has improved, with the 2-year aggregate data demonstrating a -3.7pp gap when comparing those who don't have declared disabilities with those who do and the College is not proposing to specifically target this area within this plan due to the

closing of the gap, and improved position against sector outcomes. The College is committed to continuing to provide support to this group of students and will instead be targeting the interventions at the continuation of students with disabilities as data indicates this is the area of greatest risk.

The completion gap for mature students has also now closed, sitting at -0.77pp in the 2-year aggregate data, and the College won't be targeting this area to support the student profiles with the largest gaps/ lower completion rates noted above.

Aggregated Apprenticeship Data (taken from the OfS Data Dashboard)

	Proportion Indicators		Gaps	
Completion	4-year aggregate institutional indicator data	4-year aggregate Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
ABCS Q1	81.6	66.3	No data	
IMD Q1	79.4	68.8	-2.7pp	7.3pp
Disability (Yes)	82.1	85.1	2.9pp	0.6pp
Age (Mature)	85.5	68.7	No data	

The 4-year aggregate data for the completion of the College's Higher Apprentices highlights a positive position in comparison to the sector data for ABCS Q1, IMD Q1 and Mature students. Although the 4-year completion outcomes data highlights a potential area of risk for students with a declared disability, further analysis has highlighted that in line with the completion trend for our Full-Time students, the completion outcomes have improved, with the 2-year aggregate data demonstrating the gap has been closed and now sits at -3.2pp and will not be a target group for completion within this plan.

No other priority areas are identified within our data analysis for apprenticeship completion.

Attainment

Full Time Indicator Data Profile 4 Year Aggregate (taken from the OfS Data Dashboard where available)

	Proportion Indicators		Gaps	
Attainment	4-year aggregate institutional indicator data	4-year aggregate Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
IMD Q1	58.7	71.2	No data	16.9pp
Disability (Yes)	71.2%	79.7%	-0.9pp	1.0pp
Age (Mature)	72.7%	72.3%	-13.2pp	10.2pp

The data demonstrates that attainment for mature students is positive. However, the data outcomes for attainment for young students at the College are a concern and are considered a priority for targeting and intervention due to the 13.2pp gap in their attainment.

Although gap data is not available for IMD Q1 in comparison to Q5 the 4-year aggregate data demonstrates the College's students within IMD1 are performing below the sector average by -12.5% and are therefore considered a priority target group.

Risk Register Analysis – Student Continuation, Completion and Attainment

The data analysis regarding the continuation, completion and attainment outcomes of our HE students has highlighted indicators of risk for different student groups. The Equality of Opportunity Risk Register has been used through 2023-24 to work with students, staff and employers to support in identifying which risks are likely to have the biggest impact on the outcomes of our students, to support in meaningful planning of interventions.

Focus group work with our HE student body and staff using the EORR has highlighted specific risks for continuation, completion and attainment relating to:

- Insufficient academic support: students not accessing academic support, or inconsistent access to support across different curriculum areas, and potential gender barriers to accessing academic support, with male students less likely to access support (this is reflected with the gender outcomes data for continuation in 2021-22, with 26% of male students non-continuing, in comparison to 15% of female students). Interventions that provide an embedded approach to the provision of academic support to all student groups will be prioritised to support in improving this position.
- Insufficient personal support was linked primarily to two factors:
  - Commuter students not having capacity to engage with extracurricular activities and so missing out on some support opportunities
  - Staff requiring more training and guidance on supporting the complex needs of our students

  Planned interventions will include developing the integrated tutorial programme to support in the provision of more personal support to facilitate a more accessible approach for commuter students, and a plan of staff CPD to support in raising awareness, and building confidence, in working with our complex student profile.

- Mental Health: Focus groups identified the comprehensive mental health support already in place for students, but that the local service provision outside the College may not have full capacity to provide the required support. The capacity for students to access support, and the need for a proactive as well as reactive model of mental health support were also noted by both staff and students, and this will be considered within our intervention plans. Additional, course and assessment structure were noted by both staff and students as potentially impacting on outcomes for students with mental health difficulties, and this will inform a review of the College's curriculum design model between 2024 and 2026.
- Cost and Capacity were also considered as relevant risks for student outcomes and were linked to the need for more accessible e-resources, the cost of travel and to the impact of the cost-of-living crisis on student capacity to study due to an increased need to work alongside study.

All of these risks could be seen to have an impact on the identified target groups with respect to lack of availability of external support networks for students from TUNDRA Q1 and IMD Q1, the need for more focused and specialised support for all target groups, and the impact of the cost-of-living crisis on the outcomes of all student groups due to the impact on capacity to engage with support outside of taught sessions, and with timetables sessions due to work commitments. More research will be conducted through the College's new Student APP Working Group in 2024-25 to

understand the links between these identified risks, and the specific target groups with clear indicators of risk.

Consultation with employers of Higher Apprentices was undertaken to support in better understanding the risks relating to this cohort. A qualitative analysis of survey results highlighted that the common theme that may have contributed to outcomes for higher apprentices with a disability are time pressures associated with working and studying. This will inform the approach taken to the embedding of support for Higher Apprentices, with a focus on ensuring flexibility as well as continuing to ensure all Higher Apprentices are able to access disability support in a timely way.

Progression

Full Time Indicator Data Profile (taken from the OfS Data Dashboard)

	Proportion Indicators		Gaps	
Progression	4-year aggregate institutional indicator data	4-year aggregate Sector Level	4-year Aggregate Institution Gap	4-year aggregate Sector Gap
ABCS Q1	46.9%	61.4%	23.3pp	21.3pp
TUNDRA Q1	46.3%	68.1%	No data	6.5pp
IMD Q1	54%	69.8%	7.2pp	10.3pp
Disability (Yes)	60.1%	70.9%	-1.44pp	2.1pp
Free School Meals (Eligible)	38.2%	65.4%	15.3pp	6.8pp
Age (Mature)	65%	72.8%	-14.7pp	-0.3pp

Analysis of the progression data for the College's Full Time HE students highlights that there are clear indicators of risk. Although the regional profile of the Torbay region impacts on the College's position against sector data levels, the identified gaps for students from ABCS Q1, IMD Q1, students in receipt of free school meals and young students provide a clear picture of the risk to equality of opportunity for students from these groups.

Although not an identified disadvantaged group within the sector, the progression outcomes for our young students are of concern, and with a gap of -14.77 in comparison to mature students.

Focus group with students and staff to consider the risks to equality of opportunity for progression have highlighted the potential risks that could be impacting on these student groups:

- Fewer graduate opportunities in Torbay
- A lack of post-graduate provision at South Devon College
- The nature of the subject areas taught at the College leading to careers in traditionally lower paid sectors (with the majority of the College's students studying for level 4, 5 and 6 qualifications in education, health and social care)
- Students who are first in family to study HE requiring more support in the expectation of employers
- A lack of embedded and targetted progression support from the start of each course

These factor will be considered within our progression interventions, with a focus on embedding clear progression guidance and ensuring the breadth of opportunities available are promoted to students. The College will also collaborate with other HE providers regionally regarding the availability of flexible post-graduate study.

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.

In designing its intervention strategy, the College has referred to its established theory of change models and sector-wide research and guidance. Ongoing work with our staff and students has been instrumental in informing the activities that have been included within this plan and we will continue to use sector-wide research alongside our own internal evaluation activities to develop and shape the interventions we implement in future planning.

Student Success Interventions

Work with our student body has highlighted that a combination of feelings of overwhelm alongside financial and work commitments are contributing factors to determining whether a student with draws from their programme of study.

Our interventions aim to support incoming students by building on our existing programme of activity to include more targeted and embedded activity for those who are not confident enough to self-select to sign up to workshops/ summer school activities, and through the provision of more asynchronous activity in acknowledgement of the increased work commitments of students prior to, and during, their studies with us.

The interventions and associated activities are based on the following assumptions:

- That support during the transition period is essential, but that embedded support should be included for all students beyond this initial period
- That we have existing programmes that aid effective transition and success, but that further development and evaluation of these activities to ensure they are reaching the students facing the highest risks to equality of opportunity
- That students benefit from continued support through their first year
- That support programme require different methods of delivery to cater to the needs of our diverse student population, and across the breadth of our provision (including asynchronous activity, 1:1 interventions and group activity opportunities delivered both in-person and on-line)
- That targeted interventions can help students improve their attainment

Examples of evidence used to inform our activities:

- **Step-In Summer School:** Research shows early familiarisation with the university environment benefits students, especially those with disabilities (TASO, 2024).
- **Academic Skills Support:** Increased engagement with advisors correlates with higher student success metrics (Flaherty, n.d.).
- **Asynchronous Online Support:** Online interventions are cost-effective and remove barriers to accessing support (Barrable et al., 2018).
- **Integrated Tutorials:** Interdisciplinary learning fosters critical thinking and collaboration (Holley, 2017).
- **Disability Support:** Tailored support plans improve outcomes for disabled students (TASO, 2024).
- **Wellbeing Support:** Supporting students with life challenges positively impacts mental health and academic success (Department for Education, 2021).
- **Step-Up Programme:** Targeted support during key transition points can address academic challenges (QAA Scotland, 2023).

- **Grade Boost Programme:** Increased engagement with advisors leads to improved student outcomes (Flaherty, n.d.).
- **Financial Support/Management workshops:** Financial insecurity can negatively impact academic performance. Addressing financial concerns can alleviate stress and improve focus
- **Peer Support Networks:** Peer connections foster belonging and increase confidence, leading to better academic performance (Advance HE, 2024; WONKHE, 2022a).

Progression Interventions

Our progression intervention strategy aims to build upon the foundation of skills and personal attributes developed through the success interventions in order to further develop the employability skills of our graduates alongside the provision of guidance and financial support to support in finding appropriate progression opportunities.

The intervention is based on the following assumptions:

- That students will benefit from additional support in developing the skills desired by employers
- That financial constrains can limit participation in career-building activities

Examples of evidence used to inform our activities:

- **Targeted financial support for employability development and support:** Access to extra or co-curricular activities for students from diverse backgrounds facilitating participation in employability-related activities may enhance job prospects (but requires further research regarding which student groups have access to these activities) (Jackson & Dean, 2023). Through this APP the College commits to supporting in ensuring these opportunities are available to all students, and that these are evaluated.
- **Employability workshops:** Targeted workshops can equip students with essential skills beyond the curriculum and give them an advantage in the job market (Jackson & Dean, 2022).
- **Integrated tutorial curriculum:** Embedding career development alongside academic support can holistically prepare students for future challenges and professional success (Solutionpath & Wonkhe, 2024).
- **Alumni Champions:** Mentorship from alumni connects students to professional networks, providing invaluable career guidance and potentially leading to increased job placement rates (Chase, 2021).

Financial Support Interventions

The activities within this intervention strategy are designed to address the financial pressures faced by HE students at SDC, although acknowledging it is not realistic to implement measures to fully mitigate against the risks within the current financial climate. However, the College acknowledges how much of a negative impact financial insecurity can have on mental health and academic success and aims to take steps to reduce the impact of this.

The interventions are based on the following assumptions:

- Financial stress negatively affects student mental health and academic performance.
- Students from diverse backgrounds may require different types of financial support.

Examples of evidence used to inform our activities:

- Financial insecurity is a leading cause of student stress (Student Minds, n.d.).
- A systematic review by Maguire et al. (2022) found that financial support has a positive impact on student outcomes, including academic performance and retention.

Mental Health Interventions

SDC acknowledges the significant impact that mental health can have on all aspects of the HE student experience and considers this to be a priority throughout every student's academic journey. The College recognises the connection between mental health and academic success and aims to equip students with a support network, and proactive tools in order to support their mental health, and ultimately improve success and progression outcomes.

The intervention is based on the following assumptions:

- Mental health concerns are common among students and can negatively impact academic performance.
- A variety of support options caters to diverse student needs and preferences.
- Early intervention and preventative measures are crucial for long-term well-being.

Examples of evidence used to inform our activities:

- **Step-In Summer School:** Early familiarisation with the university environment can ease the transition and identify potential challenges for disabled students, improving their mental well-being (TASO, 2024).
- **Wellbeing Support:** Fostering a sense of belonging enhances student retention and well-being (Advance HE, 2024).
- **Creative Workshops:** Creative therapies like art therapy provide an outlet for emotional expression, reducing anxiety and improving emotional well-being, while also enhancing cognitive functions (Chiang et al., 2019; Reynolds et al., 2019; Arriaga et al., 2024; Sonnone & Rochford, 2020).
- **Counselling Appointments:** Participating in counselling services leads to better academic outcomes and retention (Adams, 2022).
- **Disability Support:** Early engagement, providing information and guidance, and offering reasonable adjustments are key for supporting the mental health and academic success of disabled students (TASO, 2024; TASO, 2023).
- **Personal Development Workshops:** Workshops on topics like managing anxiety and mindfulness practices equip students with tools for self-care and well-being. Additionally, research shows participation in similar activities improves personal development and academic performance (ERIC, 2019)

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

Provider name: South Devon College

Provider UKPRN: 10005977

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
Foundation degree		N/A	8825
Foundation degree	Health provision	N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	8825
CertHE/DipHE		N/A	8825
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
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	1 year completed over 2	N/A	4500
Foundation degree	2 years completed over 3	N/A	5883
Foundation degree	Engineering (completed over 4 years rather than 3)	N/A	4412
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	1 year completed over 2	N/A	4412
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Provider name: South Devon College

Provider UKPRN: 10005977

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£61,000	£62,000	£64,000	£65,000
Financial support (£)	NA	£167,000	£170,000	£173,000	£178,000
Research and evaluation (£)	NA	£20,000	£21,000	£22,000	£22,000

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 (£)	£15,000	£15,000	£16,000	£16,000
Access activity investment	Post-16 access activities (£)	£36,000	£37,000	£38,000	£39,000
Access activity investment	Other access activities (£)	£10,000	£10,000	£10,000	£10,000
Access activity investment	**Total access investment (£)**	**£61,000**	**£62,000**	**£64,000**	**£65,000**
Access activity investment	***Total access investment (as % of HFI)***	**8.2%**	**8.2%**	**8.3%**	**8.3%**
Access activity investment	***Total access investment funded from HFI (£)***	£61,000	£62,000	£64,000	£65,000
Access activity investment	***Total access investment from other funding (as specified) (£)***	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£157,000	£160,000	£163,000	£167,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£10,000	£10,000	£10,000	£11,000
Financial support investment	**Total financial support investment (£)**	**£167,000**	**£170,000**	**£173,000**	**£178,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**22.6%**	**22.5%**	**22.5%**	**22.7%**
Research and evaluation investment	Research and evaluation investment (£)	£20,000	£21,000	£22,000	£22,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	2.7%	2.8%	2.9%	2.8%

Fees, investments and targets

2025-26 to 2028-29

Provider name: South Devon College

Provider UKPRN: 10005977

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
	PTA_1														
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the gap in continuation between full time students with declared disabilities and those without.	PTS_1	Continuation	Reported disability	Disability reported	Cognitive or learning disabilities	The milestone target for this aim were based on the maximum improvement that was considered achievable over the lifespan of this plan. This target focuses specifically on the continuation outcomes of full time students	No	The access and participation dashboard	2020-21	Percentage points	11	8	5	4	3
To reduce the gap in continuation outcomes for Full Time Students from IMD Q1 in comparison to IMD Q5	PTS_2	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	The milestone target for this aim was based on the maximum improvement that was considered achievable over the lifespan of this plan. Four year aggregate data has been used as a baseline due to lack of time series data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	5.5	5	3	2.5	2
To reduce the gap in completion for students from IMD Q1 in comparison to IMD Q5	PTS_3	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	The milestone target for this aim was based on the maximum improvement that was considered achieveable over the lifespan of this plan. Four year aggregate data has been used as a baseline due to the lack of time series data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	10.7	8	7	6	5
To reduce the gap in completion for students who were eligible for free school meals, in comparison to those who weren't	PTS_4	Completion	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	The milestone target for this aim was based on the maximum improvement that was considered achieveable over the lifespan of this plan.	No	The access and participation dashboard	2017-18	Percentage points	3.9	3	2.5	2	1
To improve the attainment of Full-Time students from IMD Q1	PTS_5	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	Other (please specify in description)	The milestone target for this aim was based on the maximum improvement that was considered achieveable over the lifespan of this plan. No gap data was available however this target has been set against the sector average. Four year aggregate has been used as a baseline due to the lack time series data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	58.7	64	69	72	75
To reduce the gap in attainment for young students in comparison to mature students	PTS_6	Attainment	Age	Young (under 21)	Mature (over 21)	The milestone target for this aim was based on the maximum improvement that was considered achieveable over the lifespan of this plan. Four year aggregate has been used as baseline due to the lack of time series data	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	13.2	12	10	8	5

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
To reduce the gap in continuation between apprentices who have declared disabilities in comparison to those without	PTS_7	Continuation	Reported disability	Disability reported	No disability reported	The milestone target for this aim was based on the maximum imrpvement that was considered achieveable over the lifespan of this plan. Four year aggregate has been used as baseline due to the lack of time series data	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	9.4	8	6	4	3
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the progression gap for students from IMD Q1 in comparison to IMD Q5	PTP_1	Progression	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	The milestone target for this aim was based on the maximum improvement that was considered achieveable over the lifespan of this plan. Four year aggregate has been used as a baseline due to the lack of time series data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	7.2	6	5	4	3
To reduce the progression gap for students in ABCS Q1 in comparison to those in ABCS Q5	PTP_2	Progression	Association Between Characteristics of Students (ABCS)	ABCS quintile 1	ABCS quintile 5	The milestone target for this aim was based on the maximum improvement that was considered achieveable over the lifespan of this plan. Four year aggregate has been used as a baseline due to the lack of time series data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	23.3	20	16	12	8
To reduce the progression gap for students who were eligible for free school meals in comparison to those who weren't eligible	PTP_3	Progression	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	The milestone target for this aim was based on the maximum improvement that was considered achieveable over the lifespan of this plan. Four year aggregate has been used as a baseline due to the lack of time series data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	15.3	13	10.5	7.5	5
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														