

The Trafford College Group

Access and Participation Plan

2022-23 to 2026-27

1. Assessment of performance

The Office for Students (OfS) has provided higher education institutions with data to support the assessment of performance across the student lifecycle (Access, Success, Attainment and Progression). HE data is also provided to cross reference our performance in comparison to the sector enabling us to successfully target actions to specific areas of the student lifecycle for underrepresented groups. Unless otherwise stated our assessment of performance is based on the OfS dataset 2021 with reference to our own data.

Student life Cycle	Definition	Data Source	Year 1	Year 2	Year 3	Year 4	Year 5
Access	Students entering Higher Education	APP Dataset	2015-16	2016-17	2017-18	2018-19	2019-20
Continuation	Students who remain in HE after one year of study	APP Dataset	2014-15	2015-16	2016-17	2017-18	2018-19
Attainment First Degree	Level 6 students achieving a 2.1 or above	APP Dataset	2015-16	2016-17	2017-18	2018-19	2019-20
Attainment Other UG	Students on other UG programmes achieving a Merit or above	TCG Internal dataset	2016-17	2017-18	2018-19	2019-20	
Progression	The progression rate of students entering highly skilled employment or further study, 6 months after leaving HE	APP Dataset	2012-13	2013-14	2014-15	2015-16	2016-17

1.1 Higher education participation, household income, or socioeconomic status

Access

At TCG, Index of Multiple Deprivation (IMD) Quintile 1 (IMD_Q1) students made up the greatest percentage of full-time undergraduate students in 2019-20 (37%) compared to Quintile 5 (IMD_Q5) (15%). The entrance of students from IMD_Q1 at TCG is 16% higher than the average higher education institution in England. The gap between the most and least deprived in year 5 remains high at - 22.0pp. The percentage of part time from IMD_Q1 has also been consistently higher than those from IMD_Q5 and is 4% higher than the sector average. This shows that TCG is proactively engaging with students from low social economic status groups. Therefore, no action is required.

The percentage of the Group's young full-time undergraduate students from Low Participation Neighbourhoods (POLOAR4 PQ) is higher than the sector average but has seen a steady decline over time: the gap between P_Q1 and P_Q5 has decreased from -8.0pp in year 1 to 5.0pp in year 5 suggesting P_Q5 now outnumber P_Q1 students. The gap between the percentage of part time students accessing HE from P_Q1 has been consistently lower than those from P_Q5. The access gap between P_Q1 and

P_Q5 ranges from 20.0pp in year 2 to 15.0pp in year 5. At TCG our part time students account for around 30% of the College's HE population and are almost exclusively sponsored by their employers. Over the previous five years, part time entrance has declined and may further decrease in the future as employers move towards higher apprenticeships. Therefore, we do not expect this gap to be eliminated over the lifetime of this plan. However, a target to reduce these gaps by 2027 has been set.

Success

Non-continuation

Many aspects of the OfS dataset has been suppressed for data protections reasons. We have combined students from IMD_Q1 and IMD_Q2 (IMD_Q1&2) and IMD_Q3, Q4 and Q5 (IMD_Q3-5). In year 5, the percentage of full time TCG undergraduates from IMD_Q1&2 remained lower than those from IMD_Q3-5. There is no difference in continuation between the two groups on first degree programmes however the gap is persistent with students from IMD_Q1&2 on other undergraduate programmes. This means that students from the highest area of deprivation currently have a higher attrition rate than students from the least area of deprivation. the gap between the two groups being 7.0pp. Part time students from IMD_Q1 have lower continuation rates than those from IMD_Q5 over the previous five years although improvements have been made over the previous three years. The gap changed from 32.0pp to 18.0pp. It is likely that the difference between two groups of students appear significant as a result of rounding small numbers. We do not plan to set a target for this area, as we would expect to see a positive impact as result of our target to improve continuation rates in PST_1.

The OfS dataset 2022 shows the proportion of young full-time undergraduate students from low participation neighbourhoods PQ1 who remained in higher education after one year is less than those from PQ5. Overtime the aggregated measure shows the gap between the two groups is 15.0pp (aggregated across the last 3 years). Part time students Polar4Quintile data is limited to perform any meaningful analysis, however aggregated data over the previous five and three years highlights that gap has changed from 13.0pp to 18.0pp Therefore, continuation rates from students from the lowest socioeconomic status and those from the lowest HE participation needs to be addressed, although the data shows that the gap is not significant.

Attainment

The OfS dataset only focuses on students on first degree programmes which only takes into consideration a smaller proportion of students at TCG. We have used our internal data to assess the gaps and changes over time for other undergraduate students. These programmes relate to Foundation Degrees and Higher Nationals. We define attainment on other undergraduate programmes as attaining a 'distinction' or 'merit' grade criteria.

The percentage of full-time undergraduate students from IMD_Q1 who attained a 2.1 or above degree classification has been lower than students from IMD_5 aggregated across the last 5 years, the attainment gap between the two groups is 15.0pp. Students from IMD_Q1 on other undergraduate programmes have higher attainment than those from IMD_Q5 with a current gap of -4.2pp. Attainment of full time first degree students achieving a 2.1 or above is lower for students from P_Q1 than those from P_Q5 aggregated across the last 5 years, the attainment gap between the two groups is 15.0pp. Attainment for students from P_Q1 on other undergraduate programmes has fluctuated from a gap of 7.9pp in 2016/17 to -1.7.pp in 2019-20. Although the gap has now been eliminated, this is an area we will continue to monitor.

All part time students at TCG study on other undergraduate programmes, therefore we have used internal data in this assessment. The attainment of part time undergraduate students from IMD_Q1 has

fluctuated over the 4 years. The gap in attainment between this group shifted from 2.0pp in year 1 (when IMD_Q5 students attained better) to 16.0pp in year 3, however in year 4 this trajectory reversed to -7.0pp (when IMD_Q1 students attained better). Interestingly when analysing Polar4 data, the percentage of part time students from P_Q1 who attained a distinction or merit was higher in year 1 and 2 than students from P_Q5. The gap swung in year 3 and 4 and shows that students from P_Q5 now have a higher attainment than those from P_Q1 with a gap of 7.0pp, the exact opposite of students from IMD_Q1. Due to the cohort size, it is not possible to see any clear trend to infer anything meaningful from the data.

Progression to employment or further study

Our progression data is limited to draw meaningful analysis and our intelligence and insight is an area of focus across the life of this plan which is further discussed in the strategic measures section. The percentage of full time TCG undergraduates who progressed to highly skilled employment or further study was 1% lower than those from IMD_Q5 in year 5. There is limited progression data for part time students when analysing each quintile, we have combined students from IMD_Q1 and IMD_Q2 (IMD_Q1&2) and IMD_Q3, Q4 and Q5 (IMD_Q3-5). Students from IMD_Q3-5 in year 1 to 3 progressed to highly skilled employment or further study at a higher rate than those from IMD_Q1&2. The gap swung to -3.0pp in year 4 but was not sustained in year 5 with a gap of 5.0pp. Therefore, progression of part time students from IMD_Q1&2 compared with IMD_Q3-5 will be monitored.

Progression data over the past five years for full time TCG students from low participating neighbourhoods P_Q1 was higher than for those students from P_Q5, and students from P_Q2 had better progression rate than any other quintile. There is also a noticeable difference when looking at other undergraduate programmes with an aggregated average over 5 years of -20.0pp between P_Q1 and P_Q5. Part time students Polar4 Quintile data is suppressed to perform any meaningful analysis however aggregated across the previous five years there is a gap of 5.0pp between part time students from IMD_Q1&2 and students from IMD_3-5. We will continue to monitor this, but no immediate action taken.

1.2 Black, Asian and minority ethnic students

Access

The composition of the TCG student body may appear difference to that of the national picture, however it aligns closely with the locality of the region. The MiDES ILR 2019/20 & HESA Student Record 2019/20 shows that on average the travel to learn distance for TCG HE students is 6 miles when compared to 15 miles for all Further Education colleges and 54 miles for Higher Education institutions.

The sector level data indicates that students from an ethnic minority now represented 31.1% of full time undergraduate new entrances (2019-20) compared to 17% at TCG. However local demographic data shows that the BAME population is less than 15% for borough of Stockport and Trafford. The access rate of BAME students is balanced over the previous five years and is above our local demographic population where the vast majority of students are drawn from. The OfS data set 2022 shows the percentage of Asian students accessing the College decreased from 19% in year 1 to 10% in year 5. This may appear as a significant reduction of Asian students accessing TCG in year 1, however, this relates to a sub-contractual agreement with the entire cohort being exclusively Asian.

Conversely, the percentage of part time white students and BAME students differ from our full-time cohort, with a change of BAME students from year 1 to 5 (24% to 10%), with the largest reduction of entrance in

students from the Asian population. As stated above, most of the college's part time students are employer sponsored and TCG is not able to influence the profile of those cohorts as they represent the workforce of the employers in question.

Success

Non-continuation

The continuation rates of BAME students has improved year on year, and in year 3 and 4 BAME students were more likely to remain in higher education after one year than white students. However, this performance swung in year 5, which presents a 10.0pp different in continuation rates between BAME and White students. Over the last three years the continuation rates of Asian students were higher than any other ethnicity group of students (86%), however Black students have a lower continuation rate (75%) compared to 84% for white students. Part time BAME students have a much lower continuation rate than white students and over the previous three years, the average aggregated data shows a gap of 20.0pp between BAME and White students. It is likely that the difference between the two groups appears significant as a result of rounding small numbers (BAME students with the potential to continue numbered only 20 in year 4 compared to 170 white students).

Attainment

The percentage of BAME students achieving a 2.1 or above has been consistently lower than white students over the previous three years and, although improvements have been made over the previous three years, the current gap is 10.0pp. BAME students on other undergraduate programmes also see lower attainment than their peers. Over the previous four years the gap has reduced from 14.0pp to 10.0pp. A target has been set to reduce this gap. The percentage of part time BAME student's attainment was higher in year 1 and 2 for Asian, Black and Mixed students but in year three white students outperformed students from all other ethnic backgrounds. In year 4, 100 percentage of Asian students achieved a distinction or merit. There is a 20.0pp difference between Black and white students in 2019-20. However, this is likely to be a result of rounding small numbers (Black students eligible to achieve numbered only 5 in 2019-20 with 3 achieving a merit or above).

Progression to employment or further study

There is a -1.0PP difference between the progression rate of BAME and white students on full time undergraduate programmes in the latest data available. Progression for BAME students on other undergraduate programmes is higher than white students, with Asian students outperforming all ethnicity groups. The OfS dataset for part time students is too limited to draw any meaningful trends or trajectory for Black, Asian and minority ethnic students even when these students are grouped together as 'BAME'. The data does show that aggregated over the previous five years BAME students progress to highly skilled employment or further study at a much lower rate than white students. The gap between the two groups is 19.0pp, again it is likely that that the difference between the two groups appears significant as a result of rounding small numbers.

1.3 Mature students

Access

The proportion of mature students at TCG is different to the sector average. The average access rate over 5 years for mature students is 74.3% compared to 28.4% for the sector and this rate has been stable over this period. The percentage of mature students has also increased over this time with the largest increase in the 21 to 25-year-old age bracket. This suggests that there are no gaps in mature students accessing provision at TCG. Most part time students are exclusively sponsored by employers with the largest cohorts in construction and engineering. It is unsurprising that most part time students are over the age of 21 (i.e., mature). Over time the rate of mature part time students has increased from year 1 to year 5 (67% to 74%). The largest increase is in the 21 to 25-year-old age bracket. Therefore, no action is required.

Success

Non-continuation

Full time mature undergraduate students (aged 21 and over) at TCG have higher continuation rates on average across the previous 5 years than young students and in year 5 the gap was currently at -5.0pp. This suggests that age is not a factor in full time provision. In contrast, part time young students (18-21 years old) have better continuation than part time mature students with a gap of 10.0pp, the gap becomes larger when looking at mature students in the age bracket of 31- 40 years old and 40+. A target has been set to eliminate the gap.

Attainment

The OfS dataset 2022 shows that aggregated across the last 3 years, there is no difference between young and mature students achieving a 2.1 or above. However, when age group is broken down, the percentage gap between young students and students aged 21-25 is 10.0pp. As the gap has fluctuated considerably over time, it is difficult to draw any firm conclusion so we will continue to monitor this area closely and take action if required. Mature students have better attainment on other undergraduate programmes than young students with a current gap of -31.0pp. The gap between the attainment of part time young (under 21 years) and mature (over 21 years) students has followed the same trajectory over the four-year period, changing from -27.0pp in year 1 to -39.0pp in year 4. This shows that part time mature students enjoy greater attainment than young students.

Progression to employment or further study

Progression for full time mature students is higher than young students in year 5 of the data and is roughly in line with the sector for mature students on other undergraduate programmes. This is also a similar picture for part time mature students.

1.4 Disabled students

Access

The percentage of full time disabled students accessing TCG has been higher than the sector in each year and whilst this has been relatively stable from year 1 to year 4, there has been a sizeable increase in

year 5 of 10% which represents 27% of new entrants to TCG in comparison to 16.6% for the sector. The percentage of students declaring a sensory, medical or physical disability has more than doubled from year 1 to 5 (4% to 10%). This demonstrates impact in our aim to offer an inclusive environment and the effectiveness of information, advice and support provided for students with a disability in enabling access. Conversely, the percentage of part time disabled students accessing the college is below the sector average in all previous years but has increased from year one to year five by 5 percent (7% to 12%).

Success

Non-continuation

The continuation rate of full-time undergraduate students with a disability compared to those without has been lower. We also note that students who have cognitive or learning difficulties have seen the poorest continuation (80% compared to a sector average of 89%). Across the 5-year period, whilst there has been an improvement from 12.0pp to 9.0pp, the gap remains and although not significant, we are mindful that with a year-on-year increase of disabled students, action is required to address this. The OfS dataset for part time students is too limited to draw any meaningful trends or trajectory. The data does show that aggregated across the previous five years there is a continuation gap difference of 3.0pp between disabled and non-disabled students, although not statistically significant.

Attainment

Aggregated across the last 3 years, the attainment gap of full-time undergraduate students with a disability attaining a 2.1 or above and those without a disability is -12.0pp. Students with a disability on other undergraduate programmes have lower attainment than those without a disability, although there has been a year-on-year improvement with the gap narrowing from 19.1pp in 2017/18 to 10.0pp in 2019/20. We will set a target to reduce the attainment gap between these cohorts. Part time disabled students have much higher attainment rates than non-disabled students over the previous four years. Over these years the attainment gap between the two groups changed from -23.0pp (Year 1) to -18.0pp (Year 4).

Progression to employment or further study

Aggregated across the last 5 years, full time undergraduate students with no disabilities have continued to progress to higher skilled employment or further study at a faster rate than those with a disability showing a gap of 10.0pp, although the progression between disabled and non-disabled students on other undergraduate programmes remains balanced. There is 1.0pp difference between disabled and none disabled students on part time provision.

1.5 Care leavers

The Office for Students dataset does not include any data on Care Leavers. Our ambition is to increase the number of care leavers entering higher education at the College and over the previous 5 years this has been fewer than 5 in each year. The College, through its community partnership has strengthened its partnership working with local authorities and third sector organisations to support looked after children and care leavers in accessing education and training. In 2020-21 the College set a target and milestones to increase the intake of Care Leavers, offering an annual bursary and tuition fee scholarship, although this measure has not had the desired outcome expected the proportion of looked after children has increased to 57 in our Further Education provision as a result of our work. Over the lifespan of this plan,

we will ensure that these students are offered personalised and tailored support to progress into higher education.

1.6 Intersections of disadvantage

From examining the Office for Students dataset, we have identified where intersections of characteristics leads to significant gaps.

The percentage of full-time males from IMD_Q1&2 who remained in higher education after one year of study has remained lower than males from IMD_Q3-5 and this aligns to contemporary literature on working class males in higher education. Improvements in narrowing the gaps has been made however the gap between the two groups remains at 5.0pp. Part time males from IMD_Q1&2 have consistently lower continuation rates than those from IMD_Q3-5 and became significant in year 3 at 18.0pp but improved in years 4 and 5 with the gap now at 12.0pp. There is also a similar trend when comparing females from IMD_1&2 and those from IMD_3-5. We will continue to monitor this performance over the lifespan of this plan however we believe target 3 in our aims and objectives will have a positive impact on these gaps.

1.7 Other groups who experience barriers in higher education

Over the lifespan of this plan we intend to increase our knowledge to support other groups access, succeed and progress from higher education and overcome barriers including:

- Students estranged from parents
- Young carers and students with additional caring responsibilities
- Single Parents – we plan to monitor this information from 2022-23
- Students experiencing domestic abuse

2. Strategic aims and objectives

One of TCGs strategic aims is to become an anchor institution for our communities to support and continue to raise aspirations ensuring that every student who chooses to study with us develops the skills, knowledge and attributes to progress into meaningful and sustainable employment. TCG has a long history of welcoming high levels of underrepresented groups of students, however, we recognise that further work is needed in the later part of the student journey as evidenced in the success and progression data. We understand that every student's journey is different, and it is often at the intersection of managing home, work and life that students may not achieve their full potential.

The overall focus of our access and participation plan is on improving outcomes for specific groups of students. We recognise that in some areas of access and participation are still developing in the College and work is needed to fully realise our ambition. Therefore, our objectives over the lifespan of this plan are:

- 1) Investing in our data intelligence and insights to better understand our student needs and provide data on a more granular level. By December 2022 we will introduce predictive analysis data to inform evaluation and impact of activities, this will also support greater understanding of how resources can be used in a more effective way. This will also support TCG to develop the tools which provide deeper insights.

- 2) Developing more pathways into and through higher education through more flexible courses. By 2025 the College will deliver a range of higher technical qualifications in line with the ambitions set out in the governments White Paper - *Skills for Jobs: Lifelong Learning for Opportunity and Growth*. We will also grow our existing higher apprenticeship pathways at level 4 and 5 and provide flexible modes of learning through modular and short courses.
- 3) Enhancing successful progression (to highly skilled employment or further study). Ensuring that all undergraduate programmes have a clear focus on employability and careers education, information, and guidance. A strategic focus will be on the College's Higher Level Skills Strategy, guided by the government Careers Strategy and Levelling Up ambitions. This will feature further embedded employability incorporated into credit bearing modules at Levels 4, 5 and 6.
- 4) Supporting schools and other organisations in raising the attainment of young people in our region. TCG is an existing partner of Greater Manchester Higher, working in partnership with other HEIs in the region to raise awareness of, and encourage progression to, Higher Education. We will extend our programme of work with local schools and colleges in supporting more learners from underrepresented groups to attain good grades.
- 5) Improving the quality of evaluation of access and participation. A mixed method of evaluation is already established making use of a combination of interviews, surveys and focus groups. We will ensure by 2025 we have explored empirical and causality evaluation, demonstrating our interventions are associated with beneficial results.

2.1 Target groups

Higher Education Participation, Household Income, or Socioeconomic status

- We welcome more students from high areas of deprivation and low participation neighborhoods than the sector. However, numbers are declining in young students from Polar Quintile 1 accessing the College.
- We aim to increase the percentage of young students from Polar Quintile 1 entering Higher Education at the College and we also aim to improve the continuation for students from IMD 1, as well as reducing the gap to quintile 5.
- We will set a target to improve the degree attainment for those from Polar quintile 1 and IMD 1.

Black, Asian and Minority Ethnic Students

- Our Black students entry is below the sector average however the student population is reflective of our local population. We do not intend to set a specific target however we will continue to monitor this area.
- Due to the small sample, disaggregation of TCG BAME students is limited. However, continuation and attainment is a key focus of this plan.
- We aim to improve the continuation rates of BAME students, as well as eliminating the gap with white students.
- We also aim to improve the attainment of BAME students on first and undergraduate programmes, as well as reducing the gap with white students.

Mature Students

- The average age of a TCG Higher Education student is 27 years old. Much of TCG full time provision includes teaching in condensed blocks to support students with employment and accommodate other commitments such as caring responsibilities.

- The data shows that improvements need to be made between part time mature and young students' continuation.
- We aim to improve the continuation of part time mature students, as well as reducing the gap with young students.

Disabled Students

- We have increased the rate of disabled students accessing the College over recent years and we are above the sector average. However, there is persistent challenges with disabled students continuing, achieving and progressing from Higher Education.
- This plan will therefore focus on how we can improve and support disabled students to successfully progress through and from their degree.

2.2 Aims and objectives

Based on the current assessment of our performance we have set the following targets for underrepresented students cited above for the lifespan of this plan. We have also set some broader aims but are not formal OfS targets in the Target and Investment plan below. Monitoring progress against the delivery of this plan is outlined in section 3.4.

Access

Target 1: Eliminate the access gap between TCG students from P_Q1 and P_Q 5

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTA_1	To improve the access opportunities of TCG full time 18 years' old students from P_Q1	2019-20	5.0pp	4.0pp	3.0pp	2.0pp	1.0pp	0.0pp

Aim: To improve the access opportunities of Black Students to at least 10% by 2027

Aim: improve the access opportunities for care leavers to at least 10 by 2027

Continuation

Target 3: Eliminate the continuation gap between students from IMD_Q1 and IMD_Q5 on full-time other undergraduate programmes

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_1	Reduce to zero the percentage point difference in continuation between students on other undergraduate programmes from IMD_Q1&2 and IMD_Q3-5	2018-19	7.0pp	5.0pp	3.0pp	2.0pp	1.0pp	0.0pp

Target 4: Reduce the continuation gap between students from P_Q1 and P_Q5 on full-time other undergraduate programmes

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_2	Reduce to zero the percentage point difference in continuation between students from P_1 and P_Q5	2019-20	15.0pp	12.0pp	10.pp	8.0pp	6.0pp	4.0pp

Target 5: Eliminate the continuation gap between students from BAME students and White students

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_3	Reduce to zero the percentage point difference in continuation between BAME and White students	2018-19	10.0pp	8.0pp	6.0pp	4.0pp	2.0pp	0.0pp

Target 6: Eliminate the continuation gap between part time mature and young students

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_4	Reduce the percentage point difference in continuation between par-time mature and young students.	2018-19	10.0pp	8.0pp	6.0pp	4.0pp	2.0pp	0.0pp

Target 7: Reduce the continuation gap between full time students with a disability and those without

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_5	Reduce the percentage point difference in continuation between disabled and non-disabled students	2018-29	9.0pp	8.0pp	7.0pp	6.0pp	5.0pp	4.0pp

Attainment

Target 8: Reduce the attainment gap between full time students from IMD Q1 and IMD Q5

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_6	Reduce the percentage point difference between first degree students from IMD_Q1 and IMD Q5 achieving a 2.1 and above.	2019-20	15.0pp	12.0PP	8.0pp	6.0pp	4.0pp	2.0pp

Target 9: Reduce the attainment gap between full time students from P_Q1 and P_Q5.

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_7	Reduce the percentage point difference between first degree students from P_Q1 and P_Q5 achieving a 2.1 and above.	2019-20	15.0pp	12.0PP	8.0pp	6.0pp	4.0pp	2.0pp

Target 10: Reduce the attainment gap between full time BAME students and White Students

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_8	Reduce the percentage point difference between first degree BAME students from White students achieving a 2.1 and above	2019-20	10.0pp	9.0pp	8.0pp	7.0pp	6.0pp	5.0pp

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_9	Reduce the percentage point difference between other UG students from BAME and White students achieving a Merit or above	2019-20	10.0pp	9.0pp	8.0pp	7.0pp	6.0pp	5.0pp

Target 11: Reduce attainment gap between full time other undergraduate disabled students and those without a disability.

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTS_10	Reduce the percentage point difference between other undergraduate disabled and non-disabled students achieving a Merit or above	2019-20	11.0pp	10.pp	8.0pp	6.0pp	4.0pp	2.0pp

Aim: we will continue to assess, monitor, and address any attainment gap identified for students aged 21-25 and 26-30.

Progression

Target 12: reduce the progression gap between full time disabled students and those without a declared disability.

Target	Target Description	Baseline Year	Baseline data	Yearly milestones				
				2022-23	2023-24	2024-25	2025-26	2026-27
PTP_1	Reduce the percentage point different between first degree disabled students and non-disabled students progressing to highly skilled employment or further study	2016-17	10.0pp	9.0pp	7.0pp	5.0pp	3.0pp	2.0pp

3. Strategic measures

3.1 Whole provider strategic approach

Overview

TCGs mission is to *provide the highest quality of education and training to all our students and employers through an inclusive and career focused curriculum*. We aim to do this by developing our students' futures and preparing them for whatever they choose to do, ensuring our curriculum offer is aligned to meet the needs of our communities, industry and future skills. We aim to consistently deliver outstanding outcomes for our students. We recognise that our student body is becoming more diverse. Access and Widening Participation is integral to the TCG purpose, vision, mission, values and Strategic Plan. We strive to ensure that people in our communities with a desire to benefit from higher education have the opportunity to do so. We value and celebrate the diversity of our students, and staff, and our Equality and Diversity Statement 2021-2023 details our commitment as a Group to respect and value differences in age, disability (including physical and mental impairment), gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation – the protected characteristics specified in the Equality Act 2010. Our key objectives in relation to equality and diversity are:

- 1 To be open and available to all sections of the community and maintain a reputation as a provider in whose activities all individuals, staff or student are encouraged to fully participate.
- 2 Inclusive where individuals' differences are respected and where employees and students are treated on their merits and where everyone has a fair opportunity to fulfil their potential.
- 3 Mindful of legal responsibilities and:
 - Aim to eliminate discrimination, harassment and victimisation by ensuring that equality and

diversity principles are embedded into all provision, services and procedures.

- Advance equality of opportunity between people that share protected characteristics by removing or minimising disadvantages, making reasonable adjustments, responding to individual needs and by encouraging participation in public life.
- Foster good relations between people who share protected characteristics by consolidating effective partnerships with key stakeholders.
- Ensure that all suppliers/contractors working on behalf of TCG follow Equality & Diversity Policy principles.
- Pay due regard when making decisions or taking actions, assessing the impact or implications and making reasonable adjustments for people with protected characteristics.
- Monitor equality and diversity in the recruitment of employees and ensure that CPD is inclusive and includes equality issues both directly and indirectly.
- Publish data annually so that others can judge TCG's effectiveness in meeting duties.
- Develop and publish specific and measurable equality objectives.

Alignment with other strategies

This plan is aligned with other key College strategies, including the Higher Skills Strategy, the Equality and Diversity Strategy.

Through our Higher Skills Strategy, we will ensure that we deliver on our vision to provide a high quality, accessible and employment-focussed offer. Allowing students to achieve their full potential and progress to meaningful and sustainable employment, in response to the growing demands for higher level skills. Over the lifespan of the plan, TCG will refocus on the higher education curriculum offer we deliver. In line with the government ambitions reflected in the "Skills for Jobs" White Paper and the higher technical education reform, TCG will develop a flexible, accessible range of higher technical and professional programmes that lead to higher level study and employment. We aim to expand our higher and degree apprenticeship offer in areas such as Construction, Digital and Engineering to support the economic growth of Greater Manchester and support the career aspirations of our students.

TCG will continue to take a collaborative approach to removing barriers for different individuals where this allows us to offer more nuanced or holistic support. Through our innovative Community Partnership model, TCG has strong relationships with a range of community and third sector organisations. This enables us to support underrepresented groups within the community setting, supporting trusting and meaningful interventions. We will continue to engage these organisations to enrich the support we can offer to our students.

Student Lifecycle	Problem to Address	Output	Outcomes	Impact
Access	<p>Access gap between PQ_1 and PQ_5 students.</p> <p>Increase the % of Asian students accessing the College.</p>	<p>Work with our FE students to promote progression opportunities including higher technical qualifications and higher apprenticeships.</p> <p>Establish stronger links with schools and colleges with a high proportion of PQ_1 and Asian students.</p> <p>Continue our engagement with Uni Connect in delivering subject taster sessions and curriculum enrichment activities.</p> <p>Provide IAG sessions for schools, colleges and community organisations around HE progression.</p>	<p>Number of applications received from students from PQ_1 and the Asian community.</p> <p>Number of students attending taster sessions and enrichment opportunities.</p> <p>Conversion rate of students applying and enrolling onto TCG HE programmes.</p>	<p>Reduce the gap between PQ_1 and PQ_5 students.</p> <p>Increase the number of Asian students accessing the College.</p>
Success	<p>Continuation Gap between IMD_Q1 and IMD_Q5.</p> <p>Continuation Gap between BAME and white students.</p> <p>Continuation Gap between part time mature and young students.</p> <p>Continuation Gap between disabled and non-disabled students.</p>	<p>Undertake evaluation to understand the impact of the current support interventions that are in place to support students, in particular where we see the biggest gaps by our assessment of performance.</p> <p>Strengthen referral processes between Information, Advice & Guidance, HE Study+ and our Disability Services to ensure that identified students at risk of non-continuation are given timely, targeted advice about additional support and reasonable adjustments that they can access to help manage during their studies.</p> <p>Review the current tutorial system and approach to providing every individual student with an identified Personal Tutor to further improve academic and pastoral support.</p> <p>Deliver more inclusive and integrated study support which is embedded into course curricula such as study skills sessions.</p>	<p>Outcome from evaluation of current student intervention.</p> <p>Number of referred students accessing student support.</p> <p>Smarter targets from tutorials.</p> <p>Deduction in withdrawals for non-academic reasons.</p>	<p>Reduction in non-continuation rates in students identified in assessment of performance.</p>
Attainment	<p>Attainment Gap between IMD_Q1 and IMD_Q5.</p> <p>Attainment Gap between P_Q1 and P_Q5.</p> <p>Attainment Gap between BAME and white students.</p> <p>Attainment Gap between disabled and non-disabled students.</p>	<p>Undertake evaluation to understand the reasons in attainment gaps for students identified in our learning, teaching and assessment.</p> <p>Using a range of student voice activities to understand the experience of these students and issues that need to be addressed.</p> <p>Create a study skills session accessible to all students.</p>	<p>Understand the gaps in performance and provide further interventions where necessary.</p> <p>Strengthen our student engagement activities with students allowing them to become active partners in their learning.</p> <p>Increase engagement with study skill sessions.</p>	<p>To remove barriers to study where they exist for underrepresented groups.</p> <p>Reduce gaps for students identified.</p>

Progression	Progression Gap between disabled and non-disabled students.	<p>Review approaches to employability to further enhance and improve where necessary.</p> <p>Provide further support for students in employability activities such as researching, CV writing and interview skills.</p> <p>Embedding credit bearing employability modules into all HE programmes by 2025.</p> <p>Further support our employer engagement activities with HE students through placements, industry talks and workplace learning.</p>	<p>Understand where further enhancements are required to support student progression.</p> <p>Engagement to and from students with employability activities.</p> <p>Ensure the embedding of employability into the curriculum.</p> <p>Level of employer engagement.</p>	Increase the progression rate of students progressing into highly skilled employment with a particular focus on disabled students.
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Strategic measures

Access

Target Groups for Access:

- From Polar4 Q1 studying Full time
- BAME Students studying Full time

To address the targets outlined in Section 2, TCG will build stronger relationships with primary and secondary schools, sixth forms, colleges, HE providers and community settings to raise the aspiration of young people. We will enhance our collaborations with schools and centres whose catchment areas fall within POLAR4 1&2. We will also work directly with pupils and parents to build confidence and expectation by highlighting the positive outcomes from higher education. We will directly engage the parents of our FE students in college activities and will improve communications with them by introducing automated updates and electronic access to our student tracking system. Through these activities, by 2027, we will increase access to full time HE from POLAR4 Quintile 1 and BAME Communities.

The TCG School Liaison Team already supports young people in making informed choices about their future. The team pro-actively provides information and advice about study routes and pathways. It will increase its work through engagement within the wider community. We are also working closely with Children's University to develop a Stockport's Children University in partnership with Stockport Council and it is hopeful that this will be in place by September 2022, facilitating clear links with TCG and investing in young people, some of which will come from the most disadvantaged postcodes in the area.

The Greater Manchester Higher (Uni Connect) data provides analysis of students who are capable of progressing to higher education but who experience barriers to doing so. This intelligence is already facilitating interventions to support participation. Through the Uni Connect outreach hubs, we will enhance this work in order to support widening access for the under-represented groups across our region. We will make increasingly better use of available data through our analytics developments and will share details of outreach opportunities. In time, specific aims will be developed from this work as we gain insight from a much wider information set including regional outreach mapping and countywide data on HE progression.

We are additionally already involved in a national funded project to raise the profile of the newly reformed Higher Technical Qualifications (HTQs) across the region in the subject area of Digital. We will further enrich our work with employers. This work will encourage wider access to apprenticeships and part time courses from under-represented groups.

TCG launched the 'College Ready' programme in 2019-20 delivered by our Student Engagement and Inclusion Teams, targeting disadvantaged and hard to reach young people from our communities. The programme prepares prospective students to transition into our future education programmes. We intend to replicate this for our new higher education intake from August 2022 and cover a range of preparation skills such as time management, research and referencing skills, academic writing and resilience tools. We will ensure that applicants that are young students from PQ_1 and the students from Asian community are prioritised.

Recent changes in TCGs operational structure now means that HE programmes are located within the same curriculum areas as our FE provision to reflect the synergy between subjects, and these are directly operationally managed by Head of Studies which will provide clearer progression between our FE and HE provision.

Over 6,000 young people from level 1-3 choose to study with us on Further Education study programmes and apprenticeships. A scholarship project was completed in December 2020 which highlighted that many FE students chose not to remain in college after level 3, due to a lack of information on progression opportunities and the course options that are available to them. A clear curriculum mapping was completed in the summer of 2021 identifying the progression opportunities from level 3 to 4 and areas where further development is needed. Targeted interventions will therefore be enhanced to ensure that these students receive the support and guidance needed to facilitate progression into HE. We will ensure that FE students from P_Q1 and BAME students are prioritised. TCG has also introduced T-Levels in 2021 which will provide progression to Higher Technical Qualifications by 2025. We will improve the engagement with parents of FE students in the progression of their children.

According to Advance HE¹, BAME students overwhelmingly choose medicine, law, business and computer science subjects. The majority of these lie outside of the TCG HE curriculum, but some (law, business and computing) are areas that are successfully delivered at levels 1 to 3. There is also internal evidence to support that our level 3 BAME students are less likely to progress internally due to our current HE subject offer. Therefore, curriculum development will also be an area development. By 2025 we will be offer Higher Technical in a range of subjects including business and digital.

Planned activities	Yearly milestones					
	Target	2022-23	2023-24	2024-25	2025-26	2026-27
Establish stronger links with schools and colleges with a high proportion of PQ1 and Asian students.	No of relationships	3	5	8	10	12
Continue to engage with the Uni Connect program to deliver subject taster sessions and curriculum enrichments	Headcount of participates	100	125	150	175	200
Development of HE curriculum including HTQs and Higher Apprenticeships	No of new programmes	1	5	3	2	2

Success

Target Groups for Success:

- Students from IMD_Q1&2
- Asian Students
- Part time mature students
- Disabled Students

TCG will develop a range of measures to ensure all students that choose to study remain and succeed from Higher Education. We will focus these interventions on the students above.

Student group feedback and analysis has revealed that students choose to study with TCG because classes fit in with home/work life along with smaller class sizes and personalised contact with tutors and support teams. On-programme support is a strong focus for TCG. It incorporates our student partnership framework, bringing together teaching and enabling teams holistically to support continuation and progression. However internal data suggests that the most common reason students do not continue after year one is due to 'Mental Health'. Building resilience and wellbeing will become

¹ Advance HE, 2018. Equality+ Higher Education: Student statistical report 2018

a key focus. The planned enhancement in data intelligence and insight will provide staff with early intervention indications.

Alongside our study programmes, the student support team also offer HE Study+. From 2022 HE Study+ will be further developed to provide a programme of positive interventions to assist students through key milestones on their HE journey such as progression between levels. We understand that some students leave due to reasons beyond the control of TCG and there is a clear need for HE Study+ to embed not only academic skills but to also provide support around health and wellbeing to improve continuation.

We will continue to offer financial bursary, which is aimed to remove financial barriers to participation by providing financial support for the first year on programme. The fund will assist all eligible students with a one-off payment of £500. Survey of current bursary recipients confirmed that the bursary supported them during the first year of study and enabled them to purchase much-needed study resources and equipment. Further details of eligibility is outlined in section 4.

Planned activities	Yearly milestones					
	Target	2022-23	2023-24	2024-25	2025-26	2026-27
Developing a mental health tool kit to support students during their studies. Ensuring students thrive and succeed.	The percentage of students engaged with mental health tool kit	0	40	50	60	70
Providing mental health training to all HE staff which equips them to recognise signs associated with mental health and provide timely support.	The number of staff completing mental health champion programme	5	8	12	15	20
Further promoting HE student + to support students at key milestones in their student journey	No of students participating in HE Study+	75	100	150	200	300
Create a staff and student consultation group to understand the experience of unrepresented groups and students and address issues	No of consultation meetings	4	3	3	3	3

Attainment

Target Groups for attainment:

- Students from IMD_Q1
- Students from P_Q1
- Students from BAME
- Disabled Students

TCGs Student Partnership Strategy recognises that inclusive practice, values and diversity actively enhance the learning experience. Acknowledging good practice in these areas is an integral element in TCG HE teaching observations. We will create a CPD offer that includes inclusive practice and drive achievement to enhance attainment for under-represented groups of students. *Students as partners* through our Student Partnership Strategy is built on a culture of mutual respect and partnership. The Strategy is an integrated and collaborative approach to supporting students in achieving positive outcomes through an attractive and engaging curriculum that maximises student success and¹⁷

achievement. Our teaching and support services work holistically across the student lifecycle to enable this

We will gain deeper understanding of our curriculum design through effective evaluation, ensuring that our Higher Education provision is well-designed and staff understand inclusion. Both of these are key factors in ensuring that students are able to succeed, and we require curriculum and teaching to be at the highest standard and inclusive and accessible to all. TCG has set focused CPD opportunities that will be implemented systematically over the lifespan of this plan as well as continuing to fund scholarly projects which investigate and apply good practice in reducing the gaps which we have identified.

Differential outcomes are monitored at programme level during periodic reviews and termly at programme review boards. However, to further support these activities we will introduce new metrics to better understand students' starting points and ensure a consistent approach to regular setting and monitoring of targets which will hopefully support timely and effective academic, pastoral and learning support. We expect this approach to contribute to reducing all the differential gaps that have been identified in this plan.

Planned activities	Yearly milestones					
	Target	2022-23	2023-24	2024-25	2025-26	2026-27
Deliver staff training on inclusive practice and raising attainment between different cohorts of students	The percentage of staff participating in session	30%	40%	60%	80%	100%
Create a staff and student consultation group to understand the experience of unrepresented groups of students and address issues	No of consultation meetings	4	3	3	3	3
Further promoting HE student + to support students at key milestones in their student journey	No of students participating in HE Study+	75	100	150	200	300

Progression

Target Groups for Progression:

- Disabled Students

We acknowledge that progression to highly skilled employment is less than expected as evident in our most recent TEF data set. We are clear that a whole provider approach is required to support the progression of our students. As defined in the Skills for Jobs White Paper, the skills demands of the future will require more than just the acquisition of knowledge and skills; and addressing this will involve strengthening our partnerships with employers and sector bodies to identify and deliver the specific skills required to meet regional labour market demand. TCG is also part of a Greater Manchester Higher Technical Qualification in digital project, and we aim to develop this further by 2025 in the areas of construction, engineering, health and business. TCG has high ambitions to be at the forefront of higher technical education ensuring student progression into meaningful and sustainable employment.

We recognise that to achieve the increase of student progression into highly skilled employment, we will need to focus particular attention to those groups identified. For some students there may be other factors that are related to progression that need to be better understood. We will develop and enhance support in areas where evidence shows that it can make a genuine impact on successful outcomes. We18

will proactively promote to specific groups with bespoke targeting, where this is identified as the most effective approach to improve outcomes.

TCG has developed a new Higher Skills Strategy and an Employer Responsive Strategy to ensure that our students are able to fulfil their potential both now and in the future. Our ambition is for our curriculum to be transformed to 'careers' not 'courses' and we will achieve this by creating an employer driven curriculum ensuring all undergraduate provision programmes deliver applied learning experiences. From 2022 all programmes will include credit bearing employability activities at each level of the programme. By 2024 every student will have credited work experience in every level of their course.

We are also developing our alumni activity to ensure effective communication with our students beyond graduation. This is to ensure we can raise the profile of our higher education provision using our own graduates as role models but also to increase the response rates of the newly reformed graduate outcome surveys to have a positive impact on progression as we provide ongoing support including opportunities for further study and employability.

Planned activities	Yearly milestones					
	Target	2022-23	2023-24	2024-25	2025-26	2026-27
Create bespoke career progression talks and activities for students with a disability	the percentage of disabled students participating	20	40	50	60	80
Establishing stronger links with external organisation (City Disability, BBC Extended Hub, even break) to support mentoring, internships and work placements for students with a disability	No of relationships	2	3	4	5	5
Increasing work related opportunities for students with a disability.	Percentage of student's uptake with opportunities	30	40	50	60	80

3.2 Student consultation

The College does not have a formal student union however the College's student partnership framework ensures that students are active partners in their experience with TCG, enabling us to provide a high-quality teaching, learning and assessment environment. All programmes of study have an elected student representative and students' representatives are present at all College formal committees such as HE Curriculum and Quality Committee, a subcommittee of the Board of Corporation. Student consultation was sought in the autumn term of 2021 as part of the preparation of this Access and Participation Plan through the Colleges existing student voice mechanisms. This provided a platform for a range of students from different cohorts and curriculum areas to express their views on the Plan and to consider the targets, planned activities and shape future development through monitoring and evaluation.

Specific changes made in the development of the Plan following student feedback included:

- The plan reflected the needs of the College student body and wider community however the current bursary scheme could be broadened to include household income.
- Students welcomed the focus on employability and students recommended support to attend external conferences and CPD opportunities to enhance employability skills.
- Enhancing tutorials to include career planning.
- Future awareness and consideration for single parents and carers and students facing domestic abuse.

3.3 Evaluation strategy

The Strategic Context

Our self-assessment suggests that we are ‘emerging’ in all sections of evaluation and evidently there is a need to further enhance our evaluation approach to support our intended activities and interventions. We regularly report on equality measures including age, gender, ethnicity, IMD, POLAR quintiles, qualification types through our schedule of committees.

We will further embed our Access and Participation Targets into the workings of our Equality and Diversity Committee (EDC) providing a cross-college focus to widen student access and participation, improve student retention and progression, and achieve improved education and employment outcomes for all students. EDC provides strategic leadership in identifying and implementing programmes of work, activities, and initiatives that support student access, progression, and outcomes; and monitors and evaluates progress in these areas. In addition, specific target groups identified in this plan will be regularly monitored through the Group’s committees, including Academic Boards and HE working groups. The EDC will develop a toolkit of evaluation materials, taking best practice from across the sector. These will be used across all planned activities, to allow comparison on impact.

Our research and evaluation is evidenced through our annual research and scholarship staffing allocation and in recent years we have commissioned research projects aligned to access and participation such as “*BAME Level 3 students HE decision*” and “*I forget to remember to forget; The Cognitive Impact of SEND on learning*”. Across the lifespan of the plan a range of staff drawn from the relevant areas across the College Group will be provided with training and development in evaluation skills. We will proactively engage with expert advice and support for more complex aspects of work, for example working with our strategic university partners; many of whom have substantial experience and expertise in widening participation. Research and evaluation is shared internally at our teaching and learning conference and through the scholarship review journal.

We will proactively engage with the OfS evaluation toolkit for December 2021 to evaluate our performance and allow us to review and assess our effectiveness, ensuring our evaluation is robust and evidence led. To support us to further understand where continuous improvements need to be addressed, we will ensure our data collection is sufficiently rich and this will also be supported by our intentions to enhance data intelligence.

Evaluation Design

A mixed model of evaluation is adopted for some activities and interventions from previous access and participation plans including feedback, focus groups and quantitative data. However, to strengthen our approach within the lifespan of this plan, a range of factors need to be considered to determine which type of evaluation is most appropriate and can demonstrate meaningful impact. We will ensure that, as a minimum, narrative evaluation is included in all activities and interventions. The Equality and Diversity Committee will ensure this is implemented using the TASO evaluation toolkit of ‘Diagnose’ ‘Plan’ ‘Measure’ and ‘Reflect’ recognising that our evaluation needs to be ongoing throughout a planned activity to better understand how the activities and intervention are working. Empirical and Causality is²⁰ currently not used, however for us to demonstrate that interventions have led to improvements and can

demonstrate the difference of comparison we will take the opportunity to explore and develop these within the lifespan of the plan in certain activities.

As outlined in section 4, we offer a range of financial support to students. We offer a financial bursary to low household income and BAME students and a hardship fund for any student that may be facing financial difficulties during their studies. We will use the OfS financial support evaluation toolkit annually to evaluate the impact of our support. This will determine our financial support in the future.

Evaluation Implementation

We are committed to enhancing our evaluation approach and to use evidence-informed research to identify and inform our developments in widening participation. To support our aims and understand why and how differential outcomes occur, the Equality and Diversity Committee will be responsible for the implementation of our evaluation approach and will identify how data collection requirement will measure outcomes and the impact of our intended activities. This will be led primarily through a standard evaluation plan template and will ensure that evaluation is at the heart of our activities and intervention from an early stage. As the plan progresses this will be reviewed and refined. Curriculum and Enabling team members who are involved will be supported in their role of evaluation, monitoring and dissemination. We already work closely with other local further education colleges and universities and in due time we look forward to sharing our learning, leading to reduced differential outcomes and improved experiences and success for all.

Evaluation Learning

There is a desire for continuous improvement to be deeply embedded into our college activity, culture and practices. Our ambition throughout the lifespan of this plan is to strengthen our evaluation programme which will enable evidence-based research for dissemination and share good practice throughout our organisation and beyond. We will ensure that new activities are developed in a way that allows a research based approach to support effective evaluation. Our reporting structure allows sharing with partner stakeholders such as Uni Connect and our strategic university partners. Internally, evaluation is considered and reflected at a number of committees such as our HE and E&D Committees, which will be further supported by the intended enhancements in evaluations to allow members to have a deeper understanding. Ongoing conversations throughout the lifespan of the plan and indeed activities and interventions, will ensure that changes and further enhancements can be made whilst these are ongoing, in order to improve them.

3.4 Monitoring progress against delivery of the plan

The TCG Corporation Board is ultimately responsible for monitoring the Access and Participation Plan and in 2019-20 the Group made improvements to its formal reporting structure and implemented the Higher Education Curriculum and Quality (HE C&Q) Committee, a subcommittee of the Corporation Board which engages in the ongoing monitoring and progress made against the Plan, which is a standing item at all meetings. At an operational level, a range of deliberative and executive committees provide assurances to the HE C&Q and the Board. These committees already regularly report on a range of data and cohort analysis, including ongoing attendance, retention and achievement across a range of under-represented groups.

The Deputy Principal and Head of HE and Higher Skills will lead on this plan, which is ultimately approved by the Accountable Officer and the Corporation Board. Students as partners are at the heart of our Student Partnership Strategy and students are members on all HE College deliberative committees, as well as providing membership on the HE Curriculum and Quality Committee, enabling²¹ opportunity for direct student feedback. We will ensure that there is a strategic focus on student voice

that is more representative and will seek to gauge the views of underrepresented groups of students to ensure we capture feedback from all parts of our student community.

Activities within the Plan will be embedded into our normal operational practices and, during this process, should progress against targets be less than expected we may enhance or change our approach to address under performance in a more effective manner.

4. Provision of information to students

TCG is committed to ensuring that information to students is clear and transparent; we provide this in a timely and accurate way to allow prospective students to make informed choices about their education options. This information includes fees and financial support available to them either from the TCG or national sources such as the Snowdon Trust for disabled students. In our most recent QAA review it was confirmed that the approach to Information, Advice and Guidance is in line with Consumer Protection Obligations.

All regulations, policies and procedures and the access and participation plan is available on our Website under <https://stockport.ac.uk/university-level/important-information/> and current students can also obtain these via the VLE.

Annual reviews of all regulations, policies and procedures are conducted and approved by our HE Curriculum and Quality Committee. We review and reserve the right to increase fees on an annual basis up to the maximum amount allowed by law or government policy. Fee increases do not apply to current students who remain on the current fee set at the point of offer.

All financial and academic support schemes are also available on our website and discussed with prospective students throughout the application process including at open days and interview events. The student support teams also promote these through induction, group and one to one sessions. We also target our application-based schemes to priority groups to encourage take-up to maximise impact.

Financial Support

There is little empirical evidence to suggest that financial bursaries are effective in encouraging low-income students or indeed any students from any backgrounds in accessing higher education². There is evidence to suggest that financial bursaries support students in participating in HE, enabling students to purchase equipment, academic books, and reducing stress and anxiety which are likely to support retention and success.³ Recipients of the College's bursary in 2020-21 also confirmed that the financial bursary supported them during the first year of study and should continue. There are higher retention rates of students that received the bursary to those that didn't, suggesting bursary recipients have better outcomes than those without.

Therefore, we will continue to develop new financial support schemes throughout the lifespan of this plan. The bursaries are designed to students during the first year of study with the aim of positively impacting on continuation. We will also subscribe to the full service of Student Finance England which

² Wyness, G (2016). Higher Education bursaries and performance: annual test scores, drop out and degree outcomes. Report to UK Research and Innovation by University College London.

³ Harrison N., Davies S., Harris R., & Waller R (2017). Access, Participation, and capabilities: theorising the contribution of university bursaries to students' well-being, flourishing and success. Report commissioned by The University of the West of England.

will provide greater information on student household income, supporting the Group in dealing with financial awards more effectively.

Step up Bursary

This bursary is available to any eligible student below. The bursary will be £500 for the first year of study only or pro rata for part time students.

Eligibility	Full time (1 st year only)	Part time (per year)
IMD 1 Students & household income of £25,000 or less.	£500	£250
BAME Students	£500	£250
Mature Students (over 30 years old)	£500	£250
Disabled Students	£500	£250

Care Leaver Bursary

This bursary is available to students who have left local authority care within the 3 years prior to enrolling at TCG. The financial bursary is £1,000 in each year of study to recognise the additional financial pressures this group of students are likely to face when they progress into Higher Education.

Our hardship grant will also continue recognising that there will be occasions when issues arise that impact upon study which had not been planned for. Our hardship fund is designed to support students in emergencies that create hardship, providing financial support via individual applications and on a case-by-case basis.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Summary of 2022-23 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2022-23 new entrants

Table 4a - Full-time course fee levels for 2022-23 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£7,995
Foundation degree		£6,995
Foundation year/Year 0	*	*
HNC/HND		£6,995
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2022-23

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

Table 4c - Part-time course fee levels for 2022-23 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£3,995
Foundation degree	*	*
Foundation year/Year 0		£3,600
HNC/HND		£3,600
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2022-23

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

Targets and investment plan 2022-23 to 2026-27

Provider name: The Trafford College Group

Provider UKPRN: 10005998

Investment summary

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

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Total access activity investment (£)	£35,000.00	£35,000.00	£41,000.00	£50,000.00	£50,000.00
Access (pre-16)	£10,000.00	£10,000.00	£12,000.00	£15,000.00	£15,000.00
Access (post-16)	£10,000.00	£10,000.00	£12,000.00	£15,000.00	£15,000.00
Access (adults and the community)	£10,000.00	£10,000.00	£12,000.00	£15,000.00	£15,000.00
Access (other)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Financial support (£)	£50,000.00	£50,000.00	£57,000.00	£65,000.00	£70,000.00
Research and evaluation (£)	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00

Table 4b - Investment summary (HF%)

Access and participation plan investment summary (%HF)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Higher fee income (£HF)	£359,770.00	£457,020.00	£517,220.00	£532,840.00	£550,950.00
Access investment	5.6%	4.4%	4.3%	4.7%	4.5%
Financial support	8.3%	6.6%	6.8%	7.5%	8.7%
Research and evaluation	2.8%	2.2%	1.9%	1.9%	1.8%
Total investment (as %HF)	16.7%	13.1%	13.0%	14.1%	15.1%

Targets and investment plan 2022-23 to 2026-27

Provider name: The Trafford College Group

Provider UKPRN: 10005998

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones					Commentary on how milestones/targets were calculated (500 characters maximum)
											2022-23	2023-24	2024-25	2025-26	2026-27	
To improve the access opportunities of TCG full time 18 years' old students from P_Q1	PTA_1	Low participation neighbourhood (LPN)	POLAR quintile 1	POLAR quintile 5	Reduce the access gap between TCG students from P_Q1 and P_Q5	No	The access and participation dataset	2019-20	Percentage	5%	4%	3%	2%	1%	0%	
	PTA_2															
	PTA_3															
	PTA_4															
	PTA_5															
	PTA_6															
	PTA_7															
	PTA_8															
	PTA_9															
	PTA_10															
	PTA_11															
	PTA_12															

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones					Commentary on how milestones/targets were calculated (500 characters maximum)
											2022-23	2023-24	2024-25	2025-26	2026-27	
Reduce to zero the percentage point difference in continuation between students from IMD_Q1&2 AND IMD_Q3-5	PTS_1	Socioeconomic	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	Eliminate the continuation gap between students from IMD_Q1&2 and IMD_Q3-4 on full time other undergraduate programmes	No	The access and participation dataset	2018-19	Percentage points	7	5	3	2	1	0	
Reduce to zero the percentage point difference in continuation between students from P_Q1 and P_Q5	PTS_2	Low participation neighbourhood (LPN)	POLAR quintile 1	POLAR quintile 5	Reduce the continuation gap between students from P_Q1 and P_Q5 on full-time other undergraduate programmes	No	The access and participation dataset	2019-20	Percentage points	15	12	10	8	6	4	Data is calculated by the aggregated data over the previous three years
Eliminate the continuation gap between students from BAME students and White students	PTS_3	Ethnicity	Other (please specify in description)	White	Eliminate the continuation gap between students from BAME students and White students	No	The access and participation dataset	2018-19	Percentage points	10	8	6	4	2	0	
Eliminate the continuation gap between part time mature and young students	PTS_4	Mature	Mature (over 21)	Young (under 21)	Reduce the percentage point difference in continuation between part-time mature and young students.	No	The access and participation dataset	2018-19	Percentage points	10	8	6	4	2	0	
Reduce continuation gap between full time students with a disability and those without	PTS_5	Disabled	Students with disability	Students with no known disability	Reduce the percentage point difference in continuation between disabled and non-disabled students	No	The access and participation dataset	2018-19	Percentage points	9	8	7	6	5	4	Data is calculated by the aggregated data over the previous five years
Reduce the percentage point difference between first degree students from IMD_1 and IMD_5	PTS_6	Socioeconomic	IMD quintile 1	IMD quintile 5	Reduce the percentage point difference between first degree students from IMD_Q1 and IMD_Q5 achieving a 2.1 and above.	No	The access and participation dataset	2019-20	Percentage points	15	12	8	6	4	2	Data is calculated by the aggregated data over the previous three years
Reduce attainment gap between full time students from P_Q1 and P_Q5.	PTS_7	Low participation neighbourhood (LPN)	POLAR quintile 1	POLAR quintile 5	Reduce the percentage point difference between first degree students from P_Q1 and P_Q5 achieving a 2.1 and above.	No	The access and participation dataset	2019-20	Percentage points	15	12	8	6	4	2	Data is calculated by combined Black, Asian, Mixed and other student population (BAME) in comparison to white student population
Reduce attainment gap between full time BAME students and White Students	PTS_8	Ethnicity	Other (please specify in description)	White	Reduce the percentage point difference between first degree students from BAME and White students achieving a 2.1 and above	No	The access and participation dataset	2019-20	Percentage points	10	9	8	7	6	5	The Access and Participation dataset does not show attainment of other undergraduate programmes. Internal data has been used to calculate this target. Data is calculated by combined Black, Asian, Mixed and other student population (BAME) in comparison to white student population
Reduce attainment gap between BAME students and White Students	PTS_9	Ethnicity	Other (please specify in description)	White	Reduce the percentage point difference between other UG students from BAME and White students achieving a Merit or above	No	Other data source	2019-20	Percentage points	10	9	8	7	6	5	

