

Access and Participation Plan 2026-27 to 2029-30

Introduction and Strategic Aim

South Essex College of Further and Higher Education, henceforth referred to as South Essex Colleges Group (SECG), is located in South Essex and is made up of three main campuses located within the Unitary Authorities of Thurrock, Southend-on-Sea, and the Local Authority Essex County Council which oversees Basildon offering qualifications from entry level through to level 7.

The Group aims to meet the aspirations and ambitions of each of the Unitary and Local Authority by contributing to their regeneration plans and helping to meet the skills needs of our local communities. We aim to provide an exceptional educational experience which supports a foundation for our students' future careers.

South Essex Colleges Group vision is "we are the heart of community transformation." Our mission is "working together, we will provide knowledge, education and skills development for all."

We have 5 strategic goals.

- Provide teaching and learning that expands students' horizons and enables them to achieve the qualifications they need to give them life-time choices.
- Attract and retain the best and diverse people and become an employer of choice.
- Become financially, technologically, and environmentally sustainable.
- Build our brand equity to increase our markets, influence, and add social value across Essex and East of London.
- Collaborate across education, community, and employers to find innovative solutions to achieve our shared goals.

We have a clear higher education (HE) mission to widen participation and to support students to realise their full potential, enhancing social mobility and making higher education study available to all. South Essex Colleges Group higher education provision is branded as University Centre South Essex (UCSE). Degree level programmes are managed through the department of higher education, while HTQs, Higher Nationals (HN) and apprenticeships remain within the further education (FE) curriculum departments.

The Group delivers learning programmes to circa 8,500 students each year of which around 600 are HE students. We work in partnership with three universities: The University of East Anglia for our social sciences degrees, University Arts London for our creative degrees and The Open University for our teaching degrees. Our HE student body is made up of 73% full time of which 49% are first degree students, 25% are part time and 2% apprenticeship ([Data dashboard - Office for Students](#))

The OfS size and shape dashboard 2019-20 to 2022-23 4 year aggregate ([Size and shape of provision data dashboard: Data dashboard - Office for Students](#)) shows the below:

Attribute	Full time Undergraduates	Part time undergraduates	Apprenticeship
Local prior to entry	76.4%	63.8%	78%
Mature	43.4%	90%	71.5%
White ethnicity	90.9%	90%	DPH
Male	29.7%	41.7%	56%
IMD 1 & 2	44.3%	39.8%	36.3%
Declared a disability	32.8%	17.4%	13.2%

Tundra 1 & 2	67.6%	61.6%	76.9%
Enter with BTEC, Access or alternative level 3 qualification	25.6%	53%	19.8%
Enter with BTEC quals lower than DDM	23.4%	11%	30.8%

Essex Chambers of Commerce local skills improvement plan (LSIP, 2023) states the percentage of working aged people with a Level 3+ qualification in Essex is 53.6% compared to the Eastern Region of 58.2% and the United Kingdom (UK) 61.5%. Similarly, working aged people qualified to Level 4 and above for Essex is 35.2% compared to the Eastern region 39.6% and the UK 43.6%. Furthermore, the LSIP states the importance of foundational skills including English and maths, and these are a skill priority for the area to ensure school leavers possess these competencies. The lack of skills at these levels are creating skills gaps and resulting in a dichotomy where there is growing unemployment on the one hand and an increasing number of unfilled vacancies on the other. SECG is committed in playing a leading role in ensuring that the young people of South Essex today are able to access the high-value, highly skilled and well paid jobs of tomorrow, and that our adult population is equipped to take up the opportunities which are immediately available.

Risks to Equality of Opportunity

To carry out an assessment of performance we have used:

- Office for Students (OfS) Access and Participation dashboard (primary source)
- Office for National Statistics (ONS)
- Internal data
- Applications
- Rates of early attrition and reasons
- National Student Survey (NSS) responses
- Uptake of academic and personal wellbeing support
- Use of extenuating circumstances.
- Student voice
- Staff voice

As outlined in our introduction, SECG operates as a small higher education provider. We acknowledge that our data has certain limitations, is influenced by complex factors, and is subject to statistical uncertainty. Through this exercise we have identified a number of initial indications of risks and have used the equality of opportunity risk register (EORR) to link these indications of risks to potential risks to equality of opportunity that will be addressed through this access and participation plan (APP). Further information including risks that will not be addressed can be found in Annex A. A prioritisation exercise was then carried out to ensure our plan will focus on the most significant risks to equality of outcomes for our student profile. We will be addressing nine indications or risk through this APP. Through an analysis of evidence (see annex A), an understanding of our local context and discussions with internal and external stakeholders, including student representation, we have identified nine risks to equality of opportunity which are causing the nine indications of risk show below in table 1.

Ref	Indications of Risk	Risks to Equality of Opportunity
RI1	Access – Eligibility for free school meals (FSM)	Risk 1 Knowledge and skills Risk 2 Information and guidance Risk 3 Perception of HE Risk 5 Limited choice of course type and delivery
RI2	Access – Male	Risk 1 Knowledge and skills Risk 2 Information and guidance Risk 3 Perception of HE Risk 5 Limited choice of course type and delivery

RI3	Continuation – IMD quintiles 1 & 2	Risk 6 Insufficient academic support Risk 7 Insufficient personal support Risk 8 Mental health Risk 10 Cost pressures
RI4	Completion – IMD quintiles 1 & 2	Risk 6 Insufficient academic support Risk 7 Insufficient personal support Risk 8 Mental health Risk 10 Cost pressures
RI5	Completion - Disability by type mental health condition	Risk 6 Insufficient academic support Risk 7 Insufficient personal support Risk 8 Mental health Risk 10 Cost pressures
RI6	Attainment - Disability by type cognitive or learning difficulties.	Risk 6 Insufficient academic support Risk 7 Insufficient personal support Risk 8 Mental health Risk 10 Cost pressures
RI7	Attainment - Ethnicity	Risk 6 Insufficient academic support Risk 7 Insufficient personal support Risk 8 Mental health Risk 10 Cost pressures
RI8	Progression - Disability	Risk 12 Progression from higher education
RI9	Progression - Ethnicity	Risk 12 Progression from higher education

Table 1

The prioritisation of these risks will guide our targeted intervention strategies to ensure our APP focuses on meaningful and measurable improvements.

Objectives

To address these risks, we have identified six objectives across the student lifecycle which aim to address the risks to equality of opportunity listed above. Each objective may address a range of risks. The risks each objective will address are included at the start of each intervention strategy.

Objective 1

UCSE will collaborate with pupils, teachers/advisors, and parents/carers from local state primary and secondary schools to support disadvantaged students in raising attainment. This will focus on students from IMD quintiles 1 and 2, and those eligible for free school meals.

Objective 2

UCSE will implement targeted outreach activities to ensure students receive accurate information, advice, and guidance to make informed choices about their higher education options. This will be particularly focused on students from IMD quintiles 1 and 2 and those eligible for free school meals. Additionally, we will address perceptions of higher education, ensuring students and their families understand the value, accessibility, and potential benefits of pursuing HE.

Objective 3

UCSE will build on the ongoing curriculum review to encompass different modes of study, including flexible, blended, and online learning options, ensuring accessibility, inclusivity, and representation for all students, particularly males and students from an ethnic minority background.

Objective 4

UCSE will achieve equality in continuation and completion rates for all students, including those from IMD quintiles 1 and 2, and students declaring a disability, by fostering a strong sense of belonging, ensuring consistency in inclusive practices, and providing tailored support to remove barriers to engagement and success.

Objective 5

UCSE will ensure equality in achieving good honours degrees (2:1 or above) for all students, particularly

those declaring a disability and those from ethnic minority backgrounds, through the application of inclusive practices and tailored support.

Objective 6

UCSE will achieve equality in progression to graduate-level employment or further study for all students, particularly those declaring a disability or from ethnic minority backgrounds, through consistent inclusive practices, engagement strategies, and tailored career support.

We will address the objectives through a combination of specific activities outlined in our intervention strategies and through our whole provider approach.

Intervention Strategies

Intervention strategy 1 - Access			
Objective 1 South Essex Colleges Group will collaborate with pupils, teachers/advisors, and parents/carers from local state primary and secondary schools to support disadvantaged students in raising attainment. This will focus on students from IMD quintiles 1 and 2 and those eligible for free school meals. Objective 2 South Essex Colleges Group will implement targeted outreach activities to ensure students receive accurate information, advice, and guidance to make informed choices about their higher education options. This will be particularly focused on students from IMD quintiles 1 and 2 and those eligible for free school meals. Additionally, we will address perceptions of higher education, ensuring students and their families understand the value, accessibility, and potential benefits of pursuing HE. Target: PTA_1 - To increase the participation rate on all undergraduate programmes of student eligible for free school meals and key stage 4 from 2-year aggregate from baseline year 22-23 of 21.6pp to 25pp. PTA_2 - To increase the participation rate on all undergraduates programmes of students that are male from baseline year 22-23 of 26.3pp to 29.5pp. Risk to Equality of Opportunity: Knowledge and Skills, Information and Guidance, Perception of HE			
Activity	Inputs	Outcomes	Cross IS?
IAG and Taster Days pre-16 Working in partnership with Make Happen (AnyConnect) and Thurrock Trailblazers along with existing feeder schools to deliver IAG and taster days to Year 9 and 10 pupils. To accompany this programme a new area of the website will be delivered giving parents and pupils all the essential information they need about HE. Schools will signpost parents to the website and social media feeds in follow-up communications after the sessions.	Outreach Coordinator hours Materials for sessions Travel costs Web Development Student Ambassador hours	Short/ Medium Term Increased knowledge of the benefits of HE and course choice available, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE, improved parental understanding and aspiration for pupil to attend HE. Long Term Increased application to HE, increased applications to UCSE from FSM/IMD 1&2 pupils. Increased knowledge on the benefits of HE and course choice available, improved capacity to make informed decisions about HE and future career, confidence	IS2

		to successfully apply and succeed in HE, improved parental understanding and aspiration for pupil to attend HE.	
Creative Minds: A University Challenge Enquiring Minds: A University Challenge Competitions for target Primary and Secondary Schools. Pupils will be presented with a specific brief or challenge by UCSE. They will take part in an introductory session led by UCSE staff members and student ambassadors offering insights, skills, and guidance to help the pupils tackle the task. They will complete the tasks within school time and the end results will be submitted to UCSE. Celebration event acknowledging participation and success to take place for participating schools.	Outreach Coordinator hours Lecturer hours Student Ambassador Hours Materials and resources Cost of celebration event	Short/ Medium Term Improved academic skills and motivation, increased positive attitude towards HE, increased critical thinking / critical engagement with information, increased awareness, and engagement with subjects available at HE, increased awareness of local offer of HE courses at UCSE. Improved academic skills and motivation, increased positive attitude and sense of belonging towards HE, increased critical thinking and critical engagement with information, increased awareness, and engagement with subjects available at HE, increased awareness of local offer of HE courses at UCSE. Long Term Increased application to HE, increased applications to UCSE from FSM/ IMD 1&2 pupils.	
IAG post-16 Widening Participation staff will deliver interventions with Year 12 and 13 pupils, helping them to understand their options for HE. The interventions will compliment school-led sessions to help pupils understand the full range of HE study options, de-mystifying terminology and understanding student finance. To accompany this programme, a new area of the website will be delivered, giving parents and pupils all the essential information they need about HE. Schools will signpost parents to the website and social media feeds in follow-up communications after the sessions.	Outreach coordinator hours Cost of materials and resources Web Development staff hours Student Ambassador Hours	Short/ Medium term Increased knowledge of the benefits of HE and of the course choices available, increased understanding of local HE offer including courses at UCSE, improved capacity to make informed decisions about HE and future career, increased positive attitude towards HE, improved parental understanding and aspiration for pupil to attend HE Long Term. Increased applications to HE, more students attending HE from under-represented groups, increased applications to UCSE from FSM/ IMD 1&2 pupils.	IS2
Taster Days post-16	Make Happen/ Thurrock Trailblazers	Short/ Medium term Increased academic motivation, increased positive attitude	

Working in partnership with Make Happen (UniConnect) and Thurrock Trailblazers along with existing feeder schools to deliver taster days to Year 12/13 pupils. Pupils will experience a range of 1 hour subject specific taster sessions as well as a tour of the campus.	support with transport costs, administrative arrangements. Lecturer hours Outreach coordinator hours Student Ambassador Hours Cost of materials.	towards HE, increased academic self-efficacy, increased critical thinking and critical engagement with information, increased awareness of courses available at HE, increased awareness of local offer of HE courses at UCSE. Long Term Increased application to HE, increased applications to UCSE from FSM/ IMD 1&2 pupils.	
Peer Mentoring Programme UCSE Y2 students will be recruited and receive bespoke mentoring training. They will work with Y12 and 13 students from SECG to mentor and support them with their journey to HE. The scheme will be aimed at FE students with particular barriers to accessing HE but will be accessible to all students needing extra support and guidance. Working with Outreach and Transition staff mentors will guide participants to early support available. PeerConnect Mentors will progress through the lifecycle to become Peer Mentors/ Alumni mentors.	Outreach Coordinator hours External trainer hours Safeguarding staff hours (training delivery) PeerConnect Mentor pay. Materials and resources	Short/ Medium term Increased knowledge on the benefits of HE, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE, increased positive attitude and sense of belonging towards HE. Long Term Increased applications to HE, more students attending HE from under-represented groups, increased enrolment in UCSE courses from FSM/ IMD 1&2 students.	IS2, IS4
UCSE: Connect Mentoring Programme UCSE staff will offer a programme of mentoring for Y12 and Y13 students in target schools. Participants will be identified by school staff as having particular barriers to accessing higher education e.g. first in family to attend university, socio-economic status, lower academic achievement. Working with Outreach and Transition staff mentors will guide participants to early support available.	UCSE staff mentoring hours. Materials and resources Travel costs (mentoring will be delivered on school sites)	Short/ Medium term Increased knowledge on the benefits of HE, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE, increased positive attitude and sense of belonging towards HE. Long Term Increased applications to HE, more students attending HE from under-represented groups, increased enrolment in UCSE courses from FSM/ IMD 1&2 students.	
Uni Fair	Marketing team hours -	Short/ Medium term	

Event for Y12 and 13 students and FE Level 3 (internal and external) to provide IAG on University choices, student finance and support.	organisation and delivery Targeted marketing Marketing and promotional materials	Increased understanding of course choices available, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE. Long Term Increased applications to UCSE/ HE from FSM/ IMD 1&2 students.	
Total cost of activities and evaluation for intervention strategy: £185,000 the 4-year plan. Other resources may be needed if student numbers increase, and this is factored into the percentage of HFI (table 2) allocated to widening participation.			

Evaluation		
Summary of evidence base and rationale: This intervention strategy has been developed in direct response to an analysis of risks to equality of opportunity in student access. The analysis drew on a combination of sector literature, anonymous student and staff surveys, and a targeted focus group exploring barriers to higher education entry. The TASO Theory of Change framework has been applied to ensure alignment with evidence-based practice. Further detail can be found in Annex B.		
Evaluation: We will evaluate each intervention annually using either Type 1 and Type 2 data to assess the progress towards the achievement of the milestones and intended outcomes. This then allows for any improvement/changes required. These findings will be shared through the HE committee meetings. Specific evaluation approaches for each activity are outlined below. Student voice will be embedded in the evaluation process through follow-up surveys, feedback forums, and representation in evaluation discussions to ensure lived experiences continue to shape future improvements. An end of intervention report detailing all evaluation activity and findings will be published on our website and shared internally and externally.		
Activity	Outcomes	Evaluation Method
IAG and Taster Days pre-16 Working in partnership with Make Happen (UniConnect) and Thurrock Trailblazers along with existing feeder schools to deliver IAG and taster days to Year 9 and 10 pupils. To accompany this programme a new area of the website will be delivered giving parents and pupils all the essential information they need about HE. Schools will signpost parents to the website and social media feeds in follow-up communications after the sessions.	Short/ Medium Term Increased knowledge of the benefits of HE and course choice available, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE, improved parental understanding and aspiration for pupil to attend HE. Long Term Increased application to HE, increased applications to UCSE from FSM/ IMD 1&2 pupils.	Pre and post survey based on TASO's Access and Success Questionnaire. Survey to measure impact of intervention based on HE expectations, knowledge of HE, attitudes to HE and sense of belonging to HE (pre-entry). (Type 2 evidence)
Creative Minds: A University Challenge	Short/ Medium Term Improved academic skills and motivation, increased positive attitude	Pre and post survey based on TASO's Access and Success Questionnaire.

Enquiring Minds: A University Challenge Competitions for target Primary and Secondary Schools. Pupils will be presented with a specific brief or challenge by UCSE. They will take part in an introductory session led by UCSE staff members offering insights, skills, and guidance to help the pupils tackle the task. They will complete the tasks within school time and the end results will be submitted to UCSE. Celebration event acknowledging participation and success to take place for participating schools.	and sense of belonging towards HE, increased critical thinking and critical engagement with information, increased awareness, and engagement with subjects available at HE, increased awareness of local offer of HE courses at UCSE. Long Term Increased application to HE, increased applications to UCSE from FSM/ IMD 1&2 pupils.	Survey to measure impact of intervention based on improved cognitive and meta-cognitive strategies, HE expectations, knowledge of HE, understanding of HE courses available, attitudes to HE and sense of belonging to HE (pre-entry).
IAG post-16 Widening Participation staff will deliver interventions with Year 12 and 13 pupils helping them to understand their options for HE. The interventions will compliment school-led sessions to help pupils understand the full range of HE study options, de-mystifying terminology and understanding student finance. To accompany this programme a new area of the website will be delivered giving parents and pupils all of the essential information they need about HE. Schools will signpost parents to the website and social media feeds in follow-up communications after the sessions.	Short/ Medium term Increased knowledge of the benefits of HE and of the course choices available, increased understanding of local HE offer including courses at UCSE, improved capacity to make informed decisions about HE and future career, increased positive attitude towards HE, improved parental understanding and aspiration for pupil to attend HE Long Term. Increased knowledge on the benefits of HE. increased understanding of course choice available, increased understanding of local HE offers including courses at UCSE, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE, increased positive attitude towards HE. applications to HE, more students attending HE from under-represented groups, increased applications to UCSE from FSM/ IMD 1&2 pupils.	Pre and post survey based on TASO's Access and Success Questionnaire. Survey to measure impact of intervention based on HE expectations, knowledge of HE, attitudes to HE, understanding of HE requirements/ application process and sense of belonging to HE (pre-entry). (Type 2 evidence)
Taster Days post-16 Working in partnership with Make Happen (UniConnect) and Thurrock Trailblazers along with existing feeder schools to deliver taster days to Year 12/13 pupils. Pupils will experience a range of 1 hour subject specific taster	Short/ Medium term Increased academic motivation, increased positive attitude towards HE, increased academic self-efficacy, increased critical thinking and critical engagement with information, increased awareness of courses available at HE, increased awareness of local offer of HE courses at UCSE.	Pre and post survey based on TASO's Access and Success Questionnaire. Survey to measure impact of intervention based on HE expectations, knowledge of HE, understanding of HE courses available, improved ability to make informed decisions about HE, attitudes

sessions as well as a tour of the campus.	Long Term Increased application to HE, increased applications to UCSE from FSM/ IMD 1&2 pupils.	to HE and sense of belonging to HE (pre-entry).
PeerConnect Mentoring Programme UCSE Y2 students will be recruited and receive bespoke mentoring training. They will work with Y12 and 13 students from SECG to mentor and support them with their journey to HE. The scheme will be aimed at FE students with barriers to accessing HE but will be accessible to all students needed extra support and guidance. Working with Outreach and Transition staff mentors will guide participants to early support available. PeerConnect Mentors will progress through the lifecycle to become Peer Mentors/ Alumni mentors.	Short/ Medium term Increased knowledge on the benefits of HE, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE, increased positive attitude and sense of belonging towards HE. Long Term Increased applications to HE, more students attending HE from under-represented groups, increased enrolment in UCSE courses from FSM/ IMD 1&2 students.	Pre and post survey based on TASO's Access and Success Questionnaire. Survey to measure impact of intervention based on HE expectations, knowledge of HE, understanding of HE courses available, improved ability to make informed decisions about HE, attitudes to HE and sense of belonging to HE (pre-entry).
UCSE: Connect Mentoring Programme UCSE staff will offer a programme of mentoring for Y12 and Y13 students in target schools. Participants will be identified by school staff as having barriers to accessing higher education e.g. first in family to attend university, socio-economic status, lower academic achievement. Working with Outreach and Transition staff mentors will guide participants to early support available.	Short/ Medium term Increased knowledge on the benefits of HE, improved capacity to make informed decisions about HE and future career, confidence to successfully apply and succeed in HE, increased positive attitude and sense of belonging towards HE. Long Term Increased applications to HE, more students attending HE from under-represented groups, increased enrolment in UCSE courses from FSM/ IMD 1&2 students.	Pre and post survey based on TASO's Access and Success Questionnaire. Survey to measure impact of intervention based on HE expectations, knowledge of HE, understanding of HE courses available, improved ability to make informed decisions about HE, attitudes to HE and sense of belonging to HE (pre-entry).
Uni Fair Event for Y12 and 13 students and FE Level 3 (internal and external) to provide IAG on University choices, student finance and support.	Short/ Medium term Increased understanding of course choices available, improved capacity to make informed decisions about HE Long Term Increased applications to UCSE/ HE from FSM/ IMD 1&2 students.	Survey at event, tracking engagement with event and subsequent applications to UCSE courses.

Intervention strategy 2 – Continuation and Completion

Objective 4

To achieve equality in continuation and completion rates for all students, including those from IMD quintiles 1 and 2, eligible for FSM at key stage 4, and students declaring a disability, by fostering a strong sense of belonging, ensuring consistency in inclusive practices and providing tailored support to remove barriers to engagement and success.

Target:

PTS_1 – Reduce the percentage point gap in continuation between first degree students from IMD quintiles 1 & 2 and IMD quintiles 3, 4 & 5 from baseline year 21/22 of 7.5pp to 5pp.

PTS_2 - Reduce the percentage point gap in completion between all undergraduate students from IMD quintiles 1 & 2 and IMD quintiles 3, 4 & 5 from baseline year 18-19 from 5.5pp to 3pp.

PTS_3 – Reduce the percentage point gap in completion between all undergraduate students declaring a mental health disability and student declaring no disability from baseline year 15-16 to 18-19 (4-year aggregate) 10.1pp to 5pp.

Risk to Equality of Opportunity:

Insufficient academic support, insufficient personal support, mental health, cost pressures.

Activity	Inputs	Outcomes	Cross IS?
Summer School A 3/ 4 day programme of transition offering subject specific sessions, academic skills workshops, and an introduction to support services.	Lecturer hours Support Staff hours Cost of materials Student Ambassadors	Short/ Medium Term Skills and knowledge to successfully make the transition to HE, improved academic and personal preparedness for HE, engagement with UCSE support services prior to study. Long Term Increased continuation rates.	IS3
Transition and Early Intervention Support <i>This activity will initially be included in current support staff job roles. It is anticipated (based on 4 year data) that numbers of students disclosing disability and support needs will increase therefore we propose that this activity may form a new job role during the course of the APP.</i> Early identification of students with disclosed needs, providing supportive initial contact and guidance through DSA application (prior to enrolment).	Disability Support Practitioner hours Academic Skills Adviser/ Wellbeing and Engagement Coordinator hours Specialist assessor costs Undergraduate Support Advisor hours Student Experience Officer hours	Short/ Medium Term Confidence to declare support needs, early engagement with UCSE support staff, increased sense of belonging, improved skills, and knowledge to successfully make the transition to HE, increased rates of early application for DSA. Long Term Improved student satisfaction (NSS)	IS1, IS3

Work with Disability Practitioner to provide academic and wellbeing support interventions for Access to HE and Level 3 students during the application process, summer school, enrolment, and induction process. Provision of dyslexia screening prior to enrolment for Access to HE and L3 students who have made UCSE their firm choice. Provide IAG on student finance, accommodation, and support needs prior to enrolment. Monitor attendance and coordinate with academic staff to identify students with emerging issues and initiate early intervention strategies.		scores), increased continuation and completion rates.	
Wellbeing Support Interventions Wellbeing interventions/ 1:1's will form the basis to scaffold support for students. Further interventions will include social prescribing of fitness, cultural or other enrichment activities, counselling services and signposting to external services. Financial wellbeing advice and support. Counselling service (existing College Counsellors) A whole provider approach will be taken to ensure awareness days are marked appropriately, working collaboratively FE enrichment staff, students, and external stakeholders to ensure inclusivity and promote a sense of belonging.	2 x Wellbeing Coordinators Costs of enhanced wellbeing activities Counselling costs Costs of materials and resources for awareness days. Costs of materials and resources for enrichment activities. Financial learning resources	Short/ Medium Term Improved sense of belonging, increased confidence to declare support needs and understanding of support available at UCSE, improved engagement with support staff, increased motivation and self-regulation, increased wellbeing. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	IS3
Financial Support - Hardship Fund - Emergency/ Unexpected Expense fund - Travel Support Bursary - DSA Contribution Award - Care Leavers Bursary <i>For further details of financial support see Provision of Information to Students section.</i>	See Provision of Information to Students	Short/ Medium Term Improved student wellbeing, improved sense of belonging, increased engagement with support staff. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	IS1 IS3

Sense of Belonging Recruit digital ambassadors to create content for the student support social media feeds and intranet. By increasing traffic on social media and publishing content about university experiences, clubs, social events and on course experiences we would aim to create a greater sense of belonging and improve student engagement with support. Prospective students/ parents will be signposted to social media feeds as part of outreach activities. Provide 2 large social events per year (induction and end of year) to foster sense of belonging and networking between courses. Work with the Student Union to create meaningful extra-curricular and social opportunities in all campuses.	Digital ambassador hours Cost of induction and end of year events Student Experience Officer hours Student Union hours Cost of extra-curricular and social opportunities	Short/ Medium Term Increased sense of belonging, increased participation in social and extra-curricular activities, improved wellbeing, increased engagement with support services, increased opportunities for collaboration between courses. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	IS1, IS3
Peer Mentoring Year 3 students provide a programme of mentoring to Y1 and Y2 students.	Peer Mentor Hours Undergraduate Support Officer hours	Short/ Medium Term Greater confidence in academic skills, increased academic motivation, improved sense of belonging, improved engagement with UCSE support services. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	IS1, IS4
Total cost of activities and evaluation for intervention strategy excluding financial support: £250,000 over the 4 year plan. Other resources may be needed if student numbers increase, and this is factored into the % of HFI.			

Evaluation Summary of evidence base and rationale: This intervention strategy responds to identified risks related to student continuation and course completion. Risk analysis was informed by retention data, sector research, student and staff feedback, and a dedicated focus group on factors impacting progression through study. The intervention has been designed using the TASO Theory of Change framework to align with evidence-based practice. Further detail can be found in Annex B. Evaluation: We will evaluate each intervention annually using either Type 1 and Type 2 data to assess the progress towards the achievement of the milestones and intended outcomes. This then allows for any improvement/changes required. These findings will be shared through the HE committee meetings.
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Specific evaluation approaches for each activity are outlined below. Student voice will be embedded in the evaluation process through follow-up surveys, feedback forums, and representation in evaluation discussions to ensure lived experiences continue to shape future improvements. An end of intervention report detailing all evaluation activity and findings will be published on our website and shared internally and externally.

Activity	Outcomes	Evaluation Method
Summer School A 3/ 4-day programme of transition offering subject specific sessions, academic skills workshops, and an introduction to support services.	Short/ Medium Term Skills and knowledge to successfully make the transition to HE, improved academic and personal preparedness for HE, engagement with UCSE support services prior to study. Long Term Increased continuation rates.	Pre and post survey (type 2 evidence). Monitoring student progress and comparing continuation and completion rates for those who attended with those that didn't. (type 2 evidence)
Transition and Early Intervention Coordinator Transition and Early Intervention Support <i>This activity will initially be included in current support staff job roles. It is anticipated (based on 4 year data) that numbers of students disclosing disability and support needs will increase therefore we propose that this activity may form a new job role during the course of the APP.</i> Early identification of students with disclosed needs, providing supportive initial contact and guidance through DSA application (prior to enrolment). Work with Disability Practitioner to provide academic and wellbeing support interventions for Access to HE and Level 3 students during the application process, summer school, enrolment, and induction process. Provide dyslexia screening prior to enrolment for Access to HE and L3 students who have made UCSE their firm choice. Provide IAG on student finance, accommodation, and support needs prior to enrolment. Monitor attendance and coordinate with academic staff to identify students with emerging issues and initiate early intervention strategies.	Short/ Medium Term Confidence to declare support needs, early engagement with UCSE support staff, increased sense of belonging, improved skills, and knowledge to successfully make the transition to HE, increased rates of early application for DSA. Long Term Improved student satisfaction (NSS scores), increased continuation rates.	Tracking student progress: No. of applicants engaging, No. of applicants receiving DSA in first semester. Increased continuation (type 1 evidence). Pre and post survey of participants (Access and L3) (type 2 evidence).

Wellbeing Support Interventions Wellbeing interventions/ 1:1's will form the basis to scaffold support for students. Further interventions will include social prescribing of fitness, cultural or other enrichment activities, counselling services and signposting to external services. Financial wellbeing advice and support. Counselling service (existing College Counsellors) A whole provider approach will be taken to ensure awareness days are marked appropriately working collaboratively with students and external stakeholders to ensure inclusivity and promote a sense of belonging.	Short/ Medium Term Improved sense of belonging, increased confidence to declare support needs and understanding of support available at UCSE, improved engagement with support staff, increased motivation and self-regulation, increased wellbeing. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	Pre and post survey of participants engaging in wellbeing 1:1's and participating in further interventions (use TASO Access and Success questionnaire for guidance) (type 2 evidence). Tracking student progress: Continuation and completion rates. In year surveys (student satisfaction) (type 1 evidence)
Financial Support - Means assessed hardship funds - Emergency hardship funds - DSA Contribution Award - Outreach bursary - Care leavers bursary - Laptop loan	Short/ Medium Term Improved student wellbeing, improved sense of belonging, increased engagement with support staff. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	Pre and post survey using OfS Financial Support Evaluation Toolkit (type 2 evidence)
Sense of Belonging Recruit digital ambassadors to create content for the student support social media feeds and intranet. By increasing traffic on social media and publishing content about university experiences, clubs, social events and on course experiences we would aim to create a greater sense of belonging and improve student engagement with support. Prospective students/ parents will be signposted to social media feeds as part of outreach activities. Organise 2 large social events per year (induction and end of year) to promote sense of belonging and networking between courses. Work with the Student Union/ Student council to create meaningful extra-curricular and social opportunities in all campuses.	Short/ Medium Term Increased sense of belonging, increased participation in social and extra-curricular activities, improved wellbeing, increased engagement with support services, increased opportunities for collaboration between courses. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	In year student surveys. Student feedback after events/ extra-curricular activities. Engagement with activities Engagement with social media channels (type 1 evidence)
Peer Mentoring	Short/ Medium Term Greater confidence in academic skills, increased	Pre and post survey based on TASO's Access and Success Questionnaire.

Year 3 students provide mentoring to Y1 and Y2 students.	academic motivation, improved sense of belonging, improved engagement with UCSE support services. Long Term Improved student satisfaction (NSS scores), increased continuation and completion rates.	
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Intervention strategy 3 – Attainment

Objective 5

To ensure equality in achieving good honours degrees (2:1 or above) for all students, particularly those declaring a disability and those from ethnic minority backgrounds, through the application of inclusive practices and tailored support.

Target:

PTS_4- Reduce the percentage point gap in good honours degree between undergraduate students declaring a cognitive or learning difficulties disability and those declaring no disability from baseline year 19-20 to 22-23 (4-year aggregate) 10.3pp to 6.5pp.

PTS_5- Reduce the percentage point gap in good honours degree between undergraduate students from an ethnic minority background and those from a white background from baseline year 19-20 to 22-23 (4-year aggregate) 16.6pp to 10pp.

Risk to Equality of Opportunity:

Insufficient academic support, insufficient personal support, mental health, cost pressures

Activity	Inputs	Outcomes	Cross IS?
Dyslexia Screening/ Diagnosis Provision to screen 25 students per year who have undiagnosed/ suspected dyslexia.	Cost of specialist assessor delivering dyslexia assessments. Pre-screening software	Short/ Medium Term Improved understanding of support available, improved engagement with UCSE support services, improved wellbeing, greater confidence in self-advocacy and communicating support needs, improved staff understanding of student needs. Long Term Improved continuation, completion and attainment, improved student satisfaction (NSS and internal survey scores)	IS2
ADHD Screening Provision to screen 15 students with suspected ADHD. This is not a full diagnosis but pre-screening that can expediate diagnosis on NHS and qualifies the student for adjusted assessment whilst waiting for full diagnosis.	Cost of specialist assessor delivering ADHD pre-diagnostic tests.	Short/ Medium Term Improved understanding of support available, improved engagement with UCSE support services, improved wellbeing, greater confidence in self-advocacy and communicating support needs, improved staff understanding of student needs.	

		Long Term Improved continuation, completion and attainment, improved student satisfaction (NSS and internal survey scores)	
Disability Support Practitioner Provide specialist DSA standard study skills and mentoring support to HE students waiting for DSA. Assessed students waiting for DSA for specialist equipment needs and managing the loan of equipment. Work with wellbeing coordinators to ensure access to support services. Provide specialist study skills sessions for Access to HE students. Assist Disability Officer in arranging dyslexia and ADHD screenings and providing relevant follow up support. Work with careers team on inclusive progression activities.	Disability Support Practitioner hours Cost of materials and resources Cost of specialist equipment (for temporary loan whilst waiting for DSA)	Short/ Medium Term Improved sense of belonging, confidence to declare support needs, confidence in accessing DSA support and UCSE support services, greater academic self-efficacy, development of cognitive/ metacognitive strategies, student self-regulation, increased wellbeing. Long Term Improved continuation, completion and attainment, improved student satisfaction (NSS and internal survey scores)	IS2, IS4
Academic Skills Support Programme Provision of high quality academic skills support 1:1's for all students. Provision of high quality academic skills support sessions within the curriculum. Ensuring equity of access to academic skills support by positively targeting groups who may be less likely to engage or may have previously experienced barriers to engagement. Provision of Academic Skills training to Access to HE and L3 internal progressing students. Provision of support in accessing and engaging with learning resources.	Academic Skills Advisor hours	Short/ Medium Term Improved sense of belonging, confidence to declare support needs, confidence in accessing DSA support and UCSE support services, greater academic self-efficacy, development of cognitive/ metacognitive strategies, student self-regulation, increased wellbeing. Long Term Improved continuation, completion and attainment, improved student satisfaction (NSS and internal survey scores)	IS2
EDI Training Academic, support and management staff will receive	Cost of training	Short/ Medium Term Staff: knowledge of student needs, understanding of degree awarding gap and factors which contribute to this.	

current and up to date training on the degree awarding gap, factors that contribute to this and how they can be mitigated.		Long Term Improved attainment rates and reduction of degree awarding gaps, improved student satisfaction (NSS and internal survey scores)	
EDI Working Group/ Disability Working Group Create two new working groups (EDI and Disability) which will include students, student representatives, alumni, academic staff, support staff and managers. The groups will foster a range of diverse viewpoints, ideas and suggestions which will feed into the HE Experience Committee, the HE Curriculum and Quality Committee and the HE Executive Committee.	Staff hours Student hours	Short/ Medium Term Understanding of student experience and barriers to good attainment rates, development of further interventions specific to UCSE needs, direct student/ staff voice on EDI/ Disability feeding in to HE Executive Committee. Long Term Improved attainment rates and reduction of degree awarding gaps, improved student satisfaction (NSS and internal survey scores)	
Total cost of activities and evaluation for intervention strategy: £215,000 over the 4 year plan. Other resources may be needed if student numbers increase, and this is factored into the % of HFI.			

Evaluation		
Summary of evidence base and rationale: This intervention strategy addresses risks to equality of opportunity in student attainment. Insights were drawn from attainment gap analysis, literature review, anonymous surveys, and a focus group discussing academic support and assessment. The TASO Theory of Change framework has shaped the intervention to ensure it reflects evidence-based practices. Further detail can be found in Annex B.		
Evaluation: We will evaluate each intervention annually using either Type 1 and Type 2 data to assess the progress towards the achievement of the milestones and intended outcomes. This then allows for any improvement/changes required. These findings will be shared through the HE committee meetings. Specific evaluation approaches for each activity are outlined below. Student voice will be embedded in the evaluation process through follow-up surveys, feedback forums, and representation in evaluation discussions to ensure lived experiences continue to shape future improvements. An end of intervention report detailing all evaluation activity and findings will be published on our website and shared internally and externally.		
Activity	Outcomes	Evaluation Method
Dyslexia Screening/ Diagnosis Provision to screen 25 students per year who have undiagnosed/ suspected dyslexia.	Short/ Medium Term Improved understanding of support available, improved engagement with UCSE support services, improved wellbeing, greater confidence in self-advocacy and communicating support needs, improved staff understanding of student needs. Long Term Improved continuation, completion and attainment,	Pre and post questionnaire (type 2) Increase in students accessing DSA/ adjusted assessment. Monitoring student continuation, completion, and attainment. (type 1)

	improved student satisfaction (NSS and internal survey scores)	
ADHD Screening Provision to screen 15 students with suspected ADHD. This is not a full diagnosis but pre-screening that can expediate diagnosis on NHS and qualifies the student for adjusted assessment whilst waiting for full diagnosis.	Short/ Medium Term Improved understanding of support available, improved engagement with UCSE support services, improved wellbeing, greater confidence in self-advocacy and communicating support needs, improved staff understanding of student needs. Long Term Improved continuation, completion and attainment, improved student satisfaction (NSS and internal survey scores)	Pre and post questionnaire (type 2) Increase in students accessing DSA/ adjusted assessment. Monitoring student continuation, completion, and attainment. (type 1)
Disability Support Practitioner Provide specialist DSA standard study skills and mentoring support to HE students waiting for DSA. Assess students waiting for DSA for specialist equipment needs and manage the loan of equipment. Work with wellbeing coordinators to ensure access to support services. Provide specialist study skills sessions for Access to HE students. Assist Disability Officer in arranging dyslexia and ADHD screenings and providing relevant follow up support. Work with careers team on inclusive progression activities.	Short/ Medium Term Improved sense of belonging, confidence to declare support needs, confidence in accessing DSA support and UCSE support services, greater academic self-efficacy, development of cognitive/ metacognitive strategies, student self-regulation, increased wellbeing. Long Term Improved continuation, completion and attainment, improved student satisfaction (NSS and internal survey scores)	Tracking student progress: No. of applicants engaging Increased attainment (type 1 evidence) Pre and post survey of participants (HE) Pre and post survey of participants (Access and L3) (type 2 evidence)
Academic Skills Support Programme Provision of high quality academic skills support 1:1's for all students. Provision of high quality academic skills support sessions within the curriculum. Ensuring equity of access to academic skills support by positively targeting groups who may be less likely to engage or may have previously experienced barriers to engagement.	Short/ Medium Term Improved sense of belonging, confidence to declare support needs, confidence in accessing DSA support and UCSE support services, greater academic self-efficacy, development of cognitive/ metacognitive strategies, student self-regulation, increased wellbeing. Long Term Improved continuation, completion and attainment, improved student satisfaction	Pre and post surveys of participants (type 2 evidence) Tracking student progress: No. of applicants engaging Increased attainment

Provision of Academic Skills training to Access to HE and L3 internal progressing students. Provision of support in accessing and engaging with learning resources.	(NSS and internal survey scores)	
EDI Training Academic, support and management staff will receive current and up to date training on the degree awarding gap, factors that contribute to this and how they can be mitigated.	Short/ Medium Term Staff: knowledge of student needs, understanding of degree awarding gap and factors which contribute to this. Long Term Improved attainment rates and reduction of degree awarding gaps, improved student satisfaction (NSS and internal survey scores)	Pre and post questionnaire (type 2 evidence) Tracking notable changes and adjustments to curriculum/ support aimed at reducing awarding gap.
EDI Working Group/ Disability Working Group Create two new working groups (EDI and Disability) which will include students, student representatives, alumni, academic staff, support staff and managers. The groups will foster a range of diverse viewpoints, ideas and suggestions which will feed into the HE Experience Committee, the HE Curriculum and Quality Committee and the HE Executive Committee.	Short/ Medium Term Understanding of student experience and barriers to good attainment rates, development of further interventions specific to UCSE needs, direct student/ staff voice on EDI/ Disability feeding in to HE Executive Committee. Long Term Improved attainment rates and reduction of degree awarding gaps, improved student satisfaction (NSS and internal survey scores)	Narrative feedback 'you said, we did.' Tracking notable changes and adjustments to curriculum/ support aimed at reducing awarding gap.

Intervention strategy 4 – Progression

Objective 6

To achieve equality in progression to graduate-level employment or further study for all students, particularly those declaring a disability or from an ethnic minority background, through consistent inclusive practices, engagement strategies, and tailored career support.

Target:

PTP_1 – Reduce the percentage point gap in progression to graduate level employment or further student between all undergraduate students who declare a disability and those who do not from baseline year 21-22 14.1pp to 9pp.

PTP_2- Reduce the percentage point gap in progression to graduate level employment or further student between all undergraduate students who are from an ethnic minority background. and those from a white background from baseline year 21-22 17.9pp to 10pp.

Risk to Equality of Opportunity:

Progression from Higher Education

Activity	Inputs	Outcomes	Cross IS?
Inclusive job fairs/ networking - build employer, industry, and alumni network. Enhancing contacts with local employers, placement providers and industry representatives to build a network of stakeholders to engage in activities to support graduate outcomes. Build alumni network to support job fairs and networking events.	Careers coordinator hours (outreach to industry/ organising fair and panel/conference). Maintenance of alumni database, regular contact emails with alumni. Alumni hours. Employer / industry representative time. Costs of event/ hospitality	Short/ Medium Term Strengthened employer engagement, increased confidence to declare support needs to future employer, increased confidence in entering job market, improved response to industry requirements. Long Term Improved graduate outcomes for target groups.	IS3
Inclusive and Accessible Soft Skills development Using VR technology, we will deliver a comprehensive programme of soft skills training. This immersive approach provides a safe and inclusive environment for students to build and practise key interpersonal and professional skills. It also offers a low-risk space to explore workplace challenges and develop effective strategies for navigating complex situations.	Careers coordinator hours to deliver workshops/ develop materials. Gradcore – review of embedding inclusive employability into curriculum. VR training module software. Software subscription cost (bodyswaps) In house delivery of workshops Staff hours	Short/ Medium Term Greater confidence to declare support needs, improved social self-efficacy, improved preparedness for employment, development of cognitive and metacognitive strategies, improved resilience. Long Term Improved graduate outcomes for target groups.	
Create an employer/ alumni mentoring programme for Y3 students. As an extension of the PeerConnect and Peer Mentor programme, existing mentors when graduated will become Alumni mentors for current year 3 students. Create accessible resources to signpost students to industry/ employer mentoring programmes.	Cost of training for alumni. Careers coordinator hours for administration of mentoring database and programme Cost of alumni hours.	Short/ Medium Term Strengthened employer engagement, increased confidence to declare support needs to future employer, increased confidence in entering job market, improved insight into graduate opportunities. Long Term Improved graduate outcomes for target groups.	IS2
Employability – Embedding Employability into the Curriculum	Career coordinators' hours to support live briefs – understanding skills gained, transferrable skills etc.	Short/ Medium Term Strengthened employer engagement, increased confidence to declare support needs to future employer, increased	

An enhanced programme of experiential learning opportunities will be embedded into the curriculum. Careers-focused learning, aligned with UCSE's new Employability Strategy, will ensure students develop the industry experience, technical competencies, and soft skills essential for strong graduate outcomes.	Guest speakers/ industry visits/ live briefs.	confidence in entering job market, improved insight into graduate opportunities. Long Term Improved graduate outcomes for target groups.	
Total cost of activities and evaluation for intervention strategy: £177,000 over the 4 year plan. Other resources may be needed if student numbers increase, and this is factored into the % of HFI.			

Evaluation		
Summary of evidence base and rationale: This intervention strategy has been developed to respond to risks affecting equitable progression into employment or further study. The underpinning analysis includes graduate outcomes data, sector evidence, feedback from students and staff, and a focus group exploring careers and employability. The TASO Theory of Change framework was applied to ensure evidence-based design. Further detail can be found in Annex B.		
Evaluation: We will evaluate each intervention annually using either Type 1 and Type 2 data to assess the progress towards the achievement of the milestones and intended outcomes. This then allows for any improvement/changes required. These findings will be shared through the HE committee meetings. Specific evaluation approaches for each activity are outlined below. Student voice will be embedded in the evaluation process through follow-up surveys, feedback forums, and representation in evaluation discussions to ensure lived experiences continue to shape future improvements. An end of intervention report detailing all evaluation activity and findings will be published on our website and shared internally and externally.		
Activity	Outcomes	Evaluation Method
Inclusive job fairs/ networking - build employer, industry, and alumni network. Enhancing contacts with local employers, placement providers and industry representatives to build a network of stakeholders to engage in activities to support graduate outcomes. Build alumni network to support job fairs and networking events.	Short/ Medium Term Strengthened employer engagement, increased confidence to declare support needs to future employer, increased confidence in entering job market, improved response to industry requirements. Long Term Improved graduate outcomes for target groups.	Number of employer/alumni participants, student engagement, feedback from participants (surveys, testimonials) Reflective report on reach, inclusivity, and relevance to different student groups (Type 1 evidence)
Inclusive and Accessible Soft Skills development Using VR technology, we will deliver a comprehensive programme of soft skills training. This immersive approach provides a safe and inclusive environment for students to build and practise key interpersonal and	Short/ Medium Term Greater confidence to declare support needs, improved social self-efficacy, improved preparedness for employment, development of	Skills audit pre and post intervention. (Type 2 evidence) Tracking student data – intended and actual graduate outcomes (Type 1 evidence)

professional skills. It also offers a low-risk space to explore workplace challenges and develop effective strategies for navigating complex situations.	cognitive and metacognitive strategies, improved resilience. Long Term Improved graduate outcomes for target groups.	
Create an employer/ alumni mentoring programme for Y3 students. As an extension of the PeerConnect and Peer Mentor programme, existing mentors when graduated will become Alumni mentors for current year 3 students. Create accessible resources to signpost students to industry/ employer mentoring programmes.	Short/ Medium Term Strengthened employer engagement, increased confidence to declare support needs to future employer, increased confidence in entering job market, improved insight into graduate opportunities. Long Term Improved graduate outcomes for target groups.	Pre and post survey based on TASO's Access and Success Questionnaire. (type 2 evidence) Tracking graduate intended and actual outcomes. (Type 1 evidence)
Employability – Embedding Employability into the Curriculum An enhanced programme of experiential learning opportunities will be embedded into the curriculum. Careers-focused learning, aligned with UCSE's new Employability Strategy, will ensure students develop the industry experience, technical competencies, and soft skills essential for strong graduate outcomes.	Short/ Medium Term Strengthened employer engagement, increased confidence to declare support needs to future employer, increased confidence in entering job market, improved insight into graduate opportunities. Long Term Improved graduate outcomes for target groups.	Pre- and post- surveys focussing on career confidence, understanding of sector and roles, perceived barriers to employment. Skills audit pre and post intervention. Student engagement including frequency of participation. (Type 2 evidence) Tracking graduate intended and actual outcomes. (Type 1 evidence)

Whole Provider Approach

Introduction:

Students and staff have played an integral role in developing this Access and Participation Plan (APP). Their input has been crucial in ensuring that the plan reflects the lived experiences, needs, and aspirations of our diverse student body. Through surveys, focus groups, and continuous feedback, we have gathered valuable insights that have directly informed the strategies and actions outlined. This collaborative approach ensures the plan is both responsive and representative of the perspectives of our entire academic community.

Oversight of higher education (HE) is provided by the Deputy Executive Director of HE, who reports within the college's governance framework. UCSE operates within the wider college's management structure, with strategic leadership for both further and higher education provided by the Group Chief Executive Officer. The HE support team works holistically across all higher education provision, ensuring consistency and alignment with institutional priorities. Management and evaluation of this plan will be overseen by staff with dedicated roles in HE, supported by the college's senior leadership team.

Diagram 1 illustrates the governance structure, including accountability, strategic oversight, and compliance with legal and regulatory requirements.

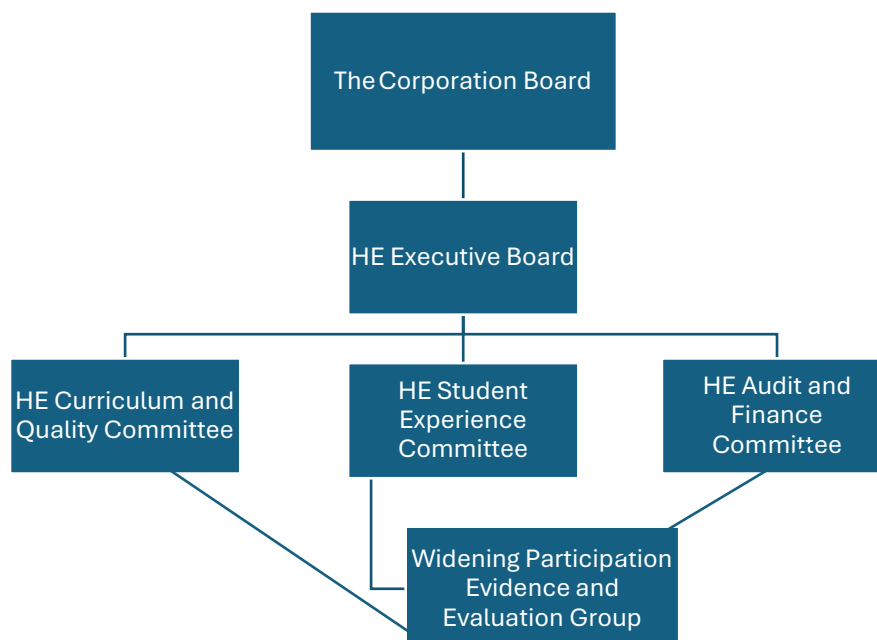


Diagram 1

UCSE is committed to embedding Equality, Diversity, and Inclusion (EDI) across all aspects of our provision. This commitment is outlined in our strategic plan ([Strategic Plan & Values | South Essex College](#)) and reflected in our policies, which promote diversity, inclusion, and equality of opportunity for all students, employees, and visitors.

We aim to create a fair, supportive, and welcoming environment where everyone can reach their full potential, regardless of background or personal characteristics. Our key commitments include:

- Encouraging participation and fostering a sense of belonging
- Providing a safe and inclusive learning and working environment
- Enhancing access to education for all
- Offering individualised support
- Ensuring fair and inclusive recruitment practices
- Maintaining a zero-tolerance approach to discrimination

All relevant policies are subject to equality impact assessments to ensure compliance with the Equality Act 2010 and to mitigate any disproportionate impact on protected groups.

South Essex College Group's mission is: "Working together, we will provide knowledge, education, and skills development for all."

We operate within a culture defined by the following core values:

- We are a community of professionals, inspiring our students to be extraordinary in all they do.
- We are accepting and encouraging of all who come through our doors.
- Stimulated by modernity, we are diverse in thought, identity, and aspiration.
- We are ambitious individuals and stronger together. We encourage performance to the peak of ability.
- To build resilience, we provide a 'tough love' environment, supporting one another and ourselves to thrive in all situations.

SECG takes a holistic approach to access and participation that spans the entire institution and student lifecycle.

A specific intervention strategy has not been designed to address objective 3; however, a curriculum review will be undertaken to explore potential barriers and identify opportunities to improve inclusivity and representation for all students particularly males and students from an ethnic minority background.

In the recent Matrix Standard Assessment (March 2025), our higher education support was highlighted as a key strength at UCSE. The strong culture of Equality, Diversity, and Inclusion (EDI) was praised as deeply embedded and aligned with SECG's values. The University Centre's personalised support, particularly for students with disabilities, was singled out for excellence. Services such as safeguarding and careers were recognised for their inclusive approach. Students reported feeling welcomed, supported, and empowered to overcome challenges and continue their studies.

We are continuing to enhance our data collection practices, with the introduction of Power BI playing a significant role in enabling a more strategic and evidence-based approach. Key developments include:

- Developing a clear data collection strategy outlining the purpose, methods, and analytical processes for data, particularly related to widening participation.
- Building a Power BI dashboard aligned with OfS methodology to track trends, monitor progression across the student lifecycle, and enable targeted interventions.
- Collaborating with our employer network to ensure that interventions are informed by current industry needs and improve graduate outcomes.
- Enhancing our data collection on graduate outcomes and impact reporting to better understand how underrepresented groups transition into employment or further study.

The insights generated by these tools are already informing actions such as targeted academic and wellbeing support, curriculum enhancements, and the design of outreach initiatives. These strategies are contributing to improved continuation rates.

Embedding EDI across the student lifecycle:

Equality, Diversity, and Inclusion (EDI) is a core consideration at every stage of the student journey. The new mentoring programme (see Annex B) has been designed to provide consistent support throughout the student lifecycle, from access and transition to completion and progression.

Our commitment to embedding EDI is supported by a number of strategic partnerships and memberships, which provide guidance, resources, and opportunities for collaboration:

- Advance HE: Offers strategic support, training, and resources to promote inclusive teaching practices and leadership development.
- MEG (Mixed Economy Group): Facilitates the sharing of good practice among college-based higher education providers.
- Uni Connect: Supports outreach and progression pathways for underrepresented students through collaboration with schools, colleges, and employers.
- TASO (Transforming Access and Student Outcomes): Provides research and evaluation tools to assess the impact of access, success, and progression interventions.
- NEON and Action on Access: Offer sector updates, share best practices, and deliver training to enhance inclusive practice across the sector.

Embedding research into our strategic planning ensures that our initiatives are grounded in evidence, aligned with sector best practice, and responsive to the evolving needs of our students. This enables us to:

- Develop more targeted interventions.
- Refine and improve policies.
- Continuously enhance student outcomes using data-led, research-informed approaches.

UCSE's financial commitment to widening participation is demonstrated in the table 2 below:

Lifecycle stage	Percentage of yearly HFI income contributing to widening participation	Intervention strategy
Access	5.88%	IS1
Success	8.12%	IS2
Success	6.85%	IS3
Progression	5.75%	IS4
Bursary	8.00%	IS2
Research	1.40%	
Total higher fee income investment	36%	

Table 2

Access:

Outreach programmes specifically target underrepresented groups, including students from low-income backgrounds and those with disabilities. Bursaries and scholarships are available to provide financial support to these students. UCSE also collaborates with partners such as Uni Connect to enhance outreach and access.

The current curriculum is under review to increase flexibility and inclusivity. This includes expanding apprenticeships, part-time and blended delivery, and preparing for modular delivery aligned with the introduction of the Lifelong Learning Entitlement (LLE) in January 2027. These developments aim to meet the needs of our diverse student demographics and align with local skills improvement priorities (LSIP).

Continuation, Completion, and Attainment

At UCSE, personalised academic support and mentoring ensure that students from diverse backgrounds receive tailored assistance. The HE Support and Wellbeing Team, including the HE Disability Officer and Disability Support Practitioner, work collaboratively to implement appropriate adjustments through Disabled Students' Allowance (DSA) or internal services. These efforts align with our Equality, Diversity, and Inclusion (EDI) objectives to create a fair and welcoming environment for all students.

Termly HE Support Boards identify students at risk and implement timely, targeted interventions. Inclusive teaching strategies are employed to address a range of learning needs, ensuring all students have the opportunity to succeed.

To further embed this approach:

- EDI-focused continuing professional development (CPD) is provided, including training on inclusive curriculum design and sessions with guest speakers from external organisations.
- Several HE lecturers are undertaking Advance HE Fellowships to enhance teaching excellence.
- As part of our refreshed professional development strategy, we have introduced HOW2, an online instructional coaching platform offering step-by-step, evidence-informed techniques. This AI-enhanced, on-demand tool promotes best practice sharing across departments and supports a high-quality, student-centred learning environment.

As part of our whole-provider approach, we are embedding Universal Design for Learning (UDL) principles into assessment design to promote equity, inclusivity, and accessibility. Assessments are being developed and adapted to offer multiple means of engagement, representation, and expression enabling students to demonstrate their knowledge and skills in ways that reflect their individual strengths and needs.

This inclusive approach supports all students, including those who disclose a disability and those from ethnic minority backgrounds, and aims to address systemic barriers that may affect continuation, attainment, and progression. Existing programmes will be reviewed and transitioned into this model over the next four years, ensuring gradual and supported implementation. New courses will incorporate assessment choice from the outset, embedding inclusive assessment as a core curriculum principle.

Finally, UCSE is revitalising its Student Union to strengthen the student voice and expand student-led networks and activities. This enhancement aims to foster a stronger sense of belonging and ensure the Student Union plays a proactive role in cultivating a vibrant and inclusive student community.

Progression:

UCSE is currently implementing a strategic shift to enhance employability across its provision. At the time of writing this APP, UCSE is working with Gradcore to map employability within the curriculum, ensuring a whole-institution approach to embedding career-focused learning.

This initiative places a strong emphasis on Equality, Diversity, and Inclusion (EDI) by:

- Expanding access to work experience and placement opportunities.
- Embedding employer-led teaching and projects into the curriculum.
- Developing practical and transferable skills that improve graduate outcomes.

While activities designed to meet our objectives may evolve through evaluation, student engagement, and annual review processes, the conceptual foundations of our access, continuation, and progression strategies will remain consistent.

Alignment of EDI with intervention strategies:

UCSE integrates EDI across all strategic interventions, ensuring support services and initiatives address specific disparities in student outcomes. This includes:

Using data analysis, we identified attainment gaps between students declaring a disability (with no formal diagnosis) and those declaring no disability. In response, UCSE introduced dyslexia and ADHD assessments alongside targeted academic skills support.

Inclusive Teaching and Learning and curriculum development at UCSE prioritises EDI by:

- Reflecting a diverse range of perspectives in course content, including reading materials and case studies.
- Offering flexible assessment methods tailored to various learning preferences.
- Employing assistive technologies to ensure accessibility for all students.
- Employability Initiatives: Industry placements, employer mentoring, and embedded career development modules support equitable access to career pathways. Our work with Gradcore ensures these opportunities are accessible to students from underrepresented backgrounds.
- Dedicated Support Roles: The HE Wellbeing Team, HE Disability Officer, and HE Student Support Officer collaborate to provide tailored support aligned with our EDI goals.
- Enhanced Data Capabilities: Improvements in how we collect and analyse intersectional data are enabling more targeted and effective interventions.

Mechanisms to Prevent Adverse Impact on Target Groups

We have mechanisms in place to monitor and mitigate potential negative impacts:

- The HE committee meetings review policies and student data to ensure interventions do not inadvertently disadvantage any group.
- Enhanced monitoring of student participation rates in key interventions to identify and address any disparities at an early stage.

- The student voice forum, HE programme boards and student representative meetings (which includes students from diverse backgrounds) provide ongoing feedback on inclusivity measures.

Evaluation and Organisational Expertise in EDI

UCSE ensures robust evaluation of its EDI strategies through a combination of internal and external expertise. The Deputy Executive Director of HE and the HE Widening Participation Officer work closely to analyse student outcomes, identify disparities, and assess the impact of interventions. This collaborative approach ensures that all students are supported equitably throughout their higher education journey.

Key mechanisms in place to monitor and mitigate adverse impacts on underrepresented groups include:

- **HE Committee Meetings:** These meetings regularly review policies and student data to ensure interventions are not inadvertently disadvantaging any group.
- **Tracking Participation Rates:** We monitor student participation in key interventions to identify and address any disparities early on.
- **Student Voice and Feedback:** Forums such as the student voice forum, HE programme boards, and student representative meetings provide ongoing feedback on inclusivity measures. These meetings ensure the perspectives of students from diverse backgrounds are consistently considered.

External Collaborations and Expertise

UCSE maintains strong partnerships with external organisations to stay aligned with sector-leading practices in EDI:

- **Advance HE, TASO, and our university partners** offer regular guidance on supporting underrepresented groups in higher education.
- **External Evaluation:** We work closely with these partners to assess the effectiveness of our initiatives and adapt our approach in line with emerging evidence and sector trends.

Findings from evaluations inform continuous improvements in UCSE's strategies and initiatives. We are integrating the Office for Students (OfS) Evaluation Self-Assessment Toolkit, which will provide a structured framework for self-assessment, enabling us to critically evaluate our progress and adapt our strategies accordingly.

Student Consultation

Due to our size and the timing of our APP submission, UCSE did not ask students to produce their own separate student submission. However, we have actively involved students in the design and development of the plan's interventions and will continue to engage them in the monitoring and evaluation process moving forward.

As mentioned previously, UCSE is currently undertaking a reset of the Student Union. As part of this, a dedicated Student Union representative role for widening participation will be introduced. In the meantime, we benefit from a highly active group of student representatives from a wide range of backgrounds who regularly contribute to Higher Education committee meetings and programme boards.

We have actively involved students through course representative meetings, student surveys, focus groups, and interviews. These activities have ensured that students' views and lived experiences have meaningfully shaped our APP interventions. In addition to consultations with student union officers and our student governor, information has been shared with course representatives to disseminate to their peers at each stage of the plan's development.

The HE widening participation officer has collaborated closely with students during the development of this plan to ensure their voices are heard. Student feedback has been invaluable, leading to the enhancement of several planned interventions. For example, students expressed a strong desire for more efforts to foster

a sense of belonging. Their thoughts and ideas have been pivotal to IS2, particularly in shaping the activities within this strategy. Similarly, students felt that having only an EDI working group to monitor activities was insufficient and advocated for the creation of a disability working group to ensure inclusivity and authentic monitoring and reflection. As a result, this has now been included in IS4. Furthermore, students reported that the cost of day-to-day living was impacting their HE journey, prompting us to increase our bursaries.

Student representation will also form a core part of the ongoing monitoring and evaluation of this plan. This will be achieved through structured questions in course representative meetings, semesterly feedback meetings with student union, along with mid and end of year surveys.

Evaluation of the Plan

Our current evaluation team is relatively new to their roles, and we recognise the need to strengthen our capacity through targeted CPD and collaborative partnerships. To assess our current evaluation practices, we have utilised the OfS self-assessment tool. Over the course of this Access and Participation Plan (APP), we will continue to refine and develop our evaluation approach.

Year	Key Activities	Outputs	Outcomes
2025/26 Pre APP Plan	Review OfS evaluation self-assessment tool to identify gaps. Establish evaluation working group (staff and students). Design and schedule CPD programme (including TASO theory of change). Develop Power BI dashboards.	Completed self-assessment. Evaluation working group established. CPD programme designed and scheduled. Power BI dashboards in development.	Gaps and development areas identified. Increased staff and student engagement. Preparedness for next stage of evaluation activities.
2026/27	Deliver CPD sessions. Roll out evaluation tools. Test and refine dashboards. Share interim evaluations in internal HE Committee meetings to inform ongoing practice.	CPD delivered to staff. Templates and tools in use. Dashboard refined based on feedback. Interim evaluations shared internally.	Improved staff capacity and engagement in evaluations. Consistent use of tools for evaluation. Greater data informed decision making.
2027/28	Facilitate peer learning sessions. Collaborate with validating partners on best practice. Share updated interim evaluations within internal HE Committee meetings.	Peer learning session held. Best practice shared. Updated interim evaluation shared internally.	Strengthen cross team learning. Ongoing reflective practice.
2028/29	Seek external review/critical friend review of evaluation methods. Refresh CPD offer for advanced evaluation skills. Contribute learning to regional/national evaluation networks. Share updated interim evaluations within internal HE Committee meetings.	Critical friend feedback received. Advanced CPD session delivered. Participation in regional/national networks. Updated interim evaluation shared internally.	Enhanced credibility of evaluation. Sector wide contributes to learning.
2029/30	Pilot type 3 evaluation. Publish final 4-year evaluation report. Present findings at HE committee meetings and sector events.	Type 3 evaluation piloted. Final 4 year evaluations published. Findings presented at HE committee meetings and section events.	Evaluation embedded in UCSE culture. Comprehensive understanding of impact achieved.

As part of the development of this APP, we have begun embedding a more strategic approach to evaluation. This includes adopting a theory of change model (informed by TASO guidance) to ensure that evaluation is planned from the outset of each intervention design, rather than retrospectively.

Our new Power BI dashboards will support real-time data monitoring and enable more effective data analysis of our interventions. For this APP cycle, we will implement Type 1 and Type 2 evaluations, with aspirations to incorporate Type 3 evaluations in the next cycle as our capability grows through ongoing training and research.

We are committed to a whole-provider approach to evaluation. Academic staff, support teams, and student representatives will all play an active role in evaluating the impact of our activities.

UCSE recognises the importance of continuous monitoring and evaluation to assess the effectiveness of our strategies. We are committed to regularly reflecting on and adapting our approach in response to both internal evaluation findings, external research, and best practice.

Evaluation activities will be monitored and reviewed throughout each academic year, with interim reports produced annually. These reports will be shared through internal governance structures (i.e. HE Executive Board and the Governing body) and externally through sector networks. All evaluation outcomes will be published on our website, ensuring transparency and sector-wide learning.

To ensure a credible and robust evaluation strategy, we will:

- Embed evaluation planning into the design of all interventions.
- Conduct regular self-assessments using tools such as the OfS evaluation self-assessment tool.
- Set out clear, timebound commitments to develop evaluation capabilities and capacity.
- Share evaluation evidence and methodologies in line with OfS expectations and sector best practice.

Provision of Information to Students

UCSE is committed to providing clear, transparent, and accessible information to both prospective and current students regarding the fees we charge and the financial support available. In compliance with consumer protection law, we publish this information on the courses section of our website: [UCSE Courses | South Essex College](#). This section includes details on:

- Eligibility criteria
- Course duration
- Study mode
- Costs
- Location
- Additional costs (if applicable)

Information on financial support options, such as bursaries and fee waivers including eligibility criteria, the level of support available to students from underrepresented groups, and any relevant policies or conditions associated with the support is available on a dedicated section of our website.

To ensure the clarity and accessibility of this information, we regularly review and update our content using feedback from students, staff, and external evaluations.

Financial and pastoral support are discussed with prospective students during interviews, open days, summer schools, enrolment, and induction events. Our academic and support staff actively promote and assist students in applying for and accessing financial support.

Bursary and financial support information is actively promoted during induction and throughout the student journey. Our academic and support staff also refer students to the Undergraduate Support Advisor for further assistance with financial support.

Information about available scholarships and bursaries (see table 3), including eligibility criteria and application process will be published on our website and promoted during open events. Bursaries are also promoted during student induction and regular reminders are communicated through the student study platform Canvas and Microsoft teams to ensure all students are aware of the financial support available to them.

The financial support outlined below is made available as part of UCSE's commitment under this Access and Participation Plan to improve access, continuation, and success for students from underrepresented backgrounds.

Bursary	Eligibility Criteria	Target Group	Amount available	When paid
Hardship bursary	Students meet residency criteria, students have been assessed for their full entitlement of Student Finance, students can evidence a deficit between income and outgoings.	Students with disclosed disability/ from an ethnic minority background/IMD quintiles 1 and 2/eligible for FSM	Up to £1500 per year	On approval of application
Emergency /Unexpected bursary	Students meet residency criteria, students have been assessed for their full entitlement of Student Finance, students can evidence a financial emergency or unexpected expense.	Students with disclosed disability/ from an ethnic minority background/IMD quintiles 1 and 2/eligible for FSM	Up to £500 one-off payment per year	On approval of application
Laptop Loan	Eligible for hardship bursary	Students with disclosed disability/ from an ethnic minority background/IMD quintiles 1 and 2/eligible for FSM	Loan of laptop	On approval of application
Travel support bursary	Students living in halls of residence (Southend) for travel to Thurrock/ Purfleet/ Basildon campuses.	Students with disclosed disability/ from an ethnic minority background/IMD quintiles 1 and 2/eligible for FSM	Up to £150 per term	Paid termly
DSA contribution bursary	Students eligible for DSA	Students declaring a disability	£200	On approval of application
Care leavers bursary	Evidence of care experience	Care experienced students	£1000 per year over 3 instalments	Paid termly
HE Careers and Skills Development Fund	Students who have either a disclosed disability, are from an ethnic minority background, from IMD quintiles 1 or 2 or who were eligible for FSM	Students with disclosed disability/ from an ethnic minority background/IMD quintiles 1 and 2/eligible for FSM	Up to £200 to pay for employment enhancement or further study opportunities, such as interview clothes or creating a professional portfolio.	On approval of application

Table 3

Tuition fees are approved by our Corporation Board, and any changes to fees, as outlined in this plan, will be communicated to students via email and updated documentation before course fees are advertised. The Access and Participation Plan will be publicly accessible on the UCSE website for public access.

Fees, investments and targets

2026-27 to 2029-30

Provider name: South Essex College of Further and Higher Education

Provider UKPRN: 10005981

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	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£65,000	£71,000	£77,000	£88,000
Financial support (£)	NA	£89,000	£96,000	£105,000	£120,000
Research and evaluation (£)	NA	£16,000	£17,000	£18,000	£21,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£27,000	£30,000	£32,000	£37,000
Access activity investment	Post-16 access activities (£)	£38,000	£41,000	£45,000	£51,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£65,000	£71,000	£77,000	£88,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	5.9%	5.9%	5.9%	5.9%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£65,000	£71,000	£77,000	£88,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£39,000	£42,000	£46,000	£53,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£50,000	£54,000	£59,000	£67,000
Financial support investment	Total financial support investment (£)	£89,000	£96,000	£105,000	£120,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	8.0%	8.0%	8.0%	8.0%
Research and evaluation investment	Research and evaluation investment (£)	£16,000	£17,000	£18,000	£21,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	1.4%	1.4%	1.4%	1.4%

Fees, investments and targets

2026-27 to 2029-30

Provider name: South Essex College of Further and Higher Education

Provider UKPRN: 10005981

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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
To increase the participation rate on all undergraduate programmes of student eligible for free school meals and key stage 4	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible		2 year aggregate 21-22 and 22-23	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	21.6	22.5	23	24	25
To increase the participation rate on all undergraduate programmes of students that are male	PTA_2	Access	Sex	Male			No	The access and participation dashboard	2022-23	Percentage points	26.3	27	27.5	28.5	29.5
	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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Reduce the percentage point gap in continuation between first degree students from IMD quintiles 1 & 2 and IMD quintiles 3, 4 & 5	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5		No	The access and participation dashboard	2021-22	Percentage points	7.5	6.5	6	5.5	5
Reduce the percentage point gap in completion between all undergraduate students from IMD quintiles 1 & 2 and IMD quintiles 3, 4 & 5	PTS_2	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5		No	The access and participation dashboard	2018-19	Percentage points	5.5	4.5	4	3.5	3
Reduce the percentage point gap in completion between all undergraduate students declaring a mental health disability and student declaring no disability	PTS_3	Completion	Reported disability	Mental health condition	No disability reported	4 year aggregate 15-16 - 18-19	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	10.1	9	8	6.5	5
Reduce the percentage point gap in good honours degree between undergraduate students declaring a cognitive or learning difficulties disability and those declaring no disability	PTS_4	Attainment	Reported disability	Cognitive or learning disabilities	No disability reported	4 year aggregate 19-20 to 22-23	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	10.3	9.5	8.5	7.5	6.5
Reduce the percentage point gap in good honours degree between undergraduate students from a non-white background and those from a white background	PTS_5	Attainment	Ethnicity	Not specified (please give detail in description)	White	Black, Asian, Mixed and Other and 4 year aggregate 19-20 to 22-23	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	16.6	14.5	13	11.5	10
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

[illegible]