

Burnley College

Access and participation plan 2026-27 to 2029-30

Introduction and strategic aim

As a well-established Further Education College, Burnley College is set in the heart of East Lancashire, North West England, and delivers Higher Education (HE) through Burnley College University Courses (BCUC). The College is committed to widening access to higher levels of education and working towards its mission to 'Build Futures and Change Lives'. This is supported by seven strategic objectives, (Burnley College Strategic Plan 2024-2027¹); including 'to significantly expand the local range of opportunities for university education while maintaining high standards' and 'to maintain outstanding equality of opportunity'.

Burnley College is a smaller university provider with around 750 students (2024/25) studying higher education and serves a community that experiences significant levels of deprivation, and is amongst one of the most deprived areas nationally. Of the applicants seeking to study higher education at BCUC, in 2024/25 81% lived within 15 miles of the campus, with 34% of applicants living in Burnley. The most recent Government Index of Deprivation (IMD 2019²) ranks Burnley as the eleventh most deprived local authority, out of 317 local authority districts. Burnley is also in the most deprived 10% in England and the situation is showing to have deteriorated by 5%, since the previous index in 2015; Burnley has been in the 20% most deprived, in the five indices published since 2000. It is reported that there are proportionally more neighbourhoods recorded as highly deprived, in six out of the seven domains of deprivation: including, health, living environment, employment, income, crime and education. The Office for Students (OfS) Size and Shape of Provision data for 2022/23³ reports that 78.9% of our student population is in IMD quintile 1 and 2, with 58.8% of students in quintile 1 as the most deprived.

It is within this challenging socioeconomic environment, that Burnley College works to support students to access education and achieve successful outcomes, whatever their background. With many studying close to home, this enables students to make savings on transport and student accommodation costs, and to continue in current employment; with internal records showing that 61.7% of our student population in 2024/25 were in paid employment, with 26.8% of those students working 31 or more hours per week alongside their studies. Students can also utilise existing close support networks and continue with any family or care responsibilities. Historically the student population has seen a greater proportion of mature learners in comparison with students aged under 21 years; however, there has been a shift since 2022/23, with internal records showing that 53% of new entrants in 2024/25 were under 20 years old. In relation to the current student demographic, our internal data shows that the overall student population in 2024/25 was 83.4% of White ethnicity, 12.3% Asian, 2.8% Mixed, 1.3% Other and 0.3% Black, which is for the most part reflective of the local population according to the Office for National Statistics (ONS) Census 2021⁴. However, the greatest proportion of applicants in 2024/25 were based in Burnley and Nelson, where the Asian population ranges from 14.7% to 52.6%. We have seen a strong representation of students with a declared disability, as 23.9% of new entrants in 2024/25, with a higher than average rate of applicants enrolling on course; however, despite a steady increase in disabled students across the sector, (OfS Access and Participation Dashboard⁵) we are seeing a declining trend and lower representation in non-white ethnic groups.

The Census 2021 reports that 24.4% of the general population in Burnley have no recorded qualification, which is significantly higher than the average of 18.1% across England; however, there is an increasing trend in the number of students in further education. The strategic framework for

¹ Burnley College Strategic Plan: [CORP-Strategic-Plan-2024-2027.pdf](#)

² [English indices of deprivation 2019 - GOV.UK](#)

³ [Size and shape of provision data dashboard - Office for Students](#)

⁴ Census 2021: [Census - Office for National Statistics](#)

⁵ OfS Access and Participation dashboard: [Data dashboard - Office for Students](#)

Lancashire, Lancashire 2050⁶, was launched in November 2022 and key features include improving educational attainment and supporting individuals to develop skills and access opportunities. This collaborative long-term plan involves 15 councils within Lancashire, including Burnley, and makes a commitment to increase the proportion of adults achieving a level 4 qualification or higher, and to improve the opportunity for people to progress in their chosen career, without existing skillset or their background being a barrier.

The university provision at BCUC is a result of several successful partnerships with other Universities and Awarding Bodies, with Burnley College offering a wide range of courses accredited by the University of Lancashire (formerly University of Central Lancashire), the University of Greater Manchester (formerly University of Bolton), Pearson and Edge Hill University. Through these collaborations, there are a variety of pathways including: Foundation Entry, Higher National Certificates/Diplomas, Bachelor's Degrees, Post-Graduate Certificates, Top-Up Degrees and Degree Apprenticeships. As of academic year 2023-2024, this provision also includes Higher Technical Qualifications and a Masters Degree. The majority of students study full-time, as 65.4% of the student population, and study on a first degree course; 75.1% of first degree students are female. However, in comparison, 3/4 part-time students are on other undergraduate courses at level 4 or 5; 72.1% of other undergraduates are male (OfS Size and Shape of Provision 2022/23). Courses cover an expansive range of subject areas, to allow students to advance towards their chosen career paths: including Business Management, Computing, Police Studies and Criminology, Creative Arts and Media, Sport and Exercise Science, Medical Biology, Construction, Engineering, Psychology and Teaching and Education. We also offer degree apprenticeships across Business, Computing and Engineering, which accounts for 11.1% of our enrolled student population (2024/25). In 2023 the Royal Society of Biology (RSB) accredited the BSc (Hons) degree in Medical Biology offered via BCUC; entitling students to invaluable additional support and giving unrivalled credibility to the qualification. The most recent Graduate Outcomes Survey⁷ data for 2022/23 published by HESA⁸, shows that of the BCUC graduates that responded, 81% had entered into full-time or part-time employment (including employment with further study); which is slightly above the average across the UK at 78%. A further 5% had moved into further study (8% across the UK), with a lower rate at 4% responding as unemployed (the UK average recorded at 6%).

Burnley College is focused on widening the opportunities made available to the community, through ongoing development of the provision; there is also a commitment to the enhancement of the quality of the courses delivered. Burnley College maintains an ongoing membership with The Quality Assurance Agency for higher education and has embedded internal quality assurance processes, in line with the UK Quality Code⁹. Student feedback is also vital to informing areas of further development and in support of best practice, with regular opportunities for students to reflect on their experience and share their opinions.

Risks to equality of opportunity

We have conducted an in-depth review of our performance, in order to identify the key risks to equality of opportunity, that are the most relevant to us as a higher education provider. This included:

- Utilising the data provided by the Office for Students (OfS), in particular within their access and participation, student outcomes and size and shape of provision dashboards. Alongside student feedback reported via the National Student Survey¹⁰ and the Graduate Outcomes

⁶ Lancashire strategic framework: [Lancashire 2050 - Lancashire 2050](#)

⁷ The Graduate Outcomes Survey asks graduates across the UK to reflect and share their perspectives 15 months after completing their course and gathers information about their career path and experiences after leaving higher education: [Home | Graduate Outcomes](#)

⁸ [Graduate Outcomes open data repository | HESA](#)

⁹ [UK Quality Code for Higher Education 2024](#)

¹⁰ The National Student Survey annually invites eligible final year undergraduates across the UK, to provide feedback to inform prospective students and support improvements to student experience: [National Student Survey](#)

Survey; to understand any varying outcomes and experiences for our students and across the sector, and to identify areas of greater risk to opportunity.

- Further developing and disaggregating internal student data where possible, in particular where information is not available via published datasets. As a smaller higher education provider some data is suppressed externally, for data protection and confidentiality purposes, due to low volume. Internal data reviewed includes metrics relating to applications, entrants, student retention and withdrawal, attendance, course completion and attainment. We also collate and have reviewed internal student feedback, obtained via various mechanisms.
- Consideration of our local context, using a variety of sources such as the Census data 2021 and the 2019 deprivation analysis, to build on our understanding of our local area and the impact on our student demographic; with the majority of our student population recruited from our surrounding area.
- Review of the OfS Equality of Opportunity Risk Register (EORR)¹¹, to assess the risks associated with student groups identified through the above methods; as well as, examining our current student population and considering related risks by characteristic.

As a result, we have identified the following key indicators of a risk to equality of opportunity:

Risk 1: Asian Ethnic Background

- 1.1. There is a lower proportion of students of Asian ethnicity accessing higher education, in comparison with the general population in the local area; with a lower volume of applicants and a below average conversion rate, for applicants enrolling on course. Evidence suggests that this could be related to the variety of course type, as well as limited access to sufficient or quality information, advice and guidance.
- 1.2. The continuation and completion rates for students of an Asian ethnic background, on full-time first-degree programmes, are lower than students of a white ethnicity; with a greater proportion of students withdrawing from their studies, primarily from their starting year of study. Evidence suggests that this could be related to insufficient access to personalised academic and non-academic support, accounting for varying individual circumstances, and developing a sense of belonging.
- 1.3. The attainment rate for students of Asian ethnicity, is lower than that of students of a white ethnicity; with a lower proportion achieving good honours in first degrees or a higher grading on other undergraduate courses. Evidence suggests that this could be related to insufficient personalised academic support and non-academic support, as well as the impact of prior educational experiences and attainment.

Risk 2: Disability

- 2.1. The continuation rates for students who have declared a disability, on full-time first degree and other undergraduate courses, are lower than that of students with no declared disability; with a greater proportion of disabled students withdrawing in their starting year of study. Evidence suggests that this could be due to individual academic and/or additional educational support needs not being met, alongside difficulties faced by students who

¹¹ [Equality of Opportunity Risk Register - Office for Students](#)

experience and/or declare mental ill health. There may also be perceived or actual barriers to declaring a disability or support need.

- 2.2. The completion rates for students who have declared a disability, on full-time first degree programmes, are lower than that of students with no declared disability. Evidence suggests that this could be due to insufficient personalised academic and non-academic support, alongside the difficulties faced by students who experience and/or declare mental ill health.

Risk 3: Lower Income Households

- 3.1. The continuation rates for students in quintile 1 or 2 of the IMD 2019 (within the highest levels of deprivation), on full-time first degree programmes, are lower than that of students in quintiles 3, 4 or 5. Evidence suggests that this could be due to restricted prior opportunities to develop the knowledge and skills required for higher education, and cost pressures, with a high proportion of students undertaking paid work alongside their studies.

Where other indicators of risk have been identified, the interventions implemented as part of the strategies detailed below, will also have a positive impact on these groups of students and their outcomes:

- The continuation and completion rates of care experienced students have been significantly varied across recent years, with improvement made from 2023/24 where all entrants withdrew from their studies, to 2024/25 where all students have been retained or have completed their course, within the academic year. Evidence suggests that this may relate to insufficient personalised academic and non-academic support, as well as cost pressures and requirements for support with year-round accommodation.
- Access to higher education for disabled students is in line with our local population, and above the average across the sector, with a good rate of applicant conversion. However, there is a clear declining trend, with the proportion of disabled entrants reducing across recent years. Furthermore, in 2022/23 the majority of students declared as disabled achieved a good honours degree, whereby in 2023/24 there was a shift with a greater proportion achieving a 2:2; in other undergraduate courses, there is a continued trend with a minority achieving the highest grading. Evidence suggests that this may be impacted by admission practices and barriers to declaration, delaying or restricting access to effective levels of support.
- For students of Black and Other ethnic backgrounds the rate of access is in line with the local population; however, there is a low rate of applicants of other ethnicity enrolling onto a higher education course and overall, these students have a lower than average attendance rate. There is also a lower proportion of Black students that return to advance in their studies, after starting a higher education course. Evidence suggests that this may relate to the perception of higher education and prior educational experiences, including the level of entry requirements.

Objectives

Objective 1: Asian Ethnic Background

- 1.1 To increase the proportion of Asian students accessing higher education programmes from 16% of entrants, to a minimum of 18.2% by 2029/30. This will be achieved by enhancing school liaison activities and targeted information, advice and guidance, expanding our access courses to support progression into higher education and introducing student ambassadors, to provide student perspective. We will also conduct an in-depth review of the application process and rates of conversion, to identify any opportunities for improvement.
- 1.2 To increase the continuation rate for all full-time first degree students from 71.9% to a minimum of 80% by 2029/30, with a particular focus on increasing the continuation rate for Asian students from 61.2% by a minimum of 3% per annum, for the duration of this plan. This will be achieved through work in conjunction with the National Centre for Diversity, including an in-depth review of policies and procedures, assessment of strengths and opportunities for improvements, and provision of training for staff. We will also introduce a peer mentorship programme, to support with building a sense of belonging and developing academic skills.
- 1.3 To increase the completion rate for full-time first degree Asian students from 70.2% to a minimum of 75% by 2029/30, whilst also ensuring the gap between Asian and White students is narrowed by a minimum of 1.5% per annum, over the duration of this plan. In addition to activities to improve rates of student retention, above, we will engage with alumni ambassadors, to provide insight on navigating study and career aspirations. Alongside informative 'induction' sessions for returning students and a central programme of enrichment activities, including a focus on developing leadership and employment skills.
- 1.4 To reduce the attainment gap between full-time first degree Asian and White students by a minimum of 17.5% by 2029/30. This will be achieved by expanding our online academic support resources, to include video guides to navigating online platforms, scheduled skills workshops, and guidance on the effective use of AI (including in-person tutorial sessions). We will also host summer workshops for new and progressing students, and we will conduct an in-depth review of existing academic support services, to identify any further opportunities for improvement.

Objective 2: Disability

- 2.1 To increase the continuation rate for all full-time first degree students from 71.9% to a minimum of 80% by 2029/30, with a particular focus on increasing the continuation rate for disabled students from 64.7% by a minimum of 4.5% per annum, for the duration of this plan. This will be achieved by introducing a multi-intervention transition support package and disability guides for students, parents/guardians and staff, to inform, encourage declaration and signpost to services.
- 2.2 To increase the continuation rate for disabled full-time other undergraduates from 70.1% to a minimum of 75% by 2029/30. In addition to the activities to improve student retention, above, we will deliver a quality resilience programme through tutorial sessions and conduct an in-depth review of the process around declaring a disability, assessing barriers or

perceived barriers, and early discussions around support needs, during the interview process.

2.3 To increase the completion rate for full-time first degree disabled students from 67.5% to a minimum of 75% by 2029/30. In addition to the activities to improve student retention, above, we will develop our online wellbeing hub, as an informative self-service resource, and introduce a new wellbeing signposting map, as part of the continual activity to support mental health. We will also move to a trauma informed approach to teaching practices, providing training and supporting a change in culture.

Objective 3: Lower income households

3.1 To increase the continuation rate for all full-time first degree students from 71.9% to a minimum of 80% by 2029/30, with a particular focus on increasing the continuation rate for students from lower income households, in quintile 1 of IMD 2019, from 68.3% by a minimum of 3% per annum, for the duration of this plan. This will be achieved by introducing new funding initiatives, in addition to the BCUC bursary, to further ease financial burden, refund book purchases to support learning and enable involvement in enrichment activities; alongside development of a core enrichment offer.

Intervention strategies and expected outcomes

Intervention Strategy 1 (INT 1): Access

Objectives and targets: We have acknowledged that a lower proportion of Asian students are accessing our higher education courses, in comparison with the further education provision at Burnley College, and the general Asian population in our local area; there is also a lower rate of applicants proceeding to enrol on courses. We will increase the proportion of entrants of Asian ethnicity from 16%, maintained in 2023/24 to 2024/25, to 18.2% by 2029/30 (PTA_1). Further indicators of risk have been identified, with a declining proportion of entrants with a declared disability and a low rate of conversion for applicants of an Other ethnic background, though access remains in line with our local area. This intervention strategy will also have a positive impact on access for these groups; as well as students attending local secondary schools, where a greater disadvantaged population and lower rates of academic achievement.

Objective 1.1: Asian ethnicity – to increase the proportion of Asian entrants from 16% to 18.2% by 2029/30.

Risks to equality of opportunity: Evidence suggests that the variety of course types available, in subject areas of interest, may result in some students being unable to join a desired course within our provision; with prior attainment and academic skillset also an important factor. A greater proportion of our students enter following either access courses, foundation courses or other level 3 qualifications at a minimum of 65 UCAS tariff points, as opposed to having achieved higher grading in BTEC or A-levels. Students may also have not received sufficient information, advice and guidance (IAG), to support them to make an informed decision about opportunities to study in higher education; including having restricted access to or low-quality resources and accounting for the impact of their home circumstances.

Aligned with the OfS EORR Risk 2: Information and Guidance and Risk 5: limited choice of course type and delivery mode.

Activity	Description	Inputs	Outcomes	Cross Int?
Student Ambassadors	<ul style="list-style-type: none"> Enhanced existing activity Whole provider approach Programme currently running with further education students at College and the intention is to expand this to HE students (across BCUC) 	<ul style="list-style-type: none"> Staff: time incorporated by existing staff. Tasks include promotion of the role, reviewing applications, the creation and provision of training and co-ordination of engagement opportunities. 	<ul style="list-style-type: none"> Short term: increased knowledge of the HE student experience and increased positive attitude towards HE. Development of communication skills and 	INT 2

	<ul style="list-style-type: none"> • The role includes providing support with IAG and liaising with potential and actual applicants, providing a student's perspective, for example during applicant day and within further education groups at College • The role may also include supporting with school liaison activities on campus, acting as a role model and answering FAQs 	<ul style="list-style-type: none"> • Students: engagement with the role and attendance at events. <p>Estimated 18 hours of teaching staff time plus 18 hours of professional services staff time, per year. A total of 144 hours over the duration of this plan.</p> <p>£880 per year, a total of £3520 over the duration of this plan.</p>	<p>building confidence for Ambassadors.</p> <ul style="list-style-type: none"> • Long term: positive impact on social self-efficacy, increased sense of belonging 	
<p>School Liaison Strategy - key Stage 3 & 4</p>	<ul style="list-style-type: none"> • Enhanced existing activity • Whole provider approach • Raising aspirations and supporting raising attainment, through a multi-strand intervention at key stage 3 & 4, to develop academic skills and inspire future application to HE • Re-development of existing activities, such as visits to schools, open days/campus visits and subject taster days, with a targeted approach engaging with secondary schools with high rates of student disadvantage, alongside local community groups • Further collaboration with Future U as our Uni Connect partner • Belief & Aspirations: Quality IAG – advice on various pathways into HE and beyond, including financial 	<ul style="list-style-type: none"> • Financial: includes the costs of transporting schools and staff • Staff: time incorporated by existing staff. Tasks include communications and co-ordination of activities with key stakeholders (including Student Ambassadors, schools and Future U). Alongside, creation and delivery of sessions, producing supporting and promotional resources and providing training for Student Ambassadors. Involvement of teaching staff in academic tutoring sessions. • Students: engagement of Ambassadors and involvement in interviews, for case studies. 	<ul style="list-style-type: none"> • Short term: encouraged attendance at other outreach events, increased knowledge of future learning options, improved academic self-efficacy and expectations of HE. Positive impact on attainment at key stage 4. Parent/guardian increased confidence in supporting students with current learning and future decisions. • Long term: increased applications to HE, increased proportion of under-represented groups 	

	<p>support, to improve understanding of what is possible.</p> <ul style="list-style-type: none"> • Inspiration & Motivation: Student Ambassadors - as role models and providing the student perspective, graduate case studies. Motivational theories session – ‘what motivates me’. • Attainment raising: targeted academic tutoring (small groups), for support with self-efficacy, cognitive strategies, resilience and time management (during revision period) • Meeting Needs: other activities tailored to meet the needs of the students/schools • Parents: working together – workshops to support students and parents (helping with homework and revision) with key subjects such as Maths and English. Expanded IAG during parent evenings. 	<p>Estimated 80 hours of professional services staff time plus 30 hours of teaching staff time, per year. A total of 440 hours over the duration of this plan.</p> <p>£2680 per year, a total of £10720 over the duration of this plan.</p>	<p>enrolled in student population.</p>	
<p>Targeted IAG Strategy</p>	<ul style="list-style-type: none"> • Enhanced existing activity • Whole provider approach • Further Education: Access to quality IAG with internal progression sessions for level 3 learners in College and Adult provision, in particular targeted to subject areas of interest. 	<ul style="list-style-type: none"> • Staff: time incorporated by existing staff. Tasks include co-ordination and delivery of sessions. • Students: engagement of Ambassadors to support with FAQs. 	<ul style="list-style-type: none"> • Short term: increased knowledge of career options and HE pathways, increased knowledge of support and financial support available, increased confidence in successfully applying to HE. 	

	<ul style="list-style-type: none"> • Emphasis on support available, financial support including childcare grants, course choice, preparation for HE; including dedicated and diverse support ‘stands’ at outreach events, such as IAG evenings and town centre events. 	<p>Events: estimated 18 members of teaching staff x 48 hours plus 7 members of professional services staff x 48 hours, per year. A total of 4800 hours over the duration of the plan.</p> <p>Additional sessions: estimated 40 hours of teaching staff time plus 60 hours of professional services staff time, per year. A total of 400 hours over the duration of the plan.</p> <p>£33,740 per year, a total of £134,960 over the duration of the plan.</p>	<ul style="list-style-type: none"> • Long term: increased applications to HE, increased proportion of under-represented groups enrolled in student population. 	
Conversion Review	<ul style="list-style-type: none"> • Enhanced existing activity • In-depth investigation into the application process, to identify and resolve any areas where at increased risk of applicant drop-off 	<ul style="list-style-type: none"> • Financial: subject to the outcome of the review and the cost implications of any required improvements, such as system enhancements. • Staff: time incorporated by existing staff. Tasks include designing and conducting the investigation, engagement of staff involved in the application/admissions process, submitting proposals for improvements. Management or Senior Management approval of any change. 	<ul style="list-style-type: none"> • Short term: increased understanding of the effectiveness of the application process and awareness of any opportunities for improvements. Increased understanding of the application process from an applicant/student point of view. • Long term: Improved applicant experience and increased proportion of 	INT 2 – Interview process

		<ul style="list-style-type: none"> Students: feedback on application process <p>Estimated 50 hours of professional services staff time, for the first year of this plan. Further/follow-up review as part of evaluation strategy.</p> <p>£950 for year 1 of this plan.</p>	<p>applicants enrolling onto courses.</p>	
Access Courses	<ul style="list-style-type: none"> Enhanced existing activity Expansion of quality access courses, providing development of academic skills and a pathway for progression into HE; particularly for students who don't meet standard entry requirements or mature learners returning to education. 	<ul style="list-style-type: none"> Staff: time incorporated by existing staff. Tasks include preparation of class materials, marketing, delivery of course and related administrative duties <p>Estimated 3 members of teaching staff x 70 hours plus 3 members of professional services staff x 30 hours, per year. A total of 1200 over the duration of the plan.</p> <p>£7800 per year, a total of £31,200 over the duration of the plan.</p>	<ul style="list-style-type: none"> Short term: improved academic skills and subject-specific knowledge, increased sense of belonging within the academic environment and academic self-efficacy. Long term: increased applications and access to HE, positive impact on course completion and attainment. 	INT 2 & INT 3
Guide for Parents / Guardians	<ul style="list-style-type: none"> New activity Resource designed for parents/guardians of potential and actual applicants, available online on the Burnley College website or 	<ul style="list-style-type: none"> Financial: including costs of producing paper copies of resource. Staff: time incorporated by existing staff. Tasks include enquiries into appropriate 	<ul style="list-style-type: none"> Short term: increased knowledge of application process, support available and the pathways into HE. Long term: increased confidence to discuss HE 	

	<p>physical copies at outreach events and on applicant day</p> <ul style="list-style-type: none"> • Including setting appropriate expectations with a timeline of activity up to enrolment, an overview of student finance options and support available, an introduction to the Disabled Students' Allowance (DSA) and the benefits of application, key points of contact etc 	<p>content, design and creation of online and paper resource.</p> <p>Estimated 2 members of professional services staff x 20 hours. A total of 160 over the duration of the plan, for review and update of materials.</p> <p>£1010 per year, a total of £4040 over the duration of the plan.</p>	<p>options with student, increased positive attitude towards applying for HE.</p>	
Applicant Day	<ul style="list-style-type: none"> • Enhanced existing activity • Event offered to applicants, including activities to support team building skills, networking with peers and getting to know the teaching team; alongside opportunity to answer queries and provide further information, where needed. • Hosted by teaching teams, along with key members of support staff and the safeguarding and wellbeing team 	<ul style="list-style-type: none"> • Financial: including provision of refreshments and creation of merchandise and resources • Staff: time incorporated by existing staff. Tasks include preparation and organisation of the day, and delivery of activities. <p>Estimated 15 members of teaching staff x 9 hours plus 5 members of professional services staff x 5 hours.</p> <p>£7390 per year, a total of £29,560.</p>	<ul style="list-style-type: none"> • Short term: development of learning community, improved understanding of HE environment, reduced anxiety towards the start of the academic year • Long term: increase in sense of belonging and social self-efficacy, improved peer engagement 	
Student Experience Team	<ul style="list-style-type: none"> • Enhanced existing activity • Whole provider approach • Growth and development of the student experience team, including involvement in enrichment 	<ul style="list-style-type: none"> • Financial: staff salary x 1.5 FTE • Staff: tasks include co-ordination with school liaison team, supporting with delivery of 	<ul style="list-style-type: none"> • Short term: increased student outreach offering and improved student engagement with enrichment activities. 	INT 2

	<p>programmes, expanding career IAG and supporting school liaison activities</p> <ul style="list-style-type: none"> The team covers all provisions within College; however, seeking recruitment of staff with a background of working in HE, for dedicated FTE to focus on the BCUC provision 	<p>outreach activities, development of enrichment programmes.</p>	<p>Improved student understanding of HE and positive impact on aspirations.</p> <ul style="list-style-type: none"> Long term: positive impact on applications to HE and student retention. 	
<p>Outreach and Access Officer</p>	<ul style="list-style-type: none"> New activity Introduction of a new role, with a focus on HE student recruitment and widening participation Responsibilities include outreach, with a focus on underrepresented groups, delivering a range of activities such as facilitating talks and taster sessions. 	<ul style="list-style-type: none"> Financial: staff salary x 1FTE Staff: tasks include design and implementation of outreach programmes and building relationships within the local community, with schools and organisations. Embedding equality, diversity and inclusion strategies and supporting applicants. 	<ul style="list-style-type: none"> Short term: increased promotion and awareness of HE and opportunities to advance. Increased frequent outreach activities and improved engagement with underrepresented groups. Long term: Increased applications to HE, positive impact on relationships and reputation within the local community. 	

Evaluation Strategy 1: Access

Total cost of activities and evaluation for intervention strategy: Financial cost for the first year of the plan is £131,450, followed by £130,500 from year 2 onwards, as a total of £522,950 over the duration of this plan. Resources include staff time and student engagement, as Ambassadors, for graduate case studies and in providing feedback, as below.

Summary of evidence base and rationale

The TASO Evidence Toolkit: Student access, success and progression, highlights that there are gaps in the evidence base, necessary to demonstrate a causal link in relation to the impact of activities that seek to raise student aspirations. However, it is suggested that a combination of improving students' expectations that they will attend higher education (Anders and Micklewright, 2015), alongside academic tutoring and school-based activities seeking to make attending higher education seem more feasible (Boxer et al., 2011), may be effective in raising attainment. The provision of IAG is also noted to influence attitudes towards higher education, with the use of Student Ambassadors to provide IAG reported to have positive outcomes (Passy and Morris 2010, Ireland et al., 2006).

In relation to offering resources to ensure parents/guardians are sufficiently informed, analysis of the second Longitudinal Study of Young People in England (2021) found that the most accessed source of IAG was from friends and relatives, with 90% of the sample, aged 18-19 years old, having sought information within a 12-month period. The proportion seeking IAG from friends and relatives reduced depending on student characteristics, such as the parents' level of qualification and households where English was not the main language; as such, ensuring that quality IAG is available through a variety of mechanisms, appears to be a justified approach.

Evaluation

Access rates will be evaluated, with a particular focus on entrants of an Asian ethnicity, alongside the student groups identified as further indicators of risk: students with a declared disability and those from an Other ethnic group. In addition to data that is annually published within the sector, internal data will be monitored and analysed, including our applicant profile, conversion rates and the demographics of our entrant population. In addition, we will conduct separate evaluation for the intervention activities below, with the intention of producing type 1 and type 2 evidence, via a mixture of surveys (obtaining quantitative and qualitative feedback) and data analysis. Internally, outcomes will be reported into appropriate working groups and committees, including the Access and Participation working group, the Equality, Diversity and Inclusion working group and academic board; progress towards targets will be monitored by these groups, alongside the Senior Management Team and Governors. Externally, progress will be reported to our University Partners via annual quality assurance reporting and as part of partnership development meetings. We will also annually publish a summary of progress towards our milestones and our evaluation findings, alongside our overarching equality, diversity and inclusion objectives.

Activity	Outcomes	Method(s) of evaluation	Summary of publication
School Liaison Strategy – key Stage 3 & 4	Increased knowledge of options beyond secondary school/further education, positive impact on GCSE attainment, improved self-efficacy and expectations of	<ul style="list-style-type: none"> • Data tracking: attendance at workshops/tutor sessions, completion of activities in workshops, invitations/agreements from schools to collaborate. • School feedback: <ul style="list-style-type: none"> ○ Interview (type 1) to assess impact on student expectations relating to HE and academic development. 	Evaluation findings will be shared via report and in-person at relevant internal working groups and

	<p>HE. Improved parent/guardian confidence in conversations around learning decisions.</p> <p>Increased applications to HE, increased proportion of under-represented groups enrolled in student population.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Survey (type 2 – comparison with non-participants) pre/post activity. Subject to the activity engaged with, to assess knowledge, expectations, self-efficacy and cognitive strategies. ○ Survey (type 2 – comparison with non-participants) a repeat of the above, an extended period post activity (prior to exams), to assess any changes – subject to the timing of the activity. • Parent/guardian feedback: <ul style="list-style-type: none"> ○ Survey (type 1) pre/post survey to assess knowledge and confidence, for ‘working together’ workshops. ○ Survey (type 1) to assess any identified impact on the students 	<p>committees, as a minimum per annum.</p> <p>Evaluation findings will be shared with the Senior Management Team and Governors via report, as a minimum at full governing board per annum.</p> <p>Best practice will be shared internally in-person at teaching, supporting and leading excellence staff development activities.</p>
<p>Targeted IAG Strategy & Student Ambassadors</p>	<p>Increased knowledge of career options and HE pathways, increased knowledge of support and financial support available, increased positive attitude towards HE and confidence in successfully applying.</p> <p>Increased applications to HE, increased proportion of under-represented groups enrolled in student population, positive impact on social self-efficacy and increased sense of belonging.</p>	<ul style="list-style-type: none"> • Individual feedback: <ul style="list-style-type: none"> ○ survey (type 1) to assess HE knowledge, expectations and self-efficacy, for potential or actual applicants who engage with IAG at events. ○ survey (type 2 – comparison with non-participants) to assess HE knowledge, expectations and self-efficacy, for internal progression at level 3 (pre/post session) ○ survey (type 1) to assess impact of progression sessions on enrolment to HE, for students who attended sessions at level 3 • Data – reviewing trends in applications from internal level 3 students, comparing those who have/haven’t attended progression sessions (type 2) 	<p>Evaluation findings will be shared with University Partners in annual quality assurance reports and partnership development meetings.</p> <p>Evaluation findings will be included within an annual equality, diversity and inclusion report, alongside our overarching equality objectives, published on</p>

<p>Conversion Review</p>	<p>Understanding of the effectiveness of the application process and identified opportunities for improvement. Improved experience for applicants and increased proportion of applicants enrolling onto courses.</p>	<ul style="list-style-type: none"> • Applicant feedback: <ul style="list-style-type: none"> ○ Survey (type 1) to assess experience of applicants at key stages within the process and pre/post any changes. • Data – tracking rates of applicants converting to enrolled students (type 1) 	<p>the Burnley College website.</p>	
<p>Access Courses</p>	<p>Improved academic skills, subject-specific knowledge and a positive impact on academic confidence.</p> <p>Increased opportunity to access HE, with a positive impact on transition and on-course success.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Survey (type 1) pre/post completion of the course, to assess academic self-efficacy, HE expectations and sense of belonging for those undertaking an access course. ○ Survey (type 2 – comparison with non-participants) following on from the above, comparison during Semester 1 of studying in HE, between those who have/haven't completed a recent access course • Data – tracking rates of progression into HE, for those undertaking an access course (type 1) 		
<p>Guide for Parents / Guardians</p>	<p>Increased knowledge of pathways into HE, the application process and related support available.</p> <p>Increased confidence in discussions with potential applicants and positive impact on attitudes towards HE.</p>	<ul style="list-style-type: none"> • Individual feedback: <ul style="list-style-type: none"> ○ Survey (type 1) to assess knowledge and usefulness in informing and encouraging conversation around higher education 		

Applicant Day	<p>Improved understanding of the HE environment, earlier creation of learning community and reduced anxiety, relating to start of the academic year.</p> <p>Increase in sense of belonging and social self-efficacy, improved peer group relations.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Survey (type 1) pre/post attendance, to assess social self-efficacy, HE expectations and sense of belonging. ○ Survey (type 2 – comparison with non-participants) following on from the above, comparison during Semester 1 of studying in HE, between those who have/haven't attended the event. ○ Data – tracking rates of applicants converting to enrolled students (type 1) 	
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Intervention Strategy 2 (INT 2): Continuation and Completion

Objectives and targets: We have identified that overall, students on full-time first degree courses report a continuation rate that is lower than would be expected; in particular, students who are of Asian ethnicity or have a declared disability report lower rates of continuation and course completion in comparison, with a higher proportion of students withdrawing within their first year of study. Students from lower-income households also report lower continuation rates, alongside disabled students studying on other undergraduate courses. We will increase the continuation rate for all full-time first degree students from 71.9% to 80% (PTS_1) and for disabled full-time other undergraduates from 70.1% to 75%, by 2029/30 (PTS_5). We will also give particular focus to increasing continuation for students of an Asian ethnicity, who are disabled and/or are from a lower-income household, in quintile 1 of the IMD 2019, by setting annual targets across the duration of this plan (PTS_2, PTS_3 and PTS_4). We will increase the completion rate for full-time first degree Asian students and disabled students, to 75% by 2029/30 (PTS_6 and PTS_7). Further indicators of risk have been considered, in relation to significantly inconsistent rates for care experienced students, and a lower rate of retention for Black students; we also note that female students have a lower rate of retention, regardless of ethnicity or disability status. This intervention strategy will have a positive impact on the opportunity for these students to succeed.

Objective 1.2: Asian ethnicity – to increase continuation for full-time first degree Asian students from 61.2% by 3% per annum, over the duration of this plan.

Objective 1.3: Asian ethnicity – to increase completion for full-time first degree Asian students from 70.2% to 75% by 2029/30, narrowing the gap by 1.5% per annum, over the duration of this plan.

Objective 2.1: Disabled – to increase continuation for full-time first degree disabled students from 64.7% by 4.5% per annum, over the duration of this plan.

Objective 2.2: Disabled – to increase continuation for full-time other undergraduate disabled students from 70.1% to 75% by 2029/30.

Objective 2.3: Disabled – to increase completion for full-time first degree disabled students from 67.5% to 75% by 2029/30.

Objective 3.1: Lower income households – to increase continuation for full-time first degree students from lower income households in quintile 1 of IMD 2019 from 68.3% by 3% per annum, over the duration of this plan.

Risks to equality of opportunity: Evidence suggests that receipt of sufficient academic and non-academic support is important, with access to personalised support; accounting for varied previous academic experiences, individual circumstances, additional learning needs and difficulties faced by students experiencing mental ill health. Students may also be affected by cost pressures, considering the level of deprivation within the local area, with the majority of the student population in Q1 and Q2 IMD (2019), and increasing costs of living. Another factor is the additional demands of working alongside studies, with internal records showing 61.7% of the student population for 2024/25 were in paid employment, with 1/4 students working 31 or more hours per week.

Aligned with the OfS EORR Risk 1: Knowledge and Skills, Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support, Risk 8: Mental Health and Risk 10: Cost Pressures.

Activity	Description	Inputs	Outcomes	Cross Int?
Peer Mentorship	<ul style="list-style-type: none"> • New activity • Peer to peer mentorship programme, based within subject areas and utilising students from later years on course, in particular to support new students in their first years of study. • Pre-scheduled opportunities to interact, alongside availability for ad hoc communications 	<ul style="list-style-type: none"> • Staff: time incorporated by existing staff. Tasks include promotion of the opportunity, reviewing applications, the creation and provision of training and support with interactions. • Students: engagement with the programme/role <p>Year 1 of the plan – introduce and pilot within subject areas of focus, for</p>	<ul style="list-style-type: none"> • Short term: increased access to advice and guidance, positive impact on motivation and attitude towards HE • Long term: increased sense of belonging, positive impact on student retention and attainment 	INT 3

	<ul style="list-style-type: none"> • As a baseline, to include course advice and guidance, support with navigating life as a HE student and as additional support for development of academic skills. • Training/development sessions to be provided by academic support staff, to peer mentors, to support with peer sessions. • Particular focus on subject areas where a substantial proportion of Asian students and higher rates of withdrawal, including Business Management, Psychology, Psychotherapy and Counselling. 	<p>entrants. Estimated 8 members of teaching staff x 10 hours plus 1 member of professional services staff x 40 hours. A total of 120 hours for year 1.</p> <p>Year 2 of the plan onwards – roll out across the provision, for entrants and returning students (excluding those in final year of study). Estimated 57 members of teaching staff x 10 hours plus 1 member of professional services staff x 40 hours, per year. A total of 610 hours per following year.</p> <p>A total of 730 hours over the duration of this plan.</p> <p>£3080 in year 1, then £17,290 from year 2 onwards; a total of £54,950 over the duration of this plan.</p>		
<p>Alumni Ambassadors</p>	<ul style="list-style-type: none"> • New activity • Invite BCUC graduates to engage in pre-arranged/scheduled events throughout the year, such as applicant day and careers week, to provide information and insight on navigating HE and career paths. 	<ul style="list-style-type: none"> • Staff: time incorporated by existing staff. Tasks include promotion of the role, reviewing applications, the creation and provision of training and co-ordination of engagement opportunities. • Alumni: attendance and engagement at events. 	<ul style="list-style-type: none"> • Short term: increased knowledge of the HE student experience and increased positive attitude towards HE. • Long term: increased sense of belonging, positive impact on self- 	

	<ul style="list-style-type: none"> • A particular focus on disabled, non-white ethnicity and care experienced graduates, for a targeted approach 	<p>Estimated 5 members of professional services staff x 15 hours plus 5 members of teaching staff x 1 hour, per year. A total of 320 hours over the duration of this plan.</p> <ul style="list-style-type: none"> • £1570 per year, a total of £6280 over the duration of the plan. 	<p>efficacy and future aspirations</p>	
<p>Disabled Student Transition Support</p>	<ul style="list-style-type: none"> • New activity • Targeted multi-strand approach at key periods of transition, such as pre-entry, starting year semester 1 and return for semester 2 • Pre-induction visits (quieter, bookable, in-depth tour, meet key staff), inviting parents/guardians where appropriate • Quiet enrolment/progression timeslots and/or one-to-one support to take through the process • Additional optional induction workshops and video resources (topics such as self-advocacy and navigating HE, including using the library, use of virtual learning environment, using student One Place, basic IT skills) • Peer support/buddy mentoring scheme, ideally with an advanced year student 	<ul style="list-style-type: none"> • Financial: including costs of creating any paper resources. • Staff: time incorporated by existing members of staff. Tasks include promotion and co-ordination of additional events and workshops, availability for visits and one-to-one support, delivery of workshops and creation of resources. • Students: engagement of students in the mentoring scheme and during induction. Collaboration on additional induction workshops. <p>Estimated 82 of professional services staff time plus 105 of teaching staff time, per year. Additional 200 hours of professional services staff time, as expertise from the Additional Learning Support</p>	<ul style="list-style-type: none"> • Short term: positive engagement with HE staff, enrolment and induction, increased knowledge of accessing College/IT systems and navigating spaces, increased awareness of support services. • Long term: increased sense of belonging, increased motivation and confidence to succeed in HE, increased continuation rate for disabled students 	

	<ul style="list-style-type: none"> Peer case studies or speaker sessions and/or involvement in induction sessions Additional one-to-one sessions and support needs review 	<p>team. A total of 1548 hours over the duration of this plan.</p> <ul style="list-style-type: none"> £10,600 per year, a total of £42,400 over the duration of this plan. 		
<p>Disability Support Guide</p> <p><i>(for students and parents/guardians)</i></p>	<ul style="list-style-type: none"> New activity Produce an accessible resource to include details of the Disabled Students' Allowance (DSA) and an explanation of the benefits to application, signpost students to available/free assistive technology, map showing lifts/disabled toilets etc, internal support available and include FAQs and perspectives from current students Targeted at students and parents/guardians To make clear the level of support in HE, in particular where progressing internally from level 3 in further education 	<ul style="list-style-type: none"> Financial: including costs of creating any paper resources. Staff: time incorporated by existing members of staff. Tasks include research and creation of resource, liaising with current disabled students regarding FAQ content and promotion. Student: collaboration regarding content and FAQs <p>Estimated 2 members of professional services staff x 20 hours, per year. A total of 160 over the duration of the plan, for review and update of materials.</p> <ul style="list-style-type: none"> £1010 per year, a total of £4040 over the duration of the plan. 	<ul style="list-style-type: none"> Short term: increased knowledge of DSA and support services, increased positive attitude towards DSA and increased confidence for students declaring a disability Long term: increased application to DSA and access to support services, improved retention of disabled students and positive impact on attainment 	INT 3

Tutor Disability Support Guide	<ul style="list-style-type: none"> • New activity • Produce a key online resource for teaching staff, to improve awareness of the types of disability across the student population and signpost to resources and key members of staff for support; including top tips and instructions on reasonable adjustments how to adapt materials for students 	<ul style="list-style-type: none"> • Staff: time incorporated by existing members of staff. Tasks include research and creation of online resource, liaising with current disabled students and dissemination across teaching teams. • Student: collaboration regarding content <p>Estimated 30 hours of professional services staff time, including expertise, per year. A total of 120 hours over the duration of the plan, for review and update of materials.</p> <p>£1120 per year, a total of £4480 over the duration of the plan.</p>	<ul style="list-style-type: none"> • Short term: increased staff knowledge of student population and different types of disabilities, improved confidence in adapting materials and supporting disabled students through course • Long term: improved retention of disabled students, positive impact on student experience, attainment and staff feeling supported. 	INT 3
Declaration Review	<ul style="list-style-type: none"> • New activity • Investigate actual or perceived barriers to declaration of disability and understand whether terminology plays a factor • Introduce check points throughout the academic year, with activity to boost awareness and review support needs, where circumstances have changed 	<ul style="list-style-type: none"> • Financial: subject to the outcome of the review and the cost implications of any required improvements, such as system enhancements • Staff: time incorporated by existing members of staff. Tasks include designing and conducting the investigation, implementation of new check points, dissemination and staff training and submitting proposals for any improvements. Management or Senior Management approval of any change. 	<ul style="list-style-type: none"> • Short term: increased understanding of barriers to student declaration of disability and any opportunities for improvements. Increased engagement with students and additional set opportunities to discuss support needs. • Long term: improved identification of support 	INT 3

		<ul style="list-style-type: none"> Students: feedback on barriers and process of declaring, with contribution to any proposed improvements <p>Estimated 55 hours of professional services staff time, for the first year of this plan. Further/follow-up review as part of evaluation strategy.</p> <p>£1045 for year 1 of this plan.</p>	<p>needs, improved retention of disabled students, positive impact on student experience and attainment.</p>	
<p>Resilience Programme</p>	<ul style="list-style-type: none"> Enhanced existing activity Whole provider approach Programme being introduced across further education course groups in 2024/25 – the intention is to expand the offering to HE students in their starting year, before adapting for students in returning years. A 6 week enrichment programme delivered through tutorial sessions, including interactive content delivery, group activities and discussion, and individual reflective journals Content designed by expertise in the Safeguarding and Wellbeing Team and delivered by tutors, following specific training to ensure effective delivery 	<ul style="list-style-type: none"> Financial: including cost of producing physical resource box, accompanying session delivery. Staff: time incorporated by existing members of staff. Tasks include the Safeguarding and Wellbeing team producing the programme materials, appropriate for higher education learners, and delivering training to tutors, to ensure effective delivery. Tutors involved in delivery of the programme. <p>Year 1 of the plan: introduce for entrants – estimated 29 members of teaching staff x 7 hours plus 3 hours of professional services staff time. A total of 206 hours for year 1.</p> <p>Year 2 onwards: roll out across provision for entrants and returning</p>	<ul style="list-style-type: none"> Short term: increased self-awareness, skills in self-reflection and knowledge of resilience. Long term: positive impact on mental wellbeing, self-efficacy and sense of belonging. Increased continuation and completion rates. 	

		<p>students – estimated 40 members of teaching staff x 7 hours plus 3 hours of professional services staff time. A total of 283 hours per year.</p> <p>A total of 1055 hours over the duration of this plan.</p> <p>£6470 for year 1 and £8500 from year 2 onwards, a total of £31970 over the duration of this plan.</p>		
<p>Central Enrichment Offering</p>	<ul style="list-style-type: none"> • New activity • Core schedule of enrichment activities offered centrally to all HE students, throughout the academic year (in additional to subject/course related activities within teaching areas). • Formats to include workshops, lectures, self-study, guest speakers and trips. Themes to include leadership skills, motivation, personality testing, the use of AI and online safety. Some topics can be taken from subject areas where adaptable for a wider interest, across our student population. • Attendance/completion of sessions recognised with BCUC ‘awards’ 	<ul style="list-style-type: none"> • Financial: subject to the individual enrichment activities, where trips/visits, and any costs of running particular workshops. • Staff: time incorporated by existing members of staff. Tasks include activity design, co-ordination, promotion and delivery. Creation of any accompanying resources and recording participation. • Student: collaboration on themes and format <p>Estimated 10 members of teaching staff x 30 hours plus 2 members of professional services staff x 30 hours, per year. A total of 1440 hours over the duration of this plan.</p>	<ul style="list-style-type: none"> • Short term: increased knowledge and/or skills, positive impact on access to and engagement with enrichment activities. Positive impact on student experience. • Long term: increased sense of belonging, social self-efficacy and student retention. 	

		£20,000 per year, a total of £80,000 over the duration of this plan.		
Book Refund	<ul style="list-style-type: none"> • New activity • In response to student feedback requesting more physical books on-campus, in addition to the vast volume of digital resources available. Preferred by some more mature learners. • Fixed pot available to all full-time students, in any year of study, given the high proportion of students from lower-income households. • To refund students for purchase of course books not physically available in the BCUC library – subject to proof of recent purchase and relevance to course • To be assessed annually in terms of student demand 	<ul style="list-style-type: none"> • Financial: amount of funding pot available, for application • Staff: time incorporated by existing members of staff. Tasks include creation of application process and records system. Liaising with teaching areas and library staff, regarding relevant book lists. Review and approval of applications, including management sign-off and finance processing. <p>Estimated 10 hours of professional services staff time, per year. A total of 40 hours over the duration of this plan.</p> <p>£7000 per year, a total of £28000 over the duration of this plan.</p>	<ul style="list-style-type: none"> • Short term: further easing of financial burden and improved access to physical resources. • Long term: positive impact on student attitude towards access to physical resources and satisfaction on-course. Positive impact on student performance and improved equal access to necessary resources. 	
Enrichment Fund	<ul style="list-style-type: none"> • New activity • Fixed pot of funding available in any year of study, to support students in financial hardship, to ensure equality in being able to attend trips and visits requiring student contribution or payment. • Separate/in addition to the BCUC bursary and financial hardship payments. 	<ul style="list-style-type: none"> • Financial: amount of funding pot available, for application. • Staff: time incorporated by existing members of staff. Tasks include creation of application process and records system. Co-ordination with central enrichment programme (above) and activities within teaching areas. Review and approval of applications, including 	<ul style="list-style-type: none"> • Short term: increased knowledge and/or skills, positive impact on equal access to and engagement with enrichment activities. Positive impact on student experience. • Long term: increased sense of belonging, 	

	<ul style="list-style-type: none"> Amount awarded subject to the enrichment activity, student application and reasonable assessment. 	<p>management sign-off and finance processing.</p> <p>Estimated 15 hours of professional services staff time, per year. A total of 60 hours over the duration of this plan.</p> <p>£7800 per year, a total of £31,200 over the duration of this plan.</p>	<p>social self-efficacy and student retention.</p>	
Returns Induction	<ul style="list-style-type: none"> Enhanced existing activity Separate central sessions for returning students, at the start of the new academic year, with content tailored to year of study Including a recap of internal support services, content around mental wellbeing and a focus on careers in final year of study 	<ul style="list-style-type: none"> Financial: including costs of producing any physical resources. Staff: time incorporated by existing members of staff. Tasks include creation, co-ordination and delivery of sessions. Recording attendance and production of any resources Student: collaboration on content and format <p>Estimated 70 hours of professional services staff time, per year. A total of 280 hours over the duration of this plan.</p> <p>£1400 per year, a total of £5600 over the duration of this plan.</p>	<ul style="list-style-type: none"> Short term: revived knowledge regarding support services, increased knowledge relating to topics of focus. Long term: increased sense of belonging, positive impact on access to mental wellbeing and/or academic support services. Positive impact on student retention. 	
Interview Process Review	<ul style="list-style-type: none"> Enhanced existing activity Whole provider approach Review of the interview process for applicants, in particular looking at discussions around entry 	<ul style="list-style-type: none"> Financial: subject to the outcome of the review and the cost implications of any required improvements, such as system enhancements Staff: time incorporated by existing staff. Tasks include designing and 	<ul style="list-style-type: none"> Short term: increased understanding of the effectiveness of the interview process and awareness of any 	INT 1 – Conversion Review

	<p>requirements and existing academic skills, and how we are assessing support needs at this stage.</p> <ul style="list-style-type: none"> To also create a new activity whereby support needs are reviewed for trends across the student population, and used to tailor what is centrally offered over the academic year 	<p>conducting the investigation, engagement of staff involved in the interview process, submitting proposals for improvements. Management or Senior Management approval of any change.</p> <ul style="list-style-type: none"> Students: feedback on interview process with contribution to any proposed improvements <p>Estimated 40 hours of professional services staff time, for the first year of this plan. Further/follow-up review as part of evaluation strategy.</p> <p>£760 for year 1 of this plan.</p>	<p>opportunities for improvements. Increased understanding of the interview process from an applicant/student point of view. Improved identification of student needs.</p> <ul style="list-style-type: none"> Long term: increase in student declaration of disability and/or support needs and access to services. Positive impact on student retention and success. 	
<p>Trauma Informed Practice</p>	<ul style="list-style-type: none"> Enhanced existing activity Whole provider approach Adapted induction and training/support for HE teaching and frontline support staff, in managing and supporting our student demographic. Ongoing reflective practice to support a change in culture. 	<ul style="list-style-type: none"> Financial: training delivered externally initially, before incorporated within staff induction, and provision of resources. Staff: time incorporated by existing staff. Tasks include involvement in external training, creation/adaption and delivery of follow up and induction training. Monitoring and reflection on practice. <p>Estimated 1 hour per member of staff, for training, per annum. A total of 2800 hours over the duration of the plan.</p>	<ul style="list-style-type: none"> Short term: positive impact on student engagement and applicant experience. Long term: improved student wellbeing and positive impact on applicant conversion and student retention. 	<p>INT 1</p>

		<p>£21,000 in year 1 of the plan, then £14,000 in following years of the plan. A total of £63,000 over the duration of the plan.</p>		
<p>Wellbeing Online Hub</p>	<ul style="list-style-type: none"> Enhanced existing activity Whole provider approach Review and develop the online wellbeing hub, as a self-service resource providing information and guidance that students can access independently, with signposting to relevant external services where needed. 	<ul style="list-style-type: none"> Financial: subject to the outcome of the review and the cost implications of any system enhancements or developments Staff: time incorporated by existing staff. Tasks include review of existing webpage and student interactions, research into developments and external services for signposting. Redesign/expansion of content and promotion. Student: feedback regarding the wellbeing hub with contribution to any proposed improvements <p>Estimated 50 hours of professional services staff time, for the first year of this plan, reducing to 40 hours for ongoing review/update over following years. A total of 170 hours over the duration of this plan.</p> <p>£950 for year 1 and £760 from year 2 onwards; a total of £3230 over the duration of this plan.</p>	<ul style="list-style-type: none"> Short term: improved access to quality information at any time 24/7. Increased student knowledge of wellbeing topics and accessing support. Long term: positive impact on wellbeing and student retention. 	

Wellbeing Map	<ul style="list-style-type: none"> • New activity • Produce a digital and physical map, highlighting key wellbeing spaces on-campus and in the surrounding area (town centre, within walking distance). • Including on-campus: social/study spaces, library, recommended walking circuits, student support services, gym, cafes and refectory, safeguarding and wellbeing team • Including in the local area: library, parks and green spaces, cafes, pharmacies, Down Town community grocery and support service, st Peters Centre. 	<ul style="list-style-type: none"> • Financial: including cost of producing physical copies of the resource. • Staff: time incorporated by existing members of staff. Tasks include research into immediate local area, creation, publication and promotion of resource. • Student: collaboration on design and content <p>Estimated 2 members of professional services staff x 20 hours, per year. A total of 160 over the duration of the plan, for review and update of the resource.</p> <p>£1010 per year, a total of £4040 over the duration of the plan.</p>	<ul style="list-style-type: none"> • Short term: improved student knowledge of wellbeing spaces and services within walking distance of the College. • Long term: positive impact on access to support services, mental wellbeing and student retention. 	
Investors in Diversity Award	<ul style="list-style-type: none"> • New activity • Whole provider approach • Developing a framework based around FREDIE (fairness, respect, equality, diversity, inclusion and engagement), in conjunction with the National Centre for Diversity (NCFD) • Assessment and enhancement to work towards and achieve EDI accreditation. • The process includes, formal review of policies and procedures, training, 	<ul style="list-style-type: none"> • Financial: cost of external training and assessment, leading to accreditation. Increasing levels of review and achievement, for ongoing development. • Staff: to be incorporated by existing members of staff. Tasks include liaising with NCFD, actions relating to the assessment process, collating and reviewing feedback, 	<ul style="list-style-type: none"> • Short term: increased knowledge of impact on equality, identified targets for improvement, improved student experience and positive attitude towards HE. • Long term: achievement of an external quality mark, as a recognition of commitment to EDI, culture change based 	INT 1

	engagement of feedback and assessment of the risk to diversity, to identify strengths and recommendations for further development.	undertaking training, progressing recommended actions. Estimated 700 hours across all members of staff plus 50 hours of senior management time. £23500 per year, a total of £94000 over the duration of the plan.	around FREDIE framework, increased student sense of belonging and retention. Positive impact on applications to HE.	
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Evaluation Strategy 2: Continuation and Completion

Total cost of activities and evaluation for intervention strategy Financial cost £108,315 for the first year of the plan, then £115,560 from year 2 onwards, as a total of £454,995 over the duration of this plan. Resources include additional cost implications of any identified opportunities for enhancements, such as system developments, staff time and student engagement, as below.

Summary of evidence base and rationale

The TASO Evidence Toolkit: Student mental health, reports that evidence is emerging in this area and connections can be found, between interventions and positive outcomes for students; however, there isn't confirmation of a causal link to date and there remains a need for more robust evidence, in particular from evaluation of local programmes, the UK. It is suggested that there is a positive correlation between students receiving financial support and seeing a reduction in financial anxieties relating to study, with improved engagement and students remaining on course. The TASO Evidence Toolkit: Student access, success and progression highlights that peer mentorship programmes have been seen to have a positive impact on retention, with students more likely to continue into their second year (Bettinger and Baker 2011), and a more significant impact has been found when combined with financial support (Angrist et al., 2009). Furthermore, it is suggested that student attitudes and aspirations can be influenced, where mentoring schemes are used to support with developing study skills and to encourage a sense of belonging. When also acting as a role model, it has been found to be most effective when individuals are also seen to be relatable (Gartland, 2014) and as successful, presenting higher education as desirable and attainable (Morgenroth et al., 2015). In relation to disabled students, the use of targeted support services at the start of the academic year, has shown that students were more likely to persevere (Safer et al., 2020) and key elements of the evidence reviewed to date, highlight the need for activities that promote self-advocacy, through self-awareness, knowledge of support and mentoring, alongside involving parents/guardians. There is also reference to both active psychoeducation, including an example of a programme designed to build resilience that was found to result in more effective coping strategies (Steinhardt and Dolbier 2008), with suggestion that sessions delivered by a trained professional can support some

mental health outcomes in the short term. More evidence is needed regarding passive psychoeducation, though it has been suggested that independently accessed information and guidance can increase self-awareness and recognition of symptoms (Merritt et al., 2007).

Evaluation

Rates of continuation and completion will be monitored and analysed, using internal data to track the student journey and focusing on identified student groups, alongside any trends in reasons for withdrawal, in addition to data that is annually published within the sector. We schedule regular opportunities for students to provide feedback, per semester, including module feedback questionnaires that encourage students to reflect on their experience so far, with questions that largely replicate and expand on the National Student Survey; alongside student-staff liaison meetings, whereby course groups have the opportunity to collectively discuss their experience on course and to provide commentary around any highlighted areas of interest. New entrants are also invited to also share their views on their first few weeks, at the start of the academic year. Such feedback will continue to be reviewed throughout the year, including published data following the National Student Survey, with outcomes considered in relation to identified risks to equality of opportunity, intervention activities and progress towards targets. In addition, we will conduct separate evaluation for the intervention activities below, with the intention of producing type 1 and type 2 evidence, via a mixture of surveys, focus groups and/or interviews (obtaining quantitative and qualitative feedback) and data analysis. In relation to the financial support activities below, these will also be considered within a separate evaluation of our full financial support package and revised BCUC bursary, as a larger scale offering available for all full-time students on a higher education course and launched in 2024/25. Our first cohort of students in receipt of the new BCUC bursary will complete a full cycle of study during the period covered by this plan, and we will utilise the [OfS' financial support evaluation toolkit](#) to complete a thorough review.

Internally outcomes will be reported into and considered by appropriate working groups and committees, including the Access and Participation working group, the Equality, Diversity and Inclusion working group, curriculum and quality committee and academic board; progress towards targets will be monitored by the Senior Management Team and Governors. Best practice will be shared at staff development activities, and we will also engage our student ambassadors, student representatives (as a nominated liaison per course group) and student executives (involved in shaping policies and initiatives); furthermore, students will be invited to join the access and participation working group, to ensure overarching student input and that progress is maintained and relevant. Externally, progress will be reported to our University Partners via annual quality assurance reporting and as part of partnership development meetings. We will also annually publish a summary of progress towards our milestones and our evaluation findings, alongside our overarching equality, diversity and inclusion objectives.

Activity	Outcomes	Method(s) of evaluation	Summary of publication
Peer Mentorship	Increased access to advice and guidance and a positive impact on	<ul style="list-style-type: none"> ● Student feedback: <ul style="list-style-type: none"> ○ Survey (type 1) pre/post programme, to assess impact on sense of belonging and motivation 	Evaluation findings will be shared via report and in-person at relevant internal

	<p>motivation and attitude towards HE.</p> <p>Increased sense of belonging and a positive impact on student retention and attainment.</p>	<ul style="list-style-type: none"> ○ Focus group (type 1) to gain more in-depth feedback regarding the personal impact of the mentorship (for mentors and mentees) ● Data - <ul style="list-style-type: none"> ○ reviewing rates of retention, comparing those who have/haven't engaged with a mentor (type 1/2) ○ monitoring engagement, tracking attendance at pre-arranged meetings and interactions with mentor (type 1) 	<p>working groups and committees, as a minimum per annum.</p> <p>Evaluation findings will be shared with the Senior Management Team and Governors via report, as a minimum at full governing board per annum.</p>
<p>Disabled Student Transition Support</p>	<p>Increased knowledge of accessing/navigating campus and standard systems, and of support services. Improved student experience at key larger scale events, such as enrolment and induction.</p> <p>Increased sense of belonging, motivation and confidence to succeed, increased continuation rate.</p>	<ul style="list-style-type: none"> ● Student feedback: <ul style="list-style-type: none"> ○ Survey (type 2 – comparison with non-participants) to assess the impact of undertaking pre-induction visits and/or quiet enrolment/progression timeslots on knowledge and confidence (relating to social challenges) ○ Survey (type 2 – comparison with non-participants) to assess the impact of attending additional induction workshops on knowledge and self-advocacy ○ Focus group (type 1) to gain more in-depth feedback regarding the effectiveness of a multi-approach, including the additional opportunities pre-entry, enrolment, induction, peer mentorship and the one-to-one sessions ● Parent/guardian feedback: <ul style="list-style-type: none"> ○ Survey (type 1) for qualitative feedback on the experience after attending a pre-induction visit ○ Survey (type 1) to assess any identified impact on the students ● Data – 	<p>Best practice will be shared internally in-person at teaching, supporting and leading excellence staff development activities.</p> <p>Evaluation findings will be shared with University Partners in annual quality assurance reports and partnership development meetings.</p> <p>Evaluation findings will be included within an annual equality, diversity and inclusion report, alongside our overarching equality</p>

		<ul style="list-style-type: none"> ○ reviewing rates of continuation, tracking student journey for those who have engaged with any/all activities (type 1) ○ reviewing engagement, tracking uptake and attendance through the schedule of activities and interactions with peer mentors (type 1) 	objectives, published on the Burnley College website.
Disability Support Guide <i>(for student and parents/guardians)</i>	<p>Increased knowledge of DSA and support service and increased positive attitude and inclination to declare disability.</p> <p>Increased application to DSA and access to support services, improved retention of disabled students and attainment.</p>	<ul style="list-style-type: none"> ● Student feedback: <ul style="list-style-type: none"> ○ Focus group (type 1) to gain feedback on usefulness of resource in increasing knowledge and encouraging declaration/application to DSA ● Parent/guardian feedback: <ul style="list-style-type: none"> ○ Survey (type 1) to assess the impact on knowledge and attitudes regarding DSA and HE ● Data – review trends in applications to DSA, following launch and following promotion of resource (type 1) 	
Tutor Disability Support Guide	<p>Increased knowledge of student demographic and different types of disabilities. Improved confidence in adapting materials and supporting disabled students through course.</p> <p>Improved retention of disabled students and positive impact on student experience, attainment and staff feeling supported.</p>	<ul style="list-style-type: none"> ● Staff feedback: <ul style="list-style-type: none"> ○ Survey (type 2- comparison with non-recipients) to assess the impact of the resource on knowledge and confidence in supporting disabled students 	
Declaration Review	Increased understanding of barriers to student declaration of disability and any opportunities for improvements. Increased	<ul style="list-style-type: none"> ● Student feedback: <ul style="list-style-type: none"> ○ Focus group/one-to-one interviews (type 1) to gain in-depth feedback and understanding 	

	<p>interaction with students regarding support needs.</p> <p>Improved identification of disabled students, improved retention of disabled students, positive impact on student experience and attainment.</p>	<p>regarding barriers to/process of declaring disability and input regarding improvements</p> <ul style="list-style-type: none"> • Data – review trends in student declaration and applications to DSA, including following implementation of any change or improvements (type 1) 	
Resilience Programme	<p>Increased self-awareness, skills in self-reflection and knowledge of resilience.</p> <p>Positive impact on mental wellbeing, self-efficacy and sense of belonging. Increased rates of student continuation and completion.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Survey (type 2 – comparison with non-participants) at stages throughout the academic year (pre/post programme for participants), to assess resilience, and the impact on sense of belonging and self-efficacy • Data – monitoring of student continuation and completion rates, tracking student journey and engagement with related support services for participants (type 2) 	
Central Enrichment Offering	<p>Increased knowledge and/or skillset, positive impact on access to and engagement with enrichment activities. Positive impact on student experience.</p> <p>Increased sense of belonging, social self-efficacy and student retention.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Focus group (type 1) to gain feedback on impact of central offering and/or individual activities, on social networking/peer relationships, sense of belonging and • Data – <ul style="list-style-type: none"> ○ reviewing rates of student retention, tracking student journey for those who have engaged with any/all activities (type 1) ○ reviewing engagement, tracking uptake and attendance through the academic year (type 1) 	

Book Refund	<p>Reduced anxiety relating to financial burden of studying and improved access to physical books for course.</p> <p>Positive impact on student satisfaction and performance.</p>	<ul style="list-style-type: none"> • Data – <ul style="list-style-type: none"> ○ tracking uptake and monitoring student journey for those who utilise <p>Consideration within wider financial support evaluation, using the OfS' financial support evaluation toolkit.</p>	
Enrichment Fund	<p>Increased knowledge and/or skills and a positive impact on student experience.</p> <p>Increased sense of belonging, social self-efficacy and student retention.</p>	<ul style="list-style-type: none"> • Data – <ul style="list-style-type: none"> ○ tracking uptake and monitoring student journey for those who utilise <p>Consideration within wider financial support evaluation, using the OfS' financial support evaluation toolkit.</p>	
Interview Process Review	<p>Increased understanding of the effectiveness of the interview process and awareness of any opportunities for improvements. Increased standard 'check points' for reviewing student support needs.</p> <p>Increase in student declaration of disability and/or support needs and access to services. Positive impact on student retention and success.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Focus group/one-to-one interviews (type 1) to gain feedback and understanding regarding interview process, nature of discussions relating to support needs and input regarding any improvements • Data – review trends in student declaration and applications to DSA, including following implementation of any change or improvements (type 1) 	
Wellbeing Online Hub	<p>Improved access to quality information and increased student</p>	<ul style="list-style-type: none"> • Student feedback: 	

	<p>knowledge of wellbeing topics and accessing support.</p> <p>Positive impact on wellbeing and student retention.</p>	<ul style="list-style-type: none"> ○ Survey (type 1) pre/post any changes, to assess knowledge, inclination to utilise the hub and impact on wellbeing ○ Focus group/one-to-one interviews (type 1) to gain in-depth feedback regarding the content, format and impact of the hub, with input regarding any improvements ● Data – monitor student access and interaction with the resource, alongside trends in declaration and application to DSA, and student journey (type 1) 	
Wellbeing Map	<p>Improved student knowledge of wellbeing spaces and services within walking distance of the College.</p> <p>Positive impact on mental wellbeing and student retention.</p>	<ul style="list-style-type: none"> ● Student feedback: <ul style="list-style-type: none"> ○ Survey (type 1) to assess knowledge and usefulness of resource ● Data – monitor student access and interaction with the resource (type 1) 	
Investors in Diversity Award	<p>Increased understanding of impact on equality, identified strengths and areas for development, improved student experience and positive attitudes towards HE.</p> <p>External recognition of commitment to EDI, culture change around FREDIE framework, increased student sense of belonging and retention. Positive impact on applications.</p>	<ul style="list-style-type: none"> ● Student feedback: <ul style="list-style-type: none"> ○ Focus groups/one-to-one interviews (type 1) pre/post implementation to gain in-depth feedback regarding the extent to which EDI/FREDIE is reflected across College practices, interactions and culture, any impact on student sense of belonging. ● Staff feedback: <ul style="list-style-type: none"> ○ Survey (type 1) to assess staff knowledge and understanding, in relation to EDI in teaching and College practices, feedback on the culture 	

Intervention Strategy 3 (INT 3): Attainment

Objectives and targets: We have identified that a lower proportion of Asian students are achieving a first or upper second class honours, or a distinction or merit in other undergraduate courses, in comparison with our White student population. We will reduce the difference between the proportion of full-time first degree Asian and White students achieving a good honours, by a minimum of 17.5% by 2029/30 (PTS_8). A further indicator of risk has been identified, with a large proportion of students with a declared disability achieving either a 2:2 first degree or a pass in other undergraduate courses, based on internal records for 2023/24. This intervention strategy, and linked activities in intervention strategy 2 relating to continuation and completion, will also have a positive impact on attainment for disabled students.

Objective 1.4: Asian ethnicity – to reduce the attainment gap for full-time first degree Asian students by 17.5% by 2029/30.

Risks to equality of opportunity: Evidence suggests that limited access to high-quality academic and non-academic support may prevent some students from reaching their full potential. Prior educational experiences, level of entry qualification and personal circumstances have a significant impact on each students' specific support needs, alongside any disability, additional learning need and mental health difficulties. In 2024/25 internal records show that Dyslexia was the primary learning difficulty declared by students, followed by poor mental health. Student feedback also highlights that access to learning resources need to be prioritised, based on results from the National Student Survey 2025 and internal feedback mechanisms.

Aligned with the OfS EORR Risk 6: Insufficient Academic Support, Risk 7: Insufficient Personal Support and Risk 8: Mental Health.

Activity	Description	Inputs	Outcomes	Cross Int?
Academic Support Review	<ul style="list-style-type: none"> Enhanced existing activity In-depth review of the level of student engagement with the existing academic support function and the impact on student success; with a focus on targeted student groups at risk Following proposed enhancement to services, where required 	<ul style="list-style-type: none"> Financial: subject to the outcome of the review and the cost implications of any required improvements, such as system enhancements Staff: time incorporated by existing members of staff. Tasks include designing and conducting the investigation and submitting proposals for any improvements. Management or 	<ul style="list-style-type: none"> Short term: increased understanding of effectiveness of academic support and any opportunities for improvements. Improved access to academic support. Long term: improved academic skills and student confidence. Positive impact 	INT 2

		<p>Senior Management approval of any change.</p> <ul style="list-style-type: none"> Students: feedback on academic support services, with contribution to any proposed improvements <p>Estimated 90 hours of professional services staff time, in the first year of this plan. Further/follow-up review as part of evaluation strategy.</p> <p>£1710 for year 1 of this plan.</p>	<p>on student retention and attainment.</p>	
<p>Summer Workshops</p>	<ul style="list-style-type: none"> New activity One-day events, prior to the start of the academic year, with separate sessions for students new to HE and for those progressing to the next year of study. New starter sessions to include a focus on entry skills development, such as basic IT skills, time management, academic writing, critical thinking and setting appropriate expectations for HE study. As well as providing an opportunity for networking with other students. Returning student sessions to support with preparation for a higher level of 	<ul style="list-style-type: none"> Financial: including production of physical resources and refreshments. Staff: time incorporated by existing members of staff. Tasks include workshop design, creation of resources, marketing, delivery of sessions and related administration. Student: collaboration on themes. <p>Intention to host 8 events over summer: estimated 58 hours of teaching staff time plus 26 hours of professional services staff time, per</p>	<ul style="list-style-type: none"> Short term: improved knowledge and/or skills, positive impact on self-efficacy and attitudes towards studying/ continued study in HE. Long term: positive impact on approach to personal development, student retention and attainment. 	<p>INT 2</p>

	study and a more advanced academic skillset	year. A total of 336 hours over the duration of this plan. £2476 per year, a total of £9904 over the duration of this plan.		
Online Access Resources	<ul style="list-style-type: none"> • New activity • Suite of short videos, covering an introduction to a variety of academic support tools, such as navigating student One Place, use of VLE, accessing the online library etc • Shared via QR codes at induction, general promotion in-class and links via Classrooms 	<ul style="list-style-type: none"> • Staff: time incorporated by existing members of staff. Tasks include planning, recording, publishing and promotion of resources. • Student: collaboration on themes. <p>Estimated 40 hours of professional services staff time, per year. A total of 160 hours over the duration of this plan.</p> <p>£760 per year, a total of £3040 over the duration of this plan.</p>	<ul style="list-style-type: none"> • Short term: increased knowledge of and confidence in navigating academic platforms and support tools • Long term: improved access to academic support services and student confidence. Positive impact on student retention and success. 	
Online Skills Workshops	<ul style="list-style-type: none"> • New activity • Schedule of interactive webinars, covering a variety of academic support topics and relevant to level of study • Calendar of events provided in advance, for students to book onto • Including referencing, use of AI, structured academic writing, proofreading etc 	<ul style="list-style-type: none"> • Staff: time incorporated by existing members of staff. Tasks include planning and creation of content, organisation and publication of schedule, and delivery of sessions. • Student: collaboration on themes. <p>Estimated 50 hours of professional services staff time, per year. A total</p>	<ul style="list-style-type: none"> • Short term: increased knowledge and academic skills, improved accessibility to academic support and positive impact on student confidence • Long term: increased access to academic support services, improved self- 	

		<p>of 200 hours over the duration of this plan.</p> <p>£950 per year, a total of £3800 over the duration of this plan.</p>	<p>efficacy and positive impact on student attainment.</p>
<p>Effective Use of AI</p>	<ul style="list-style-type: none"> Enhanced existing activity Whole provider approach Dedicated tutorial sessions for students in their starting year, plus an online resource available on the Student One Place – so guidance is available 24/7. Supportive early approach to effective and appropriate use of AI, created by collaboration with expertise in IT department. To also set expectations around consequences of inappropriate use. 	<ul style="list-style-type: none"> Staff: time incorporated by existing members of staff. Tasks include research and creation of session and online resource. Delivery of in-person sessions and promotion of online resource. Student: collaboration regarding content, such as FAQs <p>Estimated 2 members of professional services staff x 24 hours, per year. A total of 192 hours over the duration of this plan.</p> <p>£912 per year, a total of £3648 over the duration of this plan.</p>	<ul style="list-style-type: none"> Short term: increased and upfront understanding of appropriate use of AI, improved awareness of consequences of academic misconduct. Long term: reduction of misuse of AI and related academic misconduct, improved student confidence in effective use of AI. Positive impact on AI knowledge for use in industry.

Evaluation Strategy 3: Attainment

Total cost of activities and evaluation for intervention strategy Financial cost £6808 for the first year of the plan, then £5098 from year 2 onwards, as a total of £22,102 over the duration of this plan. Resources include staff time and student engagement, as below.

Summary of evidence base and rationale

A literature review published in 2024 by the Centre for Teaching and Learning, University of Oxford, concludes that there is a strong correlation between academic skills development and a positive impact on student retention and achievement; as well as, mitigating any stress relating to academic challenges and supporting mental wellbeing. It also reports the potential of improving educational equity through the development of

academic skills, highlighting the need for a student-centred approach, tailoring support accounting for differences based on diversity and disadvantage within the student population and integration within teaching and support services (Eather, Mavilidi, Sharp and Parkes 2022). In order to enhance opportunities for students to access additional support, especially where students are balancing personal and/or work commitments, it is reasonable to suggest that this could be improved by expanding the resources made available online; by adding more material that can be accessed at any time, in a wider variety of formats, and offering online workshops as an alternative to in-person support.

Evaluation

Internal data will be used to monitor rates of students attaining a ‘good honours’ on completion of their first degree, or a distinction or merit where appropriate for other undergraduate courses, with particular focus on those of Asian ethnicity and disabled students. We will also analyse trends in performance throughout the lifecycle of the course, alongside separate evaluation for the intervention activities as detailed below; with the intention of producing type 1 and type 2 evidence, via a mixture of data analysis and obtaining feedback from students (using surveys, focus groups and/or one-to-one interviews). Initially outcomes will be reported into appropriate working groups and committees, including the Access and Participation working group, the Equality, Diversity and Inclusion working group, curriculum and quality committee; progress towards targets will be monitored by these groups, alongside the Senior Management Team and Governors, and best practice will be shared at staff development activities. Externally, progress will be reported to our University Partners. Externally, progress will be reported to our University Partners via annual quality assurance reporting and as part of partnership development meetings. We will also annually publish a summary of progress towards our milestones and our evaluation findings, alongside our overarching equality, diversity and inclusion objectives.

Activity	Outcomes	Method(s) of evaluation	Summary of publication
Academic Support Review	<p>Increased understanding of effectiveness of academic support and any opportunities for improvements. Improved access to academic support.</p> <p>Improved academic skills and student confidence. Positive impact on student retention and success.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Focus group/one-to-one interviews (type 1) to gain in-depth feedback regarding academic support needs, knowledge of/access to support services and input regarding any improvements • Data – <ul style="list-style-type: none"> ○ review trends in student access to academic support, including following implementation of any change or improvements (type 1) ○ compare any differing trends in attainment for students who do/don’t utilise academic support services (type 2) 	<p>Evaluation findings will be shared via report and in-person at relevant internal working groups and committees, as a minimum per annum.</p> <p>Evaluation findings will be shared with the Senior Management Team and Governors via report, as a</p>

<p>Summer Workshops</p>	<p>Improved knowledge and skills, positive impact on self-efficacy and attitudes towards continued study in HE.</p> <p>Positive impact on approach to personal development, student retention and attainment.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Survey (type 1) pre/post workshop(s) to assess knowledge and self-efficacy ○ Survey (type 2 – comparison with non-participations) to assess self-efficacy <p>Data – compare any differing trends in attainment for students who have/haven't attended summer workshops (type 2)</p>	<p>minimum at full governing board per annum.</p> <p>Best practice will be shared internally in-person at teaching, supporting and leading excellence staff development activities.</p>
<p>Online Access Resources</p>	<p>Increased knowledge and confidence in navigating academic platforms and support tools.</p> <p>Improved access to academic support services and positive impact on student retention and success.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Focus group/one-to-one interviews (type 1) to gain in-depth understanding of student's utilisation of online resources and the level of impact. • Data – monitoring engagement with the resources (type 1) 	<p>Evaluation findings will be shared with University Partners in annual quality assurance reports and partnership development meetings.</p>
<p>Online Skills Workshops</p>	<p>Increased knowledge and academic skillset, improved access to support services and a positive impact on student confidence.</p> <p>Increased access to and use of academic support services, improved self-efficacy and positive impact on attainment.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Survey (type 1) pre/post workshops to assess knowledge and student confidence ○ Survey (type 2 – comparison with non-participants) to assess self-efficacy • Data – <ul style="list-style-type: none"> ○ review any differing trends in attainment for students who have/haven't engaged with workshops (type 2) ○ monitoring engagement and tracking attendance, as progress through the schedule of workshops (type 1) 	<p>Evaluation findings will be included within an annual equality, diversity and inclusion report, alongside our overarching equality objectives, published on the Burnley College website.</p>

<p>Effective Use of AI</p>	<p>Increased and pro-active understanding of appropriate use of AI, and consequences of mis-use.</p> <p>Reduction in misuse of AI and related academic misconduct cases. Improved student confidence in effective use of AI, in study and for industry.</p>	<ul style="list-style-type: none"> • Student feedback: <ul style="list-style-type: none"> ○ Survey (type 1) pre/post in-person session to assess knowledge and student confidence ○ Survey (type 2 – comparison with non-participants) to assess knowledge and confidence • Data – <ul style="list-style-type: none"> ○ Reviewing trends in academic misconduct cases and impact on attainment 	
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Whole provider approach

All brands across Burnley College work towards one mission; to 'Build Futures and Change Lives'. The college-wide strategic objectives include the intention to develop high standard local opportunities for university education, to enhance student personal growth, enterprise and employability, to maintain an excellent standard of teaching and learning and an outstanding equality of opportunity. This is reiterated in the Burnley College University Courses strategy 2025-2029¹², alongside goals to participate and achieve a high quality rating in the next Teaching Excellence Framework (TEF 2027), to expand student access and to support outstanding student outcomes.

In relation to the intervention strategies within this plan, the activities cover the range of risks identified using the Equality of Opportunity Risk Register (EORR), require commitment from support areas and teaching teams across college, and where appropriate connect with initiatives running across other provisions and our Uni Connect partner, Future U¹³. BCUC is responsible for delivery of the access and participation plan and is led by the Assistant Principal of University and Adult Education, of the Senior Management Team. Associated committees and working groups, such as curriculum and quality, academic board and equality, diversity and inclusion, bring together representatives from across college, regardless of the nature of the provision: sixth-form, apprenticeship, higher education and adult learning. The new access and participation working group will ensure an extended awareness and focus on the contents of this plan, with members invited from key areas including: teaching teams, safeguarding and wellbeing, systems/data and IT, marketing, staff development and student engagement, quality assurance, admissions and central services, student support, finance and senior management. In addition, the overarching quality assurance cycle includes divisional 'deep dive' reviews, as an opportunity to carry out in-depth evaluation of teaching and learning across all levels of study; as well as requiring divisions to produce annual quality improvement plans, which feed into the overall college self-assessment report. This ensures a collaborative approach in identifying opportunities for enhancement and the sharing of best practice.

This access and participation plan has been developed in line with our commitment to the Equality Act 2010 and in keeping with our Single Equality Policy. Burnley College aims to develop an inclusive culture, embracing diversity and promoting equality, by embedding equality within curriculum and across all practices; ensuring that staff recruitment and student admission procedures are fair, equality and diversity is evident within staff training and continuing professional development, and individual circumstances and needs are supported. This is further represented through the College's 6 core values, around which we have developed our framework for learner standards (promoting positive behaviours¹⁴) and staff college charter¹⁵. Staff and students are equipped and actively encouraged to meet the associated behaviour expectations, with the core values embedded within activities such as tutorial sessions and enrichment activities; behaviours include demonstrating fairness and respect, proactively seeking support that will ensure personal success and showing a commitment to equality and diversity in college. We will be working closely with the National Centre for Diversity¹⁶ to review the college's approach to equality, diversity and inclusion (EDI) and identify

¹² Burnley College Higher Education Strategy: [BCUC-Strategy-25-29.pdf](#)

¹³ Collaboration between Universities, Schools, Colleges and businesses in Lancashire, to offer activities and IAG supporting access to higher education: [FutureU – Future U](#)

¹⁴ Burnley College Student Standards: [Promoting-Positive-Behaviours-Learner-Standards-February-2025.pdf](#)

¹⁵ Burnley College Charter: [College-Charter.pdf](#)

¹⁶ [National Centre for Diversity: Advancing Fairness for All](#)

opportunities for further improvement, which will feed into the continual development of the EDI strategy and the evaluation of our intervention activities, in relation to this plan.

In relation to support and widening participation, our approach extends from pre-entry into higher education and beyond, including support for students on-course and an offering for post-graduates, with options for further study. Our School Liaison department co-ordinate a wide variety of activities, which we intend to expand, currently including attending parents' evenings to support students in year 9 with subject choices, inviting year 10 students to attend subject taster sessions, hosting workshops in secondary schools on resilience, application skills and future pathways, arranging mock interviews and providing support at careers fairs. Whilst studying, the college collaborates with third party organisations, hosting regular employer engagement activities, to provide students with a strong connection to industry; including opportunities to gain feedback on curriculum, the development of live assignment briefs for students and via our annual cross-college careers week. Support staff and teaching teams work together to ensure that academic skills support is provided and that additional support is available to access where needed; for example, where students have differing prior experiences of learning or for mature students who are returning to education. For students with a declared disability and additional learning needs, students are actively encouraged to apply for the Disabled Students' Allowance and one-to-one advice and guidance is available, throughout this process.

Student consultation

Student engagement and feedback is vital to inform all activities, intended to review performance and identify opportunities for improvement. We arrange regular opportunities for students to share feedback, which has been considered alongside our data analysis, in relation to identifying student groups at risk and appropriate intervention activities. Feedback mechanisms include scheduled surveys for entrants to share their first impressions, on-course module feedback questionnaires for all students, alongside student-staff liaison meetings as opportunities to engage in discussions as a course group. In addition, student representatives provide a diverse representation across the student population and are elected per course group to relay the perspective of their peers; students also have the opportunity to apply to join the executive board and further influence decision-making. We have involved students in the creation of this plan, inviting student representatives and student executives to engage in discussions, collate and/or provide feedback, in relation to the risks identified, proposed interventions and the related rationale. Staff input has been obtained through ongoing discussions and formal consideration at Quality Committee and the plan has also been presented to the Senior Management Team and processed through the full governing board; for review and approval by the governing body, which also includes student governors. The feedback has been particularly positive in relation to interventions for the provision of additional support for disabled students, such as the transition package including quieter enrolment options and one-to-one 'buddy' support, alongside a focus on enrichment activities. Feedback also raised potential barriers in the applications process and highlighted a demand for peer mentorship, which has been included in the appropriate intervention strategies.

A new access and participation working group will be created, as a collaboration of representation from the student population, alongside key stakeholders from teaching teams, staff areas and management. Through this group, students will receive updates on progress towards milestones, be informed of evaluation findings and be involved in discussions relating to the effectiveness of interventions.

In relation to intervention activities, students from groups at risk will be involved in providing feedback and identifying opportunities for improvements, as part of in-depth reviews relating to applicant conversion, the application interview process, declaration of disability and academic support services. Students will be invited to co-design content for new resources, themed workshops and to support with the delivery of some enrichment and induction sessions; alongside the introduction of the new ambassador and peer mentorship student roles. Students will also be invited to provide vital feedback to inform evaluation, via surveys, focus groups and/or one-to-one interviews, at various stages of their educational journey; including pre-entry, at applicant stage, whilst on-course and following completion.

Evaluation of the plan

As an integral part of our overall evaluation strategy, we have redeveloped our data dashboard on PowerBI, incorporating all appropriate internal student data and replicating the OfS measures, to allow us to track and re-assess all student outcomes, continually monitor progress towards objectives and evaluate the effectiveness of interventions. This data will be utilised alongside individual evaluation activities, including additional targeted data analysis and gathering quantitative and qualitative feedback from participants, pre and post engagement; with comparable feedback from other associated individuals and non-participants, to allow for evaluation of any change or difference. The dashboard is also reviewed as part of monthly accountability boards, held across all subject areas, to ensure that teaching teams remain informed and accountable, for student outcomes and engagement in intervention and evaluation activities.

Due to low volume in relation to the progression student outcome, there is little data in the access and participation dashboard, as most has been suppressed across the various student groups. Following attempts to collate further data internally, we have developed a survey platform and are in the process of trialling a schedule of surveys and e-mail communications for our graduates, to feed into our data dashboard; this activity is separate to and does not conflict with the Graduate Outcomes Survey, for which we are working to increase awareness and promote completion. We will continue to monitor progression and will re-assess our position as we build our data collection, in line with overall evaluation activities.

Interventions and related actions, driving progress towards objectives, will be monitored within the relevant working groups and committees, including curriculum and quality, academic board and quality committee, which run once per academic term. The new access and participation working group will also meet termly and will be responsible for maintaining an overview of all intervention activities and involvement in the review of progress towards and/or the achievement of targets. In addition, the equality, diversity and inclusion working group meets every 6 weeks and will consider the effectiveness of this plan, alongside our overall commitment and equality objectives. Evaluation findings will be reported internally into these groups per annum, as a minimum, alongside incorporation within an annual equality, diversity and inclusion report published on the Burnley College website¹⁷. We will also continue to work closely with our university partners, referencing progress within annual quality assurance reports and relevant partnership development meetings, as well as seeking to identify any further opportunities for collaborative evaluation.

¹⁷ [Home - Burnley College](#)

Furthermore, we are planning to employ an apprentice project co-ordinator, in order to support with co-ordination, administration and evaluation tasks, working towards the achievement of objectives and to further expand student involvement in activities relating to this plan.

Provision of information to students

In compliance with the OfS condition of registration C1, we have given due regard to consumer protection law and the provision of clear and accurate information to prospective students. We publish up to date information on the Burnley College website, including course fees and financial support available to students; our fee summary and associated policy are published on our policies and procedures webpage¹⁸, alongside relevant college policies and the access and participation plan. We have a separate webpage¹⁹ providing information specifically related to financial support available for students in higher education, which is also covered within the prospectus²⁰, and this is a key area discussed in activities involving potential applicants; including advice and guidance events, interview evenings, outreach days in the local town centre, 'get into' subject specific events and applicant days. Applicants have the option to drop-in or book appointments for further one-to-one advice, to discuss personal and/or more complex circumstances, and for guidance on applying for support. Upon making an offer, applicants are provided with copies of relevant college policies and the student handbook, which contains further information in relation to financial support options and emphasises other academic and wellbeing support that is available.

Financial Support

Given the level of deprivation in our local area, and the high proportion of our current and potential student population that are living in lower-income households, we revised our BCUC bursary and relaunched this in 2024/25. Previously available to first degree students in their first year of study only (year 1), we have significantly expanded eligibility to include all full-time undergraduates, including first degree students, foundation degrees, HNC/HND courses and students who join at foundation entry (year 0). As well as offering continuing financial support for students who advance onto one of our top-up courses or our Post-Graduate Certificate in Education. Students are encouraged and supported to achieve 90% attendance and to have submitted all work as required, with teaching and support teams working together to address any additional needs, to help them meet these expectations. In order to financially support students to continue in their studies, the bursary now spans across the full lifecycle of the course, so students receive payments twice per academic year up to completion. The amount available is subject to household income and doesn't account for any part-time employment that the student undertakes, in line with the Student Loans Company. There are three bands of support based on household income, under £25,000, £25,000 to £30,000 and above £30,000, with 74% of students that applied for the bursary in 2024/25 in the lowest income bracket and receiving the highest award of financial support. Students are required to apply at the start of each new academic year, to account for any changes in household income, and those on courses of 2 or more years, can opt to receive a laptop or digital device of an equivalent value to aid their studies, instead of a monetary payment.

The following gives a breakdown of the different income brackets and the total amount awarded, by completion of a full-time undergraduate course:

¹⁸ [Policies, Procedures and Public Value Statement - Burnley College](#)

¹⁹ [Financial Support - Burnley College](#)

²⁰ [Prospectus - Burnley College](#)

	Length of Undergraduate Course			
Household Income Bracket	1 Year	2 Year	3 Year	4 Year
Under £25,000	£800	£1400	£2000	£2500
£25,000 - £30,000	£400	£700	£1000	£1250
Over £30,000	£200	£350	£500	£625

Students experiencing financial hardship are able to apply for additional support payments at any time throughout an academic year, with award subject to financial assessment and the nature of their current situation. We have also introduced a separate bursary for any care experienced students, under the age of 25, offering £1000 worth of financial support per year of study, in addition to any BCUC bursary payments or financial hardship support. Given the risk of additional cost pressures, students who declare and apply for the care leavers bursary, will receive £250 worth of campus credits at the start of the academic year, to provide immediate access to food or facilities on campus, followed by 3 payments of £250 to provide ongoing support across the academic year.

Once enrolled, students are actively encouraged to speak with our support staff, to apply for financial support and to access the student portal, which hosts all information and/or links relating to financial, academic and wellbeing support; including the further financial support options to be introduced under this plan. Campaigns to ensure students are informed and to promote support services, run throughout induction and at key transition periods such as changes in semester and prior to summer break, for reiteration. Whilst on-course, information is further shared and promoted via direct e-mails to students, displays on digital screens throughout the university building and tutors actively signpost and facilitate students accessing the support needed. Students are able to request a meeting or drop-in for one-to-one guidance on how to complete any application for financial support, including applications for student finance.

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

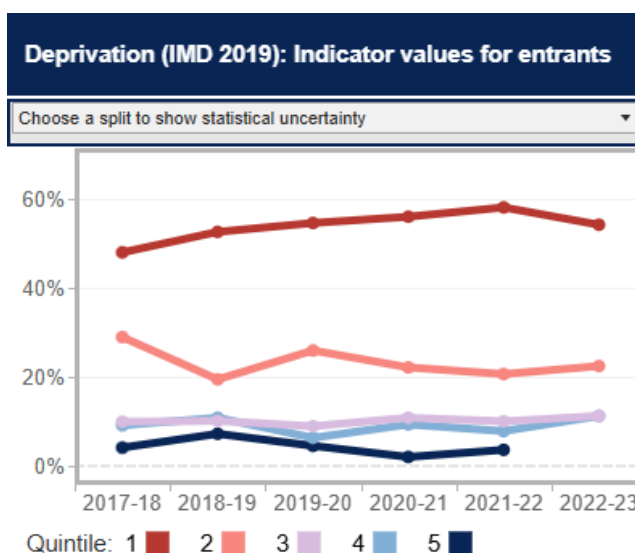
In order to identify our risks to equality of opportunity, we have reviewed the OfS access and participation dashboard²¹ and the data released in July 2024. Where data has been suppressed for Burnley College, we have referred to the OfS student outcomes dataset²² 2021/22 and more recent internal data, for our provider context. We have also examined data relating to our local general population and primary recruitment areas, to acknowledge the specific demographic across Burnley, Lancashire and the North West of England.

In order to understand our greatest risks to equality, for prioritisation, we have considered various factors throughout our data assessment, including: the number of students impacted or with the potential to be impacted, the extent of the gap between student characteristics and any clear improving or declining trends over time and the difference between student outcomes and numerical thresholds, set by the OfS²³. We have accounted for feedback from our student population, obtained via internal surveys and student-staff liaison meetings, at the start of the academic year and per semester, alongside National Student Survey outcomes²⁴ (released July 2025) and the Graduate Outcomes Survey results 2022/23²⁵. We have also referred all indications of risk and student characteristics through the OfS Equality of Risk Register²⁶.

In response to the National Student Survey 2025, eligible final year students rated Burnley College positively across most question categories including 'learning opportunities' at 93.4%, 'teaching on my course' at 91.7% and 'assessment and feedback' at 89%. We have seen improvement across all categories with increases up to 8.7%, in comparison to student feedback from 2024, with the greatest rise seen across 'learning opportunities' and 'academic support'. However, further improvements can still be made, with access to resources in support of learning and information regarding mental wellbeing support services, of particular relevance.

Access:

The access and participation dashboard highlights that up to academic year 2022/23 Burnley College have maintained a position whereby the majority of full-time entrants into higher education have been in quintile 1 of the IMD 2019 for deprivation. For part-time entrants there's less distinction, with a minimal gap between students in quintile 4 at 24.6% followed by quintile 1 at 23% and quintile 2 at 21.3%. On reviewing the Index of Deprivation (IMD) 2019²⁷ Burnley is in the most deprived 10% across England, and the local census for 2021²⁸ (Office of National Statistics) reports that 59.1% of households are deprived in at least one of the following four areas: employment, education,



²¹ OfS Access and Participation Dashboard: [Data dashboard - Office for Students](#)

²² OfS Student Outcomes: [Student Outcomes Data Dashboard - Office for Students](#)

²³ The OfS have established benchmarks for student outcome measures, in order to evaluate the performance of higher education providers and whether a positive outcome has been delivered: [Setting numerical thresholds for condition B3](#)

²⁴ OfS National Student Survey 2025: [National Student Survey data - Office for Students](#)

²⁵ HESA Graduate Outcomes Survey results 2022/23: [Graduate Outcomes open data repository | HESA](#)

²⁶ [Equality of Opportunity Risk Register - Office for Students](#)

²⁷ Index of Deprivation 2019: [English indices of deprivation 2019 - GOV.UK](#); Lancashire County Council key findings: [deprivation2019.pdf](#)

²⁸ Census 2021: [Census - Office for National Statistics](#)

health and housing. Internal records for 2024/25 show that 81% of all applicants live in a BB postcode area, with 34% living in Burnley; which is in line with our continued high proportion in quintiles 1 and 2.

Figure 1: Household deprivation in Burnley, compared with England (ONS,Census 2021)²⁹

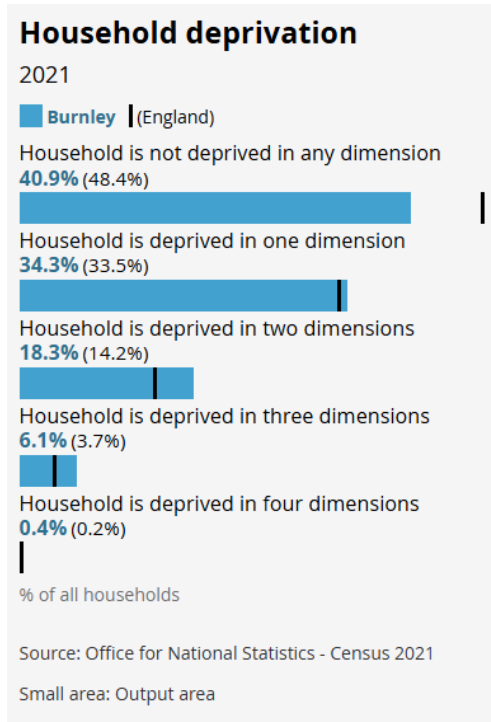
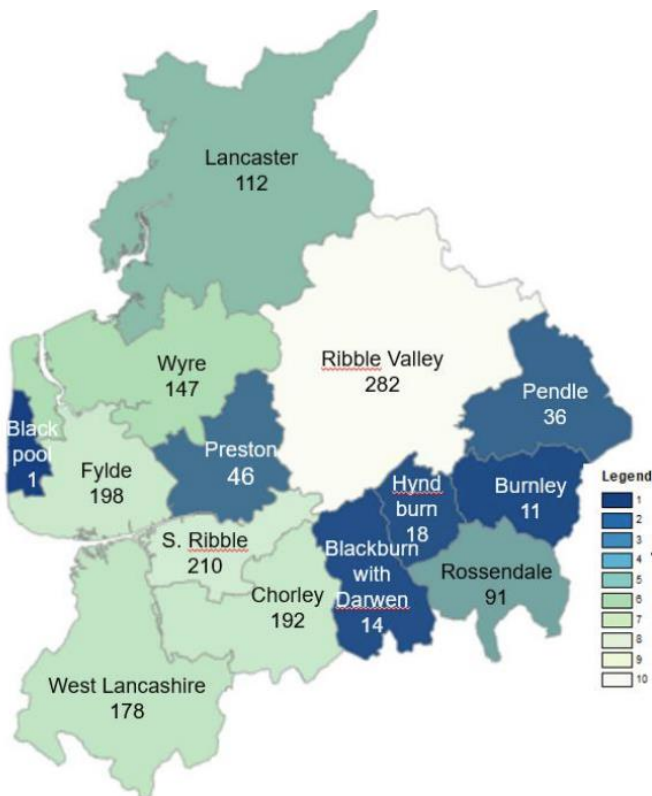


Figure 2: Local authority IMD rank of average rank out of 317, coloured by decile (Lancashire County Council, IMD 2019)³⁰



²⁹ Source: Office for National Statistics, Census 2021 local area profile: [Build a custom area profile - ONS](#)

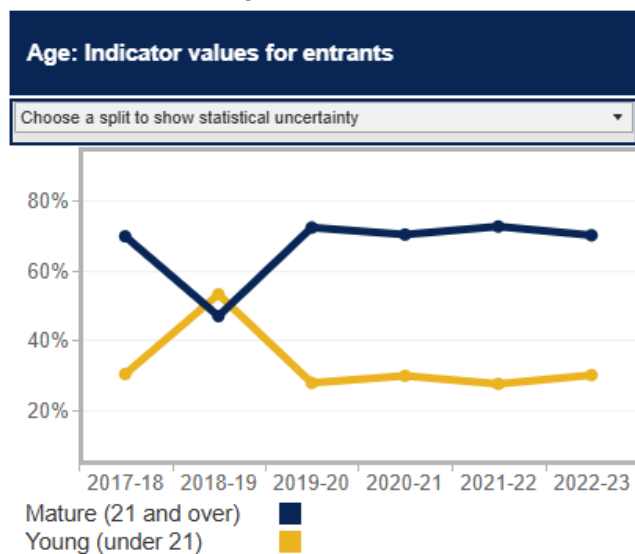
³⁰ Source: Lancashire County Council Key IMD 2019 findings for Lancashire-12 and -14: [deprivation2019.pdf](#)

The access and participation dashboard shows an increase in the proportion of disabled full-time entrants from 25.3% in 2021-22 to 32.9% in 2022-23, with a greater proportion studying a first degree and movement towards narrowing the gap across first degree and other undergraduates. Internal records show that the proportion of full and part-time entrants in 2024/25 is greater than the representation of disabled individuals in the local population, at 20.6% in Burnley based on the census 2021. However, there is a clear decline from 2023/24 with access for students with a declared disability reducing from 26.4% to 23.9% of entrants in 2024/25. Internal data shows that a greater proportion of disabled applicants converted to enrolment, at 59.3%, compared with 48.3% of non-disabled individuals. As representation remains greater than the local population and sector average, we have elected to highlight this as a potential risk to equality, in order to prioritise other occurrences where the risk is more apparent; activities forming intervention strategy 1 will have a positive impact on potential and/or actual applicants with a disability.

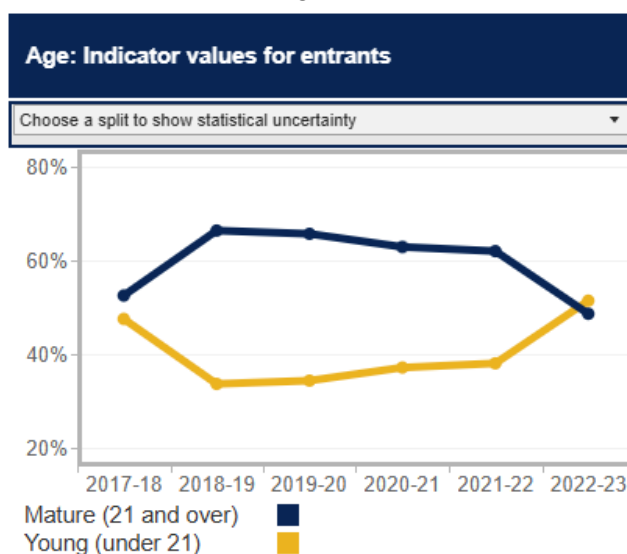


From 2019/20 we have seen an increase in the proportion of mature full-time first degree entrants, over the age of 21 years, up to 69.9% in 2022/23, alongside a significant increase for mature part-time other undergraduates from 59.4% in 2021/22 to 77% in 2022/23. However, the dashboard reports the start of a decline for full-time other undergraduates to 48.6% in 2022/23, with access for part-time other undergraduates surpassing their full-time counterparts for the first time since 2018/19. Furthermore, internal records report a significant increase in the proportion of entrants under the age of 20 years, with an upward trend from 50% in 2023/24 to 53% in 2024/25. Despite this, the average age of entrants in 2024/25 is 25 years old, with 24.2% aged 30 years and above. We will monitor any continuing trends in relation to the age of our student population and the development of any significant gaps, as a result.

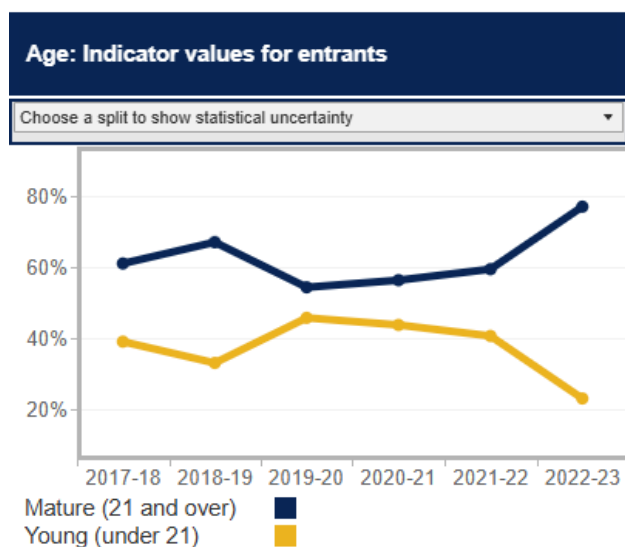
Full-time First Degree:



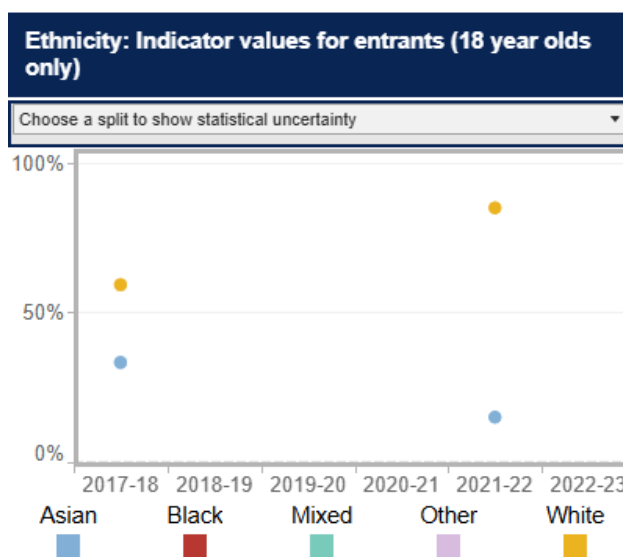
Full-time Other Undergraduate:



Part-time Other Undergraduate:



Data is mostly suppressed in the dashboard, in relation to the ethnic backgrounds of entrants, with access reported for White and Asian full-time students in 2017/18 and 2021/22 only. As such, we have reviewed internal data to understand access across ethnic groups, considering proportions of entrants in 2023/24 and 2024/25, as our most recent dataset. When compared with our local population, in particular looking at Burnley and Nelson as the towns that we primarily recruit students from, it is clear that the proportion of Asian students accessing our higher education provision is lower than could reasonably be expected. Intervention Strategy 1: Access will improve knowledge and expectations of higher education, alongside building a sense of belonging, through activities such as targeted information, advice and guidance and the introduction of a dedicated Outreach and Access Officer.



Ethnic Group	Proportion of All Entrants at BCUC		Proportion of Local Population ³¹	Proportion of Sector
	2023/24	2024/25	2021	2022/23
Asian	16.0%	16.0%	14.7%-52.6%	18.2%
Black	0.5%	0.3%	0.3%-0.4%	8.5%
Mixed	2.6%	2.7%	1.6%-2.1%	6.0%
Other	0.25%	2.4%	0.8%-1.9%	2.5%
White	80.6%	78.5%	43% - 82.5%	64.8%

³¹ Data taken from the Census 2021, with local area statistics for Burnley and Nelson, as our primary recruitment areas.

In relation to conversion rates, from applicant to enrolment on course, for 2024/25 we have seen a considerable difference, across ethnic groups; with 18.2% of applicants of Other ethnicity proceeding to enrol, in comparison with 46.2% Asian, 50% Black, 56.6% White and 63.6% Mixed. When further reviewing students of Asian or Other ethnicity, we have also identified that there are certain subjects of interest, with courses which appear to be more popular; for example, for Asian students this includes Engineering pathways, Early Childhood and Primary Education, Computing and Business Management. Activities in Intervention Strategy 1: Access, will have a positive impact on our overall success in converting applicants to enrolled students; in particular, through an enhanced applicant event and an in-depth review of the application process, alongside an expansion of access courses, developing necessary skills and growing pathways into Higher Education.

Continuation and Completion:

Though there is data suppression when considering different student demographics, the access and participation dashboard reports a declining trend in the rate of continuation for all full-time first degree students, with 71.9% in 2021/22. When reviewing internal data for 2024/25, 8.6% of all full-time undergraduate students withdrew from their studies, with 69.8% of these students withdrawing from their first year of study, primarily following disengagement and/or poor attendance, with withdrawal on completion of our Student Engagement and Attendance Monitoring Procedure. Overall average student attendance is lower than expected, at 87.3% in 2024/25, with reduced attendance in line with subject areas with higher rates of withdrawal, such as Psychology, Psychotherapy and Counselling and Business Management. As such, we intend to improve retention of first degree students overall, through intervention strategy 2: continuation and completion, whilst including targeted activities relating to identified groups at a greater risk. In comparison, continuation rates for full-time other undergraduate students are higher, at 75% in 2021/22, with a positive trend reported for part-time students, up to 87%. In relation to students' completion of their course, the dashboard shows a significant improvement from 2017/18 at 65.2% to 80.3% in 2018/19 for full-time students, with rates slightly raised but well-above the OfS numerical thresholds for part-time students, at 75% in 2016/17. When considering internal data relating to degree apprenticeships, in-year retention and attendance of students for 2024/25 was high at 91.4% and 94.9% respectively.

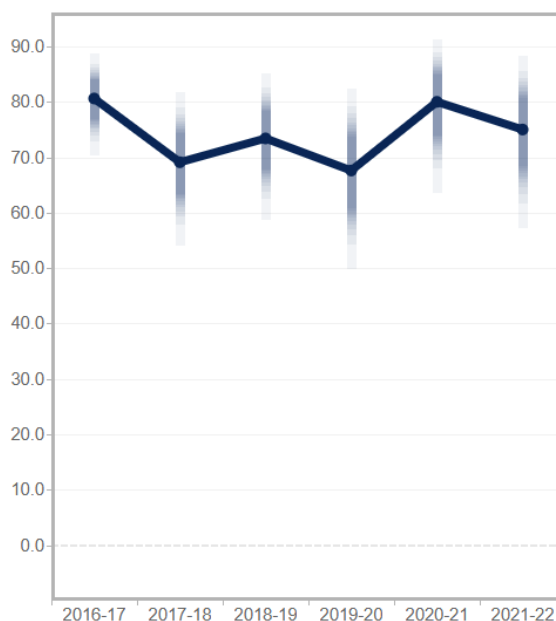
Full-time First Degree:

Continuation indicator values for: Overall



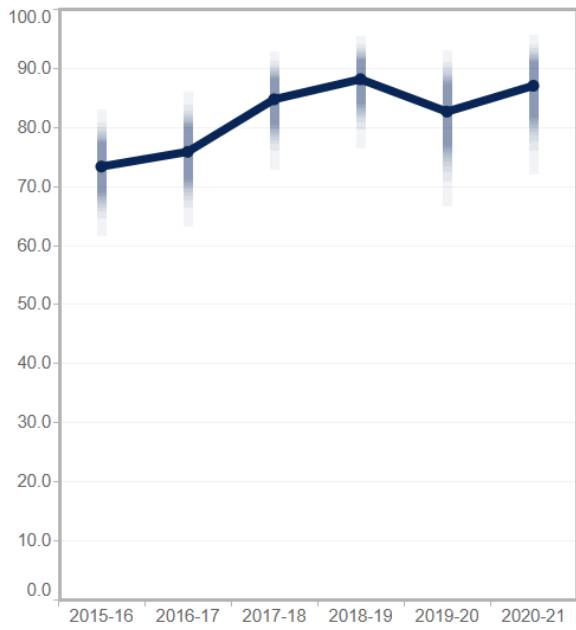
Full-time Other Undergraduate:

Continuation indicator values for: Overall



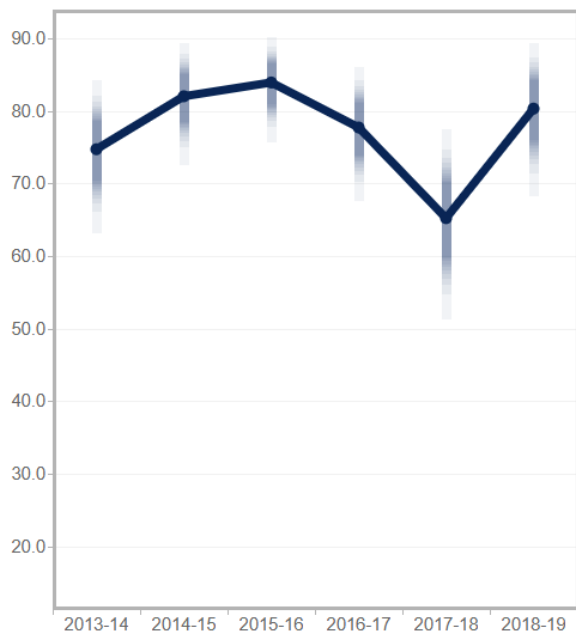
Part-time all undergraduates:

Continuation indicator values for: Overall



Full-time all undergraduates:

Completion indicator values for: Overall



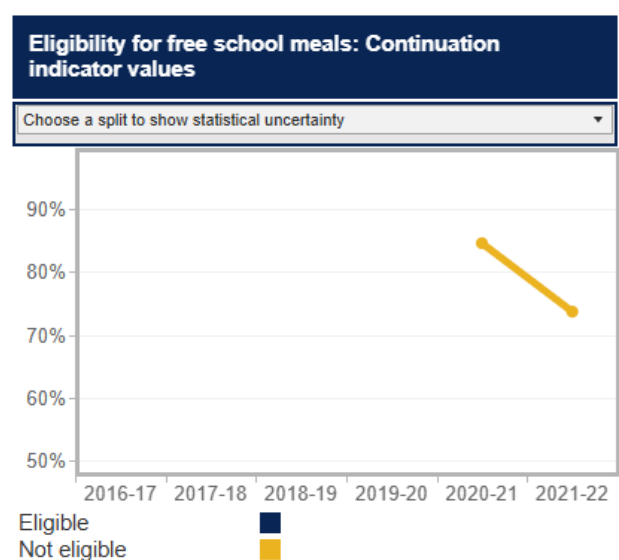
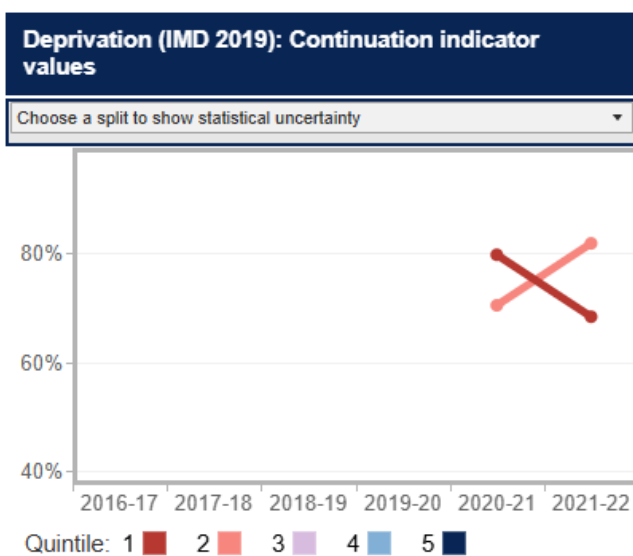
Part-time all undergraduates:

Completion indicator values for: Overall

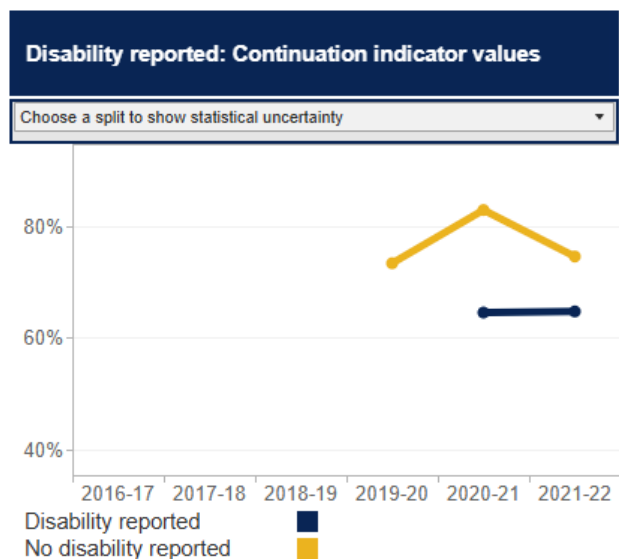


We have identified several student groups where the continuation rate is below what would be expected and where there is a notable difference, between students of other characteristics. For full-time first degree students in quintile 1 of the IMD 2019 for deprivation, the dashboard shows a sharp decline from 2020/21 to 2021/22 with the rate falling to 68.3%; data is suppressed in relation to eligibility for free school meals. Internal data from 2024/25 reports that 61.7% of students have been in employment, alongside studying, with 1 in 5 of these students working 31 or more hours per week; which may be a contributing factor towards student absence and disengagement. When reviewing employment by student ethnic group, a greater proportion of White students worked alongside their studies in 2024/25, with 64.5% of White students in paid employment and 46.0% of these students working 31 or more hours per week. This is in comparison to 100% of Black students (though noted that this is a very small number of students), 61.1% of Mixed, 46.1% of Asian and 40% of students of Other ethnicity. We will seek to improve student retention with initiatives to further ease financial burden and promote engagement with enrichment activities, to improve self-efficacy and the student experience.

Full-time first degree:

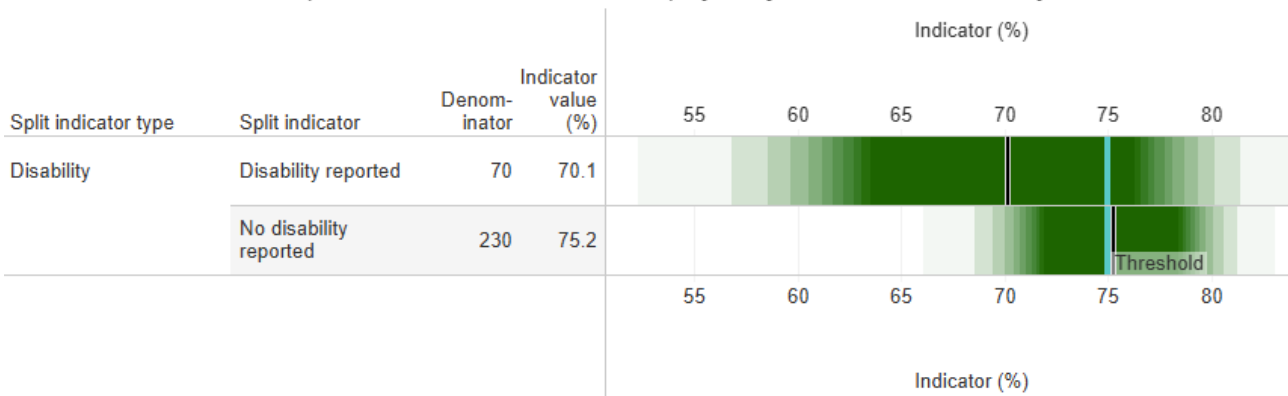


The dashboard highlights a difference in continuation rates between full-time first degree students who declare a disability at 64.7% and those who don't at 74.5%; the gap has reduced in 2021/22, though the rates for disabled students improved by a minor 0.2%. Data is suppressed in relation to other undergraduate students, as such we have reviewed the OfS Student Outcomes dashboard, which displays a gap of 5.1% up to 2021/22, for full-time students. In relation to the rates of students completing their course, the Student Outcomes dashboard reports a further significant difference up to 2018/19 with 67.5% of disabled full-time first degree students in comparison with 77.8% of non-disabled. For full-time other undergraduates, there is a much smaller gap of 2.5%; as such, we will prioritise course completion for full-time first degree students.



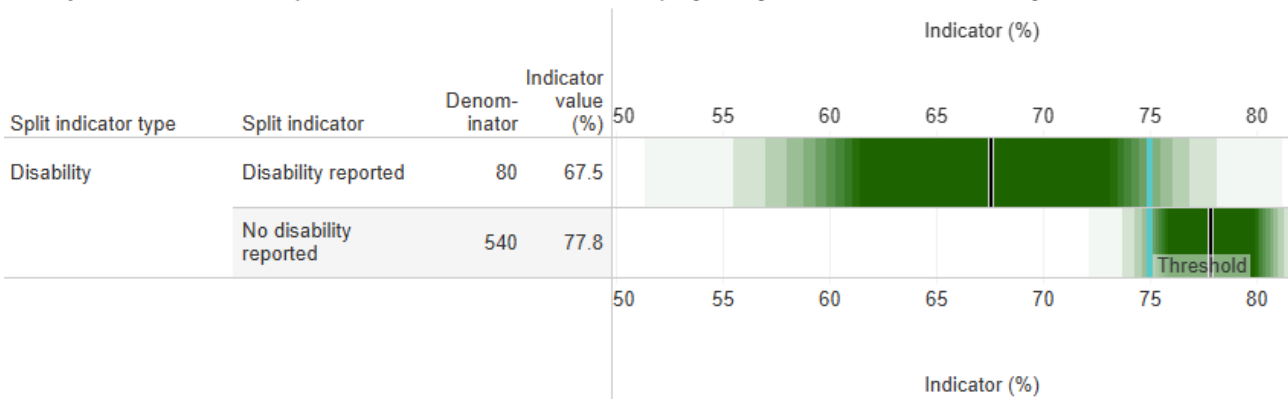
Burnley College (Taught or registered, Full-time, Other undergraduate students)

Continuation outcomes (2018-19 to 2021-22 entrants) by subject, student and study characteristic



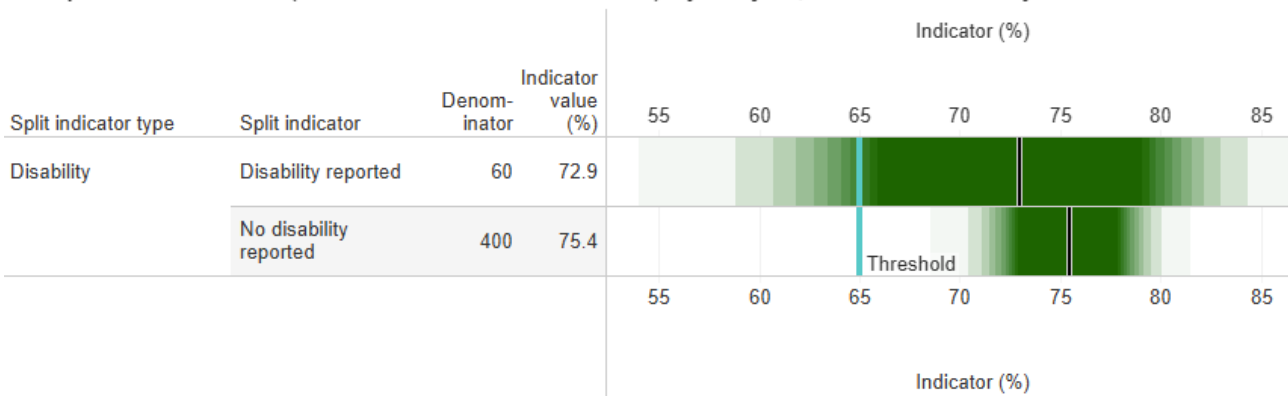
Burnley College (Taught or registered, Full-time, First degree students)

Completion outcomes (2015-16 to 2018-19 entrants) by subject, student and study characteristic



Burnley College (Taught or registered, Full-time, Other undergraduate students)

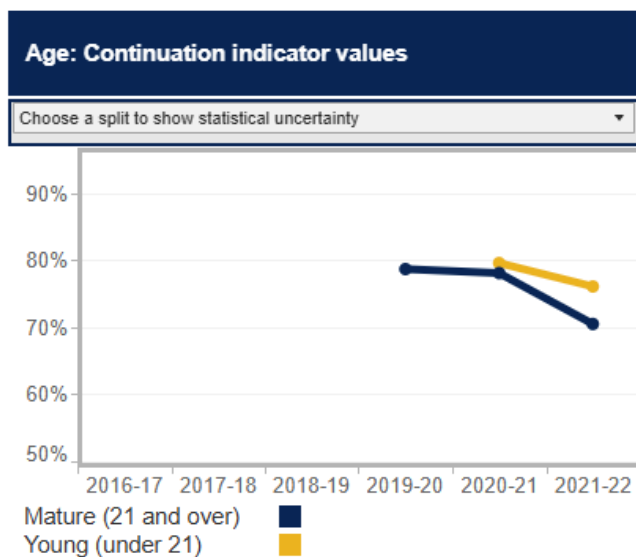
Completion outcomes (2015-16 to 2018-19 entrants) by subject, student and study characteristic



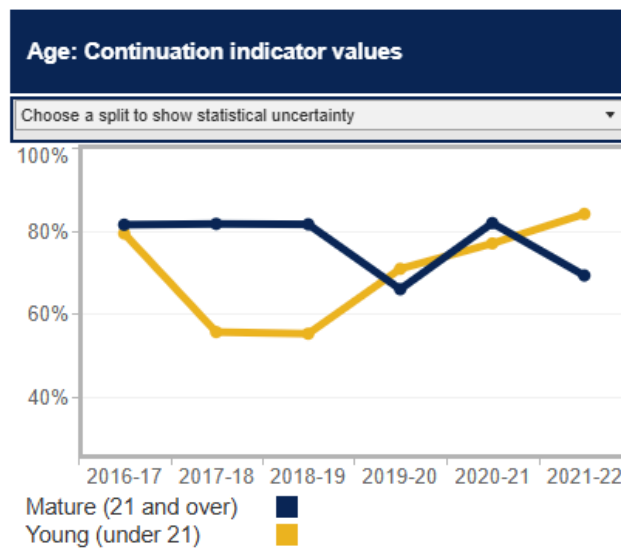
In terms of the types of disability declared, internal records from 2024/25 highlight that 24.3% of all disabled students have reported Dyslexia as a primary need, followed by 14.2% with mental ill-health and 12.4% with ADHD. Around 10% of disabled students withdrew from their studies in 2024/25, in comparison with 7.7% of non-disabled students. The majority of declared students are female at 62.1%, with 10% of female disabled students withdrawing from their studies (in line with 9.7% of male disabled students). Students over the age of 31 years were the slight majority at 37.3% of disabled students; however, disabled students under 21 years were less likely to withdraw from their studies, at 5.8% (compared with 11.9% of disabled students aged 21-30 years). The proportion of students with a declared disability varies widely, subject to ethnicity, with 11.1% of Mixed students reported as disabled, 16.5% of Asian, 20% of Other, 23% of White and 100% of Black. The main reason reported for withdrawal, is a lack of engagement and following completion of our Student Engagement and Attendance Monitoring procedure, alongside family, personal or ill-health concerns. Of the disabled students that withdrew, 75% were in their starting year of study. We have included targeted activities within intervention strategy 2: continuation and completion, with the intention of providing a significant boost to support transition into higher education, encouraging early declaration and access to services; alongside, a resilience programme and new resources, to improve confidence and wellbeing.

The access and participation dashboard shows that in 2020/21 there was a minor gap of 1.5% between the continuation rates of full-time first degree young and mature students; following which, both groups experienced a decline in 2021/22, with mature students dropping to 70.4% and a resultant widening of the gap to 5.6%. Between 2019/20 and 2020/21 full-time other undergraduates maintained a difference of 4.9% for rates of continuation, shifting to favour mature students in 2020/21. However, a further decline is shown for mature other undergraduates in 2021/22, with a rate of 69.2% in comparison to a steady incline to 84% for young students. When reviewing more recent internal data, given the change of demographic in our student population, for 2024/25 records show that 10.1% of students under the age of 21 withdrew from their studies, with 71.4% of these students withdrawing in their first year of study. The proportion of withdrawn students reduces to 8.2% for students aged 21 – 30, with 90.9% of those students withdrawing in their starting year of study. However, student retention improves for those aged 31 years or more, with 6.8% withdrawing and 54.5% from their starting year. The reasons listed follow a similar trend across all age groups, regarding attendance and engagement and family, personal or ill-health concerns; though younger students also moved into employment.

Full-time first degree:

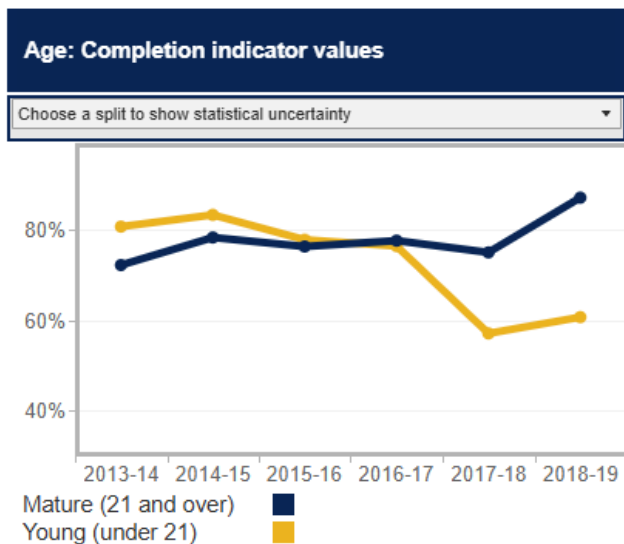


Full-time other undergraduate:

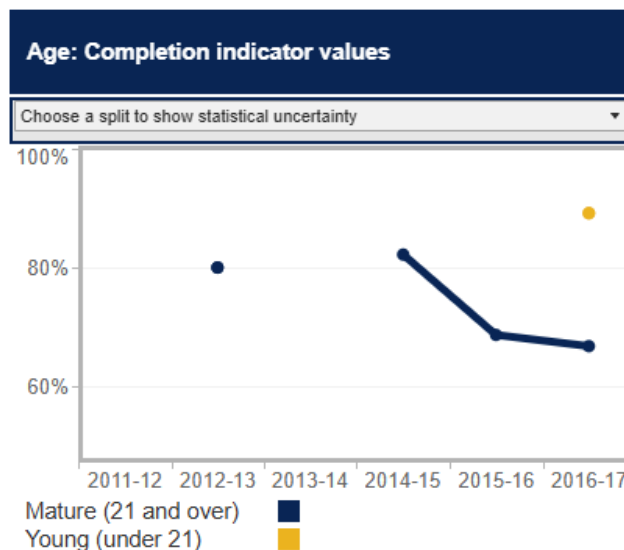


Data is largely suppressed for full-time first degree students who complete their course; however, for full-time other undergraduates, mature students have a significantly higher rate at 87.1%, in comparison to younger students at 60.7%, in 2018/19. This is reversed when considering part-time other undergraduates, whereby the completion rate for mature students is 66.7%, compared with 89.2% for younger students. Intervention strategy 2: continuation and completion will improve retention across all age ranges, through activities such as adapting to a trauma informed practise, and we will monitor any developing trends in relation to mature students.

Full-time other undergraduate:



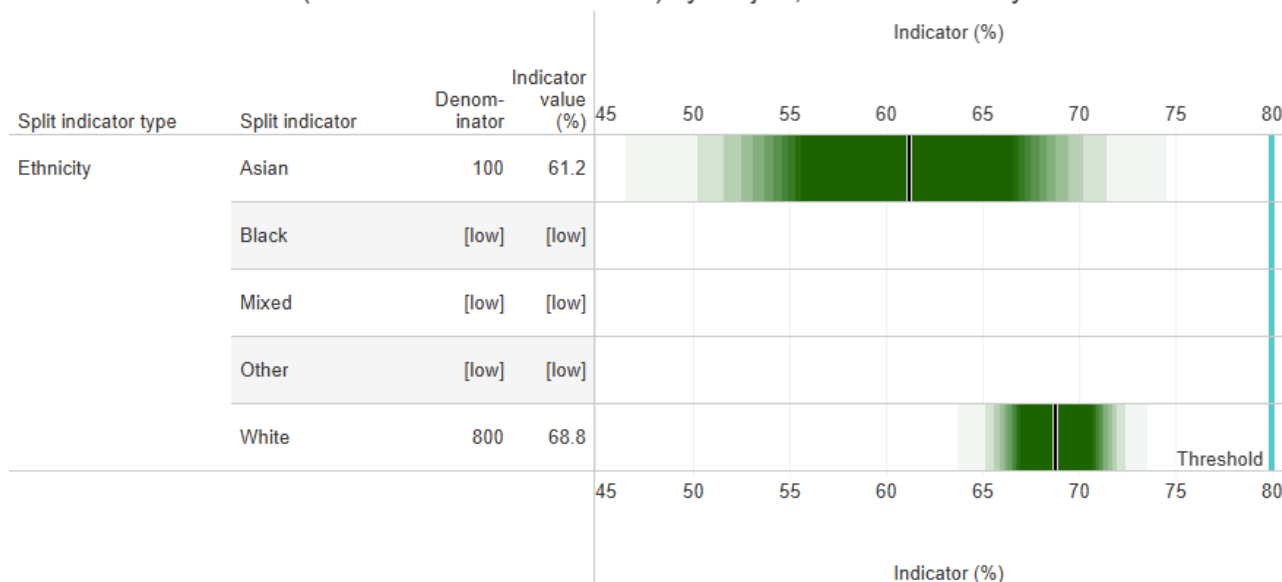
Part-time other undergraduate:



Data has been suppressed in the access and participation dashboard, when considering student ethnic backgrounds. We have referred to the OfS Student Outcomes dashboard, where data is available for comparison between White and Asian students; however, we have also relied on internal data, in order to gain a more comprehensive understanding, across all ethnic groups. The student outcomes dashboard shows that for full-time first degree Asian students, the rates of continuation and completion fall below what is expected, with a difference of between 7.6%-8.2% in comparison with White students. On the other hand, full-time other undergraduates report rates that exceed expectations and student continuation is higher for Asian Students at 77.5%, compared with 74.3% for White students.

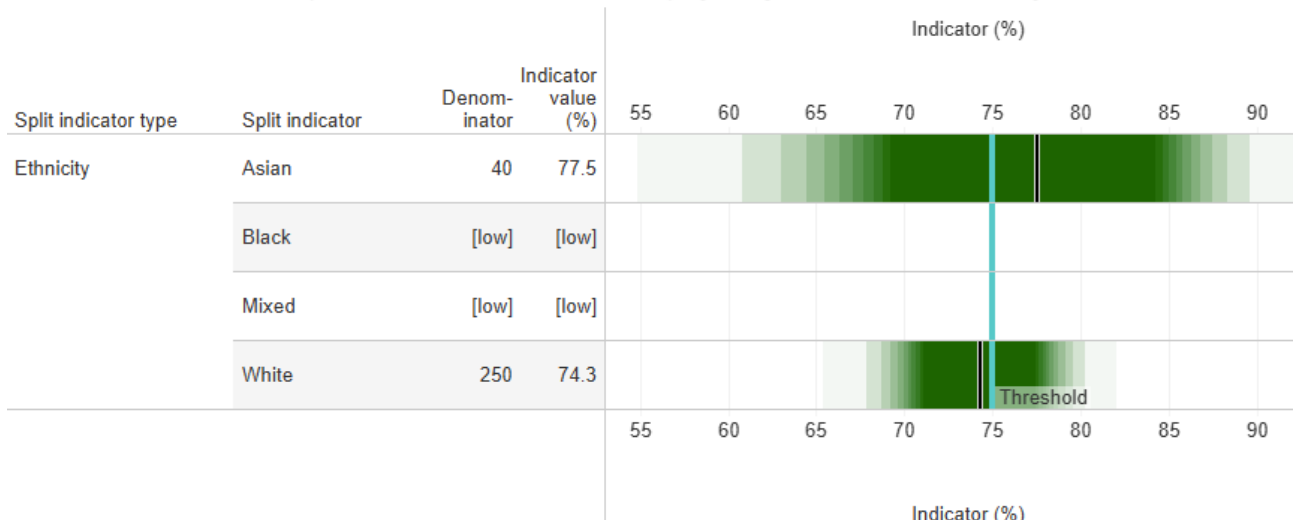
Burnley College (Taught or registered, Full-time, First degree students)

Continuation outcomes (2018-19 to 2021-22 entrants) by subject, student and study characteristic



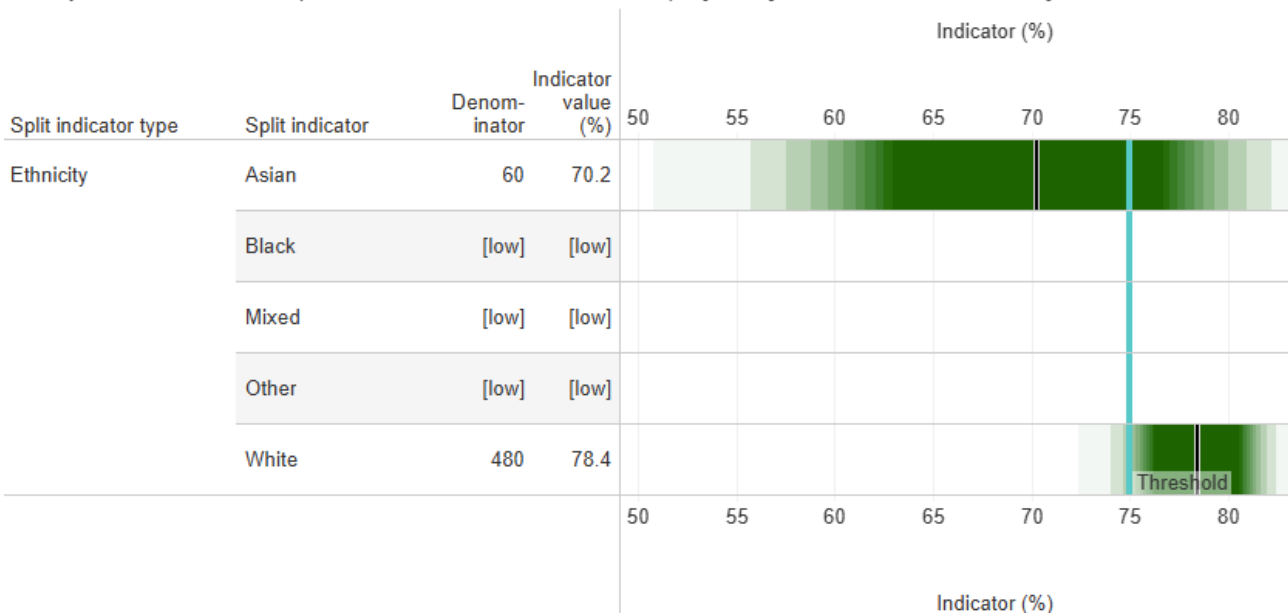
Burnley College (Taught or registered, Full-time, Other undergraduate students)

Continuation outcomes (2018-19 to 2021-22 entrants) by subject, student and study characteristic



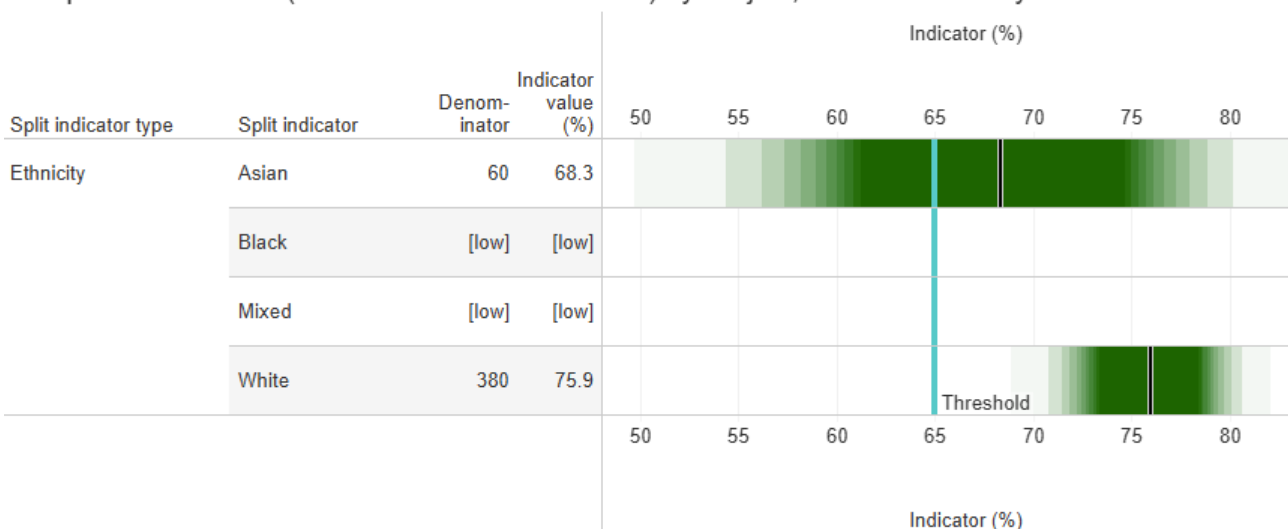
Burnley College (Taught or registered, Full-time, First degree students)

Completion outcomes (2015-16 to 2018-19 entrants) by subject, student and study characteristic



Burnley College (Taught or registered, Full-time, Other undergraduate students)

Completion outcomes (2015-16 to 2018-19 entrants) by subject, student and study characteristic



Internally, we track retention of students in-year, to provide an up-to-date overview of our new and returning students' journey; monitoring our entrants and number of students expected to return following their previous year of study, alongside any who withdraw from study. The table below shows student retention for 2024/25, highlighting the percentage of new students that remained in study throughout the academic year, the proportion of students that returned to study following 2023/24 and attendance for each group. Overall retention of entrants was high across all ethnic groups, ranging from 89.4% of White students up to 100% of Black students, (who also report a top attendance rate of 97.7%). The percentage of students who returned to advance in their course, is low for Black, Other and Asian ethnicities; however, the rate for Other ethnicity is impacted by very small numbers. We have also noted that female students report lower rates of retention, across all ethnic groups.

In-year Retention 24/25 (%)				
Ethnic Group	All Entrants (24/25)	Returned as Expected (from 23/24)	Overall Retained	Attendance 24/25 (%)
Asian	89.7%	66%	75.9%	86.1%
Black	100%	25%	40%	97.7%
Mixed	90.9%	80%	85.7%	85.1%
Other	90%	50%	83.3%	83.7%
White	89.4%	78.7%	81.4%	87.8%
Overall	89.3%	76.5%	80.4%	87.3%

Overall In-year Retention 24/25 (%)*		
Ethnic Group	Female	Male
Asian	71.4%	82.2%
Black	33.3%	50%
Mixed	81.8%	90%
Other	80%	85.7%
White	77.5%	87%
Overall	76.5%	86%

*All Entrants

We have elected to prioritise continuation and completion for full-time first degree Asian students, due to the lower than expected rates of retention, impacting the second largest group in our student population. We have included activities within intervention strategy 2: continuation and completion, specifically targeting Asian students, such as a peer mentorship programme, to be introduced across

subject areas of interest for Asian students and where greater rates of withdrawal; including Business Management at 57.1% retention of Asian students and Psychology, Psychotherapy and Counselling at 71.4%. Other activities will have a positive impact on continuation and completion rates across all ethnic groups, in particular the work in conjunction with the National Centre for Diversity.

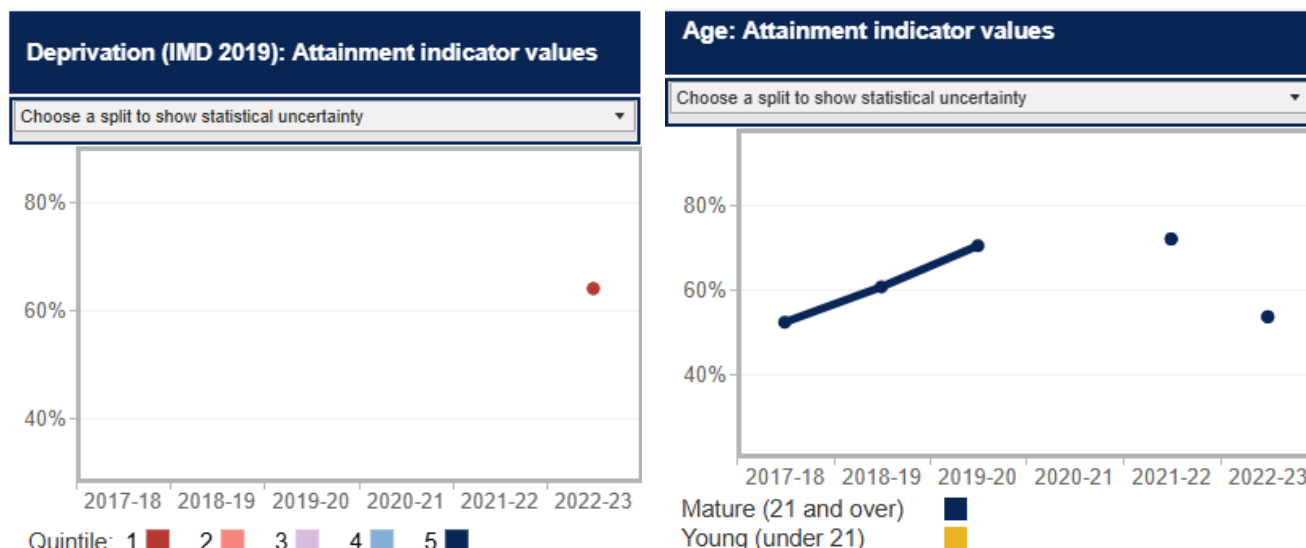
When reviewing students who are care experienced, our internal records report a significantly low percentage of students declared as in care or care leavers, as 0.8% of students enrolled in 2024/25 and we note the impact of very small student numbers on our data outcomes. Student retention has changed considerably over recent years, with 100% of care experienced students returning to studies or completing/partially completing their course in 2022/23, in comparison with 2023/24 where we reported a 0% continuation rate for entrants. In 2024/25, 80% of entrants were retained during the academic year, and we reported a course completion rate of 100%. It is widely acknowledged that only a minor proportion of students who are care experienced progress into higher education and that there is a high risk of withdrawal. In our experience, we are aware of students facing significant financial concerns, mental health difficulties and accommodation needs. In addition to our care leavers bursary, offered to all students who are care experienced and under 25 years old, we continue to improve the promotion of support services and to develop our approach to encourage early declaration. Although we have no accommodation facilities, as a further education College, we also remain in communication with other organisations, to co-ordinate dwellings where possible. Activities included within intervention strategy 2: continuation and completion will improve access to support across the student population, with further funding allocations and an in-depth review of the interview process, in relation to gathering information about support needs, of particular benefit.

Attainment:

The majority of data is suppressed in the access and participation dashboard, in relation to the proportion of first degree students achieving a first or 2:1; as such, we have reviewed internal student data across 2022/23 and 2023/24, in order to further assess attainment rates. Overall we note a slight decline in the proportion of first degree students achieving a good honours, from 60% in 2022/23 to 51.7% in 2023/24; however, the proportion of other undergraduates achieving a distinction or merit increased significantly from 50.3% in 2022/23 to 64.2% in 2023/24. Male students reported higher rates of achievement in 2022/23 and a gap of 12.3% for good honours, before reducing to a difference of 1.3% in 2023/24; a significant improvement was also reported for other undergraduates, with 44.7% of female students obtaining a distinction or merit, before rising to 70.3% in 2023/24.

The dashboard reports an attainment rate of 63.9% for full-time first degree students in quintile 1 of IMD 2019, in 2022/23, which is slightly below the average of 66.3% for quintile 1, across the sector. The rate is also available in the dashboard for mature students and is recorded at 53.5%, which is below the average of 70.1% for mature students, across the sector; the sector reports a gap of 8.1% in comparison with students under 21 years old. Internal data shows that younger students have a higher rate of achievement at 100% in 2022/23 and 60% in 2023/24; however, in relation to other undergraduate achievement, significant improvement has been seen with rates increasing and the gap closing in 2023/24, with 64.1% of younger students and 64.3% of mature, achieving high levels of achievement.

Full-time First Degree:



In relation to students who have declared a disability, a widening gap can be seen in the rate of good honours, from 2.1% in 2022/23 to 17.1% in 2023/24, with 39.1% achieving a first or 2:1. Similarly, the difference between disabled and non-disabled students increased in 2023/24 for other undergraduates, as non-disabled students significantly improved the proportion with a distinction or merit from 51.7% to 69.7%; in comparison to the rate of disabled students which increased from 42.8% to 43.7%.

When reviewing attainment rates by student ethnic group, some data is impacted by very small student numbers. No data is available from 2022/23 or 2023/24 for students of Other ethnicity, as advancing students are not expected to complete their course until academic year 2026/27 onwards, subject to student retention. Similarly, recent data will be available for Mixed and Black first degree students that complete their course, from 2024/25. Significantly higher rates of achievement are recorded for White students, in comparison to students of Asian ethnicity, with a considerable decline in the rate of Asian good honours, from 41.7% to 28.6% in 2023/24; increasing the attainment gap from 23.7% to 27.6%. Despite an improvement in other undergraduate achievement in 2023/24, a difference can also be seen with 66.9% of White students and 57.9% of Asian students obtaining a distinction or merit.

Ethnic Group	Attainment (Good Honours %)	
	2022/23	2023/24
Asian	41.7%	28.6%
Black	0%	N/A
Mixed	N/A	N/A
Other	N/A	N/A
White	65.4%	56.2%

Based on the available data, we have made the decision to focus on attainment differences between Asian and White students and in relation to disabled students; however, we will prioritise the significantly larger gap against Asian students, for which we have set a measurable objective. We will continue to monitor and re-assess attainment rates across academic years, in line with overall evaluation activities. Intervention strategy 3: attainment, will expand academic support and improve student skillset and boost self-efficacy, through an in-depth review of current services and the expansion of online resources. Several activities within intervention strategy 2: continuation and completion, will also have a positive impact on student achievement, such as peer mentorship and a focus on disability support.

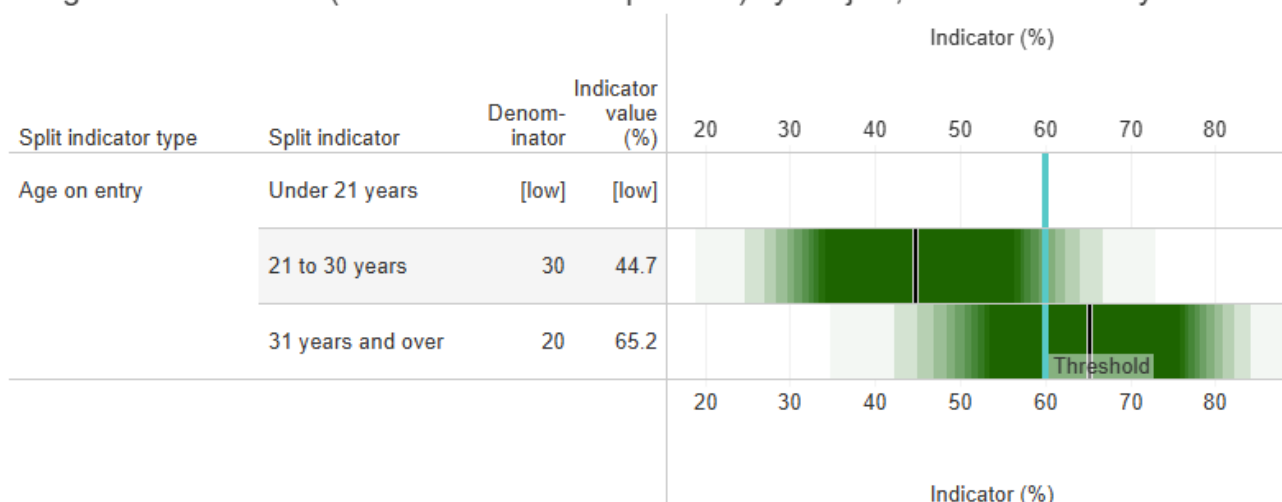
Progression:

A considerable amount of data is suppressed, in the access and participation dashboard and the HESA data repository, in relation to the progression outcomes for our students. These records are subject to eligible qualifying students responding to the graduate outcomes survey, and although our response rate has annually improved to above the sector average of 39%, from 35% in 2019/20 to 59% in 2022/23, we have a much smaller cohort in comparison with larger providers.

We are unable to review progression against the majority of student characteristics; however, the student outcomes dashboard shows varying results for 2021/22, based on the OfS’ defined positive outcomes³², subject to age and mode of study. More mature full-time students aged 31 years and above have exceeded expectations and first degree qualifiers have reported 65.2% positive progression rates, in comparison with 44.7% for those aged 21 to 30 years; however, for other undergraduates, although above expectations, there is a difference of 10.8% in favour of qualifiers under 21 years old. Part-time other undergraduates are rated below expectations and half of part-time qualifiers are reported as holding skilled trades occupations, as opposed to the OfS’ progression indicator of managerial or professional roles; however, HESA reports in the Graduate Outcomes Survey for 2022/23, that 100% of part-time respondents progressed into employment or employment with further study.

Burnley College (Taught or registered, Full-time, First degree students)

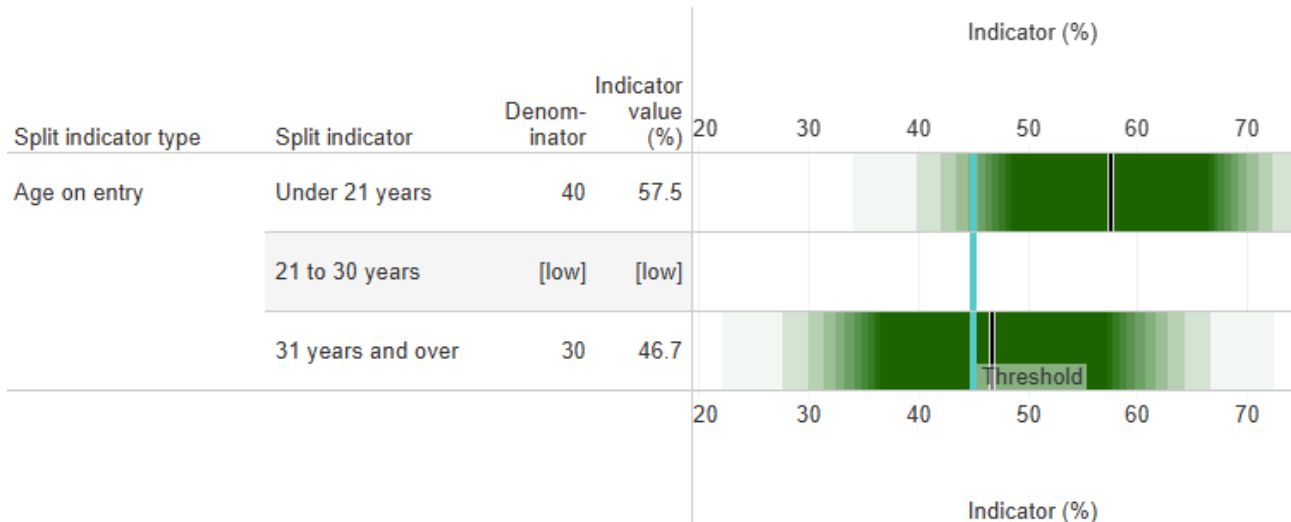
Progression outcomes (2018-19 to 2021-22 qualifiers) by subject, student and study character



³² OfS Student Outcome and experience measures: [Documents describing our measures and definitions - Office for Students](#)

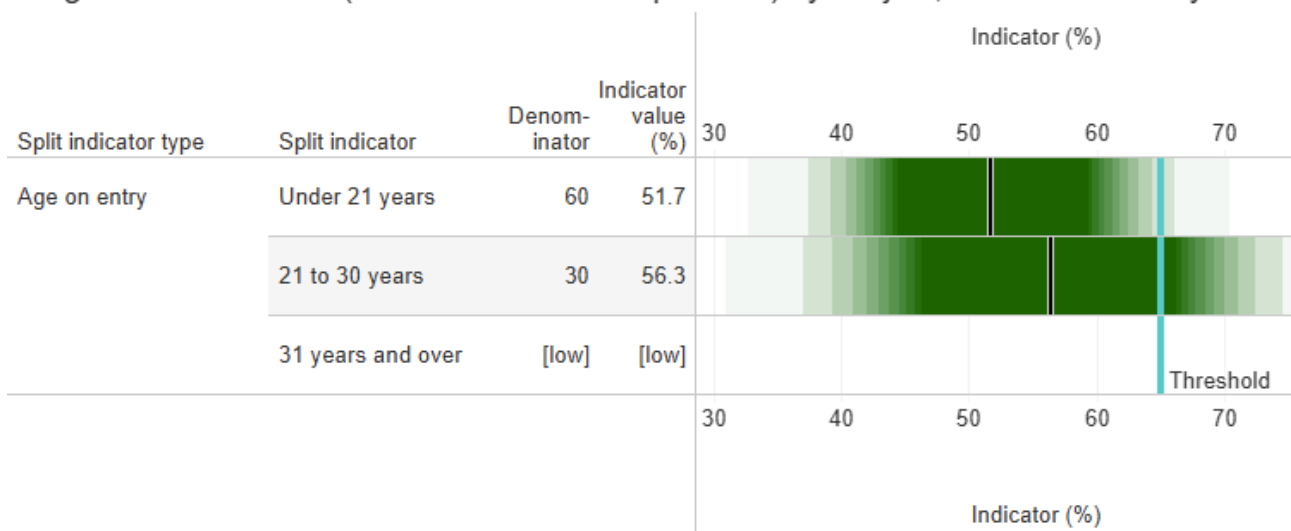
Burnley College (Taught or registered, Full-time, Other undergraduate

Progression outcomes (2018-19 to 2021-22 qualifiers) by subject, student and study chara



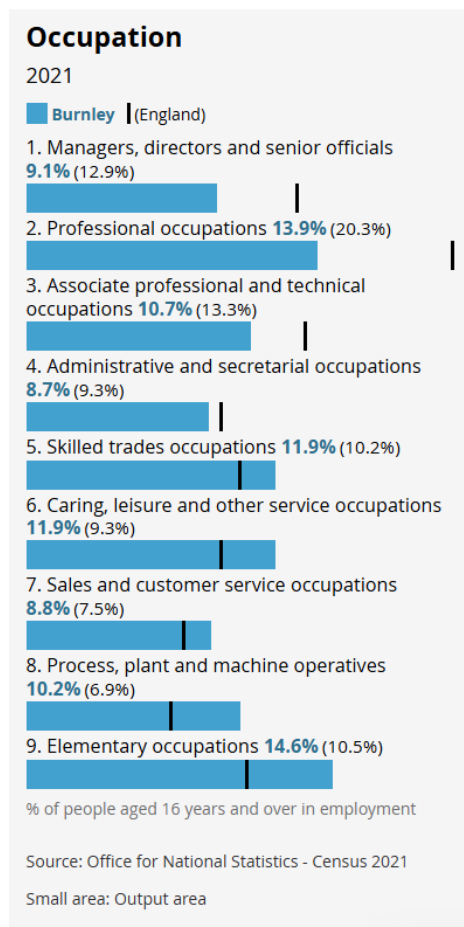
Burnley College (Taught or registered, Part-time, Other undergraduate

Progression outcomes (2018-19 to 2021-22 qualifiers) by subject, student and study chara



Upon review of census 2021 data for Burnley, published by the Office for National Statistics (ONS), of individuals in employment that responded to the census, the greatest proportion held elementary occupations at 14.6%, followed by 13.9% in professional occupations and 11.9% in skilled trades and caring, leisure and other service occupations. The proportions of individuals in occupation categories 1-3 (as per the Standard Occupational Classification 2020), are significantly lower than in comparison across England; however, it is noted that this data was taken during the Covid-19 pandemic, as a unique period of significant change.

Figure 3: Classification of main occupations for individuals over 16 years old, in Burnley (ONS,Census 2021)³³



In relation to the labour market, the table that follows shows the percentage of jobs available by industry across Lancashire (2023); the greatest proportions are in wholesale and retail trade; repair of motor vehicles and motorcycles, alongside human health and social work activities, which is consistent across the North West and Great Britain. However, the proportion of manufacturing roles is considerably higher at 13.2% in Lancashire, in comparison to 7.5% across Britain; this is in line with the long-standing enterprises in aerospace, defence, automotive and precision engineering. The Skills England skills-needs assessment (June 2025)³⁴, confirms 10 priority sectors, of which several already form part of the Lancashire Local Skills Improvement Plan (updated June 2025)³⁵; including advanced manufacturing, construction, health and social care and digital and technologies.

³³ Source: Office for National Statistics, Census 2021 local area profile: [Build a custom area profile - ONS](#)

³⁴ [Skills England: skills for growth and opportunity - GOV.UK](#)

³⁵ [Home - Lancashire Local Skills Improvement Plan](#)

Figure 4: Proportion of jobs held by employees, reported from the Business Register and Employment Survey (ONS, 2023)³⁶

Employee jobs (2023)				
	Lancashire (Employee Jobs)	Lancashire (%)	North West (%)	Great Britain (%)
Employee Jobs By Industry				
B : Mining And Quarrying	450	0.1	0.1	0.1
C : Manufacturing	69,000	13.2	9.0	7.5
D : Electricity, Gas, Steam And Air Conditioning Supply	2,250	0.4	0.3	0.4
E : Water Supply; Sewerage, Waste Management And Remediation Activities	3,500	0.7	0.7	0.7
F : Construction	32,000	6.1	4.9	4.8
G : Wholesale And Retail Trade; Repair Of Motor Vehicles And Motorcycles	85,000	16.3	14.4	13.7
H : Transportation And Storage	19,000	3.6	4.5	5.0
I : Accommodation And Food Service Activities	40,000	7.6	7.4	8.0
J : Information And Communication	11,000	2.1	3.2	4.6
K : Financial And Insurance Activities	7,000	1.3	2.5	3.4
L : Real Estate Activities	7,000	1.3	1.8	1.9
M : Professional, Scientific And Technical Activities	37,000	7.1	9.9	9.3
N : Administrative And Support Service Activities	37,000	7.1	8.9	8.7
O : Public Administration And Defence; Compulsory Social Security	28,000	5.4	4.9	4.7
P : Education	48,000	9.2	8.2	8.6
Q : Human Health And Social Work Activities	76,000	14.5	15.1	13.9
R : Arts, Entertainment And Recreation	11,000	2.1	2.4	2.6
S : Other Service Activities	9,000	1.7	1.8	1.9

Source: ONS Business Register and Employment Survey : open access
- Data unavailable
Notes: % is a proportion of total employee jobs excluding farm-based agriculture
Employee jobs excludes self-employed, government-supported trainees and HM Forces
Data excludes farm-based agriculture

HESA reports that of the qualifiers that responded to the graduate outcomes survey from 2020/21 to 2022/23, the majority that entered into the workforce joined the manufacturing industry, followed by education, with the remainder entering into other priority sectors.

We have carried out additional internal data collection activities, in an attempt to develop a more comprehensive understanding of progression. However, we have experienced challenges in engaging with graduates, similar to the difficulties faced across the sector. Of the most recent internal information obtained, we report a 62% positive progression rate overall for 2022/23, with 89.2% of respondents undertaking further studies or in employment. We have since developed a survey platform and are in the process of trialling scheduled graduate surveys, to improve our data collection; please note that this does not conflict with the HESA graduate outcomes survey and we are also undertaking further activity to increase awareness and engagement with this survey.

We have chosen not to set any objectives in relation to student progression, as we continue to develop our communications with graduates and to sufficiently expand our data collection; however, we will monitor and re-assess graduate outcomes, in line with our access and participation evaluation activities.

³⁶ [Labour Market Profile - Nomis - Official Census and Labour Market Statistics](#)

Fees, investments and targets

2026-27 to 2029-30

Provider name: Burnley College

Provider UKPRN: 10001000

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	£176,000	£174,000	£180,000	£186,000
Financial support (£)	NA	£304,000	£321,000	£343,000	£353,000
Research and evaluation (£)	NA	£40,000	£42,000	£45,000	£49,000

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 (£)	£80,000	£83,000	£86,000	£89,000
Access activity investment	Post-16 access activities (£)	£73,000	£71,000	£74,000	£77,000
Access activity investment	Other access activities (£)	£23,000	£20,000	£20,000	£20,000
Access activity investment	Total access investment (£)	£176,000	£174,000	£180,000	£186,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	3.1%	2.8%	2.7%	2.6%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£105,000	£109,000	£112,000	£114,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£71,000	£65,000	£68,000	£72,000
Financial support investment	Bursaries and scholarships (£)	£289,000	£305,000	£326,000	£336,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£15,000	£16,000	£17,000	£17,000
Financial support investment	Total financial support investment (£)	£304,000	£321,000	£343,000	£353,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	5.3%	5.2%	5.1%	4.9%
Research and evaluation investment	Research and evaluation investment (£)	£40,000	£42,000	£45,000	£49,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.7%	0.7%	0.7%	0.7%

Fees, investments and targets

2026-27 to 2029-30

Provider name: Burnley College

Provider UKPRN: 10001000

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 access rates for students of an Asian ethnicity	PTA_1	Access	Ethnicity	Asian		The baseline relates to our internal entrant data from 2023/24 – 2024/25, to account for the most recent intake, along with application trends and local census 2021 records. We have also reviewed access and participation data which is limited due to suppression, with 2021/22 Asian entrants at 18 years old, 15%. The target will measure the proportion of Asian student entrants, across the years of this plan. We will also measure applicant conversion rates, within our progress evaluation.	No	Other data source (please include details in commentary)	2022-23	Percentage	16%	16.6%	17.1%	17.65%	18.2%
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
To increase the continuation rate for all full-time first degree students	PTS_1	Continuation	Other	Other (please specify in description)	Other (please specify in description)	We have reviewed the latest access and participation data for 2021/22 (which is the baseline data), and internal data up to 2024/25. The target will measure the continuation rate of all full-time first degree students; we will also monitor student withdrawals, within our progress evaluation.	No	The access and participation dashboard	2021-22	Percentage	71.9%	73.9%	75.9%	78%	80%

To increase the continuation rates for full-time first degree Asian students	PTS_2	Continuation	Ethnicity	Asian	White	Due to data suppression in the access and participation dashboard, we have reviewed the OfS student outcomes data for 2021/22 (which is the baseline data) and considered internal student data up to 2024/25. Sector continuation rates on the access and participation dashboard for 2021/22, report a continuation gap of 1%. The target will measure the continuation rate for full-time first degree Asian students; we will also monitor student withdrawals, within our progress evaluation.	No	Other data source (please include details in commentary)	2021-22	Percentage	61.2%	64.2%	67.2%	70.2%	73.2%
To increase the continuation rate for full-time first degree students, with a declared disability	PTS_3	Continuation	Reported disability	Disability reported	No disability reported	We have reviewed the latest access and participation data for 2021/22 (which is the baseline data) and internal student data up to 2024/25. The target will measure the continuation rate for full-time first degree disabled students; we will also monitor student withdrawals, within our progress evaluation.	No	The access and participation dashboard	2021-22	Percentage	64.7%	69.2%	73.7%	78.2%	82.7%
To increase the continuation rate for full-time first degree students, from lower-income households	PTS_4	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	Other (please specify in description)	Other (please specify in description)	We have reviewed the latest access and participation data for 2021/22. The target will measure the continuation rate for full-time first degree students in IMD 2019 quintile 1; we will also review internal data for students in lower-income households and monitor student withdrawals, within our progress evaluation.	No	The access and participation dashboard	2021-22	Percentage	68.3%	71.3%	74.3%	77.3%	80.3%
To increase the continuation rate for full-time other undergraduates, with a declared disability	PTS_5	Continuation	Reported disability	Disability reported	No disability reported	Due to data suppression in the access and participation dashboard, we have reviewed the OfS student outcomes data for 2021/22 (which is the baseline data) and considered internal data up to 2024/25. The sector rates on the access and participation dashboard show a higher continuation rate compared with non-disabled students. The target will measure the continuation rate for full-time disabled students on other undergraduate courses; we will also monitor student withdrawals.	No	Other data source (please include details in commentary)	2021-22	Percentage	70.1%	71.3%	72.5%	73.7%	75%
To increase the completion rate for full-time first degree Asian students	PTS_6	Completion	Ethnicity	Asian	White	Due to data suppression in the access and participation dashboard, we have reviewed the OfS student outcomes data for 2018/19 (which is the baseline data) and considered internal student data up to 2024/25. The sector rates on the access and participation dashboard for 2018/19 report a completion gap of 1.3%. The target will measure the completion rate for full-time first degree Asian students; we will also monitor the intended 1.5% annual reduction of the gap between White students.	No	Other data source (please include details in commentary)	2018-19	Percentage	70.2%	71.4%	72.6%	73.8%	75%
To increase the completion rate for full-time first degree students, with a declared disability	PTS_7	Completion	Reported disability	Disability reported	No disability reported	Due to data suppression in the access and participation dashboard, we have reviewed the OfS student outcomes data for 2018/19 (which is the baseline data) and considered internal student data up to 2024/25. The sector rates on the access and participation dashboard for 2018/19 report a completion gap of 2.2%. The target will measure the completion rate for full-time first degree disabled students.	No	Other data source (please include details in commentary)	2018-19	Percentage	67.5%	69.4%	71.3%	73.2%	75%

