

Plumpton College

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Plumpton College is a specialist land- and environment-based further education college that offers undergraduate (UG) and postgraduate (PG) provision across a full breadth of land, agricultural, veterinary, animal and environment-based science disciplines. We are a small higher education provider (HE) with a campus set against the backdrop of the South Downs, located in rural Sussex. Our campus is an 800-acre site which includes state-of-the-art veterinary suites, equine facilities, a vineyard and winery, and an expanding Animal Education Centre which houses a range of domestic and exotic species. The campus also includes a working farm, horticultural facilities, a butchery, and bakery housed in the award-winning AgriFood Centre. Our sister site, One Garden Brighton, situated on the outskirts of Brighton, houses much of our horticultural activities and supports the local community to build skills and inspire sustainable change as well as facilitates primary and secondary school outreach projects.

Our HE provision is specialist and student cohorts remain small. In 2022-23, 245 students were enrolled on degree programmes, of whom 56% were studying First Degrees (BSc/BA), 33% Foundation Degrees (FdA/FdSc) and 11% Postgraduate degrees (MSc). The majority of our undergraduates are studying full-time; 96% compared to the national average of 82% (HESA 2021-22). Our undergraduate student body is mainly mature, aged 21 to 30 (59%), with only 4% under 21 compared to 77% nationally (HESA 2021-22). Our students are typically from our local South East region (44% had a local Sussex address prior to entry, compared to 23% nationally), with a further 5% from Kent and 6% from Surrey. We have a large proportion of students with reported disabilities, 37% of which 8.6% reported mental health (internal data). The number of students with a known disability has been increasing at the college over the last four years with more students declaring disabilities than before.

Plumpton College is committed to offering specialist land- and environment-based degrees centred on a collaborative students/staff experience and enabling our students to become successful graduates to support the industries we serve. Our HE portfolio are based on unique, industry-informed curricula including Sustainable Agriculture, Animal Studies (Conservation, Zoology, Behaviour), Rural Land Management, Wine Studies (International Wine Business, Viticulture, Oenology), Veterinary Nursing and Physiotherapy, Equine Science (Coaching), and Horticulture. We offer a range of distinct delivery options including full-time, part-time, accelerated and blended degrees including block and sandwich placements. Our students are ambitious and we are committed to supporting them to achieve their academic, professional and graduate employment goals.

Our HE courses have been co-designed with academics and industry experts, equipping students with industry-relevant skills for a fulfilling career. We are passionate about sustainability, the future of our planet and food security. Our science-based undergraduate and postgraduate courses are designed to give students an immersive learning experience and allow them to confidently step into the world of work, equipped with the knowledge and skills to excel. The College works in partnership with leading professional bodies and institutions to inform the curriculum through Strategic Industry Liaison Boards. These include the South Downs National Park, the Royal College of Veterinary Surgeons (RCVS), WineGB, the Royal Horticultural Society, and the Central

Association of Agricultural Valuers, amongst others. We work closely with our validating partner, the University of Greenwich, who validates and quality assures our degree programmes.

Our Strategic Plan 2022-2027¹ sets out our vision, mission and objectives. Our purpose is to inspire and equip our students with the skills, knowledge and attributes which meet the future needs of industry. We are passionate about our people and our culture and aim to be a diverse and vibrant community in which staff and students embody our values, have a strong sense of belonging and flourish. This is underpinned by our college values which we embed in our daily practices to foster equality of opportunity. We recognise that our role is more than just teaching and learning, it is about helping learners to develop personally and preparing them to be successful, professional and responsible citizens. We do this through the promotion of equality of opportunity and the creation of inclusive learning spaces and embedding an ethos of shared responsibility. Our values align closely to those of our validating partner (Inclusion, Collaborative, Impactful) and reflect our Equality, Diversity and Inclusion (EDI) objectives. Our EDI policy promotes equality of opportunity and ensures just and fair treatment for all. It contributes to maintaining a positive and inclusive environment where everyone can realise their full potential regardless of background and/or characteristics.

Collaborative partnership

Plumpton College is an active member of the Sussex Learning Network (SLN), which leads the regional Uni Connect Programme. SLN is a partnership of further education colleges, higher education institutions and local authorities, working collaboratively to increase engagement in education for people of all ages who are less likely to transition and progress through educational pathways. We collaborate through the Uni Connect programme to improve participation in HE for disadvantaged learners aged 11 to 19.

This work is led strategically through the SLN's Regional Strategic Outreach Group (RSOG) which includes the University of Brighton, University of Chichester and the University of Sussex. Together the group assesses gaps in equality of opportunity across the region and agree areas where collaboration can be most impactful in supporting young people on their educational journey, and where efficiencies can be made by working together on meeting regional targets. The collaborative efforts also enable coordinated partnerships to be established with schools and colleges, with shared oversight of what outreach activity is happening and where, enabling a planned spread of resource across all areas of the region.

Through the Regional Strategic Outreach Group, a Regional Equality of Opportunity Risk Register² has been created that has informed our Access and Participation plan. This has identified progression of learners eligible for free school meals as a risk that as a partnership we feel needs to be addressed collectively (see Risk 2).

Risks to equality of opportunity

The College has carried out an analysis of our performance and used the Equality of Opportunity Risk Register (EORR) to identify key risks that we are planning to address. We have also used internal data and our Uni Connect partner, the Sussex Learning Network (SLN)' risk register to

¹ Plumpton College Strategic Plan 2022-2027 available at: <https://www.plumpton.ac.uk/who-we-are/our-strategic-plan-2022-2027/>

² Regional Equality of Opportunity Risk Register available at: <https://www.sussexlearningnetwork.org.uk/riskregister>

assess our performance within our local region (refer to annex A for further information on analysis). As a small and specialist college-based higher education provider, we have identified a number of risks but will address the following key areas of risk within the new plan.

Risk 1 (Access): There are lower proportions of students from low-income households at Plumpton College accessing higher education. Evidence suggests this is a function of insufficient prior knowledge, limited access to good information and guidance, and perceptions of Plumpton as a suitable HE destination as well as the land-based sector as a progression destination. Additionally, research on sense of belonging suggests that learners from low socio-economic backgrounds may be affected by institutional cultures and lack confidence to progress. Financial hardship also impacts access to HE for IMD Q1 learners.

Risk 2 (Access): There are lower proportions of students eligible for free school meals at Plumpton College accessing higher education. Research suggests that nationally students eligible for free school meals (FSM) perform less well at Key Stage 3 and 4 compared to their peers, thus limiting their opportunities at Key Stage 5 which they require to gain entry to HE. We have included learners in receipt of FSM as part of our targeted work which forms part of a collaborative target with the SLN. Further research suggests that FSM-eligible learners are at risk of insufficient prior knowledge, limited access to good information and guidance as well as misperceptions of higher education. Progression to HE is a significant issue across our local area.

Risk 3 (Continuation): There are lower proportions of students with a reported disability continuing with their course when compared to students with no reported disability. There has been a significant increase in the number of students declaring mental health conditions and seeking support from wellbeing services at Plumpton. Poor mental health has been identified as a significant factor which affects course continuation. Academic literature and sector evidence suggests that the reasons for this are multifaceted and complex. It can include challenges related to transition to higher education, issues relating to cost of living, having to balance work and study, increased anxiety and stress around completing assessments and sitting exams, as well as having access to sufficient academic and personal support.

Risk 4 (Attainment): There are lower proportions of students with a declared disability gaining a first (1st) or second upper class (2.1) honours degree. Evidence suggests this is a function of access to information, access to academic and personal support, financial pressures associated with accessing higher education and can also be linked to mental health. Other barriers highlighted by evidence of student mental health include barriers to inclusive teaching and learning practices and a lack of sense of belonging.

Objectives

Objective 1: To increase the number of students accessing higher education from low-income households, reducing the gap between entrants in IMD (2019) Q1 and Q5 from 23.2pp to 15pp by 2029.

We aim to achieve this by working collaboratively with schools and colleges to target students from IMD (2019) Q1 areas with interventions at key stages of their educational journey. We have also adopted a contextualised admissions process to further support learners to access HE, and provide financial support through our hardship funding.

Objective 2: To increase the number of students eligible for free school meals accessing higher education across the Uni Connect region by 2029-30 in East Sussex from 16.9% to 21.9%, West Sussex from 18.1% to 23.1%, and Brighton & Hove from 21.2% to 26.2%. (SLN collaborative objective).

The work we are doing with our Uni Connect partners will continue to provide coordinated outreach to learners in targeted areas.

Objective 3: To eliminate the non-continuation gap between students who report a disability and those with no reported disability by 2030, with a specific focus on students reporting mental health.

We aim to achieve this by supporting students across their student journey by proactively reaching out to students, increase visibility and access to wellbeing services, tracking and monitoring students' academic engagement and attendance and by embedding wellbeing as part of the student experience.

Objective 4: To reduce the awarding gap between students with no disability and those reporting a disability from 13.7pp to 5pp by 2030.

We aim to achieve this through a holistic approach where students are well supported and by fostering a sense of belonging and community, by providing academic skills development and financial support.

Intervention strategies and expected outcomes

The College has developed two main intervention strategies (IS) to align with the objectives and targets set out above. Each strategy includes a range of activities which are aimed at addressing the key risks and objectives addressed within the plan. These activities were informed by previous work which the College has refined over a number of years and are evidence-informed. As such intervention strategy 1 aims to mitigate the risks for students from low-income households and FSM-eligible students. Intervention strategy 2 has been designed to address the risk for students with a reported disability

| Intervention Strategy | Objective(s) |
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| Intervention Strategy 1 (IS1) <ul style="list-style-type: none"> Supporting students from low-income households and students eligible for FSM | Objective 1 – increase access for IMD Q1 students Objective 2 – increase access for FSM students |
| Intervention Strategy 2 (IS2) <ul style="list-style-type: none"> Supporting student with reported disabilities. | Objective 3 – eliminate the non-continuation gap between students with reported disabilities and those with no disabilities Objective 4 – reduce the awarding gap (attainment) for students with reported disabilities |

Intervention strategy 1: Supporting students from low-income households/FSM

Objectives and targets

Objective 1: To increase the number of students accessing higher education from low-income households, reducing the gap between entrants in IMD (2019) Q1 and Q5 from 23.2pp to 15pp by 2028.

Objective 2: To increase the number of students eligible for free school meals accessing higher education across the Uni Connect region by 2029-30 in East Sussex from 16.9% to 21.9%, West Sussex from 18.1% to 23.1%, and Brighton & Hove from 21.2% to 26.2%. This is a collaborative target with the Sussex Learning Network (Uni Connect).

Risks to equality of opportunity

IS1 aims to address the risks for students from low-income households and those in receipt of FSM. The risks to the equality of opportunity are: Risk 1. Knowledge and Skills – learners are not equipped to progress; Risk 2. Information and Guidance – learners are not able to make informed choices about appropriate subject choice at KS4/5 to progress to HE; Risk 3. Perceptions of higher education – learners may not feel able to apply to HE or certain types of providers; Risk 4 – students may not be accepted to a HE course; Risk 5. Limited choice of course type and delivery mode; Risk 10. Cost pressures – students are hindered by financial pressures; Risk 11. Capacity issues – students may not have equal opportunity to access limited resources related to HE.

Intervention Strategy 1: Supporting students from low-income households/FSM

| Activity | Description | Inputs | Outcomes | Cross intervention strategy ? |
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| <p><i>Existing and developing</i></p> <p>Contextual admissions</p> | <p>Review of admissions process and contextualised offers to support underrepresented students to access HE at Plumpton</p> | <p>Staff time</p> <p>Marketing and Outreach staff and associated systems</p> | <p>Short Term</p> <p>Increased support for applicants to access HE</p> <p>Long Term</p> <p>Reduced gap between IMD Q1 and Q5 access</p> | |

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| <p>Existing and new developing Schools Outreach Programme</p> | <p>Development of programme of activities to increase knowledge and awareness of opportunities within the land and environment based sector as well as increase aspirations to progress to university level study; including</p> <ul style="list-style-type: none"> • Assemblies & education talks • Campus visits • Post-16 options information events • Transition to HE events • Open Events • Taster days • Parent/Carer Information Hubs • UCAS application clinics | <p>Staff time</p> <p>Student Ambassador time</p> <p>Relationship management with schools and colleges</p> <p>Transport costs</p> <p>Resources costs</p> <p>Student ambassadors</p> | <p>Short Term</p> <p>Increased knowledge of the land-based sector and career opportunities</p> <p>Increased knowledge of course choices on offer at Plumpton</p> <p>Increased knowledge of studying at university level</p> <p>Long Term</p> <p>Increased applications and conversion to enrolment to HE</p> | |
| <p>Existing and new developing Future Fields workshops</p> | <p>Development and expansion of the Future Fields programme to showcase how STEM subjects are used across land and environment based curriculum which focusses on Year 8, 9 and 10 learners.</p> | <p>Staff time</p> <p>Student Ambassador Time</p> <p>Relationship management with schools and colleges</p> <p>Transport costs</p> <p>Resources costs</p> | <p>Short Term</p> <p>Increased knowledge of land and environment sector and career opportunities directly linked to STEM subjects</p> <p>Increased knowledge of course choices on offer</p> <p>Long Term</p> <p>Increased applications and enrolments to HE at Plumpton</p> | |

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| <p><i>Existing and developing (new)</i></p> <p>Uni Connect Support Services – delivered by Uni Connect</p> | <p>Delivery of a programme of activities for learners eligible for free school meals focussing on outreach to ‘cold spots’, including:</p> <ul style="list-style-type: none"> • Delivery of a CPD programme for Careers Advisors focused on supporting FSM learners on raising aspirations and awareness of opportunities (delivered by Plumpton) • Provision of 1:1 IAG support to learners eligible for FSM through ‘Get Career Confident’ (SLN) | <p>Uni Connect funded</p> <p>Staff time (CPD sessions; Plumpton)</p> <p>Membership fees</p> | <p>Short Term</p> <p>Increased aspiration, confidence and knowledge of accessing HE in local area</p> <p>Long Term</p> <p>Increased application to HE including Uni Connect partners</p> <p>Increased enrolment conversion from above.</p> <p>Reduction in FSM gap across East Sussex, West Sussex, and Brighton & Hove.</p> | <p>Yes</p> |
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| <p>New</p> <p>Marketing activity and tailored IAG</p> | <p>Development of targeted marketing materials to students from low-income families likely to have been eligible for FSM to include</p> <ul style="list-style-type: none"> • Marketing materials • Open Events and Bespoke Information Sessions • Career Advisor sessions • 20 free family tickets to annual Plumpton College Open Day (Spring Fair) | <p>Staff time</p> <p>Resources costs including 20 family tickets</p> <p>Careers Advisors time</p> | <p>Short Term</p> <p>Increased awareness of HE in particular opportunities in land and environment sector</p> <p>Long Term</p> <p>Increased application to HE</p> <p>Increased enrolments to HE</p> <p>Reduction in FSM gap across East Sussex, West Sussex, and Brighton & Hove.</p> | |
| <p>New</p> <p>Subject master classes</p> | <p>Series of land and environment subject master classes for Year 12 and 13 learners ('Uni taster days') aimed at those interested in</p> <ul style="list-style-type: none"> • Veterinary subjects • Animal welfare, behaviour, & conservation • Sustainable practices in horticulture, agriculture and land management • Plant biology • Viticulture & Oenology • Rural land business management | <p>Staff time</p> <p>Resource costs</p> <p>Lunch vouchers for attendees</p> <p>Transport costs</p> | <p>Short Term</p> <p>Increase in learner's expectations and knowledge of study land and environment based subjects at HE level</p> <p>Long Term</p> <p>Increased application to enrolment on programme conversion at Plumpton</p> <p>Progression from application to enrolment</p> | |

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| <p><i>Existing and new</i></p> <p>HE Hardship Fund</p> | <p>Financial support for students from low-income households and those eligible for free school meals</p> <ul style="list-style-type: none"> • Further promotion of HE Hardship Fund • Voucher scheme (new) | <p>Bursary administration</p> <p>Staff time</p> <p>Bursary</p> <p>Resource costs</p> | <p>Short Term</p> <p>Increased enquiries from potential low-income households/FSM applicants</p> <p>Long Term</p> <p>Increased applications from above.</p> <p>Reduction in FSM gap across East Sussex, West Sussex, and Brighton & Hove.</p> | <p>IS2</p> |
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| <p>New</p> <p>Personal & Professional Development Programme</p> | <p>One to one and group professional development sessions delivered by Careers Coaches and Personal Development Coaches to improve positive progression of Plumpton FE learners to access HE through a personalised holistic intervention programme to include</p> <ul style="list-style-type: none"> • Development of personal intervention programme focussed on mental health and wellbeing, and resilience • Professional development programme focused on progression, careers and next steps • Development of resources for 1:1 and group sessions • Delivery of 1:1 sessions • Delivery of Careers / Progression workshops • UCAS application clinics • 1:1 personal statement support • 1:1 interview support | <p>Staff time (Careers Team; Professional Development Team)</p> <p>Resource costs</p> <p>Administrative costs associated with monitoring and learner tracking</p> | <p>Short Term</p> <p>Increased awareness of benefits of progressing to HE level study</p> <p>Increased resilience and personal growth</p> <p>Long Term</p> <p>Increased rate of Plumpton FE learners applying to HE</p> | <p>IS2</p> |
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| <p>New</p> <p>Student Ambassador Programme</p> | <p>The development of a Student ambassador programme to provide peer to peer advice and guidance to support progression to land-based HE options.</p> | <p>Staff time</p> <p>Training of student ambassadors</p> <p>Student Ambassador time & costs</p> <p>Resource costs</p> | <p>Short Term</p> <p>Increased awareness and aspiration raising to land-based HE options</p> <p>Long Term</p> <p>Increased applications to Plumpton</p> | |
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Total cost of activities and evaluation for intervention strategy 1: £831,011 (over 4 years)

Summary of evidence base and rationale

Evidence suggests that students from low-income households may not have the social and academic capital essential for progressing to HE. Evidence indicates that FSM learners perform less well than their peers at KS4 which is a good predictor of Level 3 attainment. Considering the IMD (2019) Q1-Q5 gap at Plumpton, the proposed activities will target students from Q1. There are multiple interventions to inform learners and their parents/carers such as information mornings, masterclasses and Open Events as well as 1:1 support with the UCAS application process including personal statement clinics. Our intervention strategy is designed to also address the perception around progressing to HE and the land-based sector as a suitable career destination. While our strategy does not include attainment raising activities per se, it is designed to increase confidence and ambitions to progress. Some of these activities are designed to target our internal FE learners, many of who are from low socio-economic areas. The College already undertakes a substantial amount of activity to widen access within our region. These activities are centred around information and outreach including open events, STEM fairs, school visits, taster days, and transition days, which we aim to continue. Research indicates that early interventions are most impactful when repeated to promote access and participation in higher education. The work with FE learners in this area around building resilience and raising ambitions to progress to HE is centred around a programme of activities to engage learners often and at regular intervals. Additionally, this intervention strategy includes activity related to school and community outreach activities which we have developed over a number of years. Activities will be aimed at increasing skills and knowledge (e.g. STEM Future Fields) and providing information and guidance that should impact on perceptions of higher education as well as perceptions of pursuing land-based careers and Plumpton as a suitable HE destination. Through this strategy, we aim to provide clear, transparent and up to date information, advice and guidance to prospective students and also their parents and carers. Through the Uni Connect programme we will continue to deliver advice workshops to empower Careers Advisors to enable young learners and their parents/carers so they can make informed decisions in terms of choice and accessing higher education.

Evaluation

We aim to produce Type 1 level evidence and where possible Type 2 level evidence for most of the activities (excluding Uni Connect project), using surveys prior and post activity to estimate any impacts over the duration of the APP. As far as ethical considerations allow, enquiries and applicant tracking will be performed to evaluate impact. We aim to develop our evaluation process over time and to evaluate the intervention strategy as a whole by the end of 2028/29.

Intervention strategy 2: Supporting students with reported disabilities

Objectives and targets

Objective 3: To eliminate the non-continuation gap between students who report a disability and those with no reported disability by 2030, with a specific focus on students reporting mental health.

Objective 4: To reduce the awarding gap between students with no disability and those reporting a disability from 13.7pp to 5pp by 2030.

Risks to equality of opportunity

IS2 aims to address the risks for students with reported disabilities including those affected by poor mental health. The risks to the equality of opportunity include: Risk 6. Insufficient academic support; Risk 7. Insufficient personal support; Risk 8. Mental health; Risk 9. Ongoing impacts of coronavirus; Risk 10. Cost pressures.

Intervention Strategy 2 (IS2): Supporting students with reported disabilities (mental health)

| Activity | Description | Inputs | Outcomes | Cross intervention strategy? |
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| <p>Existing and developing</p> <p>Inclusive Teaching & Learning development programme</p> | <p>The development and enhancement of teaching and learning CPD package for academic staff to better support students with a reported disability centred on a holistic approach including workshops on -</p> <ul style="list-style-type: none"> • Getting to know your learners • Effective feedback to support learners with disabilities • Group profile to support learners within the classroom • Teacher Training on inclusive teaching and learning (Plumpton Teacher Pathway) • Autism Education Trust supported workshop • De-escalation Training (supporting students with anxiety & mental health) • Cognitive Load Theory (mental health) • Assessment strategies and approaches. | <p>Staff time</p> <p>Resource costs</p> <p>Internal training resources and support</p> <p>External fees (Autism Education Trust)</p> | <p>Short Term</p> <p>Increased confidence for learners within the classroom</p> <p>Improved teaching, learning and assessment strategies to support learners within the learning space and during assessment periods</p> <p>Long Term</p> <p>Increased continuation for students with disabilities including mental health.</p> | |

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| <p><i>New and developing</i></p> <p>Staff mental health training</p> | <p>Training for professional and academic staff (front-facing) in student wellbeing, safeguarding, mental health, suicide prevention and cause for concern process for all front-facing student support and contact. This includes</p> <ul style="list-style-type: none"> • 1:1 surgeries for staff to better support students within the classroom/practical learning space • Mental Health First Aid training. | <p>Staff time</p> <p>Student Wellbeing team; Academic Tutors</p> <p>Internal training resources and support costs</p> <p>External fees (MH First Aid)</p> | <p>Short Term</p> <p>Increased awareness and confidence for staff to be better able to support students with mental health and wellbeing conditions</p> <p>Long Term</p> <p>Increase in continuation rates for student with disabilities (in particular those with mental health conditions).</p> | |
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| <p><i>New, existing and developing</i></p> <p>Equality, Diversity & Inclusion (EDI) Programme</p> | <p>The development of a programme of activities and projects to support staff and students to enhance and embed EDI goals within the College to improve mental wellbeing for all</p> <ul style="list-style-type: none"> • Maintaining the Moment (EDI staff training) • Being an Ally (EDI training for staff & students) • EDI Fair • Mental Health Awareness events • Lunchtime walks for mental health (student-led) • Neurodiversity Booklet (co-designed with students) • Societies for students with neurodivergence and LGBTQ+ providing spaces for students to join groups to connect with peers and engage in relevant activities. | <p>Staff time</p> <p>EDI team; Student Services; Wellbeing team support costs</p> <p>Resource costs</p> | <p>Short Term</p> <p>Increased awareness of EDI services and support for wellbeing and mental health</p> <p>Long Term</p> <p>Decrease the rate of non-continuation of student with reported disabilities in particular mental health</p> | |
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| <p>Existing Academic Skills Development</p> | <p>Enhancement of the Academic Skills programme</p> <ul style="list-style-type: none"> • Group academic skills tutoring • 1:1 academic skills tutoring (2 per term) by Academic Guidance Tutors (AGTs) • Drop-in group sessions (AGTs) • Academic skills module for all new entrants (RESE-1194) • Refresher academic skills sessions for 2nd/3rd years (Library & AGTs) | <p>Staff time</p> <p>Academic teams, library, HE team</p> <p>Resource development costs</p> | <p>Short Term</p> <p>Increased confidence and resilience to complete assignments at HE level</p> <p>Long Term</p> <p>Reduced number of non-continuation amongst disabled students.</p> | |
| <p>Existing and developing Support for disabled students' awareness</p> | <p>Development of opportunities to increase knowledge and awareness of support available for students with reported disabilities prior to application through targeted activities including</p> <ul style="list-style-type: none"> • Open Events • Post-16 events • Career Advisor workshops • HE application support surgeries • Improved signposting on website. | <p>Staff time</p> <p>Admissions, Enquiries, Advice and Guidance Teams</p> <p>Relationship management with schools and colleges</p> <p>Resource costs</p> | <p>Short Term</p> <p>Increased awareness of available support on course</p> <p>Long Term</p> <p>Eliminating the non-continuation gap as above.</p> | |

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| <p>Existing</p> <p>Transition to HE programme</p> | <p>The development of 'Transition to HE' for learners with an EHCP plan preparing them for life as a uni student including resilience workshop, what to expect, how to ask for support, and advice and guidance on seeking reasonable adjustments and Disabled Student Allowance prior to transitioning.</p> | <p>Staff time</p> <p>HE & Inclusive Learning Development teams</p> <p>Resource costs</p> | <p>Short Term</p> <p>Increase resilience and reduce anxiety around the transition to university</p> <p>Long Term</p> <p>Early support in place (reasonable adjustments; DSA) to enable continuation and high degree attainment.</p> | |
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| <p>Existing and developing</p> <p>Student Wellbeing Services</p> | <p>The provision of wellbeing support services for all students to build resilience, improve their own mental health and wellbeing by introducing strategies to support their own and their peers' mental health through peer-to-peer mentoring</p> <ul style="list-style-type: none"> • Promotion of wellbeing • Student wellbeing induction programme • 'You are not alone' campaign • Health Assured student assistance programme (Wisdom App) • Wellbeing WhatsApp Service • 1:1 coaching and mentoring • Referral programme for 1:1 counselling provided by third party agencies • Exam stress and anxiety workshop (group sessions 1,5hrs) | <p>Staff time</p> <p>Wellbeing Services team</p> <p>Resource costs</p> <p>External fees (counselling; anxiety workshops)</p> | <p>Short Term</p> <p>Increased awareness of mental health and wellbeing services</p> <p>Long Term</p> <p>Increased continuation and completion rates for students with mental health and other disabilities.</p> <p>Increased support to enable high degree attainment.</p> | |
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| <p><i>New and developing</i></p> <p>Pre-Loved Shop</p> | <p>The establishment of a second-hand shop (Pre-Loved Shop) providing students with the opportunity to access (free of charge) clothing, academic books and personal protective equipment (PPE) required for their programme of study</p> <ul style="list-style-type: none"> • Creation of a 'shop' • Awareness raising • Creation of donation drop-off/pick up points • Manning of 'shop' by Professional Development Coaches and Student volunteers. | <p>Staff time</p> <p>Resource costs (planning, installation, manning of shop)</p> <p>Training of staff and students</p> | <p>Short Term</p> <p>Increased awareness of available support related to financial costs of programme (outside of tuition fees)</p> <p>Long Term</p> <p>Reduce financial costs for students on programme</p> <p>Reduced anxiety around financial impact of studies, increased capacity for continuation & high degree attainment.</p> | <p>IS1</p> |
| <p><i>Existing and new</i></p> <p>HE Hardship Fund</p> | <p>Financial support for students with a reported disability</p> <ul style="list-style-type: none"> • Further promotion of HE Hardship Fund • Voucher scheme (new) | <p>Bursary administration</p> <p>Staff time</p> <p>Bursary</p> <p>Resource costs</p> <p>(Costs in IS1)</p> | <p>Short Term</p> <p>Increased support for students with reported disability</p> <p>Long Term</p> <p>Decrease in non-continuation</p> | <p>IS1</p> |

Total cost of activities and evaluation for intervention strategy: £827,123 (over 4 years)

Summary of evidence base and rationale

By equipping staff with the confidence to better support students with disabilities and in particular mental health conditions, we aim to address the non-continuation gap between students with a reported disability and their peers. The rationale for this strategy is that by providing greater support through academic and pastoral avenues, it will address the risk of non-continuation. Evidence suggests that through interventions such as academic skills development, tutoring and pastoral support, students are better able to deal with the demands and stresses of higher education study. By creating an inclusive learning environment and true sense of belonging early on students are better able to complete their studies confidently. This is supported by the literature on supporting wellbeing for all students (Scherer & Leshner, 2021) and TASO's Student Mental Health Evidence Toolkit. Furthermore, research indicates that through these targeted interventions students who feel better supported and a greater sense of belonging do achieve high degree outcomes. There is also financial support available for students with a reported disability which is captured in IS1 (HE Hardship Fund).

Evaluation

For Intervention Strategy 2, we aim to develop enhanced theories of change for all activities to test the correlation between activities, short to medium term outcomes and long-term outcomes. We aim to do this via Type 2 level evidence. In the short term, we will assess students sense of belonging, and how well supported they feel (primarily via Type 2 evidence – surveys; focus groups), and in the longer-term measure this against, as far as possible, continuation and attainment for the target group.

Whole provider approach

Plumpton College's strategy for the successful delivery of its Access and Participation Plan (APP) is centred around activities which develops a holistic and inclusive academic approach and its continued work in creating enabling environments for our learners to achieve academic success and entering the professional workplace upon graduation.

Plumpton College and its governing body supports the APP and is committed to our overarching principles of fair access and equality of opportunity for all learners. We actively promote diversity through our celebration of different cultures as part of an ongoing programme of awareness raising and participative events. Our Equality, Diversity and Inclusion (EDI) policy and missions statement highlights the value we place in each student and member of staff as an equal and important member of the College community. To fulfil our EDI goals, we aim to create a learning and working environment where all are listened to, treated with respect, and valued for who they are and what they contribute as individuals. Our strategic objectives places emphasis on 'our place' and 'our people' and aims to create an inclusive and enabling environment which fosters a strong sense of belonging to all learners and staff alike. Our whole provider approach supports students across the lifecycle, with work starting with our outreach activities which provides key information, advice and guidance. We support FE learners to progress to HE through the delivery of a 'Transition to uni' workshop which is designed for learners with reported disabilities. Once enrolled at Plumpton, our students benefit from a whole provider approach to enable successful progression through each stage of study. Much of this work is delivered across our various teams including academic, pastoral, wellbeing, careers and personal coaches. We monitor each individual student's academic engagement, attendance and assessment submissions throughout the academic year as well as their personal wellbeing. Attendance and academic engagement data is discussed at HE programme manager level and a joint up approach ensures any wellbeing issues are highlighted to ensure early intervention and support for students who may be at risk of non-continuation and/or failure. Our Teaching and Learning team delivers a range of targeted training for front facing staff (academic and pastoral) which consider differential educational approaches to support students from a range of different demographics.

Here is a summary of key activities within our whole provider approach:

Wellbeing first: Our range of wellbeing and mental health support services are designed to support all students by nurturing a growth mindset and fostering a strong sense of belonging.

The Plumpton Graduate: Equipping our graduates with key employability skills throughout their student journey including increasing work experience and vocational learning as well as authentic assessments in the curriculum which support students to hone business acumen, and embedding transferrable skills at modular level.

Curriculum reviews: The College's continuous review of curriculum practices and assessments aims to ensure we use inclusive practices and resources in our approach to teaching and learning. This supports our strategic aims to improve the student experience as well as progression to sustainable graduate destinations.

Academic success: We provide a consistent offer of academic support including academic skills development and ongoing individualised feedback to support the progression of students through each stage of their programme and beyond.

Students as partners: Students are at the heart of what we do. We work collaboratively with our students to inform the student experience and ensure every voice is heard to enable a high quality student experience.

Equality, diversity and inclusion (EDI)

Strategically, Plumpton College fosters an inclusive culture. The College is committed to and actively fulfils its legal duties and responsibilities. Our EDI policy promotes equality of opportunity and ensures just and fair treatment for all. It contributes to maintaining a positive and inclusive environment where everyone can realise their full potential regardless of background and/or characteristics. Our commitment to EDI ensures there is an integrated approach to equality, diversity and inclusion that meets our public sector equality duties. The EDI committee oversees our institutional equality objectives as part of the College's commitment to our core values of equality of opportunity and inclusivity. The EDI committee includes membership from the senior management team and students, ensuring a collaborative approach with clear reporting oversight.

Our APP activities are overseen by our Progression, Recruitment and Outreach (PRO) working group, the group reports via the Director of HE to the SMT and the Governing Board.

Financial support

We are committed to continue to support students most in need. Our HE Hardship Fund continues to support those students most in need and is an 'apply to' scheme.

The HE Hardship Fund – Eligibility

Students who are experiencing financial hardship may be eligible for support from our HE Hardship Fund up to £1,000 per academic year.

The Fund is open to full time and part time students studying an undergraduate course. It is open to UK residents and includes students from low-income households, who are Carers and Care leavers and/or FSM-eligible. Students with a reported disability may also apply.

We define Carers and Care Leavers as full time higher education students who have full time care responsibilities or students who have been in local authority for 13 weeks.

Note part time students studying between 30 and 90 credits during the year who meet the criteria could receive a pro rata bursary.

Voucher scheme

Through student consultation, we have identified the need for short term financial relief for students outside of term time, such as the Summer recess time or Christmas break. As such our Voucher scheme is an 'apply to' scheme which offers a flexible approach to assisting those in short term financial crisis, and will retain a maximum limit linked to our bursary offer.

Government grants

In addition to the above, higher education students can access the following grants through government schemes:

- **Childcare Grant** - The Childcare Grant helps full-time students with the cost of childcare during term times and holidays. The amount you receive will be dependent upon your household income and is based on 85% of your actual childcare costs. Further information available: [Childcare Grant: What you'll get - GOV.UK \(www.gov.uk\)](#)
- **Parents' Learning Allowance** - This can help pay for course-related costs such as books, materials and travel if you have dependent children. The amount you receive will be dependent upon your household income. Further information available: [Parents' Learning Allowance: Overview - GOV.UK \(www.gov.uk\)](#)
- **Adult Dependants' Grant** - Under the current funding guidelines, students with a husband, wife, partner or another adult family member who is financially dependent on them may be eligible for a non-repayable grant. Further information available: [Adult Dependants' Grant: Overview - GOV.UK \(www.gov.uk\)](#).

Student consultation

Student voice is a central to decision making at Plumpton College. Student representatives informs the student experience including representation on the college's committees, boards, interest groups and communities of practice such as the Equality, Diversity and Inclusion Committee, Sustainability Committee and Course Board Committees as well as being part of the College's Board of Governors and partner university validation panels. Various other student partnership initiatives are aimed specifically at further and higher education learners at the College to encourage participation and increase student voice, and in turn a students-in-partnership ethos. College-wide activities either directly or indirectly contribute to equality of opportunity such as the new Student Ambassador programme as well as student-to-student mentoring. A range of our intervention activities relating to access and success are delivered by our students in collaboration with the Outreach and Marketing teams.

Through internal surveys and student representative meetings, our students have highlighted the real impact of the cost of living crisis and the need for flexibility when it comes to programme delivery. This has been considered as well as their views on the availability of bursary support and the adoption of a food voucher scheme at key points during the academic year. As identified through internal data, our student population is mainly mature with many having childcaring and/or parental responsibilities which necessitate them to work while studying. Student views have contributed to the development of the plan, in particular the financial and wellbeing support on offer as well as flexibility of delivery options including part time study. We fully acknowledge the contribution our students have made in the co-development of the APP. Students will be involved in the implementation of the plan and its activities such as the ambassador programme and also involved with the evaluation to determine the effectiveness of interventions and activities.

Evaluation of the plan

Our approach to evaluation aligns with the College's overarching strategic aims in terms of continuous evaluation, monitoring and improvement of all aspects of the student journey. The evaluation of the plan will be overseen by the Progression, Recruitment and Outreach (PRO) Group whose purpose is access and participation. The group comprises the Director of Higher Education, HE Manager, Marketing Manager, Enquiries, Advice and Guidance Manager, Schools

Outreach Leads, Ambassador Programme Leads, Bursary officer, selected APC members (including student ambassadors) and external experts from the Sussex Learning Network and university partner to strengthen collaboration, as appropriate.

An area for improvement in our evaluation is to develop effective capacity to assess short and medium term outcomes in our focused activities. It is much harder to capture longer term outcomes such as continuation due to the nature of the activities happening over a longer period of time. The Progression, Recruitment and Outreach committee is an effective working group who operationalise the programme of activities and reports back the evaluation of short, medium and long term objectives to the College's Senior Management Team. The PRO working group meets fortnightly with APP activities on the standing agenda, and reviews the progress of intervention strategies monthly. The HE team will be responsible for monitoring and evaluating the impact of the activities. It is also an opportunity to share good practices and address challenges. An annual review will allow for a period of reflection and is intended to provide an opportunity to refine interventions accordingly. Guidance will be taken from the OfS on submitting evaluation plans and reports as appropriate.

We continue to work closely with organisations across the sector to ensure we adopt and learn from others' best practices especially in terms of evaluation. These include our Uni Connect partner, the Sussex Learning Network, who has been instrumental in driving our outreach activities within the South East. As a small provider, we rely on internal data and aim to build an evidence base to support and inform our intervention strategies in terms of progress and outputs.

Provision of information to students

Plumpton College is committed to provide clear and timely information, advice and guidance to prospective applicants and students as well as teachers, parents and carers. We will provide information on fees as well as what financial support is available including bursaries and loans on our website and on UCAS.

We run a series of Open Events, course taster events and progression activities where staff from our Bursary, Finance, Inclusive Learning, Careers, Admissions, Marketing and Outreach teams are available to provide information, advice and guidance to prospective applicants and students. Our partner university also hosts information on our courses on their website providing clear information including applicable fees. Our terms and conditions have been reviewed and are fair, clear and understandable and aim to provide interested parties with transparent and up to date information.

The college's APP will be published in an accessible format on the Plumpton College website where we also publish annual transparency information and EDI policies.

The College offers a financial support package designed to support students from under-represented groups in higher education, specifically those from households with incomes below £25k, as well as those previously eligible for FSM or those who have a reported disability. The financial support comprises the Plumpton College HE Hardship Fund, a cash bursary of up to £1,000 for each year of study, paid in three instalments each year, is available to students with a residual household income of up to £25,000 and who has been assessed as eligible for the full Student Finance England undergraduate loans funding package, and who meet the additional criteria that are set out on our Student Fees and Bursary information pages on our website. The

HE Hardship Fund, as outlined above, is also available to support Care Leavers and those estranged from their families as part of the College's commitment of support. We define 'care leaver' as students resident in England, under the age of 25, who have been in the care of, or have been given accommodation by, their local authority for a period of at least 13 weeks since the age of 14 and were in care on or after their 16th birthday. Students who are under a Special Guardianship Order or in supported housing including Foyer accommodation are also eligible under the Care Leaver criteria. Our Student Fees and Bursary information pages on our website set out the full eligibility criteria details. Students on part time courses who meet the criteria above receive a pro rata bursary.

The Plumpton College website is the most comprehensive source of information about funding and fees. Our Tuition Fee Policy and current Access and Participation Plan are published alongside other relevant policies and advice on student finance, disability and learning support.

Information on tuition fees and course costs are provided on course webpages. Additionally, our Enquires, Advice and Guidance (EAG) team provide information at the point of initial enquiry followed up by emails, on campus, and online events signposting individuals to the relevant support available.

Our student recruitment, schools liaison and outreach team deliver student finance advice presentations and interactive activities alongside our Careers and Finance teams to prospective students, parents and carers, as well as in schools and colleges. We host a number of outreach events, taster events and applicant events either in person or online where financial advice and support is delivered. In addition, our student ambassadors are uniquely placed to provide first-hand experience of accessing support and managing their finances as Plumpton students. Our student ambassadors receive training in signposting to support services.

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

We have conducted an analysis of our performance and used the OfS Equality of Opportunity Risk Register (EORR) as well as the SLN Risk Register and internal data to identify key risks that needs to be addressed. As a small and specialist college-based HE provider, we have identified key areas of risk that we address within our plan through a whole provider approach. The particular student lifecycle stages identified specific areas of concern for the College which we have investigated in collaboration with our partners. Key areas are centred around access, continuation and attainment but the intervention strategies should in turn eliminate other gaps not necessarily within this plan such as progression. Informed by sector best practice and aggregated data, we are looking to build on and improving the quality of previous APP activities and its evaluation. We aim to do this, for example, through targeted and innovative pastoral and academic activities across the student lifecycle. We have also recognised the need for supporting students' mental health which is being addressed in the plan.

Provider context

We have considered our own context as a specialist land and environment-based further education college located in the South East. Our HE provision, as mentioned, is small (220FTE) with 44% of students from the local region (East Sussex, West Sussex, Brighton & Hove). We actively support the land-based sector through the majority of our training and education and recognises the contribution it makes to the economic development as a part of a place-based system, responding to employer needs that positively impact local communities through greater reach than before. We are well placed to play a pivotal role in the changes required amongst the industries we serve, and our strategic plan sets out our priorities and ambitious vision for the future. This has been informed through a lengthy consultation process engaging staff, students and employers. At its heart, we aim to improve educational reach and as such the provision of new and existing programmes are developed to offer increased accessibility through the provision of blended and online delivery models and credit-based frameworks. We have also highlighted four key areas of regional and national strategic importance including (1) AgriFood & Environment, (2) Horticulture, (3) Viticulture & Oenology, and (4) Veterinary and Animal Sciences. Our curriculum development plans will build on these areas to provide an increase of flexible learning options for those in the local area.

Our assessment of performance looks at all undergraduate, full-time students, using the Office for Students (OfS) dataset for the analysis. We have considered aggregated data but are aware that this can potentially mask intersectionality. We have also considered internal data and data from SLN, the Office for National Statistics (ONS), and Census Data. We have identified a number of indications of risk but do not have the capacity as a small provider to address all of these through our access and participation plan. We have rationalised the number and nature of the indication of risk where we feel we can make the most impact and progress. Our analysis reveals the following headlines –

Free School Meals (FSM)

Data from 2023 indicates that 18.8% of pupils in state funded schools in the South East are in receipt of free school meals compared to the national average of 23.8% (SLN Risk Register). The data suggests that those eligible for FSM are more likely to miss school and has a higher absence rate (15.6%) than non-FSM pupils (7.3%) which affect attainment and progression. Nationally, only 29.2% of FSM pupils progress from secondary school to higher education compared to 49.4% of non-FSM pupils (a gap of 20pp). Considering our internal data, we have seen a decrease in FSM

eligible learners accessing HE at Plumpton. While we had a moderate level of socioeconomic diversity in 2019-20, with a slight increase in 20-21 suggesting positive progress in accessibility for low-income students, the drop in 21-22 raises concerns about access for disadvantaged learners.

Table 1: Free school meal eligible learners accessing Plumpton as HE destination (%)

| Plumpton College | 2019-20 | 2020-21 | 2021-22 |
|-------------------------|----------------|----------------|----------------|
| FSM eligible | 15.4 | 17.2 | 10.5 |
| Non-FSM | 84.6 | 82.8 | 89.5 |

It is important to consider the regional context when it comes to FSM and low-income households. Plumpton College is located in the South East which is a dynamic region made up of rural and coastal communities. It has pockets of considerable deprivation and areas of below average participation in higher education. The region of Sussex, including West Sussex, East Sussex and Brighton and Hove unitary authorities, has significantly lower rates of progression to higher education for learners entitled to free school meals compared to the national average. Through the SLN Regional Strategic Outreach Group (RSOG), we have agreed to collaboratively increase the numbers of learners eligible for free school meals, domiciled in West Sussex, East Sussex and Brighton & Hove, entering higher education by the time they are aged 19. The collaborative target is for an increase of 5% in each of the three authorities by 2029-30. This target is stretching and represents a doubling in growth seen over the last five years. However, the group is ambitious to work to get the rate of FSM progression with each of its Local Authorities in line with the national average (excluding London). It will, after a period of two years, review the progress it is making in this new and innovative collaboration with a view to increasing the targets for the latter years to 2029-30. To achieve the increase in progression rates, the RSOG commits to prioritising learners eligible for free school meals across its interventions within each of its institutions. The group will meet every two months to review progress, with tracking and monitoring overseen by SLN Uni Connect. The group has already, and will continue to, assess outreach cold spots to ensure that learners eligible for free school meals across the county can and do access interventions.

Table 2: Targets to increase FSM eligible learners accessing HE in each local authority

| Local Authority | CURRENT % FSM ELIGIBLE | CURRENT YP FSM PROGRESSION | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|------------------------|-------------------------------|-----------------------------------|----------------|----------------|----------------|----------------|----------------|
| East Sussex | 23.5% | 16.9% (23pp gap) | 17.91 | 18.91 | 19.91 | 20.91 | 21.91 |
| West Sussex | 15.3% | 18.1% (26pp gap) | 19.10 | 20.10 | 21.10 | 22.10 | 23.10 |
| Brighton & Hove | 23.4% | 21.2% (31pp gap) | 22.15 | 23.15 | 24.15 | 25.15 | 26.15 |

Based on the regional context and our own provider context which indicate a decrease in FSM-eligible students accessing HE at Plumpton, we have included FSM as a collaborative target within this plan associated with Intervention Strategy 1 (IS1). Of note, the target for FSM is also likely to impact on POLAR4, TUNDRA and IMD gaps.

Low-income households: Deprivation (IMD 2019)

Plumpton's HE provision provides a platform for those from socio-economic disadvantage to access higher education within the land-based sector. As highlighted above, the South East has pockets of considerable deprivation (including low participation areas). The HE population at Plumpton exhibits a mix of different socioeconomic backgrounds. However, a large proportion of students are from the least deprived areas from within the region.

Table 3: Participation (%) at Plumpton from low-income households (IMD 2019)

| Year | Q1 | Q2 | Q3 | Q4 | Q5 |
|---------|-----|------|------|------|------|
| 2017-18 | 5.1 | 11.5 | 32.1 | 30.8 | 20.5 |
| 2018-19 | 7 | 14 | 23.3 | 24.4 | 31.4 |
| 2019-20 | 4.3 | 13 | 29 | 26.1 | 27.5 |
| 2020-21 | 8.6 | 21.5 | 20.4 | 24.7 | 27.7 |
| 2021-22 | 5.3 | 14 | 23.7 | 21.1 | 36 |
| 2022-23 | 5 | 11.7 | 35 | 23.3 | 25 |

In comparison to the national picture, in 2022-23, 23.6% of entrants at all English providers were from IMD (2019) Quintile 1 (most deprived). The 4-year aggregate gap at all English providers between the least deprived (Q5) and the most deprived (Q1) is at -2.8pp indicating that there are more students from the most deprived areas accessing higher education across English providers. There are significantly fewer students within the Plumpton HE population from lower socio-economic backgrounds than the population generally or within the HE sector as a whole. Plumpton has more students from areas in IMD Quintile 3 (35%) but only 5% of the whole student body are from the most deprived areas (compared to 23.6% nationally), indicating a significant change from the national profile. Evidence suggests this is a function of lack of information and guidance, and perceptions of higher education, perceptions of Plumpton as a suitable HE destination and/or the land-based sector as suitable career destination. We have included this as a key area to address within the plan, some of which is done collaboratively with our SLN (Uni Connect) partnership (Risk 1).

Low participation areas (TUNDRA)

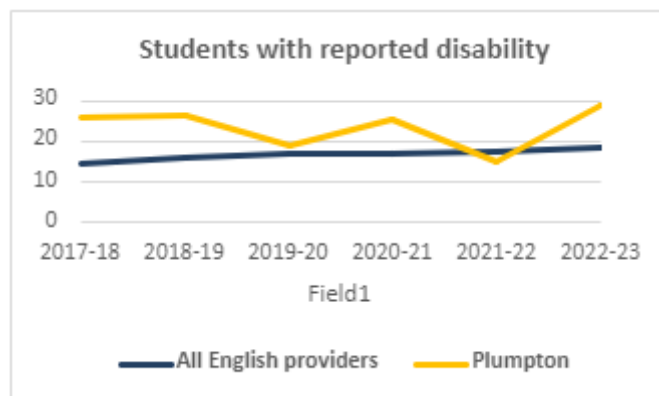
In addition to deprivation data, we have considered low participation areas which are often linked to areas of low household income. In the South East, the progression rate for young learners from POLAR Q1 into higher education is at 31.7% compared to 61.8% for those from POLAR Q5 (SLN Data). Within the South East, Plumpton is situated in close proximity to low participation areas and as such target underrepresented groups within the region. The gap between Quintile 5 (highest rate of participation) and Quintile 1 (lowest rate of participation) for young (under 21) students for all English providers is at 18pp (4-year aggregate). At Plumpton, it is at -9.2pp; indicating an improved distribution picture of participation amongst young learners. However, over the last 2 years aggregated data this has narrowed, we committed to monitoring the latest trend but have not a set target for it within this plan. In 2022-23 the highest proportion of students came from Quintile 3 (33% vs national average of 18.8%) with 18.5% from Quintile 1 compared to 12.5% (OfS Data). We have increased the number of young students from low participation areas through our activities and interventions of the current plan and will continue work in this area.

While we do not address low participation areas specifically within this APP, we continue to commit outreach work to include all learners from low participation areas. We acknowledge that students from low income households (and those eligible for FSM) are vulnerable to all the risk identified by the OfS risk register (risks 1 to 12). Yet our priority with this plan is to ensure fair access and support while on programme to complete and achieve well to progress to graduate employment. Activities and interventions designed to address risks and reduce access gaps for students from the most deprived areas will likely also positively impact on reducing access gaps between low and high participation areas as well have an impact on FSM, POLAR4 and TUNDRA.

Students with a reported disability

Compared to the national average, Plumpton has a high proportion of students with a reported disability. We have seen a significant increase in students reporting a disability over a number of years (with fluctuation noted most likely due to the pandemic). There has been an increase from 15% (2021-22) to 28.6% in 2022-23. This is 10pp more on average nationally (18.3%). With more recent cohorts increase to almost a third of the student body. The rise in students reporting disabilities at application and enrolment suggests an improved support, information and guidance on inclusivity. We have not included disability as an access target within this plan but continue to encourage applications from students from diverse backgrounds.

Table 4: Students with reported disabilities accessing higher education (%)



Yet, when analysis **continuation** for students with a reported disability, we identified a risk which we aim to address within this plan, building on previous work within this area. Aggregated data (2 years) shows a continuation gap of 3.5pp between no disability reported and students with disability reported which is above the national average for all English providers which demonstrates a closing of the gap. Yet, the College has a larger proportion of students with a reported disability accessing higher education compared to the national average (18.3%). More students than before are declaring mental health as their primary condition. We have disaggregated disabled students to identify the proportion of students declaring mental health conditions, specific learning difficulties and physical impairments. In 2022/23, 5.7% of students reported mental health as their primary disability (equalling the national average). This number has further grown in recent years to 8.6% (23/24 internal data). Research indicates that poor mental health is a significant factor perceived to effect on-course continuation and attainment. Academic literature and sector evidence suggests that the reasons for this are multifaceted and complex. It can include challenges related to transition to higher education, issues relating to cost of living, having to balance work and study, increased anxiety and stress around completing assessments and sitting exams, as well as having access to sufficient academic and personal support. As such, and considering the large proportion of students reporting mental health as a barrier to success, we are committed to keep working to improve non-continuation for this group. We aim to eliminate the gap by 2030 through working with cross-college services to improve the quality of support available and by supporting students, in particular affected by mental health, across the lifecycle by embedding wellbeing in the curriculum and proactively work with students whose academic engagement and attendance indicates they are at risk of non-continuation (Intervention Strategy 2 (IS2)).

Our analysis of performance has also identified an **attainment** gap of 13.7pp between students with no reported disability and those with disabilities. Considering the national average gap is at 0.2pp, the gap at Plumpton is significant. As highlighted, Plumpton has an above average

proportion of students with declared disabilities which has increased to around 36% in the most recent academic year (24/25 application data). This mirrors previous disability data where as many as 29% of learners reported a disability at the College. Through our analysis of performance, it became clear that our focus for the purpose of this plan needs to focus on supporting students with disabilities. Our internal analysis has identified that a lower proportion of students with disabilities achieve 1st and 2.1 degrees. Moreover, only 38% of disabled students achieve higher degree outcomes compared to 75% nationally. When we disaggregate the data to account for students reporting mental health, the situation worsens; 75% of students who declared mental health as a disability achieve lower academic outcomes (internal data 22-23). Considering the latest data, we recognise that work in this area needs to be built upon to effectively support this target group. Therefore, and because of the high number of disabled students accessing HE at Plumpton, which is higher than the average at all English provider, we have included disabled student attainment as a risk to address within the plan (Risk 4). Implicit within our College strategy is our recognition of the importance of looking after our students and staff's mental health and wellbeing. This means creating a learning environment where everyone is heard, included, treated with respect and valued for what they bring.

We aim to decrease the awarding (attainment) gap between students with no disability and those reporting a disability from 13.7pp to 5pp over the duration of the plan. Evidence suggests that this is a function of insufficient academic and pastoral support. We are eager to build on previous intervention strategies and believe that the work on improving continuation for this group should also enable students with reported disabilities to attain at a higher level. As such, we have combined intervention strategies for Risk 3 and 4 into one intervention strategy (IS2).

Ethnicity

Students from black, Asian and minority ethnic groups are significantly underrepresented within the College's higher education population accounting for less than 5% of the HE student population. To a large extent it reflects the regional context but is still significantly lower than the population data. The latest census data shows that within East Sussex local authority, the white population measured at 93.6% and West Sussex at 90.74%, which is significantly higher when compared to the overall population in England and Wales (74.4%). Brighton & Hove local authority has a more mixed ethnic population; its white population measures at 85.4% (Census Data 2021). Evidence suggests that the underrepresentation at the college could be due to insufficient knowledge, limited access to good information and guidance as well as perceptions of Plumpton as a suitable HE destination and the choice of land-based courses as suitable career options. Internal data suggests no significant differential outcomes from students from ethnic minorities. At Plumpton, all students are provided with equal access to support arrangements and achieve at the same or higher levels to white peers. The ongoing work of the EDI Committee and the College's commitment to equality, diversity and inclusion through its EDI statement and mandatory CPD for all staff continues to improve a fair and equitable environment where everyone feels welcome and included.

In the land-based context, when comparing other land-based providers, the ethnic minority population at Plumpton College is very similar, even without the regional context, suggesting that land-based providers do not typically recruit students from ethnic minorities for potential reasons outlined above. Yet, the College recognises that there may be opportunities for promoting and encouraging students from ethnic minorities to study at the College, particularly in terms of promotion of the land-based industries as potential career opportunities for students from diverse backgrounds. We are confident that through the intervention strategies proposed here all learners from all ethnic groups are targeted through our access activities. Our strategic objectives are also

centred around our culture which is underpinned by our college values to enable a diverse and vibrant community in which students and staff embody our values, have a strong sense of belonging and flourish.

We aim to widen access to all groups and as such do not have a separate ethnicity access target but anticipate that the intervention strategies to widen participation and access within the region and also from areas including South London will contribute to a more ethnic diverse student body. We will continue to monitor application and admissions processes and data to inform potential future targets within this area.

Young vs Mature learners

Plumpton College’s HE student body is made up of majority mature learners (i.e. over the age of 21), with most learners aged between 21 and 30 (47%). The picture is reversed when looking at the proportion of young vs mature learners at all English providers. Across HE institutions, the typical demographic is almost two-thirds young entrants on full-time undergraduate courses. Previous APP work has focused on increase the number of young (male) learners accessing HE at Plumpton, and this has resulted in a more even split in more recent years where 44% of learners are considered young compared to 56% mature (OfS data). Thus, we have over time increased the number of young students from 32% (2017-18) to 44% (2022-23).

Yet, we have identified that our young students do less well than mature students. For degree attainment, we have observed a gap of -8.3pp between young students and mature ones. Thus, a lower proportion of young students are achieving a 1st or 2.1. Again, the national picture is reversed with an attainment gap of 9.9pp between young and mature. Thus, nationally young students achieve higher attainment compared to mature students. We acknowledge that this is an area of risk but have not included this as a target within this APP. We believe that the activities from intervention strategy (IS2) aimed at improving continuation and attainment for disabled students will also have a positive outcome for young learners.

We will continue to monitor the trends for young students’ success through our internal processes. Tracking and monitoring practices include evaluation of teaching quality, available support (academic, pastoral), student satisfaction and student outcomes (retention, achievement, progression) on each programme of study as part of our academic standards and quality cycle to inform best practice and successful outcomes for all. Additionally, attendance, retention and attainment data are used internally to monitor and track individual student performance at programme level. As a small college, we have outstanding pastoral and wellbeing practices in place, which has proven effective in addressing individual student retention and attainment (Ofsted, 2024). We also welcome participation in student focus groups from a diverse range of students to inform intervention and strategies to improve individual outcomes.

Identified risk addressed within the plan

While we acknowledge there are more areas of risk identified through our analysis of performance, we are not able to address all these within the Access and Participation Plan. As a small, specialist HE provider, we are committed to four key areas of risk as summarised below.

| Risk | Student lifecycle | Target | Intervention Strategy |
|------|-------------------|--------|-----------------------|
|------|-------------------|--------|-----------------------|

| | | | |
|---|--------------|---|---------------------|
| Risk 1: Low-income households | Access | To increase the number of students accessing higher education from low-income households, reducing the gap between entrants in IMD (2019) Q1 and Q5 from 23.2pp to 15pp by 2028. | IS1 |
| Risk 2: FSM | Access | To increase the number of students eligible for free school meals accessing higher education across the Uni Connect region by 2029-30 in East Sussex from 16.9% to 21.9%, West Sussex from 18.1% to 23.1%, and Brighton & Hove from 21.2% to 26.2%. | IS1 / Collaborative |
| Risk 3: Students with reported disability | Continuation | To eliminate the continuation gap for students who report a disability by 2030 with a specific focus on those reporting mental health. | IS2 |
| Risk 4: | Attainment | To decrease the awarding gap between students with no disability and those reporting a disability from 13.7pp to 5pp by 2029. | IS2 |

Data: Risks to equality of opportunity

Our assessment of performance as per the OfS data dashboard is outlined below. Due to being a small provider with small cohorts some data is suppressed and others unavailable. Our rationale for addressing the specific risks is outlined above.

| Student characteristics | Metric | Access | Continuation | Completion | Attainment | Progression |
|---|-------------------------------|------------------------|-----------------------|-----------------------|------------------|-------------|
| Students from low-income households/FSM | IMD2019 (gap between Q5 & Q1) | 23.2pp (NA: -2.8pp) | -2.6pp (NA: 8.5pp) | 5.9pp (NA: 10.7pp) | ND (NA: 17pp) | ND |
| | Free School Meals | ND | ND (NA: 5.2pp) | ND (NA: 7.8pp) | ND | ND |

| | | | | | | |
|---|--|----------------------|----------------------|----------------------|-----------------------|-----------------------|
| Students from low higher education participation areas | TUNDRA | -9.2pp (NA: 18pp) | ND (NA: 3.5pp) | ND (NA: 5pp) | ND (NA: 6.1pp) | ND |
| Ethnicity | Asian | ND | ND | ND | ND | ND |
| | Black | ND | ND | ND | ND | ND |
| | Mixed | ND | ND | ND | ND | ND |
| | Other | ND | ND | ND | ND | ND |
| Multiple disadvantages | Associations between characteristics (ABCs) Q1-5 | ND | ND (NA: 14.1pp) | 22pp (NA: 23.2pp) | ND | ND |
| Disabled students (no disability vs disability reported) | Declared disability | ND | 0.7pp (NA: 0.5pp) | 1.3pp (NA: 2.1pp) | 13.7pp (NA: 0.2pp) | 10.5pp (NA: 1.8pp) |
| Mature students (Young vs Mature) | 21 and over | ND | -0.1pp (NA: 9pp) | -3.1pp (NA: 10pp) | -8.3pp (NA: 9.9pp) | -7.1pp (NA: 0.3pp) |
| Sexual orientation (LGBTQ+) Estranged students Students with parental responsibilities Care experienced students Young carers | <i>Insufficient student totals for statistical analysis and/or no data available</i> | | | | | |

Used the 4 year aggregate gaps

Negative percentage point difference mean the gap favours the underrepresented group.

**NA = national average for all English providers; last four-year aggregate*

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

We have employed a number of frameworks to enable us to effectively evaluate our programme of activities and its desired outcomes including the OfS' framework on standards of evidence and evaluating impact of outreach. In doing so, we aim to improve our evaluation practice and strengthen our evidence base to enable informed decisions about investment in access and participation activities. We acknowledge, that as a small provider, we lack the resource that big institutions have but through a whole provider approach and cross college working groups we aim to strengthen our approach to evaluation and impact of the targeted activities set out within this plan.

Our aim with our intervention strategies are to provide the most benefit for the most students accessing HE at Plumpton. Through our activities we aim to produce strong evidence to support 'what works' within our sector and especially, what works for small, land-based providers and the students they serve. While being a small provider has its drawbacks in terms of resources, it does allow us to be agile to adapt our intervention activities if we identify something is not having the intended outcome as planned. Our rationale for designing the range of activities related to our intervention strategies are based on prior academic research on access and participation activities. When it comes to evaluating our plan, we aim to use as much of the resources and toolkits available through the OfS and TASO to support effective evaluation of our intervention strategies. These include the TASO Student Mental Health Toolkit.

We will evaluate our intervention strategies through a combination of predominantly Type 1 and Type 2 evidence. Overall, the evaluation strategies focus on generating Type 2 evidence, with some elements of Type 1 evidence for basic data collection and participation tracking. For example, these include

- **Monitoring Enquiry and Application Numbers:** Tracking the number of enquiries and applications from targeted groups, such as students eligible for free school meals and low-household incomes, to assess the impact of marketing and aspiration-raising activities. This is considered Type 2 evidence, as it links activity with improved outcomes but does not establish a causal relationship. We will monitor this annually and findings will be published as part of the College's annual review processes.
- **Attendance at Targeted Events:** We will monitor attendance figures for events aimed at specific groups to gauge engagement and interest. This is Type 1 evidence, as it involves collecting attendance figures and basic participation data. We will monitor this annually and findings will be published as part of the College's annual review processes.
- **Stakeholder Satisfaction Surveys:** Surveys will be conducted to measure satisfaction and self-reported impact from students and staff participating in various activities. This is Type 2 evidence, as it involves surveys measuring satisfaction and self-reported impact, linking activities to perceived outcomes. We will monitor this annually and findings will be published as part of the College's annual review processes.
- **Self-Report Surveys:** Before and after session attendance, self-report surveys will be used to measure changes in aspirations and attainment. Type 2 evidence which involves pre- and post-session surveys to measure changes in aspirations and attainment, linking activities to self-reported outcomes. We will monitor this annually and findings will be published as part of the College's annual review processes.

- **Research:** The HE team will explore reasons for non-continuation and the impact of current activities, with the intention of external publication (where possible and where ethical considerations allow). The aim is to produce Type 2 evidence by exploring reasons for non-continuation and the impact of current activities, with the intention of external publication (where possible), or to share with other similar institutions to inform 'what works' within the land-based CBHE sector. We intend to share research findings at external stakeholder events including conference presentations and/or roundtables.
- **Annual Reporting:** Impact will be reported annually through the Progression, Recruitment and Outreach working group which operationalises the APP activity. Reporting will be done at regular intervals to the College's Senior Management Team and Accountable Officer. Reporting will include key stakeholders as well as students. The reports will be published on the College's Access and Participation webpage. (Type 2 evidence).
- **Internal and External Dissemination:** Findings will be shared internally through the PRO Working Group and externally through the College's Access and Participation webpage, as well as where possible through research papers and conference attendance (as noted above). We consider this Type 2 evidence, as it involves sharing findings from monitoring and research projects that link activities directly to outcomes.

As highlighted above, the working group will be reviewing and evaluating the impact of the activities related to each intervention strategy on an ongoing basis. If we find that an intervention strategy is not optimally achieving its intended impact, we will explore and make changes to the design and delivery of the strategy, where possible, and will consider submitting a request to the OfS to vary our plan.

Publication plan

We intend to share the findings of empirical analysis and suggestions for improvements at internal briefings and reports. We will publish the findings as part of the College's annual self-assessment and review process and publish the report in the Access and Participation section on our website. Additionally, we will use the OfS-recommended repository to share findings. We aim to present findings on collaborative projects such as the HE Student Ambassador Programme at external events such as conferences and/or external stakeholder events and roundtables.

Annex C: Targets, investment and fees

Separate document attached.

Fees, investments and targets

2025-26 to 2028-29

Provider name: Plumpton College

Provider UKPRN: 10005124

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

| Full-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|--|--|------------------------|-------------|
| First degree | Veterinary Physiotherapy | N/A | 8000 |
| First degree | Viticulture & Oenology; Animal Behaviour & Welfare (top-up); Applied Zoology & Animal Conservation (top-up); Wine Business | N/A | 9000 |
| Foundation degree | Animal Behaviour & Conservation; Wine-related courses; Veterinary Nursing; Horticulture; Land Management | N/A | 9000 |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | * | N/A | * |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | Sustainable Agriculture; Rural Land & Business Management | N/A | 10800 |
| Sandwich year | Veterinary Nursing | N/A | 1500 |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | * | N/A | * |

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

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

Table 4b - Part-time course fee levels for 2025-26 entrants

| Part-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|--|--|------------------------|-------------|
| First degree | Viticulture & Oenology; Wine Business; Applied Zoology & Animal Conservation; Applied Animal Behaviour & Welfare | N/A | 4500 |
| Foundation degree | Wine-related courses; Animal Behaviour & Conservation; Horticulture; Land Management | N/A | 4500 |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | * | N/A | * |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | * | N/A | * |
| Sandwich year | * | N/A | * |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | * | N/A | * |

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Plumpton College

Provider UKPRN: 10005124

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

| Access and participation plan investment summary (£) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|-----------|---------|---------|---------|---------|
| Access activity investment (£) | NA | £84,000 | £88,000 | £96,000 | £99,000 |
| Financial support (£) | NA | £60,000 | £65,000 | £71,000 | £73,000 |
| Research and evaluation (£) | NA | £9,000 | £11,000 | £13,000 | £15,000 |

Table 6d - Investment estimates

| Investment estimate (to the nearest £1,000) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|--|----------------|----------------|----------------|----------------|
| Access activity investment | Pre-16 access activities (£) | £21,000 | £22,000 | £24,000 | £26,000 |
| Access activity investment | Post-16 access activities (£) | £49,000 | £52,000 | £56,000 | £57,000 |
| Access activity investment | Other access activities (£) | £14,000 | £14,000 | £16,000 | £16,000 |
| Access activity investment | Total access investment (£) | £84,000 | £88,000 | £96,000 | £99,000 |
| Access activity investment | Total access investment (as % of HFI) | 12.3% | 11.3% | 10.9% | 10.3% |
| Access activity investment | Total access investment funded from HFI (£) | £84,000 | £88,000 | £96,000 | £99,000 |
| Access activity investment | Total access investment from other funding (as specified) (£) | £0 | £0 | £0 | £0 |
| Financial support investment | Bursaries and scholarships (£) | £5,000 | £6,000 | £8,000 | £8,000 |
| Financial support investment | Fee waivers (£) | £0 | £0 | £0 | £0 |
| Financial support investment | Hardship funds (£) | £55,000 | £59,000 | £63,000 | £65,000 |
| Financial support investment | Total financial support investment (£) | £60,000 | £65,000 | £71,000 | £73,000 |
| Financial support investment | Total financial support investment (as % of HFI) | 8.8% | 8.4% | 8.0% | 7.6% |
| Research and evaluation investment | Research and evaluation investment (£) | £9,000 | £11,000 | £13,000 | £15,000 |
| Research and evaluation investment | Research and evaluation investment (as % of HFI) | 1.3% | 1.4% | 1.5% | 1.6% |

Fees, investments and targets

2025-26 to 2028-29

Provider name: Plumpton College

Provider UKPRN: 10005124

Targets

Table 5b: Access and/or raising attainment targets

| Aim [500 characters maximum] | Reference number | Lifecycle stage | Characteristic | Target group | Comparator group | Description and commentary [500 characters maximum] | Is this target collaborative? | Data source | Baseline year | Units | Baseline data | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone | 2028-29 milestone |
|--|------------------|-----------------|--|----------------|------------------|--|-------------------------------|--|---------------|-------------------|---------------|-------------------|-------------------|-------------------|-------------------|
| To increase the number of students accessing higher education from low-income households, reducing the gap between entrants in IMD (2019) Q1 and Q5 from 23.2pp to 15pp by 2028. | PTA_1 | Access | Deprivation (Index of Multiple Deprivations (IMD)) | IMD quintile 1 | IMD quintile 5 | To reduce the current gap of 23.2pp between entrants in IMD Q1 and Q5 to 15pp over the lifetime of the plan. | No | The access and participation dashboard | 2022-23 | Percentage points | 23.2 | 21.2 | 19 | 17 | 15 |
| To increase the number of students eligible for free school meals accessing higher education across the Uni Connect region by 2029-30 in East Sussex from 16.9% to 21.9%. | PTA_2 | Access | Eligibility for Free School Meals (FSM) | Eligible | | To increase the number of FSM-eligible learners in East Sussex progressing to HE by 5pp by 2029-30. Target is a collaborative with Uni Connect (SLN). Data is from 'Widening participation in higher education' government data set. | Yes | Other data source (please include details in commentary) | 2021-22 | Percentage points | 16.9 | 17.9 | 18.9 | 19.9 | 20.9 |
| To increase the number of students eligible for free school meals accessing higher education across the Uni Connect region by 2029-30 in West Sussex from 16.1% to 23.1%. | PTA_3 | Access | Eligibility for Free School Meals (FSM) | Eligible | | To increase the number of FSM-eligible learners in West Sussex progressing to HE by 5pp by 2029-30. Target is a collaborative with Uni Connect (SLN). Data is from 'Widening participation in higher education' government data set. | Yes | Other data source (please include details in commentary) | 2021-22 | Percentage points | 18.1 | 19.1 | 20.1 | 21.1 | 22.1 |
| To increase the number of students eligible for free school meals accessing higher education across the Uni Connect region by 2029-30 in Brighton & Hove from 21.2% to 26.2%. | PTA_4 | Access | Eligibility for Free School Meals (FSM) | Eligible | | To increase the number of FSM-eligible learners in Brighton & Hove progressing to HE by 5pp by 2029-30. Target is a collaborative with Uni Connect (SLN). Data is from 'Widening participation in higher education' government data set. | Yes | Other data source (please include details in commentary) | 2021-22 | Percentage points | 21.2 | 22.2 | 23.2 | 24.2 | 25.2 |
| | PTA_5 | | | | | | | | | | | | | | |
| | PTA_6 | | | | | | | | | | | | | | |
| | PTA_7 | | | | | | | | | | | | | | |
| | PTA_8 | | | | | | | | | | | | | | |
| | PTA_9 | | | | | | | | | | | | | | |
| | PTA_10 | | | | | | | | | | | | | | |
| | PTA_11 | | | | | | | | | | | | | | |
| | PTA_12 | | | | | | | | | | | | | | |

Table 5d: Success targets

| Aim (500 characters maximum) | Reference number | Lifecycle stage | Characteristic | Target group | Comparator group | Description and commentary [500 characters maximum] | Is this target collaborative? | Data source | Baseline year | Units | Baseline data | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone | 2028-29 milestone |
|--|------------------|-----------------|---------------------|---------------------|------------------------|---|-------------------------------|--|---------------|-------------------|---------------|-------------------|-------------------|-------------------|-------------------|
| To eliminate the continuation gap for students who report a disability by 2030 with a specific focus on those reporting mental health. | PTS_1 | Continuation | Reported disability | Disability reported | No disability reported | To close the non-continuation gap between FT UG students with a reported disability and those with no reported disability from 3.5pp to no gap by 2030. | No | The access and participation dashboard | 2022-23 | Percentage points | 3.5 | 2.7 | 1.9 | 1.1 | 0 |
| To decrease the awarding gap between students with no disability and those reporting a disability from 13.7pp to 5pp by 2029. | PTS_2 | Attainment | Reported disability | Disability reported | No disability reported | To decrease the awarding gap between FT UG students with no disability and those reporting a disability from 13.7pp to 5pp by 2030. | No | The access and participation dashboard | 2022-23 | Percentage points | 13.7 | 12.5 | 10 | 7.5 | 5 |
| | PTS_3 | | | | | | | | | | | | | | |
| | PTS_4 | | | | | | | | | | | | | | |
| | PTS_5 | | | | | | | | | | | | | | |
| | PTS_6 | | | | | | | | | | | | | | |
| | PTS_7 | | | | | | | | | | | | | | |
| | PTS_8 | | | | | | | | | | | | | | |
| | PTS_9 | | | | | | | | | | | | | | |
| | PTS_10 | | | | | | | | | | | | | | |
| | PTS_11 | | | | | | | | | | | | | | |
| | PTS_12 | | | | | | | | | | | | | | |

Table 5e: Progression targets

