

Introduction and Strategic Aims

Hugh Baird College is situated in Merseyside, England. It is one of the largest providers of education and training in the area, delivering over 300 courses to more than 5,000 students. The College offers courses from entry Level to Level 3, T-levels, A-levels, apprenticeships, and university-level courses. In terms of its Higher Education (HE) offer, Hugh Baird College is a small HE provider with total annual numbers on roll averaging 470 across all year groups. The offer consists primarily of full-time students studying a 2 or 3-year Foundation Degrees (in some cases with a Foundation Entry year), 1 Year Honours top-up programmes, as well as Initial Teacher Education (ITE) courses, and Higher Technical Qualifications (HTQs). The student body is, in the main, made up of local commuter students¹ (please see table 1 below) from an area which has a small number of BAME residents.

Table 1 – Commuter students

Academic year	% students residing within a 5-mile radius of the College	% students residing within a 10-mile radius of the College
2023/24	83%	93%
2022/23	85%	94%
2021/22	80%	93%
2020/21	79%	91%
2019/20	79%	91%

A primary, and most notable feature of the College’s geographical location is such that the College and its surrounding postcode areas are situated in an area of high social and economic deprivation as classified by the Index of Multiple Deprivation (IMD) 2019.²

Geographically, the College sits less than five miles from three established Universities, one of which is a Russell Group University. This provides major competition within the locality in terms of progression routes for students aged under 21. As supported by the data, the vast majority of students are mature³, and have typically not accessed education for a number of years. As a result, they may not have the same level of academic knowledge or skills as a typical school leaver. In 2013 the College made the strategic decision to move away from the arrangement where HE provision was co-located with FE provision, in favour of a new centralised HE University Centre within the campus. With an investment of £8.238 million the University Centre is a beacon for further raising the profile of the institution and provides a learning environment to reflect the excellence of an HE ethos within FE. The 2,600 square metre facility places Higher Education at the heart of the Community.

The organisational vision is to be, “the best College in the country.” Furthermore, the organisational mission is to “inspire, challenge and transform lives.” Achievement of the College’s vision and mission are both underpinned by five key strategic priorities and five key values, as follows:

Hugh Baird College’s strategic plan sets out the vision of becoming the best college in the country,” with the primary objective of successfully serving the economic and social requirements of Sefton

¹ Hugh Baird College internal data

² <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

³ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

and the wider Liverpool City Region (LCR) via excellence in teaching and training. The strategic plan is underpinned by the College's core values to ensure that it achieves its vision for the benefit of its

stakeholders. The College strategy was developed in collaboration with key stakeholders, its students, staff, local and regional employers, community partners and governors. The development process was an iterative one in which more than five hundred stakeholders were asked what the College should look and feel like in 5 years' time. This process allowed the senior leadership team to build a rich picture of what the stakeholders want and need from their college and the information was utilised to agree 5 strategic priorities. The College further seeks to realise its strategic aims in relation to higher education through its current HE Strategy 2021-26⁴, which addresses and complements the College's overarching Strategic Plan.

Strategic Priorities (SPs)⁵

- SP1: We are a College driven by its people, for its people.
- SP2: We provide the highest quality of experience for our students.
- SP3: We deliver employer-driven curriculum.
- SP4: We serve as a beacon for our community.
- SP5: We seize opportunities that benefit our people and place.

Values

- Excellence: We have high expectations of ourselves and each other.
- Collaboration: We are one team and work hard to serve each other well.
- Accountability: We own what we do, learn from our mistakes, and constantly seek to improve.
- Integrity: We are honest and transparent and do the right thing in the right way.
- Innovation: We are bold and dynamic in our approach.

The Higher Education offer is a key component of the College, and the College values are very much embedded into the ethos of HE. For example, the academic staff within the HE Directorate are recognised in relation to these values during college-wide end of year celebrations.

In terms of equality of opportunity, the College strives to achieve the four primary regulatory objectives set down in the Regulatory Framework for Higher Education in that all students, from all backgrounds, and with the ability and desire to undertake higher education:

- Are supported to access, succeed in, and progress from, higher education.
- Receive a high-quality academic experience.
- Are able to progress into employment or further study, and their qualifications hold their value over time.
- Receive value for money.

⁴ Hugh Baird College HE Strategy 2021-26

⁵ <https://www.hughbaird.ac.uk/mission-and-strategic-plan>

The College's Principal and CEO is the Chair of the Association of Liverpool City Region (LCR) Colleges. Within this role, she is committed to ensuring the College's offer, which includes HE, meets the skills needs of the locality in collaboration with partner colleges and HEI's. She leads the Bootle Task Group to support anchor organisations in working collaboratively for the good of Bootle and the local community and sits as skills lead on the LCR Business and Enterprise Board. The Board's overarching purpose is to articulate business views about the main economic opportunities and challenges facing the city region so they can be reflected in policy priorities, especially those in industry clusters.

The College is a key collaborator, in conjunction with a number of colleges within the region, in the Local Skills Improvement Fund (LSIF) which aims to support the priorities of the Region's Local Skills Improvement Plan (LSIP), by supporting more people into quality jobs close to home, while addressing skills gaps across key sectors including advanced manufacturing, logistics, and construction. The College is also involved in the cluster boards set to help drive growth in key sectors in the Liverpool City Region in relation to Advanced Manufacturing, Digital and Creative, and Health and Life Sciences.

Working within the heart of the community and building aspirations and skills, the bespoke specialist Hugh Baird University Centre, along with its graduates, continues to make a significant contribution to the local economic and social growth of the surrounding boroughs, where HE uptake is traditionally low. Students that are attracted to study at the University Centre are, in the main, mature commuter students from non-traditional backgrounds. The current HE offer has been revised, and its four year-curriculum plan takes into account the Liverpool City Region Local Skills Improvement Plan (LSIP) priorities, focussing on industry-led foundation degrees, geared to get students into employment. In addition, a suite of top-up courses has been developed to allow students to remain at the College to complete their undergraduate Honours course, should they wish to do so. Students are at the heart of everything the College does and is committed to creating a high-quality learning environment to enable students to thrive both academically, personally, and professionally. The College's key strategic priorities (serving our Community and seizing opportunities) focus attention on community needs. The curriculum offer is based on local employers' needs and on the investment coming into the area to support the region's growth. An aim of this work is to improve the qualification levels of the local population as well as developing literacy and numeracy skills.

Risks to equality of opportunity

Context and risks to equality of opportunity

The OfS Regulatory Advice 1 (Access and Participation Plan guidance)⁶, states that "each provider should consider the Equality of Opportunity Risk Register (EORR) when identifying its own risks to equality of opportunity, thereby identifying the prospective or current students, or types of students, to be targeted in its access and participation plan.

As a result of identifying risks to equality of opportunity and the student groups that they are likely to affect, student groups that may be targeted in the Access and Participation Plan intervention strategies include, but are not limited to:

- a. Students in receipt of free school meals.

⁶ https://www.officeforstudents.org.uk/media/bfd27f68-7634-4237-8e6c-36bb8e436631/regulatory_notice-1_access_participation_plan_guidance_december_2023.pdf

- b. Students with certain characteristics, including care experienced students, students who are estranged from their families, and students from Roma, Gypsy, and Traveller communities.
- c. Students with a protected characteristic identified by the Equality Act 2010 who do not experience equality of opportunity because of that protected characteristic.
- d. Students who experience multiple barriers to higher education or who are identified when looking at intersections of characteristics, such as male students who are in receipt of free school meals.”

The College has considered all twelve risks detailed in the EORR, and whilst we acknowledge that the groups listed above are either underrepresented or have a protected characteristic, not all of them will form a target for the College, due to small numbers and / or a lack of internal OfS APP data to identify a significant gap in access and participation. The College has however, identified protected disabled and mature groups as a target and has used both college internal and OfS data to identify the risks to equality of opportunity in relation to these groups.

In terms of available data, in some cases OfS data sample sizes are too small for meaningful analysis with regards to continuation, completion, attainment and / or progression, which on first view could give the impression of significant gaps in performance between some groups. Internal college data from 2023/24 however, indicates that there are no statistically significant gaps in performance, and that 93.7%⁷ of students were satisfied with their experience at the University Centre. The College has developed its quality assurance mechanisms with a primary focus on student internal and external data, and it will continue to develop its data collection systems in order to measure against KPIs and report progress to governors.

The College has, nevertheless, identified a number of key risks to equality of opportunity as outlined further on in this document. It is also worth noting that the College’s Higher Education and Quality and Standards Committees scrutinise and stress test available data during its meetings.

In its work to widen participation the College has, with its geographical location in South Sefton at the forefront of considerations, focussed on deprivation, which is known to impact upon young people’s educational outcomes. Again, the College, in further informing itself of the levels of deprivation locally, has relied on the data presented in the Index of Multiple Deprivation 2019 (IMD) in relation to income, employment, education, health, crime, barriers to housing and services and the living environment, calculated for every Lower Layer Super Output Area (LSOA), or neighbourhood, in England. In 2019, Liverpool was among three Local Authorities that had the highest proportion of LSOAs in decile 1 of the IMD, i.e., the most deprived, across England and Wales. To add further context, Sefton 037B, the LSOA within which the College is sited, is ranked number 57 of 32,844 nationwide in terms of deprivation (IMD2019)⁸. It should be further noted that a significant number of College students reside within the quintile 1 Liverpool LSOAs that are ranked 10, 13, 18 and 30 in terms of deprivation nationally, each of which is situated within 3 miles of the College’s Bootle campus.

⁷ Hugh Baird College internal data

⁸ <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Diagram 1 – The Liverpool City Region with dark blue areas, which includes the College’s postcode, being the most deprived (IMD 2019). The Bootle area is highlighted with an orange border.

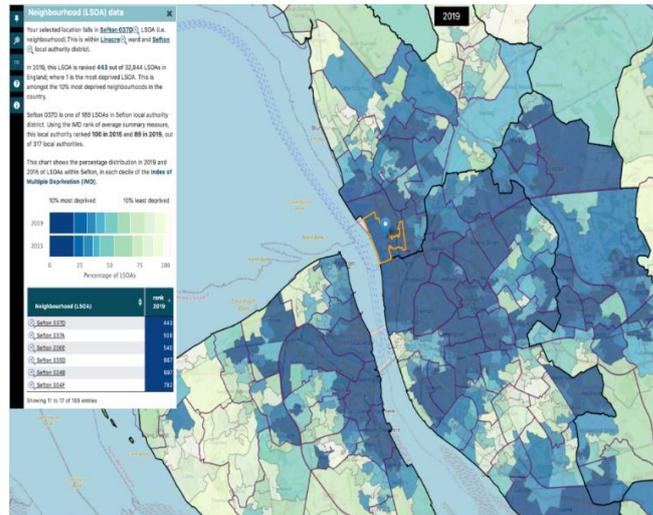


Diagram 2 – South Sefton with dark blue areas, which includes the College’s postcode, being the most deprived. 29.7% of LSOAs in South Sefton⁹ sit within the top decile in terms of deprivation nationally.

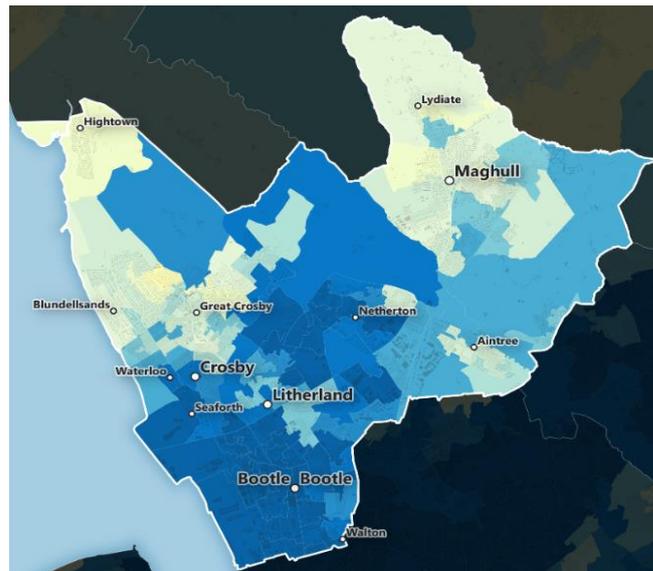
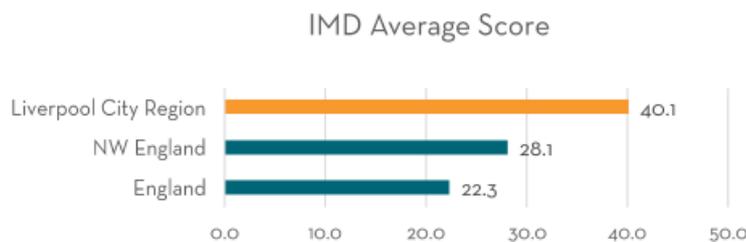


Diagram 3 - IMD average score for the Liverpool City Region against the Northwest of England and nationally.



⁹ <https://research.mysociety.org/sites/imd2019/area/ccg-nhs-south-sefton-ccg/lsoa/>

In terms of the IMD for Local Authorities and larger areas, the higher the score, the more deprived an area is. The North-West has a high IMD score (28.1) compared to the national average score of 22.3, however, the Liverpool City Region has a much higher score of 40.1, again demonstrating the levels of deprivation locally.

In order to add further context, this section of the document shall further examine aspects of the IMD that affect young people's educational outcomes that include employment and income, health, education, crime, barriers to housing and services and living environment. The College, driven by data, has chosen to focus on the following in terms of setting its targets, which will be explained further in the document:

- Employment and income
- Disability levels
- Education within the region

Employment

Nationally, the employment rate in 2020 Quarter 3 was 76% (Office for Students 2020)¹⁰. In the Northwest, this rate was lower (74.2%), and, more significantly for the purposes of this piece, the Liverpool City Region had a rate of only 69.1% in employment. Locally, during the 2021 census, of Sefton residents aged 16 years and over, 52.2% said they were employed (excluding full-time students) in 2021, a similar percentage as in 2011 (52.1%).

In addition, all of the local authorities within the Liverpool City Region have a lower level of jobs per resident than the national average (Department for Education 2017). Students may not have equal opportunity to progress to an outcome such as further study or progressing into employment that reflects their higher education qualification. The College offers an environment, which is supportive of its local demographic and recognises the importance of offering small group sizes with wraparound pastoral care that will enable students to thrive in an academic environment that will support them to progress. The College has developed a graduate outcomes and employability programme in recent years, which focusses on raising the aspirations of all students so that they achieve an outcome that befits their level of education and develops their employability skills through a sustained programme of activities. This work will be further enhanced during the lifetime of the Plan. (PTP_1, linked to College strategic priority SP3).

Health Deprivation and Disability

Evidence suggests that deprivation has a correlation with disability in that those areas with higher levels of deprivation in the IMD also had higher rates of people reporting a disability that limits their daily activities. According to the 2011 census (Office for National Statistics 2015)¹¹, the Liverpool Local Authority was one of three in the North-West with the highest proportion of people reporting a disability that limited their daily activities (15.3% in respect of males and 14.9% in respect of females), suggesting these areas have higher social care needs, and possibly higher levels of young people acting as carers for parents or guardians. In the Sefton Local Authority, the figure was 10.8% for males and 10.7% for females. Given the location of the College, and the LSOAs from where it recruits its students, health deprivation has been of particular consideration for the College when developing

¹⁰ <https://shaping-futures.org.uk/wp-content/uploads/2021/08/LCR-Educational-Disadvantage-Report-incl-covers.pdf> <https://shaping-futures.org.uk/wp-content/uploads/2021/08/LCR-Educational-Disadvantage-Report-incl-covers.pdf>

¹¹

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/articles/nearlyoneinfivepeoplehadsomeformofdisabilityinenglandandwales/2015-07-13>

its targets (PTA_1, PTA_2, PTS_1, PTS_2), linked to all College strategic priorities), with a particular focus on mental health disability. 2023/24 College level data¹² with regard to disability evidences that the number of HE students declaring a disability is 3.2pp above the percentage of FE students at the College who declared a disability.

Levels of Education

According to the 2021 Census¹³, 20% of residents aged 16 and over in Sefton had no qualifications, and the Derby, Linacre, and St Oswald electoral wards were within the top 5% of wards nationally for residents (aged 16 and over) with no qualifications. It is therefore imperative that students' low prior attainment be addressed, and that the curriculum is developed through a more varied and inclusive curriculum that will offer greater flexibility and support for mature groups from disadvantaged backgrounds with low prior attainment. To this end, the College has set itself a target to increase access to and participation in HE for mature disadvantaged student groups with low prior attainment by 7% annually between 2025/26 and 2028/29 (target PTA_2, linked to all College strategic priorities).

Free school meals

IMD (2019) evidence suggests that eligibility for free school meals links directly to whether learners are classed as "persistently disadvantaged". With this in mind, it is notable that 20.4% of learners in the Liverpool Local authority are eligible for free school meals for over 80% of their education. Given a lack of OfS data in respect of the College itself however, and a lack of internal data, this shall not form a specific target area in relation to this Access and Participation Plan.

Attainment¹⁴

In 2022/23, internal data¹⁵ shows that the College recruited 51% of its 16-19 learners from students living in Sefton, with 38% coming from Liverpool and 11% from other localities. The average Progress 8 score for the major feeder schools to the College is -0.64, indicating that learners' secondary school outcomes have fallen behind their expected levels of achievement. Achievement of the headline indicator for achievement of maths and English GCSEs prior to enrolment at the College is nearly 20pp lower for the College learners' feeder schools than the national average. Of those that enrolled on a degree-level course in 2023/24, College data¹⁶ evidences that whilst 73% were suitably qualified to go straight onto a Level 4 Foundation Degree level, 27% enrolled at Foundation Entry level, again evidencing a large number of students with low prior attainment. A target in this respect is therefore to address the low prior attainment of students by offering a small supportive environment focussing on both academic and pastoral support that will foster the continuation, attainment, and progression of its students. In order to achieve this, we will increase access to and participation in HE for mature disadvantaged student groups with low prior attainment by 7% annually between 2025/26 and 2028/29 (target PTA_2, linked to all College strategic priorities).

¹² Hugh Baird College internal data

¹³ <https://www.sefton.gov.uk/media/8068/census-overview-new.pdf>

¹⁴ <https://shaping-futures.org.uk/wp-content/uploads/2021/08/LCR-Educational-Disadvantage-Report-incl-covers.pdf>

¹⁵ College internal data

¹⁶ College internal dataset

Access to Higher Education targets

Target PTA 1 (Ref: EORR risks 2 and 3).

Mature students from disadvantaged backgrounds, despite having a sufficiently high level of prior attainment to meet the College's entry requirements at degree level, are less likely to apply to and enrol in HE than their peers. Internal data¹⁷ shown in table 2 below evidences that the vast majority of students enrolled on a University-level course at the College are mature.

Table 2 – Total student on roll 2019/20 to 2023/24 (mature against young)

Total no.	Academic Year	>21 yrs	Count	%
349	23/24	No	19	5%
		Yes	330	95%
389	22/23	No	11	3%
		Yes	378	97%
438	21/22	No	16	4%
		Yes	422	96%
454	20/21	No	10	2%
		Yes	444	98%
483	19/20	No	12	2%
		Yes	471	98%

In 2023/24, internal data¹⁸ evidences that 78% of mature students were from Lower Layer Super Output Areas (LSOAs) that are in IMD quintile 1 in terms of deprivation nationally. LSOAs are a set of geographies designed specifically for statistical purposes. Broken down further, 63% of the student body reside in a LSOA that sits in decile 1 of the IMD (i.e. the top 10%) in terms of deprivation nationally. Table 3 below shows the situation in terms of deprivation relating to College Higher Education students over the last 5 years.

Table 3 – Deprivation (with quintile 1 being the most deprived and quintile 5 being the least deprived)

	Total no. students	IMD quintile 1	IMD quintile 2	IMD quintile 3	IMD quintile 4	IMD quintile 5	IMD quintiles 1 and 2
2023/24	349	78%	9%	7%	5%	1%	87%
2022/23	389	76%	9%	7%	6%	2%	85%
2021/22	438	73%	11%	9%	5%	2%	84%
2020/21	454	75%	10%	7%	6%	2%	85%
2019/20	483	72%	11%	9%	6%	2%	83%

In many cases, these students have primary caring responsibilities in terms of young families etc. and / or work commitments. A large proportion have been out of education for a number of years and, despite the fact that they have a level of prior attainment that would qualify them to enrol on a Higher Education level course, their perception of higher education is such that they may not feel able or confident enough to apply despite being qualified to do so. Evidence from student

¹⁷ Hugh Baird College internal data

¹⁸ Hugh Baird College internal data

consultation meetings suggests that this is a function of insufficient prior knowledge and limited access to good information, advice, and guidance in relation to the HE offer at Hugh Baird College.

A target in this respect is to increase the number of mature applicants whose perception of higher education is such that they may not feel able to apply despite being qualified to do so. To achieve this the College will increase the number of mature students enrolling on a level 4 University-level course by 7% year-on-year over the lifetime of the plan by introducing a targeted marketing and admissions campaign for mature students, as well as a focussed outreach programme, to raise awareness of the offer through material information and physical activities, coupled with the interventions outlined at PTA_2 below. These activities shall be designed to actively encourage mature members of the local community to realise that they may well be suitably equipped to study on a university-level course, despite their prior perceptions. The College has a Community Learning Programme that reaches out to the wider community and offers a range of short courses, designed not only to meet skills gaps, but to afford students the opportunity to progress onto a University-level course, depending on ability.

In order to raise aspirations and to increase the number of mature applicants whose perception of higher education (ref: EORR risk 3) is such that they may not feel able to apply despite being qualified to do so, the College will develop a sustained marketing campaign and internal progression programme, as well as an enhanced outreach programme to achieve its target.

Target PTA_2 (Ref: EORR risks 1,2,3 and 5).

A limited choice of course type and mode may impede access to Higher Education for mature groups from disadvantaged backgrounds with low prior attainment (ref: EORR risk 5).

Of the 95%¹⁹ of students in 2023/24 that are mature and the 86% that are within IMD quintiles 1 and 2 in terms of deprivation, a large number of these had a level of prior attainment that was too low for them to be accepted onto a traditional degree-level course. Again, a large proportion of these applicants had been out of education for a number of years and may not have any formal qualifications. A target in this respect is to address the low prior attainment of students that seek to enrol onto a Foundation Degree-level course, and the aim is to develop a broader range of courses that will allow for progression / direct entry on to a Foundation Degree at level 4 in order to increase access to and participation in HE for mature disadvantaged student groups with low prior attainment by 7% year-on-year over the lifetime of the Plan.

In order to improve the equality of opportunity and attainment of mature applicants who may not have the opportunity to develop the knowledge and skills required to be accepted onto a university-level course that matches their expectations and ambitions (ref: EORR risk 1), the College will offer a suite of courses that will facilitate entry onto a level 4 university-level course.

In respect of both risks PTA_1 and PTA_2, the introduction of a 4-year varied curriculum offer that will further include modularised delivery under the Lifelong Learning Entitlement (LLE) and Degree Apprenticeships will serve to ensure that students are afforded equal opportunity to access a sufficiently wide variety of higher education course types, whilst at the same time meeting the demands of local industry and the Liverpool City Region's Local Skills Improvement Plan (LSIP) [ref: EORR risks 1, 2, 3 and 5]. The LSIP – Emerging Priorities report²⁰ highlights recurring themes and suggests a set of recommendations for business sectors. These include a focus on a better clarity

¹⁹ Hugh Baird College internal data

²⁰ <https://api.liverpoolcityregion-ca.gov.uk/wp-content/uploads/2023/09/LCR-Local-Skills-Report-2022-23.pdf>

of Information, Advice and Guidance (IAG) regarding roles and career opportunities in areas where there is a skills shortage and increased flexibility of workforce training packages including modularisation to ensure training is bespoke and fully meets employers' requirements. These themes are also fundamental to the College's strategic aim of delivering an employer led curriculum and will inform the nature of future partnership working and curriculum decision making.

Success in Higher Education targets

Target PTS 1 (Ref: EORR risks 6, 7, 8 and 9).

Student academic skills have been in decline, and a large number of students have low starting points and may require different levels of academic and personal support, due to differences in prior educational experiences, which did not equip them with the same level of relevant skills or knowledge as other students. (Ref: EORR risks 6, 7, 8 and 9)

The APP data dashboard data²¹ shows that despite the attainment being on an upward trajectory for a number of years for mature students, in 2021/22 attainment levels dipped by -10.8 percentage points.

To address these issues, a whole provider approach will be adopted and will include support from Student Services, Learner Support, the Personal Development Coaches and the University Centre's Higher Skills Lecturer, who will provide a bespoke programme of either face-to-face or remote academic activities to support students, which shall include, but shall not be limited to, one-to-one personalised academic support, a series of targeted workshops, in-class support, 1:1 support remotely via TEAMS, tutor and student referral and drop-in support. Activities shall support students to prepare for successful transitions through their levels of study and completion of their assignments. Progress against this target will be monitored at three census points during the academic year, whereby academic staff will report on progress against aspirational target grades that are set within term one of each academic year.

Overall, the interventions shall seek to improve the attainment levels of mature top-up degree students by 4pp over the entire lifetime of the plan.

Target PTS 2 (Ref: EORR risks 7, 8, 9, 10)

Student mental health and wellbeing is in decline. Students may not be engaging for a variety of reasons, including poor mental health and well-being. The College has identified that mental health issues are particularly prevalent in the local area²². The percentage of those declaring a social, emotional, and mental health issues in the borough of Sefton (26.4%) is above the rate for the Northwest (25%) and above the national rate (23.1%)²³. The prevalence of mental health issues in the locality is reflected in low continuation and attainment rates for students declaring a mental health issue.

The College's Personal Development Coaches (PDCs) will be responsible for coaching low- and non-engaging students to develop self-efficacy, and to signpost these students to relevant support services, both internal and external, if necessary. Internally, this shall include the College's Student Services Department, which has a dedicated Disability Support Allowance (DSA) Co-ordinator. This will motivate and empower students, leading to an increase in academic engagement, with a

²¹ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

²² <https://shaping-futures.org.uk/wp-content/uploads/2021/08/LCR-Educational-Disadvantage-Report-incl-covers.pdf>

²³ <https://shaping-futures.org.uk/wp-content/uploads/2021/08/LCR-Educational-Disadvantage-Report-incl-covers.pdf>

resulting increase in continuation rates for these students. The College's internal data²⁴ at Table 4 below shows the continuation gap of students on a two-, or three-year course between those students continuing with no declared mental health issues and those declaring an issue.

Table 4 – Mental Health - Continuation of students

Academic Year	Start Date	Declared MH issue	Count	Count At Enrolment	% continuing	% gap
23/24	2023	No	105	145	72.4%	
23/24	2023	Yes	21	32	65.6%	6.8%
22/23	2022	No	119	179	66.5%	
22/23	2022	Yes	23	43	53.5%	13.0%
21/22	2021	No	123	188	65.4%	
21/22	2021	Yes	24	39	61.5%	3.9%

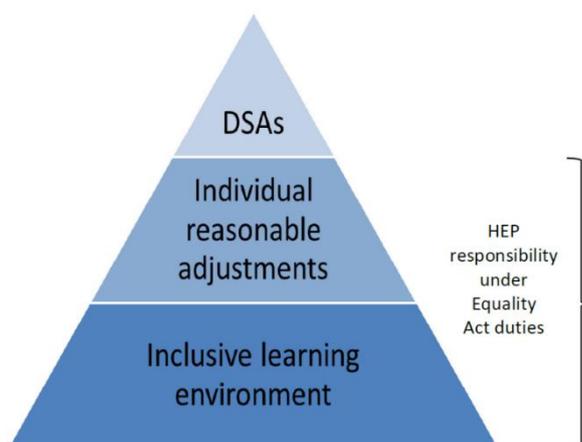
The target here will be to reduce the continuation gap by one percentage point year on year throughout the lifetime of the Plan between all students with diagnosed mental health disabilities against those with no known disability.

Additional Student Support

To facilitate continuation and completion for all students, the College will make available additional funding whilst they are on programme (to support the achievement of targets PTS_1 and PTS_2). This will be in the form of:

- Hardship funding – available to all students
- DSA support fund to support students requiring assessment as outlined at Diagram 4 below. This outlines the College's commitments in relation to the Equality Act (2010) in so far as the College will ensure that students from deprived backgrounds are financially supported with the cost of DSA assessment.

Diagram 4 – Model for Supporting Students in HE (DfE 2017)²⁵



²⁴ College internal data

²⁵

https://assets.publishing.service.gov.uk/media/5a802f43e5274a2e8ab4ead7/Inclusive_Teaching_and_Learning_in_Higher_Education_a_s_a_route_to-excellence.pdf

Table 5 below shows a 3-year internal dataset²⁶ in relation to DSA recipients and those declaring SEND.

Year	Student number	No. disclosing SEND	% disclosing SEND	No. DSA recipients	DSA recipients as % of student body	Total of SEND and DSA students as % of student body
2023-24	349	162	46%	65	19%	65%
2022-23	389	183	47%	64	16%	63%
2021-22	438	203	46%	71	16%	63%

It is planned that a 0.5 FTE Learner Support Officer position is created to support the gap that has been identified between those who are in receipt of DSA and those that are not but declare a learning need. It is often the case that students with SEND progressing from FE have previously had access to a substantial level of additional support. This position will support these students during the transition from FE, as well as supporting mature students with SEND needs that have been out of education for a long time. This initiative serves to improve continuation and completion.

Progression

Students may not have equal opportunity to progress to an outcome such as further study or progression into employment that reflects their higher education qualification. Due to the College being a small HE provider, graduate outcomes data on the OfS APP data dashboard²⁷ is extremely limited and the College does not have any internal data. Therefore, there is insufficient data to analyse in order to form a quantifiable target. Nonetheless, despite the College not formulating a target in relation to progression, it shall further develop its graduate outcomes and employability programme from 2024/25. The plan, which shall be monitored throughout the lifetime of the APP, aims to raise the aspirations of all students. The aim of this is that students achieve an outcome that befits their level of education and develops their employability skills through a sustained programme of activities, as outlined in the theory of change diagram (PTP_1) attached at appendix A.

Intervention strategies and expected outcomes.

Intervention Strategies in relation to Access to Higher Education

Interventions in relation to target PTA_1

Activity	Inputs	Outcomes	Cross intervention Strategy
PTA_1_IS1 Enhanced intervention	Production of promotion materials / targeted marketing campaign.	Mature students from disadvantages LSOAs that surround the College's postcode	PTA_1_IS2 PTA_1_IS3

²⁶ College internal data

²⁷ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

<p>(Ref: EORR risks 2 and 3)</p> <p>Development an execution of a Marketing Plan to target mature students, which will be monitored by the APP Steering Group, and which will include the following annual events as a minimum:</p> <ul style="list-style-type: none"> • 1 x HE open event. • 1 x adult open event. • 1 x Get Ready for Uni event. • 1 x Career Advisory event. • 1 x attendance at external HE event • Advertising campaign. 	<p>Staff time in organising, running, and participating in events.</p> <p>Student ambassador engagement and time.</p> <p>Development of data collection systems. Data evaluation and reporting.</p>	<p>(L20 7EW) are aware of the HE offer and consider it to be a desirable and viable option.</p> <p>Increased enquiries and applications from mature students.</p>	
<p>PTA_1_IS2</p> <p>(Ref: EORR risks 2 and 3)</p> <p>Enhanced intervention</p> <p>Subject taster sessions as well as an enhanced outreach programme, the success of which will be reported to the APP Steering Group.</p>	<p>Production of promotion materials / targeted marketing campaign.</p> <p>Staff time in organising, running, and participating in events.</p> <p>Student ambassador engagement and time. Development of data collection systems. Data evaluation and reporting.</p>	<p>Mature students have the opportunity to interact with staff, their peers, and other applicants and receive effective IAG.</p> <p>Increased enquiries and applications from mature students.</p>	<p>PTA_1_IS1</p> <p>PTA_1_IS3</p>
<p>PTA_1_IS3</p> <p>(Ref: EORR risks 2 and 3)</p> <p>New intervention</p>	<p>Staff time in organising, running, and participating in workshops.</p>	<p>That all students have Student Finance in place by the end of term one of their studies.</p>	<p>PTA_1_IS1</p> <p>PTA_1_IS2</p>

<p>Student Services, supported by the Finance Department, to provide HE Student Financial Support Workshops for those students who, as mature and direct applicants who are returning to education, have limited or no prior knowledge or understanding of the Student Finance system.</p>			
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Interventions in relation to target PTA_2

Activity	Inputs	Outcomes	Cross intervention Strategy
<p>PTA_2_IS1 (Ref: EORR risks 1,2,3 and 5). New intervention To research, develop and roll out a flexible HE offer, progress against which will be reported to and monitored by the APP Steering Group and HE Committee.</p>	<p>Staff time in organising, running, and participating in events. Marketing Team time and engagement. HE Career Coaches' time and engagement. HE Progression and Retention Officer time and engagement Staff time funded through APP. Production of promotion materials / targeted marketing campaign Development of data collection systems.</p>	<p>Increased enquiries, applications, and enrolments to a suite of sector-specific courses available in the locality.</p>	<p>PTA_2_IS2 PTA_2_IS3</p>

	Data evaluation and reporting.		
<p>PTA_2_IS2</p> <p>(Ref: EORR risks 1,2,3 and 5).</p> <p>New intervention.</p> <p>College-wide adult-specific IAG events that clearly outline progression routes from FE to HE and on to the intended career.</p> <p>Running of an annual "Step up to Success" (SUTS) internal event, the results of which shall be reported to the APP Steering Group.</p>	<p>Staff time in organising, running, and participating in events.</p> <p>Community Team time and engagement.</p> <p>Personal Development Coaches (PDCs) time and engagement.</p> <p>Progress Coaches time and engagement.</p> <p>Marketing Team time and engagement.</p> <p>HE Career Coaches' time and engagement.</p> <p>HE Progression and Retention Officer time and engagement</p> <p>Staff time funded through APP.</p> <p>Production of promotion materials / targeted marketing campaign</p> <p>Development of data collection systems.</p> <p>Data evaluation and reporting.</p>	<p>Increased enquiries, applications, and enrolments from mature students.</p>	<p>PTA_2_IS1</p> <p>PTA_2_IS3</p>
<p>PTA_2_IS3</p> <p>(Ref: EORR risks 1,2,3 and 5).</p> <p>Enhanced intervention</p>	<p>Staff time in developing website. Production of promotion materials / targeted marketing campaign.</p>	<p>Increased enquiries, applications, and enrolments of the mature student target group that will reach business plan targets.</p>	<p>PTA_2_IS1</p> <p>PTA_2_IS2</p>

<p>Development of the College's website to highlight the College's diverse adult offer and modes of study to include Foundation Degrees, Top-up Degrees, ITE, HTQs, Degree Apprenticeships, and its modular offer under the Lifelong Learning Entitlement (LLE).</p>	<p>Development of data collection systems.</p>		
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Intervention Strategies in relation to students' on-programme success

Interventions in relation to target PTS_1

Activity	Inputs	Outcomes	Cross intervention Strategy
<p>PTS_1_IS1 (Ref: EORR risks 6, 7, 8 and 9) Enhanced intervention Delivery of a minimum of seven academic skills workshops to be made available to all level 6 students across the academic year to support high levels of attainment.</p>	<p>Student participation in induction process to identify starting points. Student participation in academic workshops. Higher Skills Lecturer time and engagement. 1:1 academic support and workshops in the dedicated HE Knowledge Hub space. Quality Officer (E-Learning time and engagement. DSA Coordinator time and engagement. Production of promotion materials / targeted marketing campaign. Development of data collection systems.</p>	<p>Attainment targets met. Stakeholder satisfaction rates that are either "good" or "excellent."</p>	<p>PTS_1_IS2 PTS_1_IS3</p>

	Data evaluation and reporting.		
<p>PTS_1_IS2</p> <p>(Ref: EORR risks 6, 7, 8 and 9)</p> <p>Enhanced intervention</p> <p>Provision of a hardship fund to support students with financial stress, with a view to ensuring continuation of disadvantaged students.</p>	<p>Directors of Higher Skills time</p> <p>Personal Development Coaches' time</p> <p>Development of data collection systems.</p> <p>Data evaluation and reporting.</p>	<p>That students accessing the hardship fund at level 6 continue in their studies.</p>	<p>PTS_1_IS1</p> <p>PTS_1_IS3</p>
<p>PTS_1_IS3</p> <p>(Ref: EORR risks 6, 7, 8 and 9)</p> <p>Enhanced intervention</p> <p>Delivery of a minimum of four personal skills workshops to be made available to all level 6 students across the academic year to support high levels of attainment.</p>	<p>Student participation personal skills workshops.</p> <p>Personal Development Coaches time and engagement.</p> <p>DSA Coordinator time and engagement.</p> <p>Production of promotion materials / targeted marketing campaign.</p> <p>Development of data collection systems.</p> <p>Data evaluation and reporting.</p>	<p>Stakeholder satisfaction rates that are either "good" or "excellent."</p>	<p>PTS_1_IS1</p> <p>PTS_1_IS2</p>

Interventions in relation to target PTS_2

Activity	Inputs	Outcomes	Cross intervention Strategy
<p>PTS_2_IS1</p> <p>(Ref: EORR risks 7, 8, 9, 10)</p>	<p>Student participation in induction process.</p>	<p>Access to the PDCs for mental health and wellbeing support and access to Student Services, with a view to</p>	

<p>Enhanced intervention</p> <p>Provision of support to students with a declared mental health issue.</p> <p>An awareness-raising campaign in relation to the internal and external support services available.</p> <p>Bookable referrals / self-referrals to PDCs and regular one-to-one progress reviews, the number of which will be reported to the APP Steering Group.</p>	<p>Personal Development Coaches time and engagement.</p> <p>Personal Development Coaches time and engagement.</p> <p>Learner Support Officer time and engagement.</p> <p>Student Services time and engagement.</p> <p>Academic Tutor time and engagement.</p> <p>Production of promotion materials / targeted marketing campaign.</p> <p>Development of data collection systems.</p> <p>Data evaluation and reporting.</p>	<p>improved outcomes in terms of continuation of students with a declared mental health issue.</p> <p>Number of referrals to PDCs and number of one-to-one progress reviews and number of students with a declared mental health issue that continue.</p> <p>Continuation targets met for students declaring a mental health condition.</p>	<p>PTS_2_IS2</p> <p>PTS_2_IS3</p>
<p>PTS_2_IS2</p> <p>(Ref: EORR risks 7, 8, 9 10)</p> <p>New intervention</p> <p>College Health and Wellbeing Co-ordinator to provide staff development on mental health and a series of drop-in sessions at the University Centre for all students on the theme of mental health. Uptake will be reported to the APP Steering Group.</p>	<p>College Health and Wellbeing Co-ordinator time and engagement.</p>	<p>The number of stakeholders accessing the additional services, and stakeholder satisfaction rates that are either “good” or “excellent.”</p>	
<p>PTS_2_IS3</p>	<p>Personal Development Coaches time and engagement.</p>	<p>The number of stakeholders accessing the services and</p>	<p>PTS_2_IS2</p>

<p>(Ref: EORR risks 7, 8, 9, 10)</p> <p>New intervention</p> <p>Programme of activities with the local NHS</p> <p>Merseycare Liferooms facility and Sefton MBC</p>	<p>Student Services time and engagement.</p> <p>Production of promotion materials / targeted marketing campaign.</p> <p>Development of data collection systems.</p> <p>Data evaluation and reporting.</p>	<p>activities, and stakeholder satisfaction rates that are either “good” or “excellent.”</p>	<p>PTS_2_IS3</p>
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Intervention Strategies in relation to students’ progression

Activity	Inputs	Outcomes	Cross intervention Strategy
<p>PTP_1_IS1</p> <p>(Ref: EORR risk 12).</p> <p>New intervention</p> <p>Hugh Baird College internship programme.</p>	<p>Inputs into the development of internship programme.</p> <p>HR time and engagement in relation to internships.</p> <p>HE Progression and Retention Officer time and engagement.</p> <p>Personal Development Coaches time and engagement.</p> <p>Production of promotion materials / targeted marketing campaign.</p> <p>Development of data collection systems.</p> <p>Data evaluation and reporting.</p>	<p>A minimum of two internal paid internships to be offered to level 5, 6 and 7 students per year.</p>	<p>PTP_1_IS2</p>
<p>PTP_1_IS2</p>	<p>Inputs into developing the employability programme.</p>	<p>The number of stakeholders accessing</p>	<p>PTP_1_IS1</p>

<p>(Ref: EORR risk 12).</p> <p>Enhanced intervention</p> <p>Employability programme that will include:</p> <ul style="list-style-type: none"> • Meet the Professionals events. • Industry guest-lecturer programme. • Moving-on talks relating to postgraduate level study • CV building • Job and / or further study application support. • Interview support. 	<p>Directors' time.</p> <p>HE Progression and Retention Officer time and engagement.</p> <p>Personal Development Coaches time and engagement.</p> <p>Student services Manager's time and engagement.</p> <p>Targeted marketing campaign.</p> <p>Development of data collection systems.</p> <p>Data evaluation and reporting.</p>	<p>the services and activities, and stakeholder satisfaction rates that are either "good" or "excellent."</p>	
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Summary of evidence base and rationale

A combination of evidence from student and cross-college staff focus-groups and interviews, internal evaluation reports and data, TASO and OfS briefings form the evidence base for all intervention strategies as detailed in the Theory of Change (ToC) diagrams attached at Appendix A to this document. A whole provider approach has been adopted in respect of the formulation of the targets outlined, and students have been consulted throughout the process.

To mitigate the risks to equality of opportunity detailed at points **PTA_1 and PTA_2**, the College has evaluated its own data in terms of access to Higher Education and conducted a focus group with year one foundation degree (level 4) students, as well as with integrated foundation entry year (level 3) students, in order to ascertain their perception of the barriers that hinder access to Higher Education (ref: EORR risks 1,2 3 and 5). As a result, the student body concluded that a more focussed marketing approach was required. This would target mature applicants in relation to the HE offer and progression opportunities in terms of further study and employment. Furthermore, the foundation entry students state that a Further Education adult offer with the opportunity to bolt on a GCSE (English and / or Maths) would benefit them in the long run. In addition, they concluded that further information should be provided in relation to the financial implications of entering HE, and the support available to adults studying at degree level, as well as in relation to opportunities to study more flexibly.

To mitigate the risks to equality of opportunity detailed at points **PTS_1 and PTS_2**, the College has devised a programme of pastoral and academic support, in consultation with students in order to increase continuation, and in turn raised attainment and increased student progression. The overall impact of this strategy is to improve the life-chances and wellbeing of students, with a particular focus on students who are experiencing mental health issues. Again, this is further detailed at Appendix A.

To mitigate the risks to equality of opportunity detailed at point **PTP_1**, the College will further develop its activities to increase equal opportunity for all of its students to progress to an outcome such as further study or progressing into employment that reflects their higher education qualification. Again, this is further detailed at Appendix A.

Evaluation

This section provides a summary of the ways in which the intervention strategies will be evaluated. It details the activities that will be evaluated and the expected level of each evaluation.

The College will evaluate each activity within the intervention strategy to generate evidence to type 1 standards, and in some cases type 2 standards²⁸, to establish whether or not they lead to the intended outcomes in the ToC tables attached at Appendix A. Furthermore, each activity will be broken down to determine the effectiveness of meeting the overall objective. This will start in the academic year 2025/26. Increasing the quality and volume of our evaluation shall be a strategic priority in delivering our access and participation plan for 2025/26 onwards. We have conducted a review of our evaluation practices using the OfS evaluation self-assessment tool²⁹, with the aim of ensuring the outcomes of our evaluation benefit the wider sector, as well as informing and improving our internal approach. In each of the five strands we scored as follows: strategic context (20/24);

²⁸ <https://www.officeforstudents.org.uk/media/6971cf8f-985b-4c67-8ee2-4c99e53c4ea2/access-and-participation-standards-of-evidence.pdf>

²⁹ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/standards-of-evidence-and-evaluation-self-assessment-tool/>

programme design (15/18); evaluation design (6/9); evaluation implementation (16/20); and learning from evaluation (12/22). On this basis, we are categorised as having ‘emerging’ evaluation practice across the piece, with the exception of evaluation design, where evaluation is deemed to be ‘advanced’, as demonstrated in table 6 below.

Provider	Hugh Baird College		
Type	HE in FE provider		
	Total score	Category of evaluation practice	
1. Strategic context Maximum score=24	20	EMERGING	<input type="radio"/>
2. Programme design Maximum score=18	15	EMERGING	<input type="radio"/>
3. Evaluation design Maximum score=9	6	ADVANCED	<input checked="" type="radio"/>
4. Evaluation implementation Maximum score=20	16	EMERGING	<input type="radio"/>
5. Learning from evaluation Maximum score=22	12	EMERGING	<input type="radio"/>

Planned institutional improvements, alongside the monitoring and regular evaluation of intervention strategies and expected outcomes listed in the ‘Summary of evidence base and rationale’ in this document will serve to improve the quality and quantity of evaluation undertaken and to close the evaluation cycle internally, thereby improving interventions. Such evaluation will, in turn, contribute to sector knowledge on what works in terms of evaluation.

In all cases we are aiming to generate OfS Type 1 and 2 evidence, whereby we have a coherent explanation of what we do and why and our claims are research-based and we can demonstrate that our interventions are associated with beneficial results, not least when strategy outcomes for participants in individual activities are considered in relation to a relevant comparator group.

Where it is not feasible to collect individualised data, or for whole institution interventions where it is not possible attribute change to one specific intervention, we will focus on OfS Type 1 evidence with qualitative analysis where available.

We will be focussing on evaluating individual activities within each intervention strategy, as opposed to evaluating each intervention strategy as a whole due to the complex nature of inclusive and targeted activity.

Monitoring and evaluation of the Plan will form part of a number of staff’s day-to-day role and all evidence in support of any evaluations that will, primarily, be reported to the College’s APP Steering

Group, which shall meet at least termly. This Group includes members of the Principalship Team, student representation, Personal Development Coaches, Data Services Reporting Team, and the Student Services Team, and the APP Action Pan shall form a standard agenda item at each meeting of the Group. This Group's activities, not least in terms of evaluation, will be reported to the College's Higher Education Committee, which is attended by a number of Governors and senior staff, and will in turn be scrutinised by the College's Corporation, which includes all of the College's Governors and is attended by all members of the Principalship. It is intended that a detailed summary of the evaluation of intervention activities shall be published at least annually on the College's website.

The evaluation shall summarise the activities undertaken, and the progress made in relation to each of the targets and interventions set down as follows:

- A summary of activities undertaken, and the progress made in relation to increasing access to and participation in HE for mature disadvantaged student groups, with sufficient prior attainment, by 7% year on year over the lifetime of the Plan (PTA_1).
- A summary of activities undertaken, and the progress made in relation to developing a broader spectrum of courses that will allow for progression / direct entry on to a Foundation Degree. This is in order to increase access to and participation in HE for mature disadvantaged student groups with low prior attainment by 7% year on year over the lifetime of the Plan (PTA_2).
- A summary of activities undertaken, and the progress made in relation to improving the attainment levels of mature students by 3pp over the entire lifetime of the Plan (PTS_1).
- A summary of activities undertaken, and the progress made in relation to reducing the continuation gap by one pp year on year over the lifetime of the Plan between students with diagnosed mental health disabilities against those with no known disability over the lifetime of the plan (PTS_2).
- A summary of activities undertaken, and the progress made in relation to developing a graduate outcomes and employability programme that aims raise the aspirations of all students so that they achieve an outcome that befits their level of education and develops their employability skills through a sustained programme of activities (PTP_1).

Individual intervention strategies and their component parts are shown in the table below, as well as the intended outcomes and methods and types of evaluations.

Activity	Outcomes	Methods and type of evaluation	Summary of publication plan
PTA_1_IS1 (Ref: EORR risks 2 and 3) Development of a Marketing Plan to	Mature students from disadvantages LSOAs that surround the College's postcode (L20 7EW) are aware of the HE offer and	Type 1 – attendance figures for events Type 2 – monitoring of enquiry and	

<p>target mature students, which will include:</p> <ul style="list-style-type: none"> • 1 x HE open event. • 1 x adult open event. • 1 x Get Ready for Uni event. • 1 x Career Advisory event. • 1 x attendance at external HE event • Advertising campaign. 	<p>consider it to be a desirable and viable option.</p> <p>Increased enquiries and applications from target students.</p>	<p>application rates from the target group.</p>	<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group.</p>
<p>PTA_1_IS2 (Ref: EORR risks 2 and 3)</p> <p>Subject taster sessions.</p>	<p>Mature students have the opportunity to interact with staff, their peers, and other applicants and receive effective IAG.</p> <p>Increased enquiries and applications from mature students.</p>	<p>Type 1 – attendance figures for events</p> <p>Type 2 – monitoring of enquiry and application and enrolment rates from the target group.</p>	
<p>PTA_1_IS3 (Ref: EORR risks 2 and 3)</p> <p>PTA_1_IS3 (Ref: EORR risks 2 and 3)</p> <p>New intervention</p> <p>Student Services, supported by the Finance Department, to provide HE Student Financial Support</p>	<p>Mature students are aware of the financial support available to them and that all students have Student Finance in place by the end of term one of their studies.</p>	<p>Type 2 – monitoring of Student Finance applications.</p>	

<p>Workshops for those students who, as mature and direct applicants who are returning to education, have limited or no prior knowledge or understanding of the Student Finance system.</p>			
<p>PTA_2_IS1 (Ref: EORR risks 1,2,3 and 5). To research, develop and roll out a flexible HE offer, progress against which will be reported to and monitored by the APP Steering Group and HE Committee.</p>	<p>Increased enquiries, applications, and enrolments to a suite of sector-specific courses available in the locality.</p>	<p>Type 2 – monitoring of enquiry and application and enrolment rates from the target group.</p>	<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group</p>
<p>PTA_2_IS2 (Ref: EORR risks 1,2,3 and 5). College-wide adult-specific IAG events that clearly outline progression routes from FE to HE and on to the intended career. Running of an annual “Step up to Success” (SUTS) internal event, the results of which shall be reported to the APP Steering Group.</p>	<p>Increased enquiries, applications, and enrolments from mature students.</p>	<p>Type 1 – attendance figures for events Type 2 – monitoring of enquiry and application and enrolment rates from the target group.</p>	

<p>PTA_2_IS3</p> <p>(Ref: EORR risks 1,2,3 and 5).</p> <p>Development of the College's website to highlight the College's diverse adult offer and modes of study to include Foundation Degrees, Top-up Degrees, ITE, HTQs, and its modular offer under the Lifelong Learning Entitlement</p>	<p>Increased enquiries, applications, and enrolments of the mature student target group that will reach business plan targets.</p>	<p>Type 2 – monitoring of enquiry and application and enrolment rates from the target group.</p>	<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group</p>
<p>PTS_1_IS1</p> <p>(Ref: EORR risks 6, 7, 8 and 9)</p> <p>Delivery of a minimum of seven academic skills workshops to be made available to all level 6 students across the academic year to support high levels of attainment</p>	<p>Stakeholder satisfaction rates that are either "good" or "excellent."</p>	<p>Type 1 – attendance figures at academic workshops.</p> <p>Type 2 – stakeholder survey to measure satisfaction and self-reported impact.</p>	<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group</p>
<p>PTS_1_IS2</p> <p>(Ref: EORR risks 6, 7, 8 and 9)</p> <p>Provision of a hardship fund to support students with financial stress, with a view to</p>	<p>That students accessing the hardship fund continue in their studies.</p>	<p>Type 2 – monitoring of continuation rates and reasons for non-continuation.</p>	

<p>ensuring continuation of disadvantaged students.</p>			<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group</p>
<p>PTS_1_IS3 (Ref: EORR risks 6, 7, 8 and 9) Delivery of a minimum of four personal skills workshops to be made available to all level 6 students across the academic year to support high levels of attainment.</p>	<p>Stakeholder satisfaction rates that are either “good” or “excellent.”</p>	<p>Type 1 – attendance figures at personal skills workshops. Type 2 – stakeholder survey to measure satisfaction and self-reported impact.</p>	<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group</p>
<p>PTS_2_IS1 (Ref: EORR risks 7, 8, 9, 10) Enhanced intervention Provision of support to students with a declared mental health issue. An awareness-raising campaign in relation to the internal and external support services available. Bookable referrals / self-referrals to PDCs and regular one-to-one progress reviews, the number of which will be reported to the APP Steering Group.</p>	<p>Number of referrals to PDCs and number of one-to-one progress reviews and number of students with a declared mental health issue that continue.</p>	<p>Type 1 – attendance figures for those accessing services. Type 2 – stakeholder survey to measure satisfaction and self-reported impact.</p>	<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group</p>

<p>PTS_2_IS2</p> <p>(Ref: EORR risks 7, 8, 9 10)</p> <p>College Health and Wellbeing Co-ordinator to provide staff development on mental health and a series of drop-in sessions at the University Centre for all students on the theme of mental health. Uptake will be reported to the APP Steering Group.</p>	<p>The number of stakeholders accessing the additional services, and stakeholder satisfaction rates that are either “good” or “excellent.”</p>	<p>Type 1 – attendance figures for those accessing services.</p> <p>Type 2 – stakeholder survey to measure satisfaction and self-reported impact</p>	
<p>PTS_2_IS3</p> <p>(Ref: EORR risks 7, 8, 9, 10)</p> <p>Programme of activities with the local NHS MerseyCare Liferooms facility and Sefton MBC in relation to students with a declared mental health issue.</p>	<p>The number of stakeholders accessing the services and activities, and stakeholder satisfaction rates that are either “good” or “excellent.”</p>	<p>Type 1 – attendance figures for those accessing services.</p> <p>Type 2 – Stakeholder survey results.</p>	
<p>PTP_1_IS1</p> <p>(Ref: EORR risk 12).</p> <p>Hugh Baird College internship programme.</p>	<p>A minimum of two internal paid internships to be offered to level 5, 6 and 7 students per year.</p>	<p>Type 2 – self-report presentation on completion of internship.</p>	<p>An evaluation of the activities making up the intervention strategy will be submitted to, and monitored by, the APP Steering Group.</p>
<p>PTP_1_IS2</p> <p>(Ref: EORR risk 12).</p>	<p>The number of stakeholders accessing the services and activities, and stakeholder</p>	<p>Type 2 – stakeholder survey to measure</p>	<p>An evaluation of the activities</p>

<p>Employability programme that will include, on an annual basis:</p> <ul style="list-style-type: none"> • Meet the Professionals events. • Industry guest-lecturer programme. • Moving-on talks • CV building • Job and / or further study application support. • Interview support. 	<p>satisfaction rates that are either “good” or “excellent.”</p>	<p>satisfaction and self-reported impact.</p>	<p>making up the intervention strategy will be submitted to the APP Steering Group.</p>
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Whole provider approach

Hugh Baird College’s mission statement is “To inspire, challenge and transform lives” and the College believes that individuals should be able to achieve their full potential. To this end, it is committed to delivering an inclusive offer across an inclusive campus that embraces and nurtures diversity and supports students across the whole lifecycle. As highlighted in section 1 of this document, 78% of mature students were from Lower Layer Super Output Areas (LSOAs that are in IMD quintile 1 in terms of deprivation nationally). In addition, 83% of the student body are commuter students, residing within a 5-mile radius of the College. Within this context, increased and sustainable access and participation is imperative and much of the Higher Education Directorate’s work within the College serves to address the numerous key challenges and barriers faced by those from under-represented groups, including those with low aspirations, lack of access to professional networks, limited social and cultural capital. The College seeks to broaden horizons and raise aspirations amongst all students and the local community by enhancing access to education, skills development, and employment opportunities. As this plan demonstrates, access and participation remain a priority and an important element of the College’s strategic approach. In addition, the College is firmly committed to inclusivity and equality of opportunity throughout all stages of the student lifecycle by supporting underrepresented groups to access, succeed in, and progress from Higher Education.

In relation to the Widening Participation Maturity Model³⁰, research has suggested that a whole provider approach contributes towards achieving Widening Participation outcomes. To this end, and in developing the targets and intervention strategies outlined in this Plan, academic and business support staff from across the institution have been involved in the formulation of the Plan and shall continue to be engaged in its execution and evaluation during its lifespan. This involvement underpins a clear, explicit, and integrated whole provider approach to widening participation, whereby cross-College input has been key in defining target groups and expected outcomes as

³⁰ <https://officeforstudents.org.uk/media/3a07b57f-385d-4503-b441-a4331949f694/whole-institution-approach-to-wp-summary-report.pdf>

appropriate. Staff involved in the formulation of the Plan have included the Assistant Principal (Higher Skills and Access), the Higher Skills Manager (Quality and Compliance), the Director of Higher Skills (Standards), the Director of Higher Skills (Student Experience), Higher Skills Lecturer, Personal Development Coaches (PDCs), the Head of Student Services, the Head of Learner Support, Executive Director of Finance and MIS, Head of Marketing and Admissions, the Director of Governance, the People Performance Lead and the Senior Funding and Planning Manager. It should be further noted that members of the Principalship and the Governing Body have also met to scrutinise and provide input and feedback regarding the formulation and monitoring of the Plan.

The College is committed to developing targeted interventions and, as outlined in the “Access to Higher Education” targets in this Plan, aims to reach out to students that are often harder to engage. The College is further committed to an ethos of inclusivity and equality of opportunity throughout all stages of the student lifecycle and again, as outlined in the targets in this Plan, will continue to support under-represented groups to succeed in, and successfully progress from, Higher Education. The whole provider approach to the student lifecycle commences with a comprehensive application process that ensures that all students have a face-to-face interview with staff relevant to their chosen discipline and course. This affords students the opportunity to receive clear IAG that will determine whether university-level course and institution is right for them. The College also organises a “Get Ready for Uni” day whereby applicants are supported with student finance applications and DSA support where relevant. In addition, students meet university-level course teams and members of the Student Services Team who inform them as to the support mechanisms available to them throughout the student lifecycle. This day also includes a presentation, which focusses on life as a student at the University Centre and the commitment that an undergraduate degree course demands. The event also affords them to partake in taster sessions relevant to their chosen discipline, to interact with other applicants, and to feel welcome before the start of university-level course.

Whilst on programme, students are introduced to a range of services on offer at the college, for example, a library induction takes place, the range of Health and Wellbeing Services available are introduced, as well as the range of academic support, careers advice and pastoral support available from the dedicated team of Personal Development Coaches. Furthermore, all students are monitored through quality systems so that early support interventions are put in place as and when necessary.

The College is committed to equality, diversity and inclusion and runs a comprehensive cross-College Teaching, Learning and Assessment Staff Development programme, which demands that EDI and British Values are embedded into the curriculum planning and delivery to ensure full inclusivity of its student body. Furthermore, the College has a dedicated Learner Support Department, with whom staff can collaborate to ensure that teaching and learning resources are inclusive. In addition, the College works with the National Careers Service, Job Centre Plus, local Community Centres and Elevate.

Additionally, inclusivity is a key element of the HE Teaching, Learning, Assessment and Support Strategy³¹, which seeks to ensure that all individuals are supported throughout the Student Life Cycle through the development staff pedagogy and professional practice. There is an inclusive approach to the curriculum offer, which is reviewed by the partner institutions to ensure that assessment is inclusive. Appropriate and inclusive pastoral and academic support mechanisms are provided through the Personal Development Coaches, the Higher Skills Academic lecturer, Student Services and Learner Support Services. Higher Education students at the College should therefore expect to learn from highly committed, knowledgeable, and skilled staff in inclusive high quality

³¹ https://www.hughbaird.ac.uk/user/pages/56.wider-information-set/03._downloads/HE%20TLA%20Strategy%202018-21.pdf

physical and supportive learning environments that utilise up to date technology to foster and develop learning.

In terms of inclusivity, the College is also accredited by the following organisations:

- The British Dyslexia Association
- Disability Confident Committed
- DfE Matrix (IAG)
- Mindful Employer
- Rainbow Flag Award

Furthermore, the College's internal meeting structure includes the following committees, which meet on a regular basis, and which focus on equality of opportunity:

- EDI Committee
- Safeguarding Committee
- Policies and Procedures Committee (in which policies are considered and approved in respect of EDI)

At a strategic level, equality, diversity, and inclusion is considered by the Corporation's Quality and Standards Committee, and the College has a dedicated SEND governor. Reporting in relation to the College's APP in its entirety will be considered to the Corporation's HE Committee, which includes the HE student governor and is chaired by an independent HE professional. The APP Action Plan, which will include milestones, shall be tracked throughout the lifetime of the plan in order to identify any early indicators of risk in relation to the achievement of the overall targets year on year. The HE Committee will challenge the HE Management Team in relation to progress against targets.

Student Consultation

The College is acutely aware of the financial and personal investment made by its Higher Education student body, a large part of which relates to access and participation. The College therefore recognises that it is imperative that its student body actively participates in the formulation and development of the Access and Participation Plan. To this end, student involvement has underpinned each of the targets and intervention strategies and it is planned that this will be the case throughout the lifespan of the Plan. This has been achieved in two stages, prior to the submission of this document. The first stage involved a face-to-face Staff and Student Liaison Committee meeting, during which the formulation of the Access and Participation was discussed, and how the student body would be involved in the formulation of the Plan. At this meeting it was agreed by the Student Body that, due to the small size of the organisation, they did not wish to put forward a separate APP Student Submission but would instead contribute to the College's institutional Plan. The second stage involved a workshop during which the staff members responsible for the theories of change liaised with course representatives from across the Higher Education directorate, who contributed to the theory of change documentation and the formulation of the final APP targets.

There has been, and there will continue to be, collaboration between the College's student body in the form of consultation throughout the process relating to the Plan. The College's APP Steering Group, which includes members of the Principalship Team, student representation, Personal Development Coaches, Data Services Reporting Team, and the Student Services Team will continue

to monitor the progress of the Plan, in part informed by student feedback at Staff and Student Liaison Committee (SSLC) meetings. This feedback will form an agenda item at each meeting of the Group. The College will continue with its plan to liaise with students to raise awareness of the wide range of activities and support in relation to the APP targets and intervention strategies. The College will continue to consult and work with students to increase awareness of the new APP and the commitments within it, once approved. In addition, the student body is consulted throughout the academic year with internal pulse surveys, student focus groups, the National Student Survey (NSS) for year 2 students and module evaluation feedback, which affords both academic and business support staff the opportunity to address any concerns in a timely manner, which may result in ongoing course actions that are monitored by partner organisation link tutors as part of the quality assurance process.

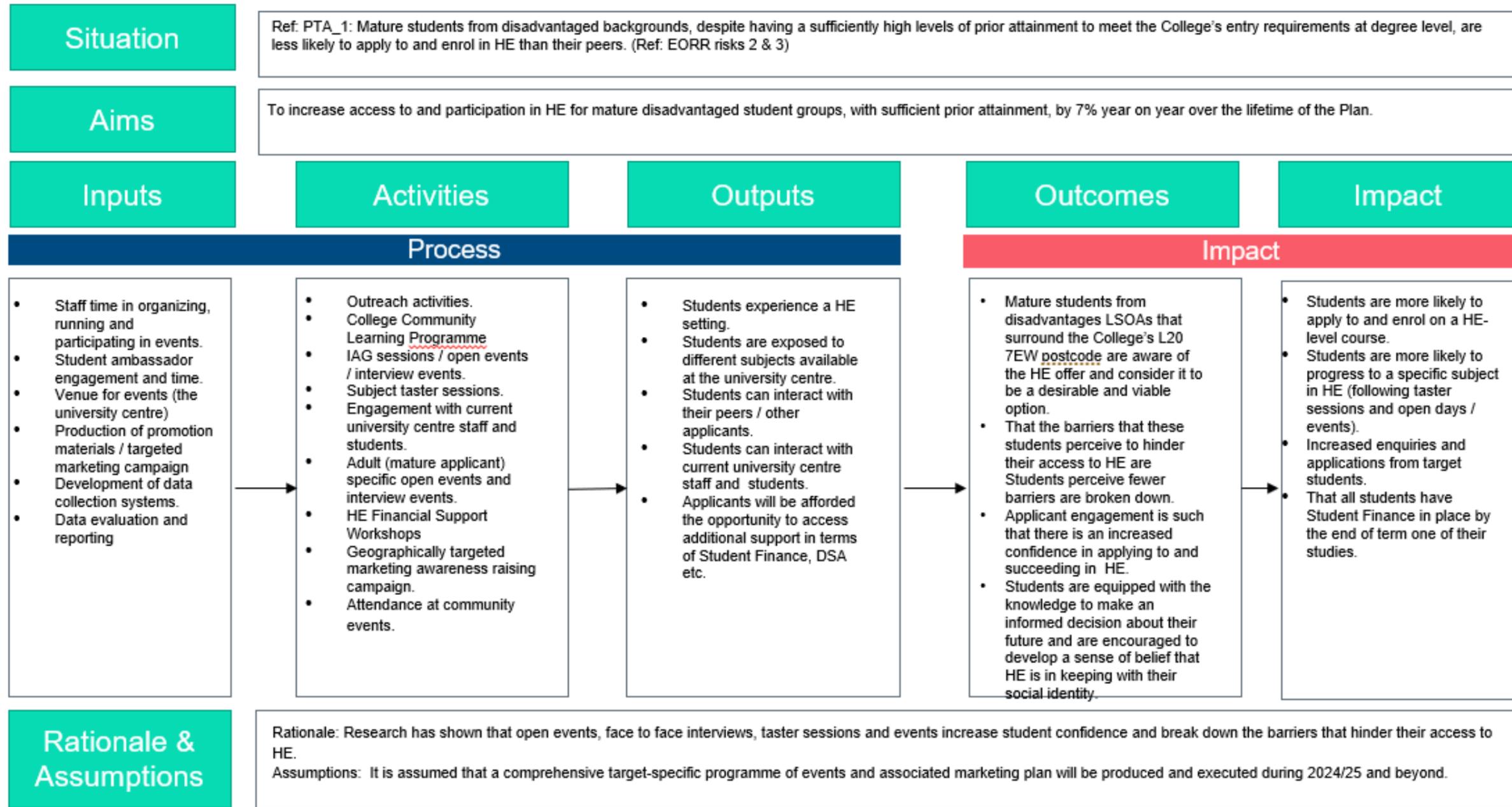
Provision of Information to Students

Clear and accessible information for existing and prospective students on the tuition fees that we intend to charge will be published on our website. The Access and Participation Plan will be published on our website when approval has been received from the Office for Students. This will be accompanied by an accessible summary of the Plan.

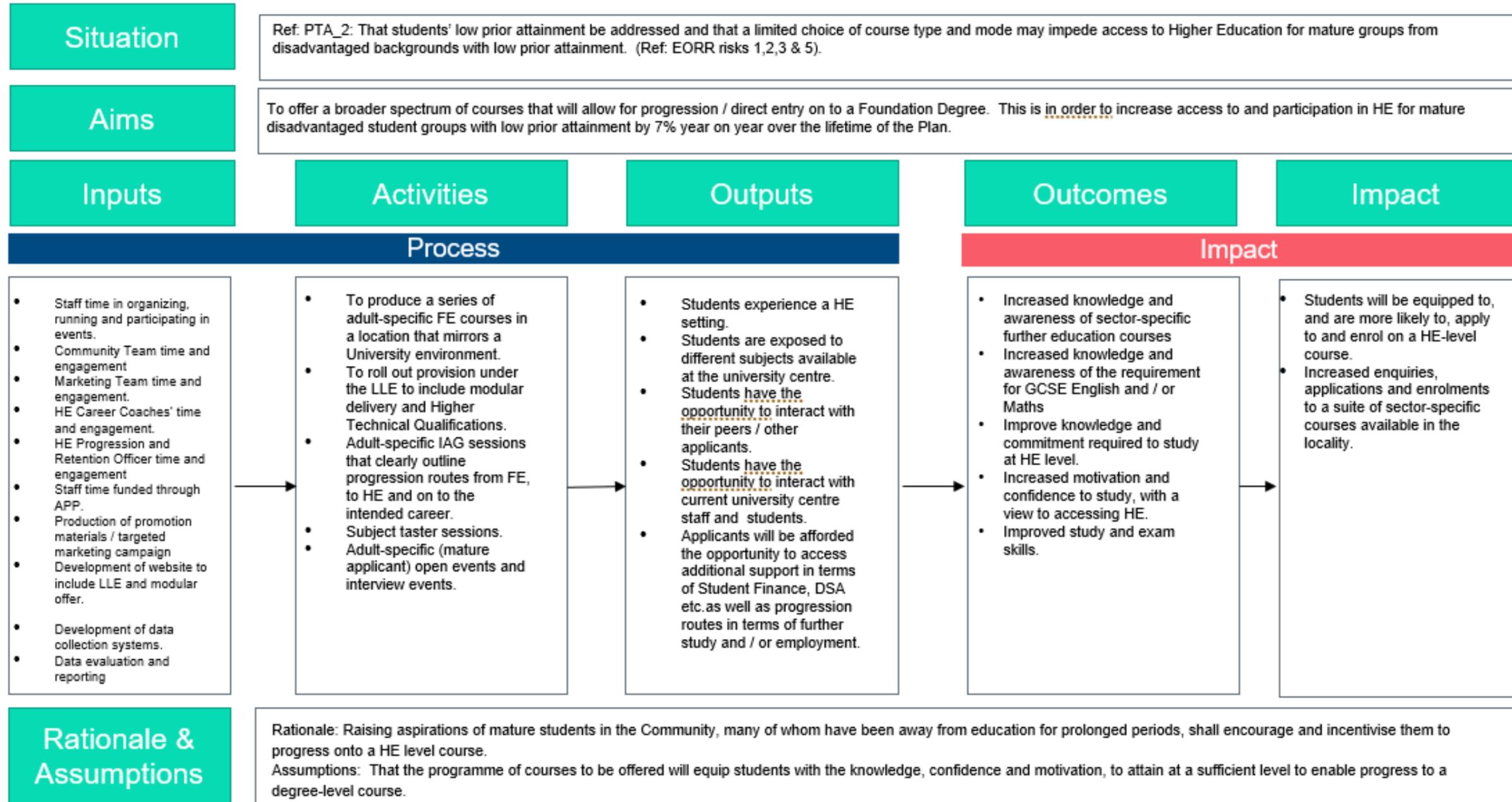
Appendix A - Theory of change documentation

Attached, at Appendix A, are the theories of change in diagrammatic form that underpin the targets as outlined at PTA_1, PTA_2, PTS_1, PTS_2 and actions outlined at PTP_1.

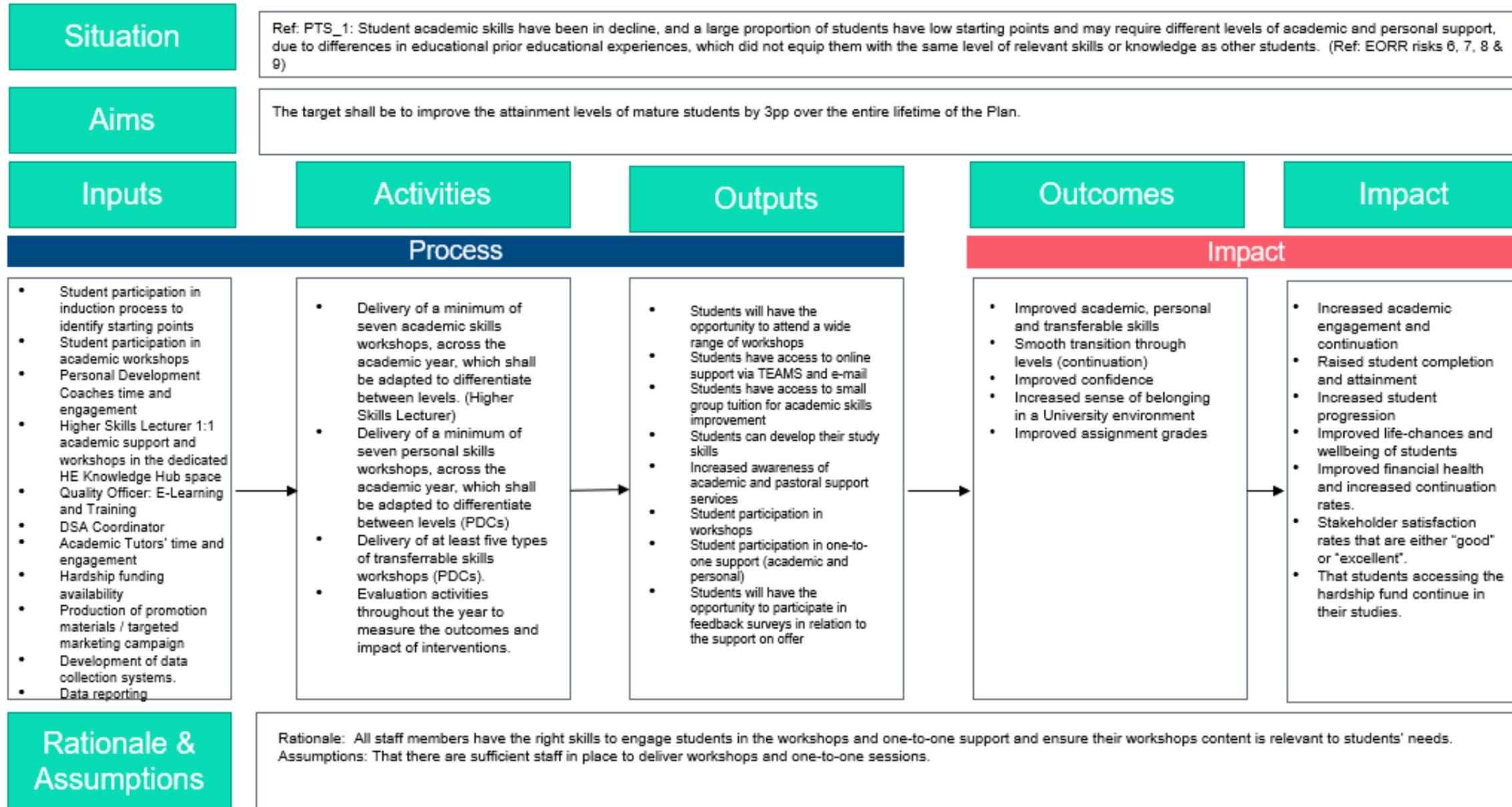
Access Target PTA 1 Theory of Change Diagram



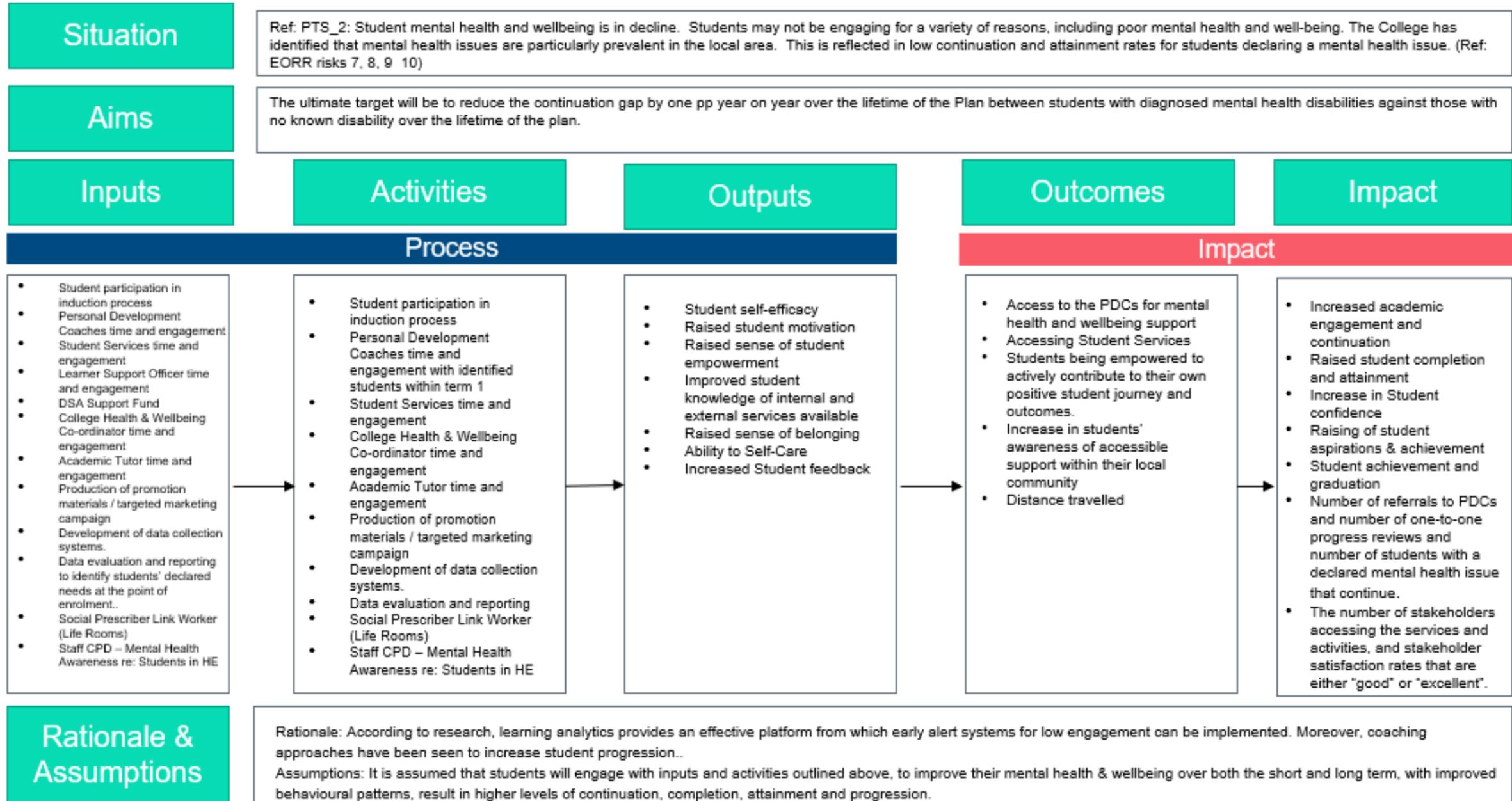
Access Target PTA 2 Theory of Change Diagram



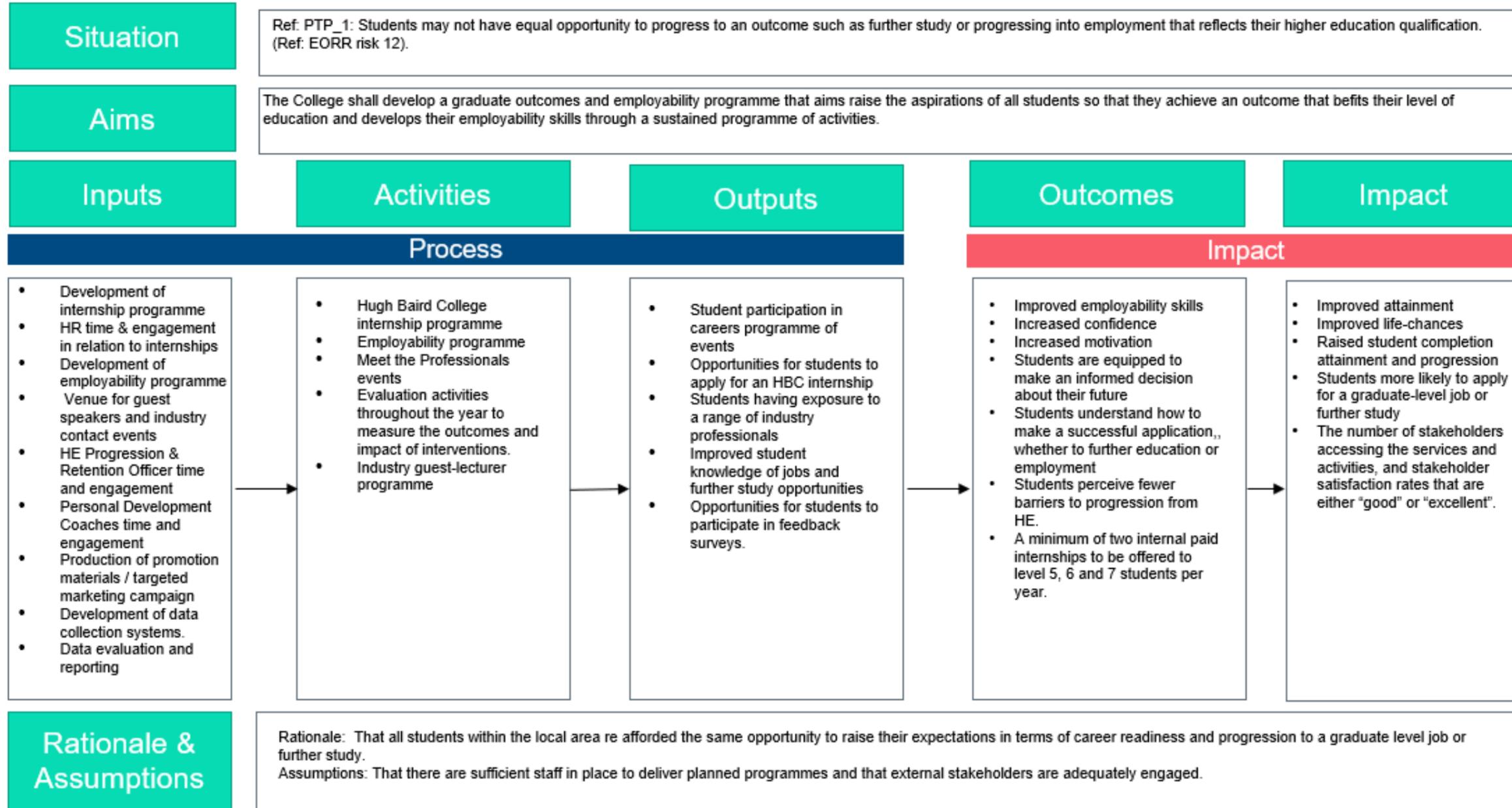
Success Target PTS 1 Theory of Change Diagram



Success Target PTS 2 Theory of Change Diagram



Progression Target PTP_1 Theory of Change Diagram



Appendix B - Office for Students Access and Participation Plan Dashboard table summary

Access

Tundra < 21	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	80	80	50	50	40	50
% Quintile 1	17.3	26.3	28.9	21.6	29.5	18.9
% Quintile 2	41.3	44.7	37.8	41.2	40.9	49.1
% Quintile 3	18.7	13.2	11.1	19.5	18.2	11.3
% Quintile 4	10.7	6.6	13.3	5.9	4.6	13.2
% Quintile 5	12.0	9.2	8.9	11.8	6.8	7.5
Percent	100.0	100.0	100.0	100.0	100.0	100.0

Deprivation (all ages)	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	220	260	180	220	210	190
% Quintile 1	65.6	72.1	74.3	75.9	71.7	75.7
% Quintile 2	11.5	10.6	8.2	9.8	10.8	9.2
% Quintile 3	10.5	10.9	7.7	6.7	11.8	9.2
% Quintile 4	8.7	4.2	7.1	5.4	2.8	3.8
% Quintile 5	3.7	2.2	2.7	2.2	2.9	2.1
Percent	100.0	100.0	100.0	100.0	100.0	100.0

+ / - 21 years old	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	220	260	180	220	210	190
%<21	35	29.6	24.5	22.8	21	28.9
%>21	65	70.4	75.5	77.2	79	71.1
Percent	100.0	100.0	100.0	100.0	100.0	100.0

Disability	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	220	260	180	220	210	190
% Disability	21.4	31.5	30.4	41.5	25.7	37.4
% Non-disability	78.6	68.5	69.6	58.5	74.3	62.6
Percent	100.0	100.0	100.0	100.0	100.0	100.0

School meals (<21 years)	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	70	70	50	40	40	50
% Eligible	32.9	48.6	34.1	68.8	55	38
% Non-eligible	67.1	51.4	65.9	31.2	45	62
Percent	100.0	100.0	100.0	100.0	100.0	100.0

Ethnicity	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	NO DATA					

Continuation

Tundra < 21	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Total number	NO DATA	NO DATA	NO DATA	30	NO DATA	NO DATA
% Quintile 1	NO DATA					
% Quintile 2	NO DATA	NO DATA	NO DATA	81.1%	NO DATA	NO DATA
% Quintile 3	NO DATA					
% Quintile 4	NO DATA					
% Quintile 5	NO DATA					

Deprivation (all ages)	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Total number	80	140	180	130	160	150
% Quintile 1	81.5	85.9	82.0	75.0	80.6	71.7
% Quintile 2	NO DATA	NO DATA	82.0	NO DATA	NO DATA	82.6
% Quintile 3	NO DATA	78.3	89.3	NO DATA	NO DATA	80.0
% Quintile 4	NO DATA					
% Quintile 5	NO DATA					

+ / - 21 years old	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Total number < 21	60	80	70	50	50	50
Total number > 21	70	140	180	130	160	170
%<21	86.7	87	85.1	86.7	81.6	73.3
%>21	82.4	85.2	80.1	77.4	80.4	74

Disability	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Total number Disability	30	50	80	50	90	60
Total number Non-disability	110	170	170	130	130	160
% Disability	88.9	84.8	74.7	77.7	77.9	78.2
% Non-disability	83.2	86.1	84.8	80.8	82.5	72.3

School meals (<21 years)	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Total number	50	70	80	NO DATA	30	NO DATA
% Eligible	82.6	87.5	91.7	NO DATA	75.8	NO DATA
% Non-eligible	87.1	87.8	82.9	NO DATA	NO DATA	NO DATA

Ethnicity	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Total number	130	210	230	160	200	190
% White	85.2	86.3	81.7	79.9	80.9	74.6

Completion

Tundra < 21	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Total number	NO DATA	NO DATA	NO DATA	NO DATA	30	30
% Quintile 1	NO DATA					
% Quintile 2	NO DATA	NO DATA	NO DATA	NO DATA	77.4	75.8
% Quintile 3	NO DATA					
% Quintile 4	NO DATA					
% Quintile 5	NO DATA					

Deprivation (all ages)	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Total number	40	110	80	80	170	240
% Quintile 1	86.4	81.2	82.7	83.3	75.7	75.1
% Quintile 2	NO DATA	NO DATA	NO DATA	NO DATA	84.0	80.0
% Quintile 3	NO DATA	78.3	NO DATA	NO DATA	NO DATA	88.5
% Quintile 4	NO DATA					
% Quintile 5	NO DATA					

+ / - 21 years old	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Total number < 21	40	60	60	60	80	70
Total number > 21	40	80	60	70	140	170
% <21	83.8	86.2	90.3	84.7	77.3	75.3
% >21	75	78	77.4	80.6	77	76.9

Disability	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Total number Disabled	NO DATA	NO DATA	30	30	40	80
Total number non-disabled	70	120	100	100	170	170
% Disability	NO DATA	NO DATA	82.8	85.2	79.5	69.7
% Non-disability	79.2	79.5	84.2	81.7	76.5	79.4

School meals (<21 years)	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Total number	NO DATA	NO DATA	60	50	70	70
% Eligible	NO DATA	NO DATA	89.3	73.9	75	75
% Non-eligible	NO DATA	NO DATA	89.7	90	78.7	79.4

Ethnicity	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Total number	80	130	120	130	210	230
% White	79	81.3	84.7	83.2	77.3	76.1

Attainment

Tundra < 21	2016/2017	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 1	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 2	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 3	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 4	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 5						

Deprivation (all ages)	2016/2017	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	40	50	40	60	60	60
% Quintile 1	48.8	70.8	72.1	73.4	80.0	64.9
% Quintile 2	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 3	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 4	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 5	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

+ / - 21 years old	2016/2017	2017/18	2018/19	2019/20	2020/21	2021/22
Total number < 21	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Total number > 21	60	60	60	90	70	70
% <21	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% >21	54.1	71.9	73.2	77	77.9	67.1

Disability	2016/2017	2017/18	2018/19	2019/20	2020/21	2021/22
Total number D	NO DATA	NO DATA	NO DATA	40	20	40
Total number ND	60	60	50	60	50	50
% Disability	NO DATA	NO DATA	NO DATA	64.9	78.3	75
% Non-disability	52.5	75.4	80.4	83.6	79.6	63

School meals (<21 years)	2016/2017	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
% Eligible	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA
Non-% eligible	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA

Ethnicity	2016/2017	2017/18	2018/19	2019/20	2020/21	2021/22
Total number	70	70	60	90	70	80
% White	49.3	76.5	74.2	77.4	79.2	71.1

Progression

Tundra < 21	2017/18	2018/19	2019/20	2020/21
Total number				
% Quintile 1	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 2	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 3	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 4	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 5	NO DATA	NO DATA	NO DATA	NO DATA

Deprivation (all ages)	2017/18	2018/19	2019/20	2020/21
Total number	60	60	50	50
% Quintile 1	54.0	53.3	63.3	49.7
% Quintile 2	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 3	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 4	NO DATA	NO DATA	NO DATA	NO DATA
% Quintile 5	NO DATA	NO DATA	NO DATA	NO DATA

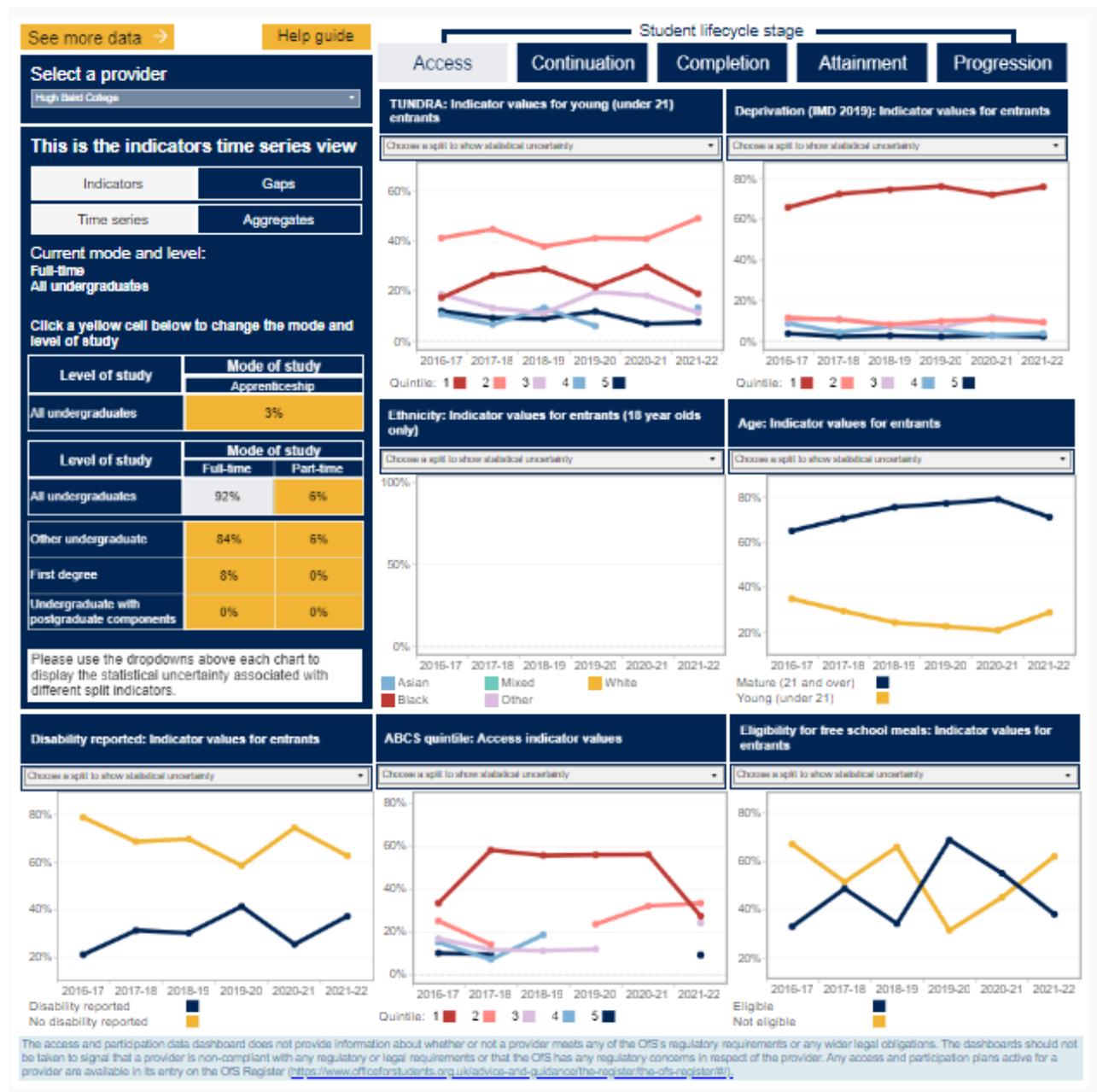
+ / - 21 years old	2017/18	2018/19	2019/20	2020/21
Total number < 21	60	60	60	50
Total number > 21	NO DATA	NO DATA	NO DATA	NO DATA
% <21	NO DATA	NO DATA	NO DATA	NO DATA
% >21	60.1	57.5	62.3	52.6

Disability	2017/18	2018/19	2019/20	2020/21
Total number D	NO DATA	30	30	20
Total number ND	60	60	NO DATA	40
% Disability	NO DATA	59.9	62.2	39.2
% Non-disability	52.3	46.5	NO DATA	57.8

School meals (<21 years)	2017/18	2018/19	2019/20	2020/21
Total number	NO DATA	NO DATA	NO DATA	NO DATA
% Eligible	NO DATA	NO DATA	NO DATA	NO DATA
% Non-eligible	NO DATA	NO DATA	NO DATA	NO DATA

Ethnicity	2017/18	2018/19	2019/20	2020/21
Total number	70	80	NO DATA	60
% White	52.5	48	NO DATA	55.6

Access indicators full time



Access gaps

See more data →
Help guide

Select a provider
Hugh Baird College

This is the gaps time series view

Indicators: Gaps
Time series: Aggregates

Current mode and level:
Full-time
All undergraduates

Click a yellow cell below to change the mode and level of study

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	92%	6%
Other undergraduate	84%	6%
First degree	8%	0%
Undergraduate with postgraduate components	0%	0%

Please use the dropdown above the ethnicity chart to display the statistical uncertainty associated with different split indicators.

Disability: N/A

Access
Continuation
Completion
Attainment
Progression

TUNDRA: gap between quintile 5 and quintile 1 for young (under 21) students

Deprivation (IMD 2019): gap between quintile 5 and quintile 1

Ethnicity: N/A

Choose a split to show statistical uncertainty

Age: N/A

Data unavailable for this lifecycle stage.

Data unavailable for this lifecycle stage.

Disability: N/A

ABCs quintile: gap between quintile 5 and quintile 1

Eligibility for free school meals: N/A

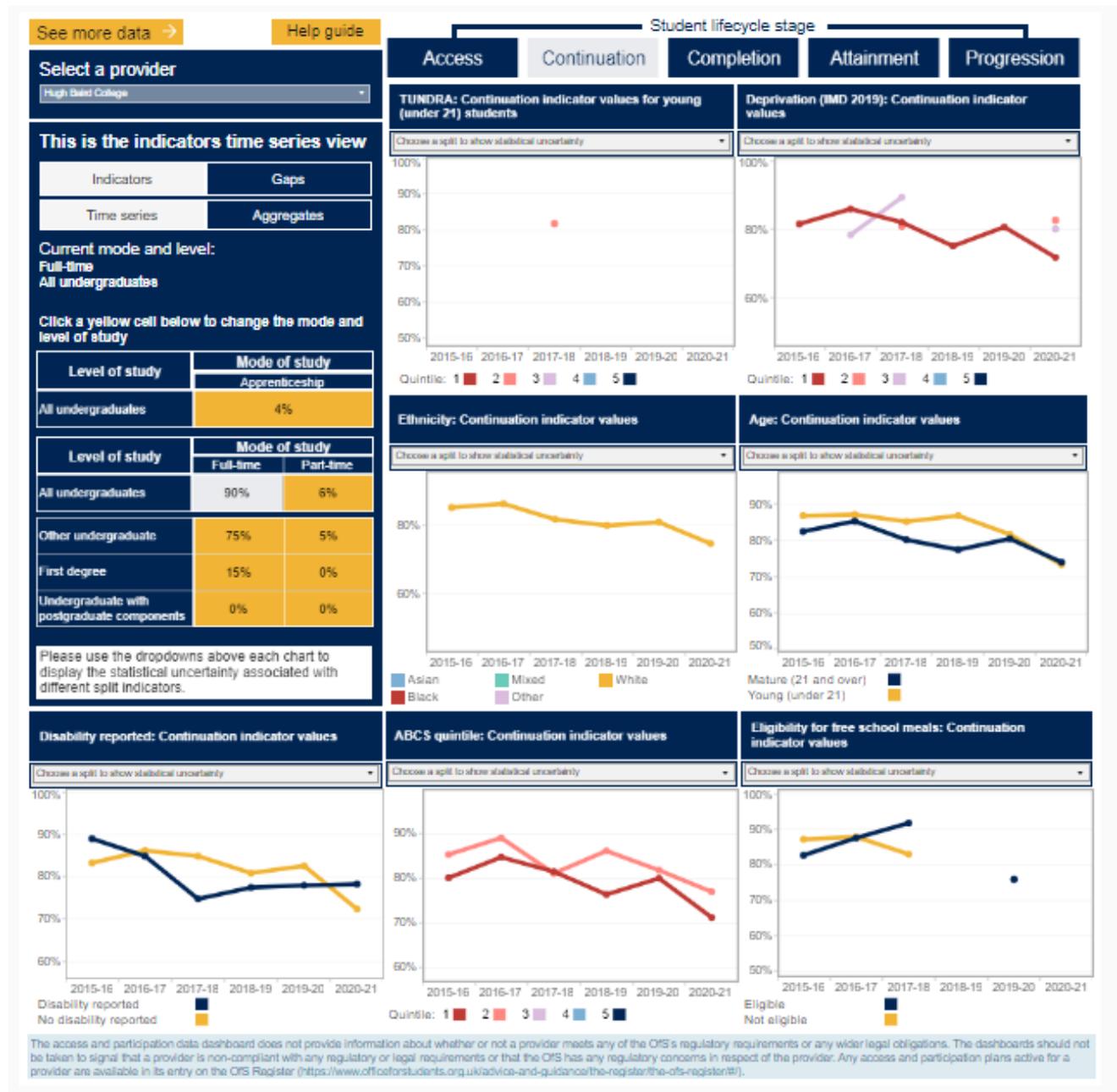
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Data unavailable for this lifecycle stage.

Data unavailable for this lifecycle stage.

The access and participation data dashboard does not provide information about whether or not a provider meets any of the OFS's regulatory requirements or any wider legal obligations. The dashboards should not be taken to signal that a provider is non-compliant with any regulatory or legal requirements or that the OFS has any regulatory concerns in respect of the provider. Any access and participation plans active for a provider are available in its entry on the OFS Register (<https://www.ofsforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>).

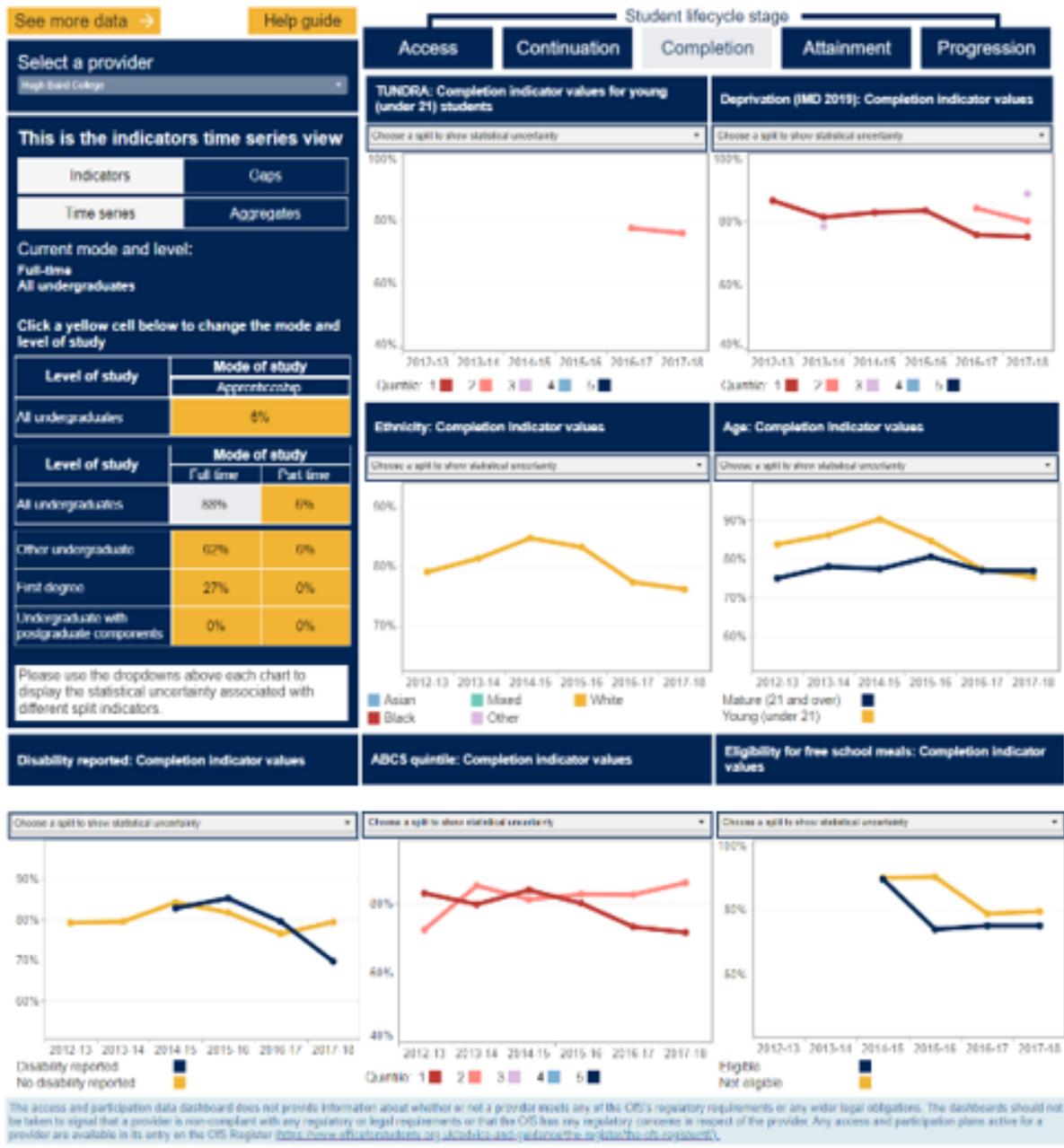
Continuation indicators full time



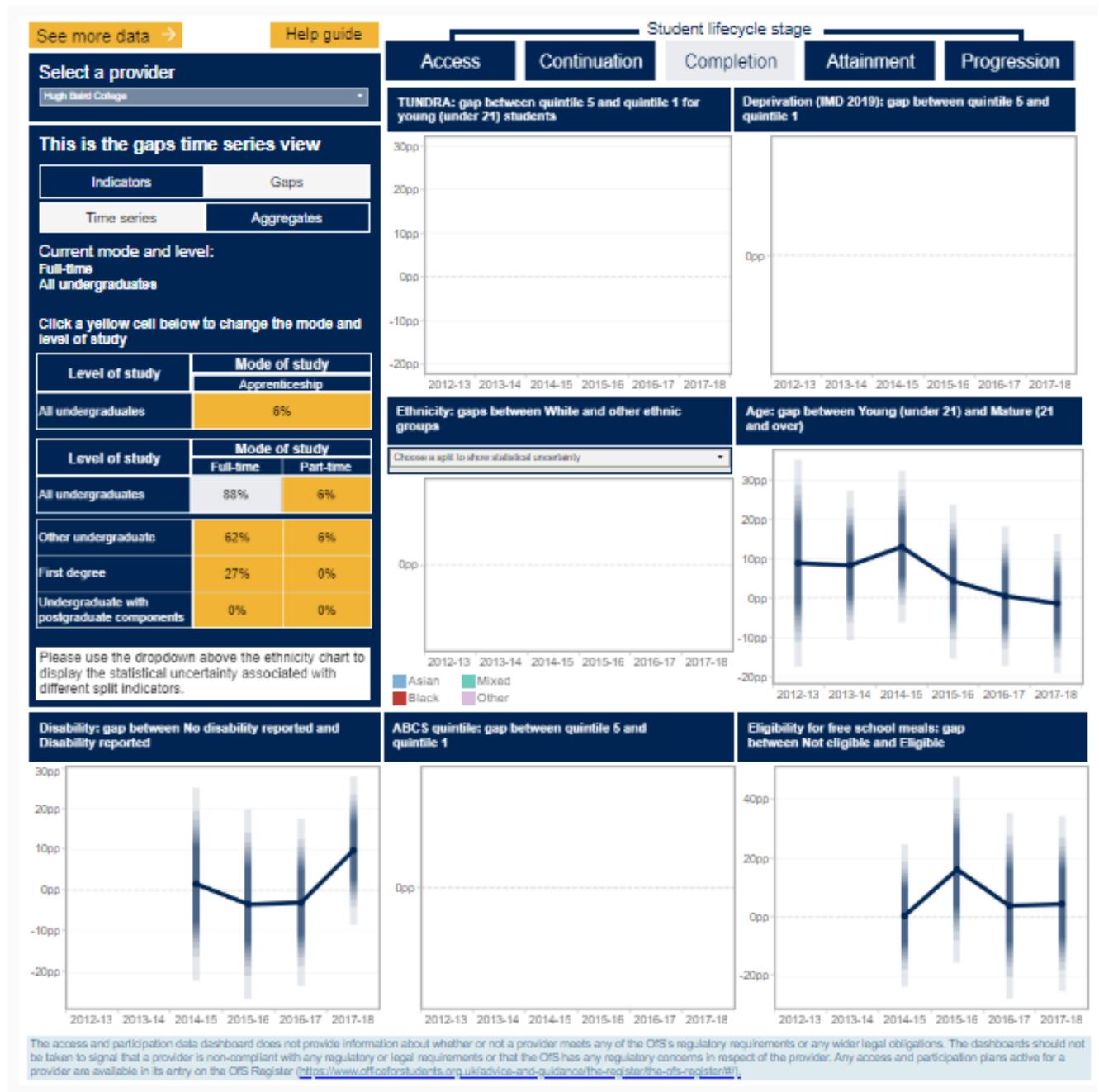
Continuation gaps



Completion indicators full time



Completion gaps



Attainment indicators full time

See more data →
Help guide

Select a provider

Hugh Baird College

This is the indicators time series view

Indicators	Gaps
Time series	Aggregates

Current mode and level:
Full-time
All undergraduates

Click a yellow cell below to change the mode and level of study

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	99%	1%
First degree	99%	1%
Undergraduate with postgraduate components	0%	0%

Please use the dropdowns above each chart to display the statistical uncertainty associated with different split indicators.

Student lifecycle stage

Access
Continuation
Completion
Attainment
Progression

TUNDRA: Attainment indicator values for young (under 21) students

Choose a split to show statistical uncertainty

Deprivation (IMD 2019): Attainment indicator values

Choose a split to show statistical uncertainty

Ethnicity: Attainment indicator values

Choose a split to show statistical uncertainty

Age: Attainment indicator values

Choose a split to show statistical uncertainty

Disability reported: Attainment indicator values

Choose a split to show statistical uncertainty

ABCS quintile: N/A

Choose a split to show statistical uncertainty

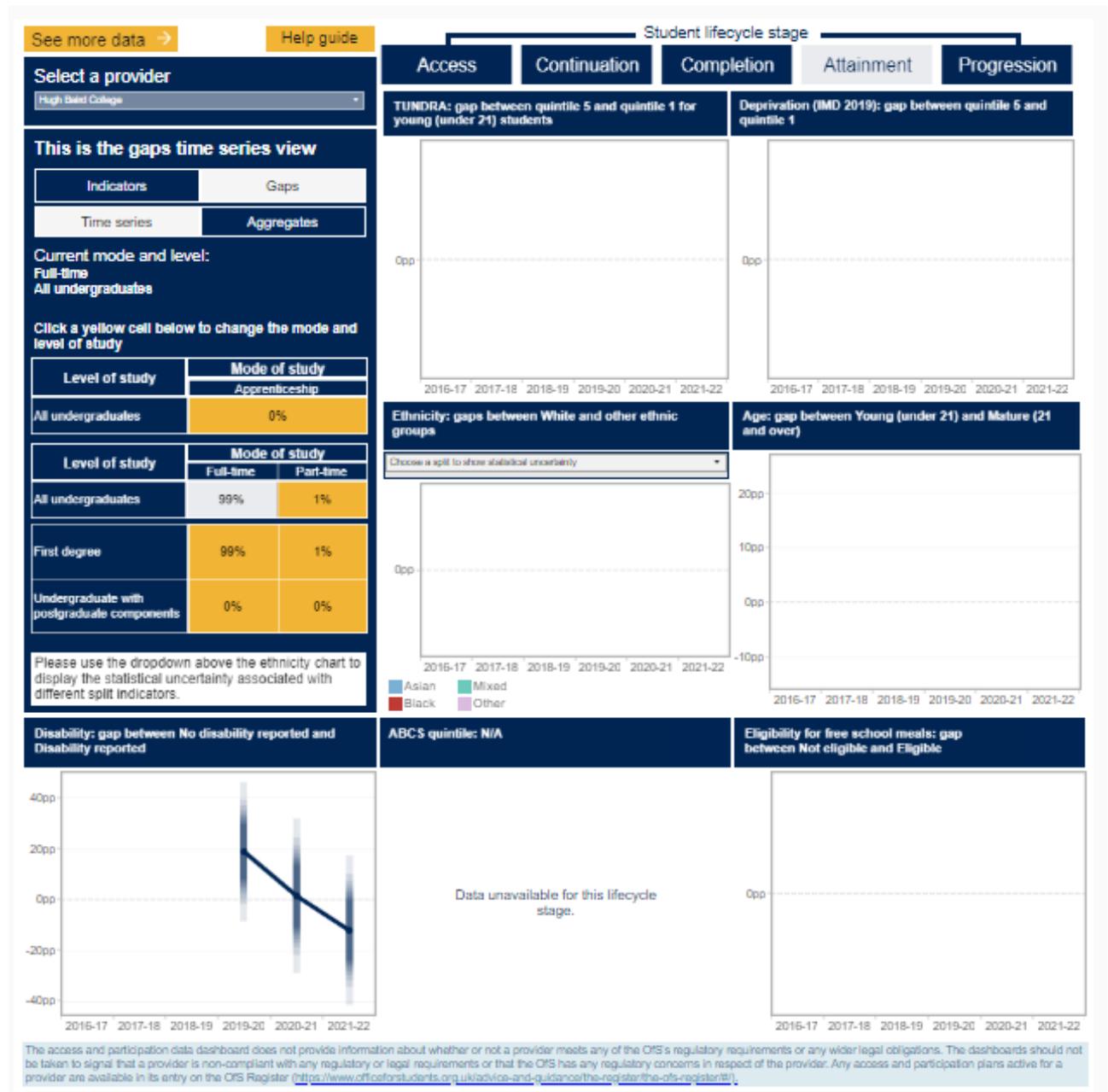
Data unavailable for this lifecycle stage.

Eligibility for free school meals: Attainment indicator values

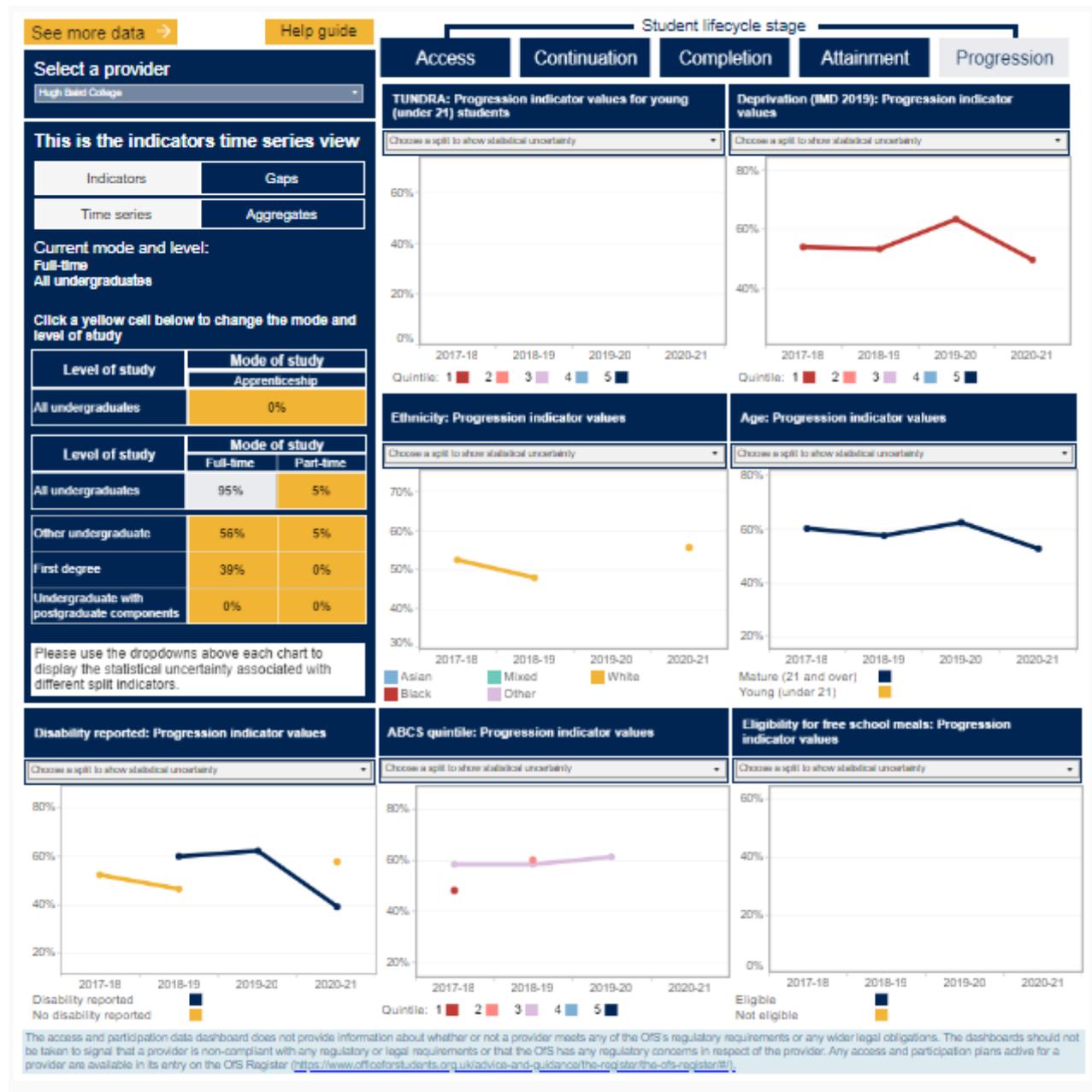
Choose a split to show statistical uncertainty

The access and participation data dashboard does not provide information about whether or not a provider meets any of the OfS's regulatory requirements or any wider legal obligations. The dashboards should not be taken to signal that a provider is non-compliant with any regulatory or legal requirements or that the OfS has any regulatory concerns in respect of the provider. Any access and participation plans active for a provider are available in its entry on the OfS Register (<https://www.ofstorstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/#/>).

Attainment gaps full time



Progression indicators full time



Progression full time gaps



Fees, investments and targets

2025-26 to 2028-29

Provider name: Hugh Baird College

Provider UKPRN: 10003193

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	8500
Foundation degree		N/A	8000
Foundation year/Year 0		N/A	5760
HNC/HND		N/A	8000
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	8000
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6000
Foundation degree		N/A	6000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	6000
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	4500
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: Hugh Baird College

Provider UKPRN: 10003193

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	£298,000	£313,000	£331,000	£349,000
Financial support (£)	NA	£20,000	£22,000	£23,000	£23,000
Research and evaluation (£)	NA	£17,000	£18,000	£19,000	£20,000

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 (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£298,000	£313,000	£331,000	£349,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£298,000	£313,000	£331,000	£349,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	9.9%	9.8%	9.7%	9.6%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£298,000	£313,000	£331,000	£349,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£20,000	£22,000	£23,000	£23,000
Financial support investment	Total financial support investment (£)	£20,000	£22,000	£23,000	£23,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	0.7%	0.7%	0.7%	0.6%
Research and evaluation investment	Research and evaluation investment (£)	£17,000	£18,000	£19,000	£20,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.6%	0.6%	0.6%	0.6%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Hugh Baird College

Provider UKPRN: 10003193

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 access to and participation in HE for mature disadvantaged student groups, with sufficient prior attainment, by 7% year-on-year over the lifetime of the Plan.	PTA_1	Access	Age	Mature (over 21)		In order to raise aspirations and to increase the number of mature applicants whose perception of higher education (ref: EORR risk 3) is such that they may not feel able to apply despite being qualified to do so, the College will develop a sustained marketing campaign to achieve its target. (Source: College internal 2023/24 data)	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Headcount	99	106	113	121	130
To increase access to, and participation in HE for mature disadvantaged student groups with low prior attainment by 7% year on year over the lifetime the Plan.	PTA_2	Raising attainment	Age	Mature (over 21)		In order to improve the equality of opportunity and attainment of mature applicants who may not have the opportunity to develop the knowledge and skills required to be accepted onto a HE course that matches their expectations and ambitions (ref: EORR risk 1), the College will offer a suite of courses that will facilitate entry onto a level 4 university-level course. (Source: College internal 2023/24 data)	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Headcount	34	36	39	42	45
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
The ultimate target will be to reduce the attainment gap by one pp year on year over the lifetime of the Plan between Foundation Degree students with diagnosed mental health disabilities against those with no known disability.	PTS_1	Attainment	Age	Mature (over 21)	Young (under 21)	The target shall be to improve the attainment levels of mature students by 4pp over the entire lifetime of the plan.	No	The access and participation dashboard	2021-22	Percentage points	67.1%	68.1%	69.9%	70.1%	71.1%
The ultimate target will be to reduce the continuation gap by one pp year on year over the lifetime of the Plan between students with diagnosed mental health disabilities against those with no known disability over the lifetime of the plan.	PTS_2	Continuation	Reported disability	Disability reported	No disability reported	The target will be to reduce the continuation gap by one pp year on year over the lifetime of the Plan between students with diagnosed mental health disabilities against those with no known disability over. (Source: College internal data 2023/24)	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage points	6.8%	5.8%	4.8%	3.8%	2.8%
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

