

Salford College (SCC Group)

Access and participation plan – 2022-2023-2026-2027

This plan sets out how SCC aims to continue to widen participation in Higher Education from underrepresented groups in its geographical area. The plan includes an assessment of performance against the key performance measures set out by the Office for Students (OfS) and details SCC's aims and objectives through a range of targets and the measures that will be put in place to achieve the planned change. The assessment of performance considers the performance of underrepresented groups at SCC against a comparator group that does not share that characteristic. This will enable us to clearly ascertain how, across the student lifecycle the college has performed. It will also give us a clear context upon which we can set appropriate targets to increase proportions or close gaps as appropriate between groups of students.

1. Assessment of performance

The key source of data being used is the OfS Dashboard data. Where OfS Dashboard dataset is unavailable as a source, SCC will use internal institutional data to provide an assessment of performance. Due to very small numbers the data used is aggregated data for both full-time and part-time students. The total student population appearing in the data ranges from 90 students to 118 students depending on the year, but this gives some context around total headcount which is typically around 100 students.

It is important to note, however, some significant factors that SCC have in assessing performance across certain stages of the student lifecycle. In relation to **“Attainment”** data, due to the SCC course portfolio, a small number of one-year HNs and one top-up degree with small cohort sizes the OfS dashboard has no data for SCC and so internal data was used. In our previous plan we committed to capture details around overall award performance, and this has now progressed to capturing more specific data. The overall summary of attainment will appear at the end of the assessment of performance rather than in each category.

In addition, it is important to note that Graduate Outcomes data is not available for the courses in the SCC portfolio, as the previously mentioned one-year HN provision is excluded from the survey and cannot be used as an effective measure of **“Progression”** data. There was a strategic intention as detailed in the 2019-20 Access and Participation plan to begin to capture the destinations of leavers of higher education during 2018-19 and to have this data analysis ready for inclusion in 2020-2021 Access and Participation plan. We now effectively capture destinations as part of our internal data activity on an annual basis. This data will appear as a summary at the end of the assessment of performance rather than in the individual categories.

Context

Salford City College (SCC) is a large General Further Education College (GFE) which delivers Further and Higher Education in Salford. The University Centre at SCC offers Higher Education (HE) provision, which makes an important contribution to widening HE participation, especially for less mobile students with limited HE choices. In addition, the cost-effective nature and unique selling points of college based HE ensures we can meet the needs of local students and employers by providing a distinctive learning culture. Many students from the Salford ward are the first in family to access higher education, and as an institution, we are committed to providing inclusive curriculum to our local students. SCC has a critical role in supporting regional businesses and promoting engagement within local communities. The local demographic population includes a higher-than-average proportion of residents in routine, intermediate and lower managerial occupations and as a result, SCC has a strong emphasis on widening participation to help address the regional skills agenda.

SCC currently offers higher education courses to directly funded students through the delivery of Higher National qualifications awarded by Pearson. The small portfolio of technical and professional programmes serves the local learning and skills needs in subject areas including construction, and computing. SCC has no dedicated student accommodation, and all directly funded students commute to College from the Salford area. Most students came from the Salford boroughs, and this dramatically affects the demographic of entrants to the College.

1.1 Low-socio economic background and low participation

As an area, the wards around Salford are some of the poorest in the country and fifteen of the twenty wards in Salford are on the two lowest quintiles (1 and 2) for participation in HE amongst young people. In addition, SCC has seen an increase over the last three years in students enrolling on our provision from Low Participation Neighbourhoods (LPN). Salford wards have some of the lowest Young Participation Rates (YPR) with the majority (75%) in Polar4 quintiles 1 and 2. The chart below shows the distribution of learners by Salford wards based on Deciles of the Index of Multiple Deprivation.

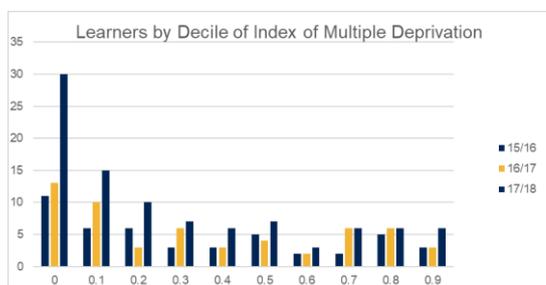


Table 1: ons.gov.uk 2018-19

Access

As an overall assessment of performance against the access and participation national key performance measures (KPMs):

“Eliminate the gap in participation at higher-tariff providers between the most and least represented groups (Participation of Local Areas (POLAR4) quintiles 5 and 1 respectively)”

SCC can clearly demonstrate that the performance against the above KPM has been outstanding in relation to participation of the least represented in comparison to the most represented groups. In 2017-18 and 2018-19 a significant number of students from the lowest Polar4 quintile participated in HE which is a strong indicator that SCC is fully supporting this underrepresented group. Whilst fewer students from quintile 1 accessed HE in 2019-20, this number significantly increased in 2020-21. Maintaining access from this group of students remains a top priority for SCC group due to the local area demographic, however, no target needs to be set for this group as there is no gap to be eliminated.

Academic Year	POLAR4 Quintile 1	POLAR4 Quintile 5	% Gap between 1 and 5
2017-18	25%	15%	-10pp
2018-19	20%	18%	-3pp
2019-20	15%	15%	-
2020-21	25%	10%	-15pp

Table 2: OfS Dashboard Data 2022 Participation of local areas (Polar4): proportion of young (under 21) entrants

Since 2017-18 there has been a consistent trend of significant numbers of students from low-socio economic groups accessing HE at SCC. This clearly demonstrates that the curriculum offer can be regarded as highly effective in widening access to HE from areas of deprivation for the target demographic of Salford residents. When comparing the number of students from the highest quintile to the lowest quintile, the performance of SCC is outstanding and consistently effective. We continue to welcome the hardest to reach students and work to ensure that the curriculum it offers meets the needs of the local community continues to be extremely effective and meets the overall aims of the institution. The overarching commitment of SCC is to focus on improving the lives of those in the community it serves and to widen participation from areas of high deprivation. Due to the performance in this group, there will be no requirement for any target to be set as there is no gap to eliminate.

Academic Year	IMD Quintile 1	IMD Quintile 2	IMD Quintile 5	Gap between 1 and 5
2017-18	54%	21%	14%	-39pp
2018-19	43%	25%	13%	-31pp
2019-20	46%	22%	7%	-39pp
2020-21	46%	22%	7%	-39pp

Table 3: OfS Dashboard Data 2022 Deprivation (IMD 2019): proportion of entrants

Success: Non-continuation

“Reducing the gap in non-continuation between the most and least represented groups (POLAR4 quintiles 5 and 1 respectively)”

The assessment of performance against OfS KPM3 in the life-cycle stage of non-continuation between the most and least represented groups is based on the internal data from SCC as no data is available in this lifestyle cycle on the OfS dashboard. The internal data measures the students who completed their qualification at the end of one year. All programmes in the data set were one year in duration and no students continued in Higher Education at SCC after the point of completion.

SCC demonstrates very positive performance in reducing the gap between the most and least represented groups from 2017-18 through to 2019-20. This clearly demonstrates the commitment made to supporting these students effectively with a range of support staff and initiatives. However, we can see through the data from the year 2020-21 onwards that the effect of the pandemic on this group of students was extreme and they were most affected. Despite a range of support available, many of these students were unable to continue and this resulted in a significant gap emerging between 1 and 5. It is important to note that whilst a gap has emerged in 2020-21 that a rate of 90% completion is still statistically significant (28 students) in comparison to the denominator (6 students) and that the overall performance of students in quintile 1 has been consistently strong over the last 4 years. Whilst the gap in 2020-21 has emerged, no target will be set at this point, but SCC makes a commitment to monitor this group of students in 2021-22 and will seek to include a target to close the gap should the downward trend continue and, on this basis, further strategies will be embedded to make provision for increased support for students in quintile 1 facing unprecedented challenges as the pandemic continues.

Academic Year	POLAR4 Quintile 1	POLAR4 Quintile 5	Gap between 1 and 5
2017-18	96%	93%	-3pp
2018-19	78%	84%	6pp
2019-20	88%	86%	-2pp
2020-21	90%	100%	10pp

Table 4: SCC Internal MIS data 2022: Continuation data Polar4

“Reducing the gap in non-continuation between the most and least deprived groups (IMD quintiles 5 and 1 respectively)”

Performance in this underrepresented group has been turbulent over the last 4 academic years. Students from the most deprived groups (ranging between 37 and 44 students) experienced substantial underperformance in 2017-18 and 2019-20 with a gap of up to 35pp. This group improved performance outcomes in both 2018-19 and in 2020-21 and narrowed the gap to 13pp in both cases in comparison to the least deprived group (ranging from 7 to 15 students).

Despite the gap being effectively narrowed between 2019-20 and 2020-21 by -22pp to 13pp, a target does need to be set here to ensure that this group of students are closely monitored and further supported to ensure that better outcomes are achieved during the life of the plan.

The level of support was significantly affected by the pandemic which led to an increase in non-continuation. This will be a target group that will be given a keen focus and features in our targets plan. Part of the plan will ensure that effective induction and transition to HE takes place and ensuring that a full range of both financial and pastoral support

is available to these students. It is essential that clear communication around how to access specific support is a key part of this strategy and that students most in need of hardship funding are aware of what is available to them.

Academic Year	IMD Quintile 1	IMD Quintile 2	IMD Quintile 5	Gap between 1 and 5
2017-18	75%	95%	100%	25pp
2018-19	80%	81%	93%	13pp
2019-20	65%	83%	100%	35pp
2020-21	87%	95%	100%	13pp

Table 5: Deprivation (IMD 2019); Continuation rates Internal MIS data 2022

1.2 Black, Asian, and Minority Ethnic students (BAME)

Access

The data highlighted in the table below clearly indicates that most students, accessing HE at SCC, over the last 3 academic years were of white origin. This is typical of the local demographics we see both from the typical resident profile of Salford compared to the UK population (see table 7). The OfS dashboard contains no viable dataset for the assessment of performance for BAME students at SCC in any lifestyle cycle and so this assessment of performance has been based on internal data.

The data tells us that over the last 3 years there has been very low proportions of BAME students accessing HE and that the proportion of white students has increased. 2019-20 saw an increase in students from Black and Asian groups but this was then followed by a subsequent decrease in 2020-21. SCC is committed to increasing proportions of BAME students and will carefully monitor the data over the lifetime of the plan to ensure that these underrepresented groups are being specifically supported. This target was a key focus in the previous APP and whilst SCC was fully committed to increasing proportions of BAME students and in creating activities that engaged with the BAME community, these proportions did not increase as expected in the two years since the plan was submitted. However, during this period, several adult courses in key curriculum areas such as IT, construction and business have been created which have allowed our large ESOL student body to further develop their higher-level skills and have acted as a foundation route in many cases to the HE courses available at SCC. Over the lifetime of this APP the intention is that a number of these students, all from the BAME group, will begin to access the HE offer at SCC, but this will take some years to fully establish. Bespoke activities for the ESOL students now take place on a regular basis and are starting to impact on the awareness and application trends for BAME students. Activities will be tailored to engage with BAME students to raise awareness of HE courses offered by SCC and the financial and pastoral support available.

At this point however, we will seek to set a realistic target based upon the context of the local demographic which will be closely evaluated and monitored during the lifetime of this plan and future. We would like to achieve this despite the limitations of demographics; however, we are aware that this may take several years to establish before change occurs. SCC has a developing cohort of students enrolled on a range of courses from Entry 1 up to Level 3 in English for Speakers of Other Languages (ESOL). Some of the students that begin with us at the lower levels have since started to progress to our FE courses and complete full level 1 and level 3 qualifications. A potential route for some of these students will then be our HE courses.

Further data from the *OfS Transparency Return (19-20)* shows a typical and broad indication of the demographic of students applying to enter Higher Education at SCC. From an applications perspective, the data shows that most applicants are white students, with a very equal balance between male and female, with a very high percentage originating from IMD quintiles 1 and 2, the highest of which from quintile 1. The Ethnicity data for all other categories is too small to be statistically viable.

Academic Year	Black	Asian	Mixed	White
2018-19	2.5%	3.4%	3.4%	90.5%
2019-20	2.6%	3.5%	1.7%	92.1%
2020-21	2.2%	1.1%	1.1%	95.5%

Table 6: SCC Internal MIS data 2022 Ethnicity proportions

EE1: Estimated resident population by ethnic group					
Place	People, Groups	All White	Mixed	Asian	Black
ENGLAND	51,809.7	87.46%	1.85%	6.11%	2.94%
Greater Manchester	2,600.9	87.62%	1.80%	7.14%	1.93%
Salford	225.1	91.65%	1.60%	3.29%	1.73%
Comparator % of Salford versus England		105%	87%	54%	59%
		White population comparison % for Salford is 5% more than England	Mixed Population comparison % is 13% less than England	Asian Population comparison % is 46% less than England	Black population comparison % is 41% less than England

Source: ONS 2017

Table 7: Estimate Resident population by ethnic group. ONS 2017

		Full-time						
		Total number of applications	Offers made		Offers accepted		Registrations	
			Number	% of applications	Number	% of applications	Number	% of applications
Ethnicity	Asian	N	N	N	N	N	N	N
	Black	N	N	N	N	N	N	N
	Mixed	N	N	N	N	N	N	N
	Other	N	N	N	N	N	N	N
	White	150	120	77%	100	64%	90	62%
	Unknown	N	N	N	N	N	N	N
EIMD quintile	1	70	50	70%	40	60%	40	60%
	2	40	30	85%	30	70%	30	70%
	3	30	N	85%	N	65%	N	60%
	4	30	N	50%	N	35%	N	30%
	5	N	N	N	N	N	N	N
	N/A	N	N	N	N	N	N	N
Gender	Female	90	60	73%	50	59%	50	56%
	Male	100	70	74%	60	60%	60	58%
	Other	N	N	N	N	N	N	N
	Unknown	N	N	N	N	N	N	N

Table 8: OfS Transparency Return 2019-20

Success: Non-continuation

The assessment of performance in the life-cycle stage of non-continuation between ethnic groups is based on the internal data from SCC. For our assessment of performance, as there is no OfS data available, the data is based on all students who enrolled and completed their course. The data shows the trends over the 3 years from 2018-19. All programmes were one year in duration and no students continued in Higher Education at SCC after the point of completion.

To demonstrate progress already made, the table below shows the significant advances made in increasing the proportions of BAME students continuing at SCC. In 2020-21 the data shows that 100% of BAME students had positive continuation. This data gives clear evidence that SCC have made a substantial impact on improving rates of success for BAME students and will continue to make this group a key focus of its activities. SCC make a commitment to closely monitoring the continuation and completion rates of BAME students over the life of the plan, however, we do not intend to set a target at this point as the latest data shows 100% success.

Academic Year	Black	Asian	Mixed	White
2018-19	66%	75%	75%	86%
2019-20	67%	75%	100%	89%
2020-21	100%	100%	100%	88.3%

Table 9: SCC internal MIS data 2022: Continuation rates Ethnicity

1.3 Mature students

Access

The assessment of performance in this category demonstrates two major findings. Firstly, that our proportion of mature students has significantly increased from 2018-19 to 2020-21. Secondly, when comparing our performance against the

benchmark of all HE providers, our proportion of Mature students is substantially higher than the typical population (population: All HE providers)

SCC has developed its offer to adult learners by growing its curriculum and offering Access to Higher Education courses and a large ESOL curriculum. It has also put in place a large provision of resources to support mature students through their learning such as funding, evening classes and dedicated support staff. SCC strives to work with the local community and as such is often the first choice for local mature students with commitments outside of education.

SCC will continue to support Mature students effectively, but no target will be set for this group.

Academic Year	Young population	Young SCC	Mature population	Mature SCC
2018-19	70%	71%	30%	29%
2019-20	70%	56%	30%	44%
2020-21	67%	49%	33%	51%

Table 10: OfS data dashboard 2022. Age: Proportion of entrants

Success: Non-continuation

The assessment of performance in the life-cycle stage of non-continuation of Mature students is based on the internal data from SCC. The data is based on all students, over a 3-year period, who continued to the end of their programme of study and completed their qualification. All programmes were one year in duration and no students continued in Higher Education after the point of withdrawal.

The data shows that within this underrepresented group the proportion of students successfully completing their programme is very high, from 83% up to 90%. Mature students at SCC succeed well against the comparator group of young students. This is a key area of focus for the college as we continue to welcome and support students in this group. Our community based vocational HE courses are well equipped to support the success of this demographic and we continue to demonstrate our expertise in this area.

We can see that in 2019-20 there was a decline in success for Mature students, this was absolutely compounded by the pandemic, which had a significant effect on students in this category. Many of these students found that their caring responsibilities or paid employment took priority during this challenging time.

The data saw a substantial increase in continuation success in 2020-21 and therefore SCC make a commitment to monitor this data closely but will not be setting a target at this point as it is felt that this group are very successful.

Academic Year	Young	Mature	% Gap
2018-19	85.5%	85.7%	-0.2pp
2019-20	92%	83%	9pp
2020-21	88%	90%	-2pp

Table 11: SCC Internal MIS data 2022. Continuation rates by age.

1.4 Disabled students

The data shows that approximately a quarter of all students accessing HE at SCC have been confident to declare a disability. These numbers have slightly decreased in 2019-20 and 2020-21 but still represent a substantial proportion of the overall students at SCC. SCC is committed to widening access to any student with a declared disability and ensuring that they are fully supported throughout their student journey. In respect of this commitment SCC employed

a dedicated HE Support Officer to provide one to one guidance for any student, but with a clear focus on support for students with disabilities. This has proved to be successful, and no target will be set in this category.

Academic Year	Disability reported	No disability reported
2018-19	24%	76%
2019-20	21%	79%
2020-21	21%	79%

Table12: OfS Dashboard data 2022. Disability reported: proportion of entrants

At SCC part of our commitment to widening participation of students with disabilities is to ensure that, as an institution, we are fully aware of the range of disabilities our students present with, which allows us to tailor our support accordingly and to redirect funding and specialist guidance, as applicable, to those students most in need.

The two most significant groups of students with disabilities are those declaring dyslexia and those with mental health difficulties. It is also interesting to note the consistency in the numbers of students declaring these disabilities year on year. This level of information has allowed us to provide bespoke support through a range of external agencies and internal specialist support staff to meet the requirements of our students. We will continue to monitor this group of students and will extend and enhance our support package accordingly. Many students with mental health difficulties have experienced an additional level of anxiety during the pandemic, and our HE Support officer has worked in collaboration with mental health groups and initiatives to offer continued assistance for students experiencing difficulties with their personal and academic journey.

Type of Disability	2018-19	2019-20	2020-21
Dyslexia	19%	23.5%	28%
Dyscalculia	4.7%	0%	n/a
Autism Spectrum Disorder	4.7%	5.8%	17%
Disability affecting mobility	9.5%	5.8%	6%
Social & emotional difficulties	4.7%	0%	n/a
Mental health difficulties	38%	35%	25%
Other medical condition (epilepsy, asthma, diabetes)	19%	18%	12.5%
Asperger's Syndrome	0%	5.8%	n/a

Table13: SCC internal MIS data 2022. Disability reported: disaggregation of disability: proportion of entrants

Success: Non-continuation

The assessment of performance in the life-cycle stage of non-continuation of students with disabilities is based on the internal data from SCC. The data is based on all students who enrolled and completed their courses. All programmes were one year in duration and no students continued in Higher Education at SCC after the point of completion. The data clearly demonstrates that students with any reported disability perform as well as students without a reported disability. This demonstrates that effective support for students is in place at SCC as well as an inclusive curriculum for students with a range of known disabilities.

SCC are fully committed to supporting all students with disabilities and are clearly providing an excellent service to these students through our HE Support officer and these students are flourishing in their chosen courses. There is a clear commitment to continuous monitoring of this group, but no target will be set at this time.

Academic Year	Disability reported	No disability reported	% Gap
2018-19	81%	83%	2pp
2019-20	95%	87%	-8pp
2020-21	89%	88%	-1pp

Table 14: SCC internal MIS data 2022. Disability reported: Continuation

The disaggregated data shows that in all categories except for mental health, there is no difference in the performance of the students. For students presenting with mental health difficulties, a high proportion of students completed their courses in both 2018-19 and 2019-20. However, a decline in successful outcomes was shown in 2020-21. Many students with mental health difficulties faced significant adversity during the pandemic and this has contributed to some of these students being unable to complete their studies. SCC are committed to carefully monitoring and supporting the progress of students with mental health difficulties through a range of support initiatives, but no target will be set at this time.

Type of Disability	2018-19	2019-20	2020-21
Dyslexia	100%	100%	100%
Dyscalculia	100%	n/a	n/a
Autism Spectrum Disorder	100%	100%	100%
Disability affecting mobility	100%	100%	100%
Social & emotional difficulties	100%	n/a	n/a
Mental health difficulties	89%	100%	75%
Other medical condition (epilepsy, asthma, diabetes)	80%	100%	100%
Asperger's Syndrome	n/a	100%	n/a

Table 15: SCC internal MIS data 2022. Continuation: Disability reported: disaggregation of disability

1.5 Care leavers

SCC has seen a small positive upward trend in the number of Care leavers accessing HE over the last 2 academic years. There has been 50% increase in Care leavers enrolling on HE courses from 2020-21 to 2021-22. Previously we have had no applications to HE from this underrepresented group. We recognise that adult young care leavers are amongst the under-represented and disadvantaged groups targeted in the National Strategy for Access and Student Success in Higher Education in the UK (2014).

There is no assessment of performance possible for continuation, attainment, or destinations of care leavers due to GDPR restrictions and the extremely small numbers. However, we continue to monitor and analyse this performance internally.

On this basis the college will continue to deliver activities to support access, continuation, attainment, and progression of care leavers. Whilst we will not be setting a specific target around care leavers, SCC is committed to widening access to all students from underrepresented groups and welcome students who fall under this criterion. We have effective admissions and enrolment systems in place to capture data from this underrepresented group and we would welcome applications from care leavers in the future.

The HE Support Officer is a designated member of staff who can support care leavers as they transition from FE to HE. The individual will understand the barriers and challenges that care leavers face, including mental health; be able to direct care leavers to appropriate support, and to be an advocate for them throughout their time in HE. They will act as the first point of contact; provide pre-application help; provide pastoral and emotional support to care leaver students as

needed, particularly in the period when they are settling in; signposting students to financial, academic support and further health services, as appropriate; and build and maintain relationships with local authority care leaving teams

Overall attainment

As clearly detailed in the introduction, most of our courses do not carry degree classifications. We have one level 6 top-up degree; however, the small cohort size precludes us from detailing specific classification information. Our HN qualifications carry the outcomes of pass, merit, and distinction, and we made a previous commitment to capture these award outcomes to undertake an overall comparison of the percentage of students achieving higher awards to give an indicator of how well these courses are performing. Whilst we have effectively captured this detail, due to our very small numbers, our ability to compare the performance of some underrepresented groups against groups without that characteristic is currently extremely challenging. In part due to the data being suppressed, in some cases not meeting GDPR requirements and in some cases due to the actual headcount of students in some groups being vastly different to those in the comparator group. What we can show, is the successful outcomes within each group and review the trends in that performance. Comparing a group with only 1 or 2 students, against a group of 80 students is not statistically viable and it was felt did not give a clear or accurate representation of the outcomes in each group. So, on this basis we have chosen to show attainment as proportions rather than gaps.

To demonstrate the overall trends in attainment as an illustration of how the pandemic has affected all groups of students, we can show how many students from the total cohort have achieved higher grades as our point of reference for the comparison of success rates in underperforming groups. We can show that the trend in distinctions overall has decreased, but merits have remained more stable.

Academic Year	Grade	% Of all students
2017-18	Distinction	64%
	Merit	26%
2018-19	Distinction	47%
	Merit	31%
2019-20	Distinction	30%
	Merit	37%
2020-21	Distinction	23%
	Merit	35%

Table 16: SCC internal MIS data 2022. Classifications: all students

1. Low deprivation and low participation:

This data is based on the percentage number of students per quintile achieving a merit or distinction grade.

The data shows that over the last 4 academic years that there has been a growing proportion of students from IMD Quintiles 1 achieving a distinction grade and an even more significant upward trend in students from this quintile achieving a merit outcome. Students have clearly been well supported, even during the most challenging of times, to achieve high grades overall, and have performed increasingly well against students from the least deprived quintile. We make a commitment to continue to monitor this performance but will not be setting a target at this time.

Academic Year	Grade	% Of students from IMD Q1 (out of all IMD Q1)
2017-18	Distinction	14.5%
	Merit	5.3%
2018-19	Distinction	7.2%
	Merit	8.4%
2019-20	Distinction	10%

	Merit	13.3%
2020-21	Distinction	11%
	Merit	23%

Table 17: SCC internal MIS data 2022. Classifications: IMD Deprivation Quintiles

This data shows good performance from students in POLAR4 quintile 1 in the achievement of both Distinction and Merit outcomes. These students have maintained or improved their performance over the last 4 academic years with the most impressive outcomes being seen in their ability to achieve distinction and merit outcomes once returning to face-to-face study. This is clearly because of the support being received by these students. The year that had the most impact on these students was the first year of the pandemic, where remote learning affected this cohort.

Academic Year	Grade	% Of students POLAR4 Q1 % (out of all POLAR4 Q1)
2017-18	Distinction	26%
	Merit	39%
2018-19	Distinction	13%
	Merit	32.3%
2019-20	Distinction	11.5%
	Merit	11.5%
2020-21	Distinction	32.%
	Merit	25%

Table 18: SCC internal MIS data 2022. Classifications: POLAR4 Quintiles

2. Ethnicity

Due to extremely small numbers of BAME students, and an even smaller sub-section of those achieving specific grades, it is not possible to publish the data or for it to be statistically significant. We make a commitment to continue to monitor this data on an internal basis and act accordingly if progress is affected.

3. Age

The outcomes for mature students have seen some fluctuation over the last 4 academic years. It is very evident that during the two years of the pandemic this group of students have been significantly affected academically and that the proportion of mature students achieving higher grades has decreased, most significantly in those achieving distinction awards. Those achieving a merit award has started to see an increase. We can compare the trends in the “young” category and see that they have been affected similarly over the 2 years of the pandemic and that overall, the number of students achieving high grades over the last two years has dipped. What we conclude from this analysis is that students in each group perform very similarly in achieving high grades, in some cases the mature students outperform the young, and that the trend has remained consistent in both groups. We make a commitment to monitor the fluctuations in this student group, but we will not be setting a target at this time.

Academic Year	Grade	% Of mature students (out of all mature)	% Of young students (out of all young)
2017-18	Distinction	51%	50%
	Merit	19%	22%
2018-19	Distinction	46%	28%
	Merit	14%	25%
2019-20	Distinction	18%	14%
	Merit	13%	22%
2020-21	Distinction	16%	17%
	Merit	23%	27%

Table 19: SCC internal MIS data 2022. Classifications: Age

4. Disability

The percentage of students with disabilities achieving higher grades has fluctuated over the last 4 years, with a notable decrease in the first year of the pandemic, which has subsequently increased in 2020-21. This group of students clearly found the pandemic and working remotely challenging and overall, the percentage of student grades in this year were lower than in previous years. What the data does show is that the number of students with disabilities, has improved in 2020-21 in both categories. We make a commitment to continue to monitor the trends in this group.

Academic Year	Grade	% Of those with a Disability (from all with a disability)
2017-18	Distinction	67%
	Merit	20%
2018-19	Distinction	35%
	Merit	27%
2019-20	Distinction	21%
	Merit	11%
2020-21	Distinction	26%
	Merit	26%

Table 20: SCC internal MIS data 2022. Classifications: Disability

Overall progression:

This section gives an overall analysis of the progression outcomes through the review of positive destinations upon leaving the institution. Due to the lack of students eligible to be part of the Graduate Outcomes survey, a commitment was made in 2020 to capture the destinations of students leaving SCC, 18 months after graduation. The data below was captured in March 2021 from the 2019-20 cohort. The response percentage was 48% but we make a commitment to increase that over the lifetime of the plan to a target of 60% response rate to ensure that the dataset is as large as possible to assess performance more accurately. We only currently have one year of destination data to compare; however, further years of data will be available for the next plan.

Having reviewed the questions contained within the original survey and the data captured, it can be concluded that the survey could have given more in-depth insight into certain factors, attributes and characteristics which would have given more details about the progression of our students and how certain groups performed in comparison to other groups without those attributes. Therefore, we make a further commitment to gather additional data in surveys (the next due to commence in March 2022) to ensure that our analysis and identification of gaps is more effective. We plan to be able to disaggregate the data for ethnicity and disability by end of academic year 2022-23. A further commitment will be made to capture progression rates to highly skilled employment in addition to what we have termed as “subject-related” employment. Due to our one-year vocational course offer, it is unlikely that many of our graduates will progress to highly skilled employment 18 months after they complete their courses at SCC. We commit to capturing more detailed destination data by end of 2022-23 academic year.

The analysis below demonstrates our performance within each underrepresented groups and allows us to clearly identify how these students have progressed in comparison to those students without that characteristic. Despite the survey response rate being lower than desired, in nearly all the underrepresented groups the destination data has extremely positive outcomes. The only group where the outcomes showed a gap in performance was in those students with a disability in comparison to those without. We therefore make a commitment to set a target for this group to increase proportions in this lifecycle stage.

1. Low socio-economic and low participation

The performance of students in the low socio-economic group in terms of destinations is very strong, considering the effect of the pandemic on this group of students. In comparison to students from the least deprived quintile, this group performed extremely well. It was very encouraging to see such a high number of students progressing into subject-

related employment. It is worth noting that due to a very low number of students from IMD Quintile 5 this data is not statistically significant.

IMD 2019-20 cohort	% Subject related employment	% Further study	% That progressed into other	Total provider positive progression
IMD (1)	66%	34%	0%	100%
IMD (5) *	0%	0%	100%	0%

Table21: SCC internal MIS data 2021: Destinations of leavers in 2019-20: IMD Deprivation Quintiles

Within the comparison of the least and most represented POLAR4 groups, the students in POLAR4 quintile 1 demonstrated strong performance overall, in comparison to those in POLAR4 quintile 5. This shows that these students have been able to progress at the same and better level than the comparator group.

POLAR4 2019-20 cohort	% Subject related employment	% Further study	% That progressed into other	Total provider positive progression
POLAR4(1)	60%	20%	20%	80%
POLAR4(5)	0%	50%	50%	50%

Table22: SCC internal MIS data 2021: Destinations of leavers in 2019-20: POLAR4

2. Ethnicity:

The progression data for students in the BAME category is extremely positive and demonstrates that students in this category gain the same advantage as students in other groups and in some cases perform more effectively.

Ethnicity 2019-20 cohort	% Subject related employment	% Further study	% That progressed into other	Total provider positive progression
BAME	66%	33%	0%	100%
All except BAME	59%	32%	4.5%	95.5%

Table23: SCC internal MIS data 2021: Destinations of leavers in 2019-20: Ethnicity

3. Mature:

This table shows that students from the mature category perform exceptionally against younger students. This group is a key focus for our college and many of these students go on to study to Master level once they leave our courses and this group also perform strongly in gaining subject related employment.

Mature 2019-20 cohort	% Subject related employment	% Further study	% That progressed into other	Total provider positive progression
Mature	60%	40%	0%	100%
Young	53%	33%	14%	86%

Table 24: SCC internal MIS data 2021: Destinations of leavers in 2019-20: Age

The outcomes of the survey demonstrate that, of the students with disabilities who responded, they did not perform as well as those students without a disability. More students did not progress to either study or employment. We are aware from the feedback from this group that serious health factors prevented positive progression at the time of response, however, this does highlight a significant gap between groups in this category and therefore we will be setting a target to increase proportion of successful graduates with known disabilities.

4. Disability

Disability 2019-20 cohort	% Subject related employment	% Further study	% That progressed into other	Total provider positive progression
Disability	33%	33%	33%	66%
Without Disability	62%	33%	5%	95%
Gaps				29pp

Table25: SCC internal MIS data 2021: Destinations of leavers in 2019-20: Disability

1.6 Intersections of disadvantage

The intersection of disadvantage data gives SCC the ability to accurately assess their performance against multiple characteristics to support with the identification of appropriate target groups for future access planning and objective setting.

Access:

		2019/20			
Characteristic Intersection	Intersection point	%		%	Gap
Deprivation Quintile + ethnicity	Quintiles 1 & 2 + BAME	6.0%	Quintiles 3, 4, 5 + BAME	2.6%	-3.4pp
Polar4 + Ethnicity	Quintiles 1 & 2 + White	53%	Quintiles 3, 4, 5 + White	38.2%	-14.8pp
Polar 4 Quintile + Ethnicity	Quintile 1 & 2 + BAME	5.2%	Quintiles 3, 4, 5 + BAME	4.3%	-0.9pp
Polar 4	Quintile 1 & 2 + White	46%	Quintiles 3, 4, 5 + White	48.7%	2.7pp

Table26: OFS Dashboard Data Intersections of data 2019-20

The data above demonstrates how successful SCC have been in supporting students from underrepresented groups across the above intersection characteristics.

The most significant gap is where deprivation and ethnicity are intersected. Here we can see that SCC widened access in white students from the two lowest deprivation quintiles against white students from the 3 highest quintiles, with a gap of -14.8 percentage points. The remaining intersections of data demonstrated in the table above are not statistically significant, however SCC commits to monitoring these intersections closely.

Success: *Non-continuation*

The intersectional data for continuation rates is based upon internal data from 2019-20 and based on the data available allows us to review where ethnicity and deprivation quintile intersect

Characteristic Intersection	Intersection point	Provider	All other HE providers	Gap
Deprivation Quintile + ethnicity	Quintiles 1 & 2 + White	91.3%	87.9%	-3.4%
Deprivation Quintile + ethnicity	Quintiles 1 & 2 + All except White	87.5%	86.3%	-1.2%

* Table27: OFS dashboard data: intersectional data 201-20

The intersectional data shows that against the population (all other HE providers) SCC students from Quintiles 1 and 2 against ethnicity either all white, or all except white, make better progress than the population across both intersections. There were 3% more white students from the lowest quintiles completing their studies, as compared to the population which is a very positive outcome. Equally positive is the number of BAME students from the lowest quintiles who continue to the end of their programme, 1.2% more than the population. SCC can here assess their performance as good against these characteristics. This data reinforces the assessment that SCC supports students from unrepresented areas extremely well and that there are very few statistically significant gaps that have been identified through this detailed analysis

As previously stated, the internal destinations strategy will be further developed in 2022-23 to capture intersectional data from students which shows how may be part of more than one underrepresented group. This is quite typical of the students are Salford college as most of our students are from low participation groups as well as other underrepresented groups. Extending the survey will allow us to gain a clearer understanding of these intersectional outcomes.

2 Strategic aims and objectives

We are an inclusive College with a vision: **“To become a beacon of educational excellence transforming the lives of the individuals and communities we serve”**. Working at the heart of the community, building aspirations and skills, the University Centre at SCC continues to contribute to economic, cultural, and social growth both locally and regionally. Our work with key local and national employers enriches the student experience and provides them with the essential skills they need to help them succeed in life and work.

Underpinning all our strategic aims, is the commitment to provide additional hardship funding to the students most in need. As identified earlier in the plan, most students at SCC come from at least one underrepresented group, some from more than one. The common aspect that can most effectively contribute to their ability to complete their studies, is having financial support from their chosen place of study. We commit to this support across the lifetime of this plan and we also commit to creating a holistic plan that allows us to closely monitor what works and does not work and use the range of evidence available to us to perform well as an institution against the targets we set.

2.1 Target groups

Based on our assessment of performance SCC will be targeting the following groups across the student lifecycle with either specific measures/activities and/or enhanced monitoring and evaluation

Target Group	Life-cycle stage
Black, Asian, and Mixed ethnicity Students	Access
Students in IMD Quintile 1	Success; Continuation
Students with a disability	Success: Progression

2.2 Aims and Objectives

Access

Following on from our Assessment of Performance, the below are the key target groups identified.

Aim: to increase proportions of students in the BAME group accessing HE at SCC. The data tells us that over the last 3 years there has been very low proportions of BAME students accessing HE and that the proportion of white students has increased. This is predominantly due to the Salford demographic which has remained static since the last plan. 2019-20 saw an increase in students from Black and Asian groups but this was then following by a subsequent decrease in 2020-21. SCC is committed to increasing proportions of BAME students and will carefully monitor the data over the lifetime of the plan to ensure that these underrepresented groups are being specifically supported. We will ensure that

activities will be tailored to engage with BAME students to raise awareness of HE courses offered by SCC and the financial and pastoral support available. We have worked closely with our BAME students to design and develop an induction process which clearly demonstrates the success of BAME students accessing HE at SCC in order to support building confidence in the option available to them. Our strategic measures will more effectively target BAME groups to increase awareness of our curriculum and to use case studies to promote positive outcomes.

Objectives:

To remove the gap

A1. To increase proportion of BAME students accessing HE at SCC by 5.1% by academic year 2026-2027.

It should be noted that the targets below are extremely challenging based upon the local demographic of Black, Asian, and mixed ethnicity students. These exceedingly small numbers can mean that gaps across these areas can fluctuate, presenting a challenge in setting meaningful milestones. Due to these small numbers, we have made the decision to aggregate these underrepresented groups into one singular target. However, SCC commits to continuing to monitor and evaluate these students at a disaggregated level and to provide disaggregated targets in the next plan, should it become statistically viable to do so. We commit to monitoring data in this way from 2022-23.

Access Baseline Target 1 – Baseline data in 2020-21 4.4%

Increase proportions of BAME students at SCC by 5.1% over 5 years

Annual Targets

- Year 1 (2022-23) increase proportion by 1.1% (from 4.4 -5.5%)
- Year 2 (2023-24) increase proportion by 1% (from 5.5- 6.5%)
- Year 3 (2024-25) increase proportion by 1% (from 6.5-7.5%)
- Year 4 (2025-26) increase proportion by 1% (from 7.5-8.5%)
- Year 5 (2026-27) increase proportion by 1% (from 8.5-9.5%)

Continuation:

Aim: to create an opportunity for students from underrepresented groups to continue with their studies at the same rate as students from groups without that characteristic.

Objectives:

S1. To remove the gap in non-continuation for students in IMD Quintile 1 in comparison to IMD Quintile 5.

S2. To improve data collection around all success measures to effectively analyse the outcomes for students in the success lifecycle stage by 2023-24.

S3. To introduce specific initiatives that support the improved continuation of students from IMD Quintile 1 to see improvement by 2023-24

Success Target 1 - Baseline gap at 2020-21 – 13pp

Reduce non-continuation gap among students from IMD Quintile 1 in comparison to IMD Quintile 5 by 10pp over 5 years.

Annual Targets

- Year 1 (2022-23) gap reduces by 2pp (from 13-11pp)
- Year 2 (2023-24) gap reduces by 2pp (from 11-9pp)
- Year 3 (2024-25) gap reduces by 2pp (from 9-7pp)
- Year 4 (2025-26) gap reduces by 2pp (from 7-5pp)
- Year 5 (2026--27) gap reduces by 2pp (from 5-3pp)

Progression:

Aim: is to support successful progression into employment or further study for students with disabilities

Objectives:

P1. To remove the gap in positive destinations for students with disabilities in comparison to students without disabilities

P2. To improve response rates, reporting and analysis by September 2023, evaluating the data on progression in relation to all underrepresented groups.

P3. To continue to develop the curriculum offer at level 5 and 6 during 2023-24 to enable greater progression opportunity for SCC students.

P4: To introduce new careers support and opportunities for employer engagement for students with disabilities by 2023-24

Progression Target 1 - *Baseline gap at 2019-20 – 29pp*

Reduce gap in positive destination outcomes for students with disabilities by 15pp over 5 years. Whilst there will still be a gap at the end of the 5 years, we will commit to reducing the gap at a realistic rate given the small numbers and the fluctuations in outcomes based on this.

Annual Targets

- Year 1 (2022-23) gap reduces by 3pp (from 29-26pp)
- Year 2 (2023-24) gap reduces by 3pp (from 26-23pp)
- Year 3 (2024-25) gap reduces by 3pp (from 23-20pp)
- Year 4 (2025-26) gap reduces by 3pp (from 20-17pp)
- Year 5 (2026--27) gap reduces by 3pp (from 17-14pp)

Strategic measures

3.1 Whole provider strategic approach

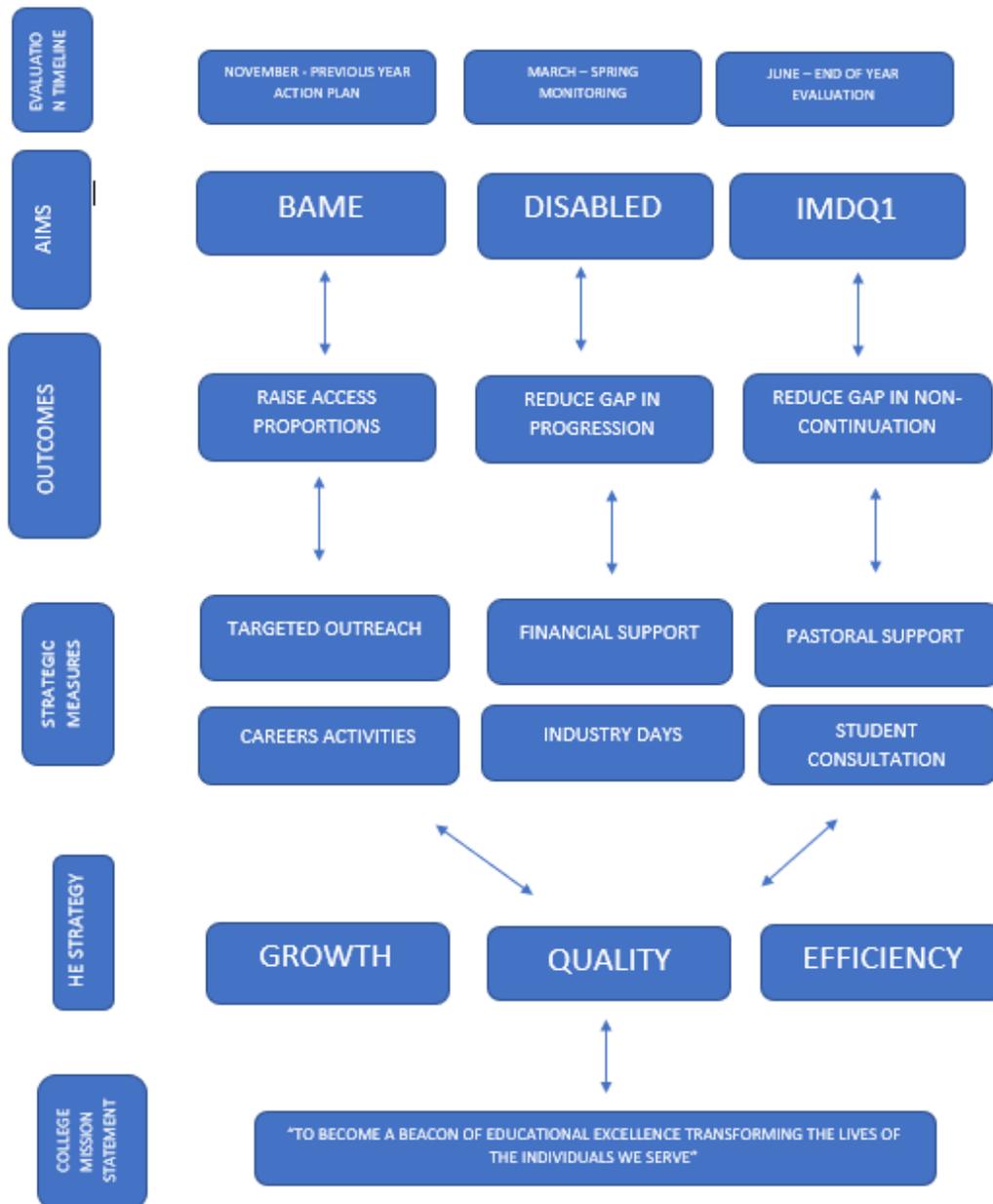
Widening participation and ensuring successful outcomes for students is part of the College's overall strategic ambitions. We seek to embed our APP throughout our College Strategic Plan and our HE Strategic Plan. The 2020-2025 Strategic Plan was formally launched in September 2020 was centred around the 3 core principles: Growth, Quality and Efficiency and it can broadly be summarised as embedding quality processes across all sites to widen access to our higher education provision and to deliver an outstanding student experience.

With the appointment of a new Group Principal in February 2022, it is the overall aim of SCC to develop a new College Strategic Plan and subsequently a new Higher Education Strategy, during 2022, to be launched in 2023. As an institution we are continuously working to develop our theories of change, and this will continue to be developed as part of this plan and the subsequent plan.

However, we know that most students that come to SCC are from an underrepresented group, and that the experience these students have with us, is one of the most positive they have experienced throughout their educational journey.

The reason we select the measures we have identified, and the reasons we think that they work, is based upon the in-depth dialogue, consultation, and engagement we have with our very small student body. When our students join the course, we consult on their expectations, motivations and academic obstacles and we put in place a bespoke service to support each student at SCC. Whilst the numbers remain so small (around 100) we can continue to tailor our support to appropriately meet the needs of our students. This is our approach, and we commit to monitoring the success of each of these students. We are very aware that some students do not complete their studies with us, and part of our current theory of change, is to continue to reduce this number on annual basis. We will do this through student feedback, intervention, retention initiative and financial support. Our overarching belief is that the students will inform us of what is working for them, and what we still must improve.

Our Theory of Change is based upon a clear alignment of strategic measures being put in place to deliver our overall aims. This is a continuously developing plan for change and we have considered how the process at SCC Group aligns our overall strategic objectives with the activities within our APP. The purpose of this is to ensure that the impact of targets and milestones related to access, success and progression is reviewed through our 3-stage evaluation model. This model will provide a framework for our approach over the next five years, managed through our APP annual review panel and reported through our HE Academic quality and standards panel and our board of Governors.



SCC GROUP – THEORY OF CHANGE MODEL 2022-23-2026-27

Model 1: SCC Group Theory of Change Model 2022-23-2026-27

SCC Higher Education Strategic Aims 2020-2025:

1. Maintain clear pathways for local and internal further education students to progress to SCC HE courses
2. Identify the most appropriate accreditation routes and develop HE provision through both direct numbers and appropriate partnerships/validation arrangements.
3. Develop a flexible HE curriculum offer that is inclusive, high quality, affordable and accessible to students from underrepresented groups.
4. Enhance the quality assurance framework to continue to meet the needs of the OfS and QAA

5. To provide an outstanding student experience with an emphasis on personal development which inspires students to make informed choices and lead to positive, sustained outcomes for their future

SCC Higher Education Strategic Objectives 2020-2025:

The key approaches to achieving our higher education aims have been devised as our objectives. The higher education objectives set out below and are aligned to the institutions three core strategic principles: *Growth, Quality and Efficiency*.

Growth

- *Achieve growth aligned to the local and regional skills agenda*
- *Activity to widen access and participation from underrepresented groups as identified in our targets through the provision of Outreach activities*
- *Develop and diversify our level 4, 5 and 6 provision*
- *Have a continuing focus on employability to enhance the student experience*

Efficiency

- *Effective curriculum planning and delivery methods that maximise group sizes*
- *Focus on current FE students accessing HE*
- *Maximise the college estate dedicated to higher education students*
- *Student support services to be developed to meet the demands of growth in higher education*
- *Establish a dedicated HE admissions service incorporating fair access arrangements as outlined in our Access and Participation Plan*

Quality

- *Engage students in internal mechanisms, processes, and procedures to support and enhance their learning opportunities and inform change*
- *Rigorous quality monitoring of our higher education programmes through academic governance structure and effective MI systems which capture appropriate outcomes for students*
- *Establish learning communities to share pedagogic practice*
- *Wider communication of both internal and external quality regulatory frameworks for higher education*
- *Staff engagement and understanding of Quality Improvement Plans (QIP) to support higher education development*

The activities of the Equality, Diversity, and Inclusivity (EDI) Steering Group support the 2021 EDI Strategy which supports the college to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons sharing a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To ensure that the holistic aims and objectives of the APP are fully embedded within this steering group, during 2021-22 additional members from the Higher Education department became active participants in this group. The new members included teaching staff and the Higher Education Outreach Officer, whose key focus is to widen participation (WP) to HE. This inclusion allows EDI and WP to be fully integrated and the outcomes evaluated at a granular level.

SCC puts significant emphasis on the delivery of high-quality teaching and learning and its whole college approach is found in the Quality Strategy 2021-22 to 2023-24 that details the key expectation around the planning and delivery of teaching and learning and how this will be measured, monitored, and supported. In addition to this we have a clear attendance strategy which demonstrates a strategic approach to inclusivity and a clear understanding of the student demographic typical at SCC. Both strategies put a focus on engaging students across all levels, providing outstanding teaching, support, and pastoral care to enable them to progress effectively through their programme of study.

Strategic Measures:

Our assessment of performance has identified the key areas that require a change of approach to meet our targets through our defined strategic aims and objectives. Our strategic measures set out the main activities which will support SCC to achieve the required change underpinned by resources and finance to support the plan.

Target Group	Life-cycle stage
Black, Asian, and Mixed ethnicity Students	Access
Students in IMD deprivation Quintile 1	Success; Continuation
Students with a disability	Success: Progression

Whilst identifying that there are some gaps to address for underrepresented groups across the life cycles at SCC, we have clearly demonstrated some outstanding performance in supporting widening participation and in allowing students to access, succeed and progress in HE because of our bespoke HE curriculum offer. The curriculum offer is aligned to the Greater Manchester priority sectors of Digital, Construction, Science and Technology; Health, Social Care and Education; Business and Professional; and Creative Industries. It has a focus on technical and professional knowledge and skills development to support individuals gaining employment opportunities. To maintain and improve access to HE locally we are ensuring local routes for our internal FE students who are typically from underrepresented groups. A key part of our strategic measure is to provide an effective induction for all students from underrepresented groups, including how to access to hardship funding.

Access measures:

SCC are very highly effective in widening participation from most underrepresented groups across the local community. SCC has sustained and co-ordinated activities to support this activity across a range of stakeholders and works hard to support young people and adults from a range of key target groups. The assessment of performance confirms more emphasis needs to be placed on widening participation from students from BAME groups and so increased measures will be implemented to address this need. However, due to very small student numbers, we feel that only targeting this group of students, rather than continuing to target all underrepresented groups, would compromise the outstanding achievements that we have as an institution. It is a strategic decision, therefore, to continue to reach as much of the community as we can through our activities, but to enhance our initiatives around potential BAME students. As part of our overall approach, the recruitment of Student Ambassadors to effectively promote our HE provision has become a greater focus. We have taken the deliberate approach to recruiting Ambassadors from the specific underrepresented groups we wish to target and to draw upon their personal experiences as a benchmark for effective initiatives and activities. Their input into our overall activities is critical and will support all our overall objectives.

1. Activity to provide effective HE Outreach:

The activity that we plan to deliver to provide effective HE Outreach has been developed as a successful programme of activities over the last 5 years. On an annual basis we review the evaluation from our GM Higher team and have clear evidence to support the initiatives that have the greatest impact on students and their onward participation in HE. This process is mirrored with our other partners, such as NCS, who share with us their feedback around the levels of engagement in their programmes and a key member of the APP review panel are part of the NCS final evaluation process. We take great care to select activities that we believe will widen access to HE and review them closely to make sure they are meeting our target requirements.

SCC works in partnership to raise aspirations to HE as part of GM Higher through the OfS Uni Connect Programme. The programme aligns to the outcomes for residents in the City of Salford and Higher Education as a widening participation tool at SCC. We are the lead institution for the Salford and Trafford Hub. Specifically identified target wards around attainment levels with a focus on groups where there are identified attainment differentials. Through this initiative we are committed to working collaboratively with other HEIs, Colleges delivering HE, third sector organisations and employers to raise awareness of, and encourage access to, the full range of HE opportunities.

We will continue to promote our existing outreach activities within the schools we work with alongside the project. In addition, we are using the GM Higher network to share best practice and deliver a programme of collaborative events via the projects' 'core programme' of activities whilst delivering specific and bespoke events e.g., a summer school for media, subject specific HE tasters for Construction, Modern Foreign Languages and Media Makeup for Fashion and industry insights into Law.

We aim to raise the HE participation rate for learners and will focus our attention on improving the number of BAME students in Salford who access HE. We plan to increase the number of BAME students on programme by 5.1% by the end of this plan 2026-27 and by a further 5% by 2030-31.

We have apportioned funding to support this activity throughout the duration of the 5-year plan and have increased our investment in access activity spend including the recruitment of HE Student Ambassadors and a HE Outreach Officer to work closely with 16-18 and 19+ FE learners. This will enable a range of Outreach Activities to continue to be offered in Salford and will develop to include the appointment of HE Mentors to further access activity and meet our WP targets.

Our outreach activity with schools and young people includes summer schools, campus visits, taster days and master classes. In addition, mentoring and work with community projects such as Go Further (year 10), Brightside (year 12) and Business in the Community to raise aspirations with targeting groups of school students, typically those with high KS4 attainment but who typically do not progress into Higher Education. Employers are typically included in outreach work and attend our open events as well as events for parents/carers to raise awareness of how to access Higher Education.

A new initiative starting in 2022 will ensure that Student mentors and Student Ambassadors, from the BAME group of students, will have increased awareness and presence in all HE communications with students including bulletins and social media. These students will be a core aspect of all open day activities, to encourage and build confidence in BAME students that SCC is a safe and nurturing community. In addition to this, students will take part in external events to promote the opportunities for BAME students at SCC. One student ambassador recently took part in a QAA Quality Insights conference which promoted the opportunities at SCC. This activity was based on feedback from the student body that wider representation was needed.

Outreach (communities, adults and disabled)

The College works with several community venues. Events include the delivery of a range of appropriate provision including taster days, visits to encourage accessing high-level study. Other activities include talks from employers at taster sessions. Other activities for community and adults include:

Skills and Work Board:

Broughton Trust, which comprises several key stakeholders in Salford (including the council, university, employers, and third sector agencies), has a sub-group which seeks to tackle youth unemployment by addressing the needs of young people not in education, employment, or training (NEETs). These young people in Salford, mainly male, are difficult to identify because they may have been involved in criminal activity, may not have their own accommodation and/or do not register for unemployment benefits for fear of their parents losing family allowance.

National Citizen Service (NCS) Salford Foundation:

The NCS Salford Foundation supports young people in developing critical thinking and pathways. The project aims to encourage older students who may have missed the opportunity to take advantage of education. There are two one-day workshops that the College and University deliver to provide an insight to the routes into education. The plan is to deliver sessions in each academic year.

2. Effective Careers Activities:

The effectiveness of our career's activities is reviewed annually with the Head of Destinations, where we evaluate the number of applications to HE overall and then to our own internal provision. This process is mapped to the Matrix framework and outcomes reported to the governing body.

Significant activities have been undertaken around the destinations and progression of our internal FE students. There are dedicated careers advisors who support students and their influencers to understand the choices available and encourage them to engage in activities to support their choices. Our FE students come predominantly from Salford with high numbers of Uni Connect learners from lower areas of participation in HE. Collaborating with schools, employers and third sector organisations has been identified by OfS as an effective approach within the access stage of the student lifecycle and we have since seen an increase in the conversion of applicants to HE.

Supporting our students to complete their UCAS applications has become a key focus and a larger number of workshops have taken place to support students making choices, based upon feedback from our internally progressing students. This has helped develop the confidence of many students in taking the step from FE to HE. In 2019-20 75% of eligible FE students at SCC applied to UCAS and 77% in 2020-21 and 2021-22.

To improve the positive destinations for HE students a range of new initiatives will be implemented from 2021-22 including:

- A student led conference
- Industry days
- Dedicated Adult and HE careers advice
- Greater engagement with social media platforms such as LinkedIn

Aspiration raising activities:

Working closely with local schools and colleges to raise aspirations and promote learning, targeting access to HE courses and attending school careers events to promote advice and guidance on opportunities and offer careers advice. Academic staff undertaking master classes to support raising attainment levels with underrepresented groups support this. A key part of this activity will focus on encouraging female students to pursue a pathway into Higher Education. The “HE student of the year in 2021” was a female construction student, who has become a significant role model for other female students entering this profession. She joined the college on a level 1 qualification and progressed through the levels until she graduated with an HND. SCC was able to provide a range of academic and pastoral support her throughout her journey as a mature, disabled student.

The College has re-focused its work on promoting access to HE with its feeder schools and communities and with our internal market of further education learners. Promoting access to HE for the College’s Level 2 and Level 3 students through targeted careers sessions, dedicated HE events and talks by the Salford City College and universities to support with applications to gain entry to Higher Education. We have also redesigned our Open Days targeted at students choosing their level 3 options, to include clear pathways and entry to HE directly from their level 3 courses.

3. Data collection and reporting:

SCC works closely with student records and management information to ensure that the data that we collect will allow us to fully monitor access outcomes for underrepresented groups. This is achieved through a robust data management system, which analyses key assessment review points three times a year. This involves members of SLT and curriculum leaders and allows the college to direct support where appropriate.

Success Measures:

1. Effective Transition to HE

We closely monitor and review our induction and transition process on an annual basis to ensure that students are benefitting from the initiatives and support put in place. We will provide an effective induction programme, for all students from underrepresented groups, including access to hardship funding for BAME students. The methods have been developed over several academic years, and we continuously update and enhance based on feedback directly from students, tutors and support teams. During the pandemic, this process was somewhat compromised due to the lack of face-to-face engagement, however, adequate activities were still delivered. Students told us emphatically that the return to in person teaching and learning was far more beneficial.

Our key focus for improving the success of underrepresented students at SCC is to ensure that the transition these students make into HE is effective and meets their needs in a holistic way. The transition into higher education is of key importance and SCC aim to provide an engaging HE Learning Community and induct students effectively into this community, providing opportunities for them to learn as part of their course and to participate as part of the wider HE Learning Community.

The transition can be more challenging for some students for example, those with additional needs or with more limited family support. Induction arrangements are central to achieving this transition successfully and to providing relevant and

useful information about academic expectations and cultures, institutional systems, welfare support, and facilitating the development of social networks, particularly for students who are not able to participate in traditional student activities.

Critical aspects such as financial commitments, carers, the demands of part-time employment, student services, guidance and support all influence student continuation and SCC monitor and track student achievement and progress throughout the student lifecycle so that timely interventions can result in improved success. Tutorial support and small class sizes are essential in retaining students from disadvantaged groups. Interventions can include additional learning support, intensive mentoring, and the development of key academic and transferable skills. SCC offer an HE hardship fund to assist students to support students struggling financially and support them through their transition and learning. Effective transition can help to improve rates of initial retention and on-going success. A key area of focus in this transition activity is to ensure that all students have equal opportunity to continue and achieve their qualifications. We intend to provide additional time and resource to support those students from IMD Deprivation Quintile 1 who typically have additional barriers to both building confidence in their ability and to becoming financially independent. Our assessment of performance clearly shows that there is a gap in success for these students and this will be addressed through a range of support mechanisms, both financial and through academic skills sessions.

However, our overall strategic objectives are to support the success of all students from underrepresented groups and not just those identified in the plan as a target group. Therefore, whilst we prioritise the support of students from IMD Quintile 1, we offer our bespoke support to all students, as we feel that this approach works very effectively.

2. Teaching, Learning and Assessment

Our teaching, learning and assessment practices are monitored and observed through a range of institutional wide initiatives including course reviews, assessment boards, formal observations, peer observations, student module feedback, external examiner reports and through staff student committees. We review and amend our methods in line with triangulation of evidence and ensure that our methods support the aspirational targets that we have for our students.

We will continue to engage teaching staff in continuous professional development to support them with developing effective approaches to HE teaching, learning and assessment and to support differentiated approaches to learning for individual students. Another key initiative is to provide appropriate support for internally progressing students, adult access students and students with disabilities who may require additional sessions focussed on building academic skills, literacy, and numeracy. This additional support has been put in place based on feedback from students who felt that this significantly enhanced their capacity to develop throughout their course and to build their confidence in the early stages of their student journey.

Continuous work is also being undertaken to ensure that formative assessment is an integral part of all assessed work and that students can understand and manage their assessment workload effectively through a carefully planned assessment schedule which supports collaborative learning practices, working in small groups and developing critical employability skills. Bespoke academic and pastoral support throughout the student life cycle is essential to all our students but especially for students from underrepresented groups. Our HE Support Officer has a specific remit to support these students and to work closely with them to help overcome specific barriers to learning. As mentioned previously, additional resource will be put in place to support building academic resilience with students from groups that may find this aspect of their learning more challenging.

SCC do not currently provide bursaries or scholarships to HE students, but we have a well-established hardship fund which is prioritised to students experiencing unexpected financial hardship and supporting continuation on programme which has been a great benefit over the last two years. Any student can apply for this support; however, it is prioritised to students experiencing disadvantage.

3. Data collection and reporting:

SCC will work closely with student records and MI to ensure that the data that we collect will allow us to fully monitor the success of our students through continuation rates and any classification data for those in underrepresented groups.

Progression Measures:

Our current course portfolio of one-year programmes makes interventions for the improvement of the “progression” stage of the student lifecycle a major challenge for SCC to overcome. We have since turned all our HN qualifications

into two-year HND courses to ensure greater progression and implemented “top up” degrees and higher technical qualifications. We also ensure that our students have the correct information, advice, and guidance available to them should they wish to then continue with their studies or similarly that they have appropriate careers advice to enable them to secure employment within their chosen sector. Whilst our target group for progression has been identified as students with a disability, as we have previously stated, it is our overall objective to support all students from underrepresented groups with effective guidance, pastoral, and academic support to achieve their positive outcomes.

1. Work Placement and Careers activity

On an annual basis a critical part of our provision is to support the onward progression of students into employment, and this is reviewed and updated to ensure that the most up to date industry links are maintained. Each department must provide opportunities for students to engage with industry in variety of forms. These sessions are all supported by evaluation of the event and feedback from both participants and speakers. As previously mentioned, our careers activity is regularly monitored to ensure that the processes in place are effective.

SCC is continuing to prepare and support the progression of all HE students but particularly the targeted groups of students by ensuring that work-based learning opportunities, for example live briefs and employer projects, are fully embedded with the within the course content to fully prepare students for the world of work. In direct response to feedback from students, SCC will arrange as many simulated activities as possible which mimic the full engagement with industry and potential employers relevant to each industry sector. These activities will include ‘mock interviews’, presentations in business dress, meeting guest speakers and visiting employers on site. All courses provide guest speakers and industry insights as a generic offer, and these can be further enhanced through a tailor-made offer to needs of a group, for example, part-time mature students. Exposure to a wider range of external activities and networking opportunities with employers further reduces their barriers to progression. Actively engaging students in their learning and future opportunities is a key element of improving the outcomes for students.

2. Data collection and reporting:

SCC will work closely with student records and management information to ensure that the data that we collect will allow us to fully monitor the progression of students through both internal and external initiatives, predominantly through surveys, to successfully capture destination data.

In summary, to fully support all the above measures, SCC is taking a fully inclusive approach to this plan to widen access to students from underrepresented groups. Part of this strategic approach will include:

- Engagement and involvement of staff from different departments across the college
- Continuing the effective collaborative activity with local and regional stakeholders
- Ensuring a significant focus on the support for students from initial advice and guidance
- Designing and developing an appropriate range of curriculum and pedagogic frameworks to ensure students from all backgrounds are engaged and encouraged to develop the necessary skills to succeed.
- Creating a process enabling financial support to be available to students in most need of help.
- Creating an effective transition process for internal students at SCC to access the HE at the University Centre
- Undertaking thorough destinations tracking to monitor performance of students in underrepresented groups

3.2 Student consultation

To ensure that our students are fully supported throughout their life cycle, their involvement and contribution in developing this APP and in agreeing our strategic measures is essential. Those students, who have themselves, come from underrepresented groups, can provide us with critical feedback which will allow us to make the focus of access, success, and progression activity more relevant and to yield more positive outcomes. We offer students a wide range of forums to express their views about the content and development of this plan, including Staff Student Committees, Link Governor Day, student surveys, focus groups and through student ambassador feedback. Across all stages of the plan, we invite input, discussion and consultation with our student representatives and student ambassadors. Due to our small student body and demographic, we have diversity across the representation and on an annual basis we can confirm that all groups are fully represented through the process and have an input into the development of the plan.

The feedback from students has helped us to confirm that some key initiatives really help students access and progress in HE. Much of the feedback from students focuses on the access activities and creating more effective awareness of the opportunities for students from target groups to access HE. The feedback from students around specific elements of the plan was managed through the Staff Student Committee process where students were asked directly about their experiences regarding all lifecycle stages and were asked about experiences and feedback around financial and pastoral support, in line with the plan's objectives.

During this process students were given an opportunity to talk about how communication around the plan's objectives and outcomes could be better communicated and focused on what activities supported them to start their journey into HE at SCC. This very detailed feedback from our student representatives, in addition to the feedback and input from our student ambassadors will enable us to become more knowledgeable about the specific actions that have supported students to access, continue and succeed during their studies with us. Rather than just having generic feedback about things they liked or disliked, we will be able to create a wraparound service that takes into consideration, significant challenges, and appropriate solutions to these, throughout the respective journeys of each group of underrepresented students.

One example of this has been identified through a committee where a student with financial hardship, had been able to continue with their studies, only due to the financial support being received from the college, and in addition to this, flexibility around their timetable and extra study skills sessions. As a complete package, this made the difference between the student continuing and progressing to the next year of study, rather than withdrawing and seeking paid employment.

SCC has a robust and transparent recruitment process to ensure students from a range of backgrounds become Student Ambassadors, a role that has significant value. Many of the Student Ambassadors become HE Mentors and work closely with the Salford schools and become aspirational figures to students from underrepresented groups, as many of them are also from underrepresented groups. Some of the direct actions identified to date from our student consultations include:

- Greater support with UCAS applications - due to feedback from students we have improved the way in which we support students to make choices and to write their personal statements by our HE professional services team visiting smaller tutorial groups and providing one to one support.
- Summer schools and taster sessions – based upon our collaboration with GM Higher the HE Outreach Officer has established outstanding links with target schools to provide appropriate and meaningful activities which create the opportunity to widen access from our key target groups. This work will continue to grow and develop throughout the life cycle of this plan and is a key focus of our activity. Effective student evaluation is a critical part of achieving this.
- Support with academic skills (including literacy, numeracy, IT skills and referencing) and more formative assessment activities - our consultation process has told us that students often feel overwhelmed by the summative assessments that they are required to complete and so through our academic framework we have been able to develop wider strategies to encourage more structured formative work which supports greater outcomes for students from our target groups
- Simulating activities supporting successful employment – as our technical and professional provision begins to develop, we are committed to ensuring that our students who are exiting directly into employment can experience “real-life” experiences. Construction Masterclasses on-site have been just one area that we have used the feedback from students and delivered a direct intervention.

Students will be continuously involved in the monitoring and evaluation of the plan through a range of committees, surveys and via focus groups, all of which had an APP section on the agenda. Deliberate input from students is key to driving our plans, and there are plans to include a student representative in the APP Review Panel to play a key role in the monitoring of progress. Through our monitoring and enhancement activities, we have procedures in place that regularly review programmes to see how they can be improved to enhance the student experience. By having a student as a key influencer in the development of the APP our opportunity to build a framework that does benefit the students will be more effective. They will have the reach with the student body, that is sometimes challenging to achieve through surveys alone.

3.3 Evaluation strategy

Working within a framework of continuous quality improvement, high quality evaluation is crucial for an evidence-led, strategic approach to access and participation, essential to driving improvements, and for ensuring that the college continues to invest in activities and support that will have the greatest impact on the groups of students and the stages of the student lifecycle identified as most in need of improvement. SCC acknowledges here that the development of an embedded and consistent approach to evaluation is at an early stage as a small provider of HE and the college is committed to making improvements to the evaluation process. We intend to evaluate the plan at three points in the year, in line with our Theory of Change model.

The key evaluation mechanism is our dedicated APP Review Panel which carries out detailed monitoring and evidence in relation to this plan. This panel will undertake a range of evaluation activities to allow for detailed analysis of impact across under-represented groups, and be used to continuously inform strategic measures and drive change, which include:

- The design of our access and participation programmes/activities to ensure their continuous improvement is being undertaken in the approach that we take.
- Continuous improvement is demonstrated through the design of the evaluations we are undertaking; the implementation plan of the evaluations; the analysis and evaluation of the evidence.
- The opportunities to share the lessons learnt from each programme
- To ensure that learning is used to shape improvements; and the resources that underpin our evidence and evaluation strategy.

Examples of opportunities evaluative activities include activity and Programme Evaluations, Module Evaluation Questionnaires; HE Staff Course Reviews; Student/Staff Liaison Committees; Student Representative Meetings; NSS, Graduate Outcomes Surveys, internal students' surveys and destination tracking. It is the aim of the outreach coordination to effectively track cohorts of students from pre-entry outreach work to enrolment on HE courses and to continuously evaluate the long-term impact on students from our target groups as they progress through the student lifecycle. This may include a review of retention, achievement, satisfaction, and destinations for our widening participation students.

As part of this plan, within our assessment of performance and subsequently through identification of aims, objectives and targets we have made a commitment to focus our attention on key target groups at specific stages of the student lifecycle. To effectively evaluate our progress to the targets that we have set, our strategy will be based on frequent review of the performance of these groups of students in-year and at the end of each academic year. As an example of this, we will use internal data to establish how well the target groups are performing through the tracking of assessment outcomes, attendance, retention and through student voice forums. We will also map this to applications for student hardship funding to ensure that any student deemed to be at-risk, as highlighted in our weekly student support panel meetings, is in receipt of the full support package available. This analysis will be produced as a report, which will be presented on a termly basis to the newly established HE Academic Quality and Standards.

We aim to base all interventions, which support positive student outcomes, on the evidence gathered from the range of methods detailed above and turn this learning into effective strategies. An example of this, would be when we were able to closely monitor successful outcomes for groups of students, based upon the kind and level of support they had received. This support was both financial, via the hardship fund, and pastoral, via the student support officer. The evaluation of their feedback at the end of their student journey in conjunction with their academic performance demonstrated a clear link between the support put in place and their ability to complete their programme and be supported in the most beneficial way. This allowed us to establish a wrap-around package of academic, pastoral and hardship support for students from similar underrepresented groups. Based on definitive finding from our evaluations.

Another key example of how evaluative evidence allowed us to make an effective intervention was based upon the demand to establish mental health ambassadors to support students experiencing a range of difficulties in the post-pandemic time. The intervention made was make provision for peer support in addition to the formal college support in place for students. This initiative was found to be highly successful in supporting underrepresented groups of students who found it easier to engage with a student ambassador in this scenario.

Annual Curriculum reviews carried out by the Head of HE reviews a wide range of elements including the module and overall satisfaction feedback. These contribute to the future curriculum planning strategies to maintain the inclusive curriculum practices and will monitor the rigour and impact of the evaluation carried out. A key part of the evaluation

will be to amend and modify any areas of the programmes which require improvement as directly highlighted by the feedback and self-evaluation.

In the preparation of this plan, SCC has also completed the OfS Self-Assessment Toolkit (January 2022) which has identified several areas for development to undertake throughout the duration of this Plan, starting in 2022-23, which will give us the opportunity to improve our overall evaluation approach, to deliver effective continuous improvement and to enable us to learn more from our evaluations to bring about more change to our activities:

These areas include:

- Ensuring that there is a continued understanding and commitment across the institution to contribute to evaluation and monitoring activities by the end of academic year 2022-23.
- Ensuring that all relevant staff across the institution are aware of and understand Access and Participation Plan targets, have knowledge of the unrepresented groups we are targeting and the methods that will be used to review and evaluate their success through CPD by the end of academic year 2022-23.
- Reviewing existing evaluation approaches to ensure that they accurately support data collection and analysis tasks in relation to our Access and Participation Plan targets. The introduction of a new MI system at the start of 2021-22 has given SCC the opportunity to build in internal reporting functions across the full range of characteristics across underrepresented groups. This has brought a new depth to evaluation and analysis and allows for better adaption of activities throughout the lifecycle of the plan. Our aim is to have this fully implemented by the end of academic year 2023-24.
- Establishing evaluation activities that incorporate quantitative and qualitative evidence to help deepen our understanding of the impact of our activities by 2022-23 and ensuring these evaluation activities incorporate deeper learning and reflection. As an example, feedback from student focus groups around which activities most influenced and supported accessing HE would be continued and enhanced and similarly, activities that were deemed to be not particularly informative would be withdrawn or refocused. Student input into the design of future activities is a critical aspect to the evaluation strategy.
- Implementing the brand-new initiative of an HE Academic Quality and Standards committee to assess performance and review programme and institutional issues by the end of academic year 2022-23.

The above developments will significantly contribute to the completion of our annual monitoring impact report, inform our programme design for the future and to evaluate our areas of investment. Sharing of good practice in monitoring and evaluation will be maintained through our GM Higher Hub and through engagement in relevant workshops and regional consortium.

Evaluation of impact will be thoroughly embedded in all access activities and initiatives and through continuous monitoring and analysis of our understanding of how to maintain, improve and expand our outreach work will be realised. Investment and resources to support access activity will also be regularly reviewed. The access investment specifically relates to work targeted at potential students, their families, and communities. The work includes outreach work with schools, young people, and adults with no prior experience of Higher Education.

The structures that exist to allow learning to be put back into the plan are found as part of our annual self-assessment process. As part of the annual curriculum review process, all curriculum areas must complete a thorough programme level evaluation of their data and outcomes. This detail is then fed into a programme level Quality Improvement Plan, which is presented by Heads of Curriculum to both Heads of Department to the Head of Higher Education. The KPIs monitored as part of this process are fully in line with APP targets of Access, Success, and Progression. The overall areas for improvement are included in the Departmental Self-assessment report which contribute to the Higher Education Self-evaluation document. The key priorities from this action plan forms the basis of the next academics years targets, objectives and review points and are monitored at 5 points in the academic year and continuously reviewed and monitored via such forums as Department review board, Programme Committees and the HE Academic Quality and Standards Committee.

In addition to the standard monitoring of outcomes as detailed above, following a robust evaluation of the activities involved in this plan and measuring their success, the APP review panel will meet with the relevant members of staff at the beginning of the new academic year to share best practice and learning achieved through this plan, with a view to implement those successes into the system. The staff involved are academic staff, school's liaison, admissions, marketing, student support and student ambassadors.

The overarching objective is for SCC to clearly understand the progress made against the targets and to ensure that at all levels of the organisation, the key contributors understand their focus, and secondly that students affected by any initiatives understand the progress made to support their journey and how we have amended activities in line with our findings.

3.4 Monitoring progress against delivery of the plan

The SCC Group Principal is the Accountable Officer for the OfS and holds overall responsibility for monitoring progress and has the final sign off for the plan. The responsibility to determine whether progress is worsening and what kind of action would be taken is devolved to the Head of Higher Education who chairs the APP Review Panel which meets twice a year for this purpose.

SCC has a detailed and robust evaluation strategy in place which will ensure that we can review the programmes and activities taking place to allow us to continuously improve the design and delivery to allow us to meet targets and to narrow and eliminate gaps. Our evaluation process will consider feedback from a range of stakeholders; from qualitative and quantitative data and will consider the impact of the interventions that we put in place. We will draw on findings from local and regional data, validating partner information and national research and evaluation to ensure we can maximise the impact of our activities and resources and support our students effectively in fulfilling their full potential.

An essential part of assuring this process is to set out an appropriate framework that effectively monitors our evaluation of the progress that we are making against the targets identified in the APP. One of the key areas that the monitoring activity will focus on is seeking assurance that the plan is delivering positively against the targets laid out and recommending appropriate intervention should effective progress not be made.

The Access and Participation Plan Review Panel, a small, dedicated group comprising members from SLT, Quality, Curriculum, Professional Services, Student Support, and a HE Student was established in 2021-22 to undertake the first critical stage of monitoring the impact of the plan.

This Team is responsible for scrutinising the evaluation processes and analysing the feedback from the annual activities. The APP Review Panel recently produced the Annual Monitoring Impact Report (AMIR) that was successfully approved. This report demonstrated that a very high percentage of underrepresented groups accessed HE at SCC. Several gaps were identified where the college needs to improve which were predominantly around some black and minority ethnic students who are not performing well. The overarching objective of the panel is to ensure that through the lifetime of the APP more students from underrepresented groups access, progress, and gain success within HE at SCC.

The AMIR will be monitored by the SLT through the Quality and Standards Committee and ultimately presented for approval to the Board of Governors. The strategic aims, objectives and commitments of the plan will also be transferred into the action-planning element of the annual self-assessment report (SAR) for Higher Education. These actions will be monitored for progress both at strategic and operational level. Monitoring and validation of the SAR takes place at key points throughout the academic year that are scheduled in the Cross-College Quality calendar and led by the Head of Higher Education. This is a cross-college plan, which will be embedded across all levels and across a range of curriculum, quality, and support functions. The Quality and Standards Committee will continuously review progress to target and amend or review activities as deemed a priority.

As part of the robust evaluation process detailed above, the structures in place to close the loop of evaluation involves self-assessment from programme level up to Head of Higher Education at both the end of the academic year, and at key points during the year. In addition to this, a “deep-dive” process is undertaken in each curriculum area in the first term. This process involves desk-based review, lesson observation and student voice as the triangulated method to ascertain in-year progress to target. Following this review, any areas of concern, including a lack of progress against APP targets would be identified and an action plan would be put in place with the Head of Department and would be monitored by the APP review panel and Head of Higher Education. An example of action being undertaken, would be support put in place from an advanced practitioner, if teaching and learning was identified as an issue, intervention from the HE Quality officer, if compliance with data systems and reporting were not effective or a review of policies and process should effective student support not be in place. Other interventions could be a review of the use of appropriate

marketing and admissions material in reference to underrepresented groups. The Head of Higher Education has overall strategic responsibility to ensure that any underperformance in relation to the APP targets is addressed with the relevant personnel and that actions are put in place to review, amend and resolve.

3.5 Provision of Information to Students

All prospective and current students are provided with information on the financial support including guidance documents on the College website, pre-course information, applicant visit days, enrolment, and induction. Teams at each campus in Student Services support this. This is to ensure prospective and current students can make informed choices about the College and its Higher Education courses. Fee information for the duration of their course is available via the website, student finance England and UCAS.

Financial Support

As part of our overall strategic objectives the support for students from underrepresented groups is underpinned by essential financial support. As an institution we believe that easing the financial burden can significantly improve the academic journey of a student and contribute to their continuation and progression. Without sufficient financial support, many students are unable to complete their studies.

The Higher Education Hardship fund is to support students who may be experiencing unexpected financial hardship or may require extra financial support to enable them to access or remain in higher education. Priority for hardship funding will be given to students from underrepresented groups. Due to the demography of the students who access our higher education courses, the Higher Education Hardship Fund is primarily accessed by students from the most underrepresented groups. The fund seeks to assist those who need extra financial help to meet costs which are not already being met from statutory (or other) sources of funding. This may include emergency payments for an unexpected financial crisis or as an intervention in cases where a student may be considering leaving higher education because of financial problems. -

Full and part-time students are eligible to apply for this fund and an application for hardship will be assessed by looking at the difference between accepted expenditure and expected income. More information can be found on the SCC Website. <https://www.salfordcc.ac.uk/universitycentre/financial-support>.

An allocation of £13,000 per academic year, for the lifetime of the plan, has been allocated for hardship funding. An individual student may be entitled to a maximum of £500, under the hardship fund, per annum.

Investment in the hardship fund for students is a significant strategic objective for SCC. Ensuring that the hardship funds distributed generates positive outcomes for those students affected is critical to the success of the APP itself. Through both regular monitoring of performance and one to one support, the success of the hardship funding structure can be fully evaluated and amended or modified as deemed appropriate. These hardship reviews would be tabled at the Quality and Standards committee for discussion and decision-making purposes throughout the academic year.

We will publish our approved plan and fee information on our website.

Appendix:

Targets and Investments Plan
Fee Information