Salford City College Group

Access and participation plan 2026-27 to 2029-30

Introduction and strategic aim

Salford City College Group is a large Further Education College in Salford, part of the Greater Manchester City Region and is home to 10,000 students and 620 staff. The College offers courses from Pre-Entry to Level 7 on A level, Vocational, Technical, T level, Adult and Apprenticeship Learning Programmes.

There are six college centres under the umbrella of the Group, each retains a specialist skills focus whilst retaining a commitment to support students at all levels of prior attainment:

- City Skills is a Centre of Excellence for Construction and a Centre of Excellence for ESOL (English for Speakers of Other Languages)

- Eccles Sixth Form College is a Centre of Vocational and Technical Excellence.

- FutureSkills at MediaCityUK is a Centre of Excellence for Creative and Digital.

- FutureSkills-3 at MediaCityUK is a Centre of Excellence for Adult Learning.

- Pendleton Sixth Form College is a Centre of Academic Excellence.

- Worsley College is a Centre of Excellence for Industry Skills.

- Apprenticeships are delivered across the city in a number of key sector areas.

- Community Education, part of the Adult Education Curriculum offer is delivered by both the college and community partners.

According to the UK's Office for National Statistics (ONS), the current population of Salford is 270,800. According to ONS between the last two censuses (held in 2011 and 2021), the population of Salford increased by 15.4%, from around 233,900 in 2011 to around 269,900 in 2021. Salford's population, therefore, saw the largest percentage increase in the Northwest. The population of the Northwest increased by 5.2%, while the population of England rose by 6.6%.

In 2021, Salford was home to around 19.8 people per football pitch-sized piece of land, compared with 17.2 in 2011. This area was among the top 25% most densely populated English local authority areas at the last census.

In 2023/2024, 60% of the student cohort resided in Salford Analysis of travel to learn patterns identifies that the provision is predominately place based, particularly so for Community Provision and the highest proportion of school leavers come from Salford schools. However, the geographical location of Salford also means that a number of students also travel into Salford from surrounding boroughs. Adult learners and apprentices are more likely to travel from outside of area, and apprentices in particular travel from locations such as Birmingham, Liverpool, and Leeds to access regionally recognised provision.

Salford City College Group 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, Future Skills 3, home to the majority of the Group's Higher Education provision, 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. As most students at Salford City College Group come from at least one underrepresented group, some from multiple. 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.

Risks to equality of opportunity

The City of Salford covers 37 square miles and the five districts of Salford, Eccles, Worsley, Irlam and Cadishead, and Swinton and Pendlebury. Salford has high levels of poverty and deprivation across the city. It is the 18th most deprived local authority area in England (out of 317) and the third most deprived local authority in Greater Manchester (Salford City Council, 2019).

Since the last plan was approved in 2019, the context for all students, and especially the most disadvantaged, has become much more challenging. There are pressing risks relating to equality of opportunity with the potential to impact most of our students, given that the majority are from widening participation backgrounds. The most pressing of these is the cost-of-living crisis, which has been intensified by the failure to increase student living cost loans. The impact of this can be seen and felt across all aspects of the student experience, and it has exacerbated most, if not of all, of the risks identified in the Office for Students' equality of opportunity risk register.

The pandemic and ongoing economic instability have had a negative impact on academic skills as well as social and emotional development. Widening social, economic, and regional inequalities (including digital inequity) affect access to and outcomes from HE, with the 2023/24 changes to the fees and funding system having a disproportionate impact on lower earners and on women. We will continue to do all that we can to mitigate the impact of risks on our students but must also acknowledge that this is extremely challenging within the current financial environment facing our students and the higher education sector.

Risk 1: White Students from Deprived Backgrounds

Analysis of our achievement and progression data highlights persistent underperformance among White British learners from socioeconomically deprived wards within Salford and Greater Manchester. These students often experience intersecting disadvantages including low household income, educational disengagement across generations, and reduced social capital which limits both attainment and aspiration. This group is statistically less likely to achieve high grades or progress into higher education or skilled employment.

Risk 2: Mental Health

The mental health of our learners has become a growing concern, particularly in the post-pandemic context. A significant proportion of students report anxiety, depression, or stress-related barriers that affect attendance, engagement, and academic confidence. Referral data to college support services

and feedback from tutorial teams indicate an increasing need for trauma-informed practice and wraparound pastoral support.

Risk 3: Outcomes for Black, Asian and Minority Ethnic (BAME) Students

While Global Majority (BAME) learners are well represented across Salford City College Group programmes, there are outcome disparities in certain subject areas, particularly where there is a lack of cultural responsiveness in curriculum or teaching strategies. Assessment and progression gaps have emerged, especially among Black Caribbean and Pakistani heritage learners. We believe these are partly due to systemic bias, curriculum representation issues, and a mismatch between institutional support and the lived experiences of learners.

Risk 4: Disabled Students

Students with learning difficulties and/or disabilities (LLDD) face structural and attitudinal barriers that reduce access to appropriate support and limit parity in achievement. Despite the availability of learning support assistants and reasonable adjustments, inconsistencies in timely identification and intervention contribute to an experience gap. Students with hidden disabilities such as autism or ADHD are particularly vulnerable to disengagement without targeted, personalised support.

Risk 5: Progression Challenges

There is a clear progression risk for learners, particularly adults and those on Level 1 and 2 programmes, who do not consistently transition into employment or further study. Barriers include low confidence, limited employer engagement opportunities, and a lack of clear career pathways. Our tracking data shows that without structured progression planning, many learners stagnate post-qualification, especially in deprived neighbourhoods.

Risk 6: Limited Aspirations and Awareness

Some learners, particularly those from low-income families or first-generation learners, demonstrate limited understanding of available pathways and underestimate their potential. Careers education, information, advice and guidance (CEIAG) needs to be more targeted to raise expectations, especially in subject areas with poor gender or socioeconomic representation. This also includes consideration of the increasing number of Military/Service children within Salford and across Greater Manchester.

Objectives

Salford City College (SCC) is a large General Further Education College (GFE) which delivers Further and Higher Education in Salford. FutureSkills 3 at Salford City College Group 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. Salford City College Group 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, Salford City College Group has a strong emphasis on widening participation to help address the regional skills agenda.

This Access and Participation Plan sets out our strategic direction for 2026–2030 and aligns with the latest guidance from the Office for Students (OfS). Our mission is to deliver high-quality, inclusive education that empowers learners and transforms lives.

The Strategic Objectives are:

Objective 1.1 – White Students from Deprived Backgrounds

Salford City College Group will increase the achievement rate of White British learners from the lowest two IMD quintiles by 8% by July 2030 through targeted tutoring, parental engagement programmes, and place-based outreach in Salford wards with the lowest attainment rates.

Objective 2.1 – Mental Health

By July 2030, Salford City College Group will reduce the percentage of students not achieving due to mental health reasons by 8.8% compared to the 2023/24 baseline by expanding on-site mental health support, launching a digital wellbeing hub, and embedding mental health training for all teaching staff.

Objective 3.1 – Outcomes for Global Majority (BAME) Students

Salford City College Group will reduce the achievement gap between Global Majority (BAME) Mixed students and their White peers on Level 3 programmes from 7% to inline by July 2028 through culturally responsive pedagogy training, mentoring schemes, and curriculum decolonisation initiatives in priority subject areas.

Objective 4.1 – Disabled Students

By July 2028, increase the proportion of disabled students achieving their main qualification aim to be in line with the whole-college average (from a baseline gap of 3.7 points in 2023/24) by enhancing early identification processes and expanding personalised learning support plans.

Objective 5.1 – Progression Challenges

Salford City College Group will increase the proportion of adult learners on Level 1 and 2 courses progressing to sustained employment, an apprenticeship, or higher study from 46.25% to 60% by July 2030 by implementing mandatory progression planning, strengthening employer partnerships, and offering career readiness modules.

Objective 6.1 – Limited Aspirations and Awareness

Increase the proportion of students from low-income households who engage with careers, information, advice and guidance activities by 25% by July 2030 by embedding CIAG in tutorial programmes and prioritising personalised career interviews for learners from target postcodes and backgrounds (service children).

Intervention strategies and expected outcomes

Intervention Strategy 1: Addressing Risk 1 – White Students from Deprived Backgrounds

Objectives and targets

Principal Objective: 1.1 – Increase the achievement rate of White British learners from the lowest two IMD quintiles by 8% by July 2030.

Related Objective(s):

- 5.1 (Progression challenges) – shared benefit through improved attainment.

Risks to equality of opportunity

One significant risk to equality of opportunity is the persistently low levels of achievement and progression among White students from economically disadvantaged backgrounds. This group has been identified in national data as underperforming across key educational stages, with many struggling to attain the qualifications or skills needed for further study or employment. There were 5,315 (53.4%) students in 2023/24 studying at Salford City College from the lowest two IMD quintiles.

The causes of this underachievement are often complex and interconnected. Low prior attainment in earlier years sets a challenging foundation, making it more difficult for students to catch up academically. In many cases, this is compounded by limited social capital, a lack of access to networks, role models, or informal knowledge that can help navigate the education system and broader career pathways. Additionally, students from these backgrounds often experience weaker support structures at home and in the community, which can limit both aspiration and practical support for learning.

Together, these factors create a cycle of disadvantage that can be difficult to break without targeted, culturally responsive interventions. Without action, this group risks being further marginalised, with long-term consequences for social mobility, employment prospects, and community cohesion.

Activity	Description	Inputs: Resources	Expected Outcomes	Cross-Strategy
1A: Targeted tutoring	Weekly 1:4 tutoring in Maths & English for 120 identified learners (Levels 1–3 in Small Group Tuition model)	• 2 FTE lecturers at £64,063 per/year (0.2 FTE pro-rated): £102.500.80 over 4 years) • Teaching materials & admin: £8000 (over 4 years)	• +6pp improvement in achievement by 2027 • 5% increase in HE progression by 2027; • Attendance ≥90%	Yes (addresses risks 1, 5 and 6)
1B: Parental and	Bi-semester parent workshops (2	• Tailored Learning Lead (0.2 FTE total): £1200 for half a day	• 60% parental attendance • Increased	

Community Engagement	per year), hosted at local community centers	once per semester • Venue & refreshments: £1600 • Marketing: £3200	learner satisfaction & retention	
1C: Place-Based Outreach Programme	Collaboration with 3 Salford high schools for masterclasses & careers talks	• Tailored learning lead and Well Student Coach (0.2FTE x 3) 1 day once per term £1501.20 • Transport & materials: £6000	•50 Salford-based students engaged • 25% choose Salford City College Group programmes leading to improved conversion to enrolment	Supports 5.1

Total cost (Activities 1A, 1B, 1C): £116,002 over 4 years

Summary of evidence base

There is strong evidence to suggest that small group tutoring can significantly improve attainment among disadvantaged learners, helping to close the gap between them and their more advantaged peers. According to the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, well-structured small group tuition typically results in an additional three to five months of academic progress over the course of a year. This impact is particularly pronounced when sessions are targeted at specific learning gaps, led by trained educators or tutors, and delivered in small, focused groups of two to five pupils. The setting allows for tailored feedback, greater engagement, and a more personalised learning experience, factors that are often critical in helping disadvantaged pupils catch up.

In parallel, parental engagement has been shown to play a key role in enhancing pupils' motivation, persistence, and long-term retention in education. When schools foster strong relationships with families and actively involve parents in their children's learning, whether through regular communication, home learning activities, or workshops, pupils are more likely to develop positive attitudes toward education. This, in turn, contributes to better attendance, higher aspirations, and improved behavioural outcomes. The EEF also recognises parental engagement as a low-cost, high-potential strategy for improving learner outcomes, especially when interventions are inclusive and sensitive to the needs of diverse families.

Moreover, community outreach and aspiration-raising initiatives can have a positive impact on how disadvantaged young people perceive their future educational and career prospects. While the direct effect of aspiration interventions on attainment is less clearly evidenced, such approaches are nonetheless valuable for shaping mindset, broadening horizons, and building motivation. Outreach efforts that introduce pupils to role models, further education pathways, or vocational opportunities help cultivate a sense of possibility and purpose, key drivers for persistence and engagement in school.

Taken together, the evidence supports a multi-stranded approach that combines targeted academic support, meaningful parental involvement, and proactive aspiration-building to improve outcomes for disadvantaged learners. Full evidence annexed in **Annex B**.

Evaluation

This intervention strategy will be evaluated at both the activity and strategic levels to assess effectiveness, cost-efficiency, and alignment with strategic objectives (1.1, 5.1). A mixed-methods approach will be used to capture quantitative achievement data, engagement metrics, and qualitative insights from students, staff, and families. The strategy will produce a combination of empirical (Type 2) evidence such as achievement rates and attendance data and narrative findings drawn from case studies, focus groups, and stakeholder feedback.

All three activities (1A, 1B, 1C) will be evaluated individually, and a summative evaluation of the intervention strategy will be conducted annually, with final impact reporting by July 2027. Evaluation outputs will inform continuous improvement and will be shared internally and externally through progress reports, case studies, and presentations at regional and national practitioner forums.

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
1A: Targeted Lecturing	+6pp increase in achievement; 5% rise in HE progression; ≥90% attendance	Empirical (Type 2): pre-post achievement data, attendance records, progression tracking; learner surveys	Termly internal reports; case study and final impact summary published July 2027; shared via institutional website and regional college networks
1B: Parental & Community Engagement	60% parent participation; improved student satisfaction and retention	Mixed: attendance records; parent and student surveys; learner retention analysis	Summary of engagement findings included in annual impact report; good practice brief shared with community partners by July 2027
1C: Place-Based Outreach	50 students engaged; 25% enrol on Salford City College Group programmes	Empirical: participant tracking; enrolment conversion analysis; qualitative student feedback	Interim findings shared at Salford outreach network meeting; final report included in cross-strategy evaluation July 2027
Overall	Improved outcomes for White British students in IMD quintiles 1–2	Consolidated analysis of above activities, triangulated with demographic outcome data	Full evaluation summary presented to Governing Body, shared in strategic partnership forums, and submitted as part of institutional equality and access reporting

Intervention Strategy 2: Risk 2 – Mental Health

Objectives and targets

- **Principal Objective:** 2.1 – Reduce Mental Health -related withdrawals and fails by 8.8% by July 2030.

- **Related Objectives:** 4.1 (Disabled students)

Risks to equality of opportunity

One of the key risks to educational equality stems from the impact of high levels of anxiety and depression among students, which can seriously undermine their ability to engage with learning and participate fully in school life. When mental health challenges go unrecognised or unsupported, affected students are more likely to experience poor attendance, as emotional distress can lead to school avoidance or frequent absences. Even when physically present, these students may struggle to concentrate, interact with peers, or take part in lessons, resulting in reduced engagement and a diminished sense of belonging.

Over time, these difficulties can cause young people to withdraw from education altogether, either through disengagement or eventual dropout. This creates a compounding cycle where mental health issues not only affect individual well-being but also limit access to learning, opportunities, and long-term life chances. Crucially, the effects are not felt equally: students from disadvantaged backgrounds, or those with less access to timely mental health support, are disproportionately affected further widening existing inequalities.

Ensuring that schools can identify and respond to mental health needs early is therefore essential to promoting equity, inclusion, and sustained academic progress for all learners.

Activities and Inputs

Activity	Description	Inputs: Resources	Expected Outcomes	Cross-Strategy
2A: Expand On-Site Mental Health Support	Add 1 x PT student counsellor Dedicated Well Student Coach for Adult and HE students Access to Mental Health ambassadors	Salary & overheads: £1,546.80 £109,863.16 (over 4 years)	≤ withdrawal due to MH; improved wellbeing scores	Yes (supports Objective 4.1)

2B: Digital Wellbeing Hub	Access mindfulness training, utilise Uniwellbeing app as part of #Wellstudent	Platform development/ licences: £24,960	75% user rate; 80% rate as beneficial	Yes
2C: Mental Health Training for Staff	CPD for 10 lecturers/year	Trainer + release time: £285.20	80% report greater confidence	Yes

Total cost (Activities 2A, 2B, 2C): £136,655.20 over 4 years

Evidence base

A growing body of research demonstrates that early mental health (MH) support is closely linked to improved student retention and reduced attrition. When schools intervene early to address emotional distress, anxiety, or behavioural challenges, students are more likely to remain engaged with learning, attend regularly, and progress through their educational pathways without disruption. Studies have shown that universal and targeted approaches particularly those based on cognitive behavioural therapy (CBT) or social-emotional learning (SEL) can significantly reduce internalising symptoms such as anxiety and depression, which are commonly associated with disengagement and school dropout. These interventions help create emotionally safe environments where learners are better able to focus, participate, and thrive academically.

In addition, digital mental health tools have emerged as effective complement or in some cases, alternative to face-to-face support, especially where access to in-person provision is limited. Digital platforms offering self-guided CBT, emotional self-regulation strategies, or mood tracking have shown positive outcomes in improving well-being among children and adolescents. Meta-analyses of eHealth interventions indicate that such tools, particularly when well-designed and evidence-based, can lead to measurable reductions in symptoms of anxiety and low mood. These benefits are often amplified when digital approaches are blended with human support or embedded within a broader school mental health strategy.

Moreover, digital tools offer the advantages of scalability, accessibility, and privacy, which can be particularly important for students who may be reluctant to seek help in traditional settings. When combined with staff training and a whole-school commitment to mental health, digital and early interventions together form a powerful foundation for improving both learner well-being and long-term academic outcomes. (Annex B).

Evaluation

This intervention strategy will be evaluated to assess the effectiveness of early mental health support and digital tools in reducing withdrawals, improving student well-being, and strengthening staff capacity to respond to mental health needs. The evaluation will employ a combination of empirical (Type 2) and descriptive methods, using pre/post comparisons, usage analytics, and survey data.

Each activity will be evaluated individually to measure specific outcomes, while the intervention strategy as a whole will undergo a summative evaluation in July 2027, assessing its collective impact on withdrawal rates and student well-being. Evaluation findings will be used to inform mental health policy and practice both within the institution and across partner networks. Results will be

disseminated internally through the #WellHeard initiative and externally via summary reports and strategic briefings.

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
2A – On-site MH Support Expansion	Reduction in MH-related withdrawals; improved well-being scores	Empirical: pre/post withdrawal data analysis; student mental health surveys via MIS; qualitative feedback via #WellHeard	Annual impact reports; final evaluation in July 2027 shared via internal intranet, #WellHeard impact report, and presented to Governing Body
2B – Digital Wellbeing Hub	75% platform usage; 80% of users rate it as beneficial	Platform analytics (logins, duration, engagement); user satisfaction surveys	Interim usage and impact summary (July 2027); final report July 2027; insights shared at Digital Learning Forum and published online
2C – Mental Health Staff Training	80% of trained staff report improved confidence	Quantitative staff survey; self-reported confidence metrics; feedback forms	CPD summary reports published annually through staff bulletin and included in end-of-strategy evaluation 2027
Intervention Strategy 2 (overall)	5% reduction in MH-related withdrawals by July 2027; improved student support climate	Consolidated outcome review of all three activities; triangulation with institutional withdrawal and satisfaction data	Final strategy-wide evaluation July 2027; results shared via #WellHeard publication, Board report, and sector conference submission

Intervention Strategy 3: Risk 3 – Outcomes for Global Majority (BAME) Students

Objectives and targets

- **Principal Objective:** 3.1 – Reduce Level 3 achievement gap to inline by July 2028.

- **Related:** 1.1

Risks to equality of opportunity

One significant risk to educational equality lies in cultural misalignment and systemic bias, which can contribute to disproportionate underachievement among marginalised groups. When curricula, teaching practices, school policies, or assessment methods are not responsive to the cultural backgrounds, values, or lived experiences of all learners, certain pupils may feel alienated, undervalued, or misunderstood. This disconnect can erode engagement, confidence, and motivation; key factors in academic success.

Bias can also manifest subtly in teacher expectations, disciplinary practices, and access to enrichment opportunities. For example, research has shown that pupils from ethnic minority or disadvantaged backgrounds are sometimes subject to lower expectations or less positive feedback, which can limit their educational trajectory. Similarly, students who do not see their identities reflected in the curriculum may struggle to find relevance and meaning in their education, reinforcing a cycle of exclusion and disengagement.

Without intentional efforts to recognise and address these disparities, such misalignments risk perpetuating structural inequalities, with long-term consequences for attainment, progression, and inclusion. Addressing these issues requires culturally responsive pedagogy, inclusive curriculum design, equity training for staff, and data-driven monitoring of outcomes by demographic group to ensure that no student is left behind due to cultural or systemic barriers.

Activities and Inputs

Activity	Description	Inputs: Resources	Expected Outcomes	Cross-Strategy
3A: Culturally Responsive Training	2 half day workshops per year delivered by key organisations such as Savera	£2000	90% staff trained; improved student evaluation	Yes
3B: Mentoring Schemes	50 Global Majority (BAME) learners/yr by Global Majority student representatives and stakeholders	Mentors + stipend: £2930.40	+6pp achievement in mentees	Yes
3C: Curriculum Decolonisation	Curriculum audit Engage staff and students from underrepresented backgrounds through focus groups, surveys and student panels Diversify learning materials and share good practice	£10,000	Modules revised; increased engagement	Yes

Total cost (Activities 3A, 3B, 3C): £14,930.40 over 4 years

Summary Evidence base

There is strong evidence that culturally responsive teaching and inclusive educational practices can significantly improve academic outcomes for students from Black, Asian, and Minority Ethnic (BAME)

backgrounds. Research shows that when teaching strategies and curriculum content reflect the cultural experiences and identities of all learners, students report increased engagement, motivation, and sense of belonging factors closely linked to improved attainment and retention. Staff training on unconscious bias, cultural literacy, and inclusive practice is also associated with improved relationships, higher expectations, and reduced disparities in disciplinary actions and performance outcomes.

Mentoring programmes targeted at Global Majority (BAME) students have been shown to yield positive academic impacts, particularly when mentors share similar backgrounds or experiences. These programmes enhance self-efficacy, provide academic and emotional support, and create critical social capital that disadvantaged students may otherwise lack. Empirical studies report consistent improvements in academic achievement, confidence, and progression for participants in structured, well-supported mentoring schemes.

Curriculum decolonisation; the process of reviewing and reshaping course content to reflect a broader range of voices, histories, and perspectives is increasingly recognised as a powerful lever for equity. When students see their identities and cultures represented in the material they study, they are more likely to find relevance in their learning and to participate actively. Institutions that have implemented curriculum reform report improved student satisfaction, higher engagement levels, and stronger relationships between staff and diverse student groups.

Together, these activities offer a multi-pronged, evidence-informed approach to reducing racial disparities in achievement and creating a more inclusive, affirming educational environment. Full references and sources are included in **Annex B**.

Evaluation

This evaluation framework outlines how each activity within Intervention Strategy 3 will be assessed to determine its effectiveness in reducing the Level 3 achievement gap for Global Majority (BAME) students. The evaluation will monitor both implementation fidelity, for example staff participation, mentoring engagement and impact, for example, changes in attainment, engagement, and student experience. A mixed-methods approach will be employed, combining quantitative data, for example achievement tracking, survey metrics with qualitative insights such as focus groups, and feedback analysis. This will ensure a robust understanding of outcomes and inform future development. All activities will be evaluated annually, and the overall strategy will be reviewed at the conclusion of the intervention period in July 2027. Findings will be disseminated through internal reports, curriculum panels, and relevant equality and inclusion forums.

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
3A: Culturally Responsive Training	High training completion rates among staff (target: 90%); improved perceptions of inclusivity captured through student culture and climate surveys	Monitoring of training uptake; pre/post analysis of student feedback on inclusivity and cultural responsiveness	Summary published annually in internal EDI (Equality, Diversity & Inclusion) report and reported to Senior Leadership Team

3B: Global Majority (BAME) Mentoring Scheme	+6 percentage point improvement in achievement among Global Majority (BAME) mentees; increased progression and retention rates	Comparative cohort analysis of mentee vs. non-mentee academic performance; retention tracking	Annual evaluation report with achievement data, shared via internal Equality Board and mentoring network reviews
3C: Curriculum Decolonisation	Revised modules show improved student engagement and feedback on relevance; increase in participation and satisfaction among Global Majority (BAME) students	Focus groups with participating students; analysis of engagement analytics and module-level feedback	Annual module summaries submitted to Quality; selected findings shared at Inclusive Curriculum Forum

Intervention Strategy 4: Risk 4 – Disabled Students

Objectives and targets

- **Principal Objective:** 4.1 – Narrow Disabled Student's qualification gap to 0pp by July 2028.

- **Related:** 2.1

Risks to equality of opportunity

A significant risk to educational equality for disabled students arises from the late identification of learning needs and the inconsistent provision of support throughout their educational journey. When additional needs whether cognitive, physical, sensory, or emotional are not recognised early, students may be left without the tailored adjustments or resources necessary to fully access the curriculum. This delay can lead to frustration, anxiety, and underperformance, as learners are expected to meet standard expectations without the scaffolding they require.

Even when needs are identified, inconsistency in support such as variations in how learning support plans are implemented across different teaching staff or courses can further undermine students' confidence and engagement. A lack of continuity or clarity in the way reasonable adjustments are applied may leave students feeling overlooked or misunderstood, which in turn can diminish their motivation, sense of belonging, and participation in learning.

Over time, these challenges can lead to reduced attendance, lower academic outcomes, and in some cases, complete disengagement from education. The resulting gap in achievement and progression contributes to entrenched inequalities, particularly affecting students who may already face additional barriers due to socioeconomic disadvantage, ethnicity, or mental health concerns. Addressing this risk requires proactive identification processes, consistently applied support strategies, and a whole-institution commitment to inclusive teaching and learning.

Activities and Inputs

Activity	Description	Inputs: Resources	Expected Outcomes	Cross-Strategy
4A: Early Identification	100% screening of all students with an identified need (including referrals to Disabled Students' Allowance (DSA)	£28,464 Learning Support staff	100% DS assessed; support plans initiated	Yes
4B: Learning Support Plans (LSPs)	Develop and implement personalised support plans for all students with an identified need, including teaching and learning adjustments	£36,087.20 lecturers & resources	50 LSPs in place	Yes
4C: Lecturer Upskilling	Quality First Teaching CPD and Every Teacher is a Teacher of SEND CPD	£285.20 CPD	80% confidence in support strategies	Yes

Total cost (Activities 4A, 4B, 4C): £64,836.60 over 4 years

Summary Evidence Base

There is strong evidence that early identification of learning difficulties and disabilities significantly improves educational outcomes when followed by timely, tailored interventions. Research shows that proactive screening allows educators to respond more effectively to students' needs, preventing issues from escalating and reducing barriers to learning. The Education Endowment Foundation and other studies emphasise that personalised support such as learning support plans (LSPs) can boost both engagement and attainment for learners with special educational needs and disabilities (SEND), particularly when plans are consistently implemented and reviewed.

In addition, staff confidence and competence in inclusive teaching are critical to student success. Professional development (CPD) focused on disability awareness, reasonable adjustments, and differentiated instruction has been shown to increase lecturer efficacy and improve learner experience. Embedding these principles into institutional practice not only benefits disabled students but enhances teaching quality more broadly. The combination of early identification, personalised learning plans, and targeted CPD provides a holistic, evidence-informed strategy to reduce the qualification gap and improve equitable access to outcomes. (See Annex B for full references.)

Evaluation

This will be evaluated to ensure it is effective in narrowing the qualification gap for disabled students to less than or equal to 2 percentage points by July 2027. The evaluation will cover all three core activities early identification, personalised support, and staff upskilling drawing on both quantitative and qualitative data to assess reach, effectiveness, and implementation fidelity. Data will be

disaggregated to track progress for students with declared disabilities, enabling a focused review of outcomes such as achievement, attendance, and satisfaction. All activities will be evaluated on an annual basis, with findings shared through inclusion-focused reporting structures to support continuous improvement and accountability.

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
4A: Early Identification	100% of declared disabled students screened and assessed; timely initiation of support plans	MIS audit of screening completion and timing of plan activation	Annual report via MIS and Inclusion Dashboard
4B: Learning Support Plans (LSPs)	100% of students supported with active LSPs; improved attendance and achievement metrics for DS	Comparative analysis of achievement and attendance data between DS with and without LSPs	Annual performance report shared with Quality Team and Access & Participation group
4C: Lecturer Upskilling	80% of lecturers report increased confidence in supporting DS; greater consistency in LSP delivery	Post-training feedback surveys and reflective CPD logs	CPD summary included in annual staff development report

Intervention Strategy 5: Risk 5 – Progression Challenges

Objectives and targets

- **Principal Objective:** 5.1 – Improve Level 1 to 2 adult progression to 60% by July 2030.

- **Related:** 1.1

Risks to equality of opportunity

One of the key risks to equality of opportunity is the lack of clear progression planning and limited access to employer engagement for adult learners, particularly those on lower-level programmes. Without structured pathways and exposure to real-world opportunities, many adult students struggle to see a clear route from learning to employment or further study. The absence of progression planning can leave learners feeling directionless, which in turn impacts motivation, retention, and outcomes.

This is often compounded by a lack of strong employer partnerships or practical engagement with the job market, making transitions into work or apprenticeships more difficult. As a result, learners may remain in cycles of low-skilled employment or economic inactivity, despite having invested in training.

These challenges disproportionately affect those with prior low attainment or those returning to education after a long break, contributing to persistent inequalities in economic and social mobility.

Activities and Inputs

Activity	Description	Inputs: Resources	Expected Outcomes	Cross-Strategy
5A: Mandatory Progression Plans	Develop personalised progression plan outlining academic or career goals, reviewed regularly throughout the year.	£32,189 salary 0.2FTE staffing	100% of learners on Level 1 and 2 programmes have individualised progression plans	Yes
5B: Employer and stakeholder Partnerships	2 stakeholder events per year, one per semester – focusing on codesign of curriculum, opportunities for placement and align courses with real-world industry needs Partner with community organisations to improve access, awareness, and wraparound support for underrepresented students	£25,000 (coordination and engagement work)	Establish 20 apprenticeship or training pathways with employer input	Yes
5C: Careers Readiness Course	Including guidance on further study, employment pathways, and employability skills such as CV writing and interview preparation, job search strategies, and professional communication.	£64,000 (development and delivery of Tailored Learning	+12pp improvement in reported employability and progression confidence	Yes

Total cost (Activities 5A, 5B, 5C): £121,189 over 4 years

Summary Evidence Base

There is strong evidence that structured progression planning and employer engagement are effective in improving outcomes for adult learners, particularly those studying at lower qualification levels. Research from the Education Endowment Foundation and sector-wide studies on adult

education highlight that progression is more likely when learners receive tailored advice, career coaching, and clear action plans that link their current learning to future goals.

The introduction of individualised progression plans helps learners contextualise their learning within real, achievable outcomes, improving motivation and retention. In parallel, strong employer links ensure that course content aligns with labour market needs, enhancing the relevance and value of qualifications. Work placements and employer-led sessions not only build learners' confidence and networks but also boost their employability and chances of sustainable progression.

Additionally, evidence suggests that embedding employability modules within the curriculum covering CV writing, interview skills, digital literacy, and career management can significantly raise learners' self-efficacy and readiness to transition into the workforce or further study. The combination of planning, partnership, and preparation forms a robust foundation for improving adult learner progression and reducing drop-off after course completion. Full evidence referenced in Annex B.

Evaluation

The evaluation will focus on both implementation such as completion of progression plans, number of employer links and outcomes, for example, improved employability, progression rates. The strategy as a whole will be evaluated annually, with insights feeding into continuous improvement cycles and published through regular reporting mechanisms.

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
5A: Mandatory Progression Plans	Plan uptake and quality of progression tracking	MIS audit; plan completion rates	Findings summarised in annual quality reports
5B: Employer Partnerships	Number of placements and employer feedback	Employer surveys; partnership data tracking	Mid-year employer review and annual evaluation report
5C: Careers Readiness Module	Interview success, self-reported employability gains	Post-programme surveys and learner feedback	Annual publication of employability impact summary

Intervention Strategy 6: Risk 6 – Limited Aspirations & Awareness

Objectives and targets

- **Principal Objective:** 6.1 – Boost CIAG engagement by 25% by July 2030, including service children.

- **Related:** 1.1, 5.1

Risks to equality

A lack of access to high-quality, personalised careers guidance is a critical barrier to educational equality. For many students particularly those from low-income households or underserved communities, poor or generic advice can lead to limited aspirations, underinformed decisions, and missed opportunities. Without clear, tailored guidance, learners may be unaware of the full range of educational and career pathways available to them, particularly in emerging sectors or higher-level qualifications.

This often results in learners 'self-selecting out' of ambitious or unfamiliar options due to a lack of confidence, exposure, or perceived attainability. Over time, these patterns contribute to entrenched socioeconomic disparities, with disadvantaged students disproportionately entering lower-paid or insecure career paths or disengaging from education altogether. Addressing these inequalities requires proactive outreach, personalised planning, and sustained, curriculum-integrated support that meets learners where they are and lifts their awareness and ambition.

Salford has seen an increase in military children attending Salford schools. With a total of 1178 military children residing in Greater Manchester in total. Therefore, Salford City College Group is committed to ensuring children from military families receive the tailored Information, guidance and support they need to progress into Higher Education.

Activities and Inputs

Activity	Description	Inputs: Resources	Expected Outcomes	Cross-Strategy
6A: Tutorial-Integrated CIAG	Embedded advice and guidance into Personal Development Programme	£25,000 for curriculum development and delivery	80% of students actively participate in CIAG sessions	Yes (supports 1.1, 5.1)
6B: Personalised Careers Interviews	One-to-one personalised career interviews: tailored pathways, clarify goals, and address individual barriers to progression Targeted support for underrepresented or disadvantaged students, offering focused guidance on employment, further study, and professional development	£40,236 for careers advisors and interview logistics	70% of students from low-income backgrounds receive at least one 1:1 guidance session	Yes

6C: Postcode-Targeted Outreach	Targeted outreach to most deprived wards of Salford Tailored events, workshops, and guidance to address specific local barriers and promote access for underrepresented learners.	£50,000 for events, transport, and community engagement	200 learners from disadvantaged areas take part in targeted outreach activities	Yes
6D: Enhancing IAG for Service children	Contextual admissions and financial support Collaborate closely with SCiP Alliance and local Uni-Connect Partnerships (Thriving Lives and Festival of Friends) Wellbeing and pastoral care Appoint staff and student reps with military backgrounds Sign Armed Forces Covenant	£20,000 events and engagement	Reduce dropout risk Increase HE progression rates, Foster a welcoming environment where the unique strengths and challenges of military/service children are acknowledged and addressed.	Yes

Total cost (Activities 6A, 6B, 6C, 6D): £135,236 over 4 years

Summary of Evidence Base

There is strong evidence that early, sustained, and tailored careers guidance positively influences learner motivation, progression, and long-term outcomes, particularly for students from underrepresented or disadvantaged groups. Reports from the Education Endowment Foundation (EEF) and Gatsby Benchmarks highlight that students are significantly more likely to aspire to and pursue higher-level qualifications or employment opportunities when they receive regular exposure to meaningful CIAG.

Integrated models; where careers advice is embedded in tutorial time and linked to curriculum content, have been shown to increase student engagement and relevance. Moreover, personalised interviews allow learners to articulate goals, understand barriers, and develop step-by-step plans,

especially when delivered by trained professionals familiar with both academic and vocational pathways.

Targeted outreach is particularly impactful for learners in high-disadvantage postcodes, helping to bridge aspiration gaps by demystifying routes into higher education, apprenticeships, or technical careers. Collectively, these interventions create a more equitable landscape where all learners, regardless of background, can make informed, confident decisions about their futures.

Evidence shows that Service children frequently lack consistent access to timely and tailored information and guidance, a key risk identified as Risk 2 in the OfS Equality of Opportunity Risk Register around Information and Guidance. High mobility, parental deployment, and sparse representation per school result in Service children often missing out on coherent careers education and higher education advice, hindering their ability to form aspirations and make informed decisions. Further, schools report difficulty in consistently supporting these pupils, especially when numbers are low and they are often the only Service child enrolled. This combination of evidence underscores the need for targeted outreach, enhanced school, college partnerships, and improved data collection to ensure Service children receive the guidance they need to make informed Higher Education choices.

Evaluation

Evaluation for Strategy 6 will focus on the reach, quality, and impact of CIAG interventions across disadvantaged cohorts. It will track engagement levels, feedback from learners, and progression outcomes to assess the extent to which interventions have raised aspirations and improved awareness of available pathways. Findings will be integrated into broader equity reviews and curriculum planning cycles.

Activity	Outcomes	Method(s) of Evaluation	Summary of Publication Plan
6A: Tutorial-Integrated CIAG	Participation and engagement rates in CIAG activities	MIS data analysis and session attendance	Published annually within curriculum impact reports
6B: Personalised Careers Interviews	Interview uptake, especially among low-income learners	MIS tracking + learner satisfaction survey	Reported in CIAG and Access annual review
6C: Postcode-Targeted Outreach	Applications and enrolments from outreach participants	MIS data tracking and follow-up	Findings included in outreach impact summary each year
6D: Enhancing IAG for Service children	Reduced dropout risk, increased HE progression rates, improved wellbeing and sense of belonging, enhanced representation and peer	Quantitative tracking of enrolment, bursary uptake, attendance, and retention (via MIS); feedback from student surveys and pastoral teams; activity logs for	Evaluation findings included in annual APP progress report, wellbeing and inclusion summary, Uni-Connect partnership reviews, and Armed Forces

	support, strengthened partnerships, and a more inclusive and welcoming environment for service children	partnerships and events; qualitative case studies and student rep feedback	Covenant impact reporting; event and engagement highlights shared termly with stakeholders

Whole provider approach

Salford City College Group (SCCG) is committed to ensuring that all learners, regardless of background or identity, are supported to access, succeed, and progress. This commitment is embedded through a whole-provider approach that integrates our access and participation strategies across governance, curriculum, student support, and community engagement. It reflects the Equality Act 2010, including the Public Sector Equality Duty (PSED), which requires us to have due regard to:

- Eliminating discrimination, harassment and victimisation;

- Advancing equality of opportunity between people who share a protected characteristic and those who do not;

- Fostering good relations between different groups.

Governance and Strategic Oversight

Equality, diversity and inclusion (EDI) objectives are embedded in Salford City College Group's strategic plan, monitored by a designated EDI Committee that reports into the Senior Leadership Team and the Corporation Board. Our Access and Participation Plan (APP) aligns with the College's Equality Objectives 2022–2027, particularly:

- **Objective 1:** Narrowing gaps in achievement between key learner groups (including BAME, disabled, and socioeconomically disadvantaged students);

- **Objective 2:** Ensuring all curriculum areas reflect inclusive practice;

- **Objective 3:** Embedding EDI across the staff development and student experience lifecycle.

The APP and its associated intervention strategies are fully integrated with these published objectives and are subject to ongoing review through annual impact reports and equality audits.

Staff Responsibility and Training

All staff; academic, pastoral, administrative and senior, share responsibility for advancing equality. Annual mandatory Equality Diversity Inclusion and safeguarding training includes modules on unconscious bias, disability support, and inclusive pedagogy. Additionally, targeted CPD is delivered to curriculum teams aligned to our APP risk areas, for example: culturally responsive teaching, mental health first aid, and trauma-informed practice.

Leadership accountability is ensured through performance objectives, with directors and curriculum heads tasked with reporting on equality-related performance indicators within their areas of responsibility.

Inclusive Curriculum and Quality Assurance

The College take a proactive approach to embedding inclusion within curriculum design and delivery. This includes:

- Curriculum audits to assess representation and inclusivity;

- Learner voice mechanisms, including forums for care-experienced, disabled and Global Majority (BAME) students as part of #Wellheard;

- Quality assurance processes that require all programmes to consider the impact on underrepresented groups.

Outcomes data are disaggregated by key protected characteristics, with targeted interventions implemented where gaps are identified such as, progression support for disabled learners or mentoring for Global Majority (BAME) students).

Learner Support and Targeted Interventions

Student support is a core pillar of our whole-provider model. This includes:

- A comprehensive Student Wellbeing Service as part of the umbrella #Wellstudent, which supports mental health, SEND, and safeguarding referrals;

- Tailored transition and pastoral support for vulnerable learners, including care leavers, young carers, and those with Education, Health and Care Plans (EHCPs);

- A full Matrix accredited Careers, Information, Advice and Guidance (CIAG) strategy that prioritises disadvantaged groups and is integrated across tutorial programmes and work-based learning.

All APP-related interventions are designed and implemented with consideration of intersectionality, recognising how multiple barriers for instance disability and poverty can compound disadvantage.

Partnership and Community Engagement

SCCG actively works with local authorities (including Salford City Council), schools, employers, and Voluntary, Community and Social Enterprise (VCSE) organisations to ensure that our programmes meet the needs of underrepresented groups in Greater Manchester. Our place-based approach to outreach in high-deprivation wards targets White working-class learners, while our progression strategies are co-designed with learners and local employers to address aspiration gaps.

Monitoring and Evaluation

In line with the Equality Act 2010 and the APP Framework, we regularly review the effectiveness of our interventions and services, including those detailed in this plan. We publish an annual Equality Impact Assessment (EIA) and monitor disaggregated performance and progression data to ensure compliance and continuous improvement.

This approach ensures that our duties under the Equality Act 2010 are not treated as separate or procedural, but are central to the planning, delivery, and evaluation of our educational mission.

Through strong leadership, evidence-informed interventions, and a shared sense of responsibility across the college, Salford City College Group continues to advance its commitment to equity and inclusion.

Student consultation

Students at Salford City College Group are active partners in the design, delivery and evaluation of access and participation work, across the lifecycle. Over the lifetime of the new plan, the college will continue to increase capacity for co-creation with students, primarily through student feedback. Student Ambassadors help to deliver outreach and aspiration-raising activity at colleges, and at community engagement events. Student Researchers take part into research projects with staff and research about the Impact of socioeconomic background on students' learning, belonging and course experiences.

Our principles depend on regular, responsive, accessible, ethical, inclusive, formal and informal approaches to active dialogue with our students. We have both formal and informal engagement with students to get their feedback. We have student representation at all levels of our formal governance structure to give the fullest opportunity for participation in decision-making.

Student views are sought on the student experience and feedback is welcomed through staff and student meetings and surveys. We have a student Rep program where we train a student rep in each group to act as a bridge between the management and students and make sure their voices are heard.

Consultation Prior to Plan Submission

During the development of this APP, Salford City College Group undertook a multi-stage consultation process with students representing diverse backgrounds, including those from underrepresented and disadvantaged groups identified in the plan's risk assessment. Key steps included:

- **Focus Groups** were held in November and March across two academic years, led by Pastoral Leads (PLs), Deputy Heads of Department (DHoDs), and Careers Advisors, covering topics such as learning support, progression, financial support, and inclusion.

- **Student Voice Surveys** (including the Teaching & Learning Survey with 2,870 respondents in 2024/25) provided quantitative insight into student experience across curriculum, safety, fairness, support, and progression.

- **Individual Student Consultations** were conducted for learners who could not attend group sessions, with follow-up actions recorded and used to support targeted planning.

- **Staff-Mediated Feedback** was also included, where pastoral, teaching, and support staff gathered anonymised comments on behalf of students.

Outcomes of Consultation and Actions Taken

Feedback from students directly informed the refinement of objectives, target setting, and intervention design. For example:

- Enhanced focus on mental health provision was prioritised following student reports of unmet wellbeing needs.

- Targeted mentoring and culturally responsive teaching approaches were integrated to better support Global Majority (BAME) learners.

- Students advocated for increased parental and community engagement, leading to the inclusion of outreach activities in deprived areas.

These changes reflect our commitment to responding meaningfully to learner voices and co-creating solutions, under the more focused areas highlighted throughout the consultation, these include:

Support and Inclusion

- **Finding:** Students praised the responsiveness of pastoral teams but highlighted delays in Learning Support assessments and a lack of flexibility in bookings.

- **Action:** The APP includes a commitment to expand learning support screening (see Strategy 4A) and implement a more flexible support appointment system.

- **Student Involvement:** Students suggested a drop-in style support model, which will be piloted from September 2026 and reviewed with student panels as part of #Wellheard.

Financial Barriers

- **Finding:** Feedback raised concern over the adequacy and accessibility of bursaries, particularly for travel and food costs.

- **Action:** Proposed changes include revising the bursary model from a weekly flat rate to a per-attendance-day structure and simplifying application processes (Strategy 2A and 6C).

- **Student Involvement:** Students will co-design bursary communication materials and contribute to annual reviews of funding adequacy.

Progression and Aspirations

- **Finding:** Careers education was valued but under-promoted; students requested more visible and embedded careers advice, especially around UCAS, CVs, and work-based options.

- **Action:** Strategies 5B and 6A were shaped to include curriculum-integrated CIAG and more structured employer engagement.

- **Student Involvement:** Students helped shape a new progression module structure and will support its evaluation through annual feedback sessions.

Barriers to Learning and Facilities

- **Finding:** Physical space and equipment limitations were flagged, especially around room access, assistive equipment, and noise levels in shared study areas.

- **Action:** Estates and curriculum teams are now reviewing space allocation, quiet zones, and improving inclusive study access.

- **Student Involvement:** Learners will be invited to join a new Accessibility Working Group to monitor the physical and digital learning environment.

Ongoing Student Involvement in Planning, Monitoring, Evaluation, and Delivery

Salford City College Group is committed to embedding student partnership in the ongoing lifecycle of access and participation work through:

- **Access and Participation Student Advisory Forum:** Co-chaired by student representatives, ensuring real-time feedback loops between strategy and lived experience. It provides direct input on strategic planning, reviews interim progress reports, and offers challenge and guidance on implementation.

- **Representation on Governance Bodies:** Student representatives sit on the College's Equality, Diversity and Inclusion Committee and the Quality and Standards Board, ensuring learner perspectives are considered in senior decision-making.

- **Co-Production of Interventions:** Students participate in the design and delivery of workshops, peer mentoring schemes, and wellbeing initiatives, fostering a collaborative and empowering culture. This is done via our student societies.

- **Annual Student Feedback and Reporting:** We conduct annual surveys and focus groups to monitor the impact of access and participation activities. Findings are shared transparently with learners and used to adjust plans in real time. This will incorporate evaluation of the new APP delivery and the impact from September 2025. They also have the opportunity to advise on emerging barriers and review KPIs.

- **Communication and Transparency:** Regular updates on APP progress shared through student newsletters, intranet portals, and open forums, encouraging ongoing dialogue.

This comprehensive approach ensures that Salford City College Group's Access and Participation Plan remains responsive, learner-centred, and effective in addressing barriers to equality of opportunity. Student partnership is not only a statutory expectation but a core value underpinning our commitment to inclusive excellence. This collaborative, embedded model reflects our commitment to ensuring that the student voice continues to shape a more equitable, inclusive, and supportive college experience.

Evaluation of the plan

Salford City College Group recognises that robust and evidence-informed evaluation is fundamental to understanding the impact of our Access and Participation Plan (APP) and ensuring continuous improvement in advancing equality of opportunity. Our evaluation strategy is designed to strengthen accountability, enable timely adjustments, and demonstrate the effectiveness of interventions in improving access, success, and progression outcomes for underrepresented learner groups.

Our approach to evaluation is multi-layered and integrated across the planning, delivery, and review phases of the APP. It is grounded in principles of transparency, learner involvement, and data-driven decision-making, aligning with best practices and regulatory expectations. Salford City College Group utilises a comprehensive range of quantitative and qualitative data sources to assess progress against objectives and targets. This includes detailed learner demographic and performance data disaggregated by protected characteristics and identified risk groups, alongside key metrics such as attendance, retention, achievement, and progression rates. Additionally, student feedback gathered through surveys, focus groups, and advisory forums is used to provide rich qualitative insight into the

learner experience, complemented by staff feedback on training effectiveness and the delivery of interventions.

A clear monitoring and reporting framework support our evaluation activity. Quarterly progress reports are produced for each intervention strategy, focusing on activity outputs and early indicators of success. These feed into annual impact reports submitted to the Senior Leadership Team and the Corporation Board, informing strategic decision-making and resource allocation. To ensure alignment with equality obligations, an annual Equality Impact Assessment (EIA) is conducted, assessing institutional progress towards narrowing achievement gaps and embedding inclusive practice.

To strengthen our evaluation activity, we are transitioning from a primarily descriptive model (focused on activity tracking and output monitoring) toward a more impact-driven, theory-based approach. Each strategic objective and intervention within the APP is now underpinned by a clear theory of change, linking inputs and activities to short, medium, and long-term outcomes.

We will increasingly use mixed-methods evaluation designs to understand not just *what works*, but *why* and *for whom*. This will include:

- Pre/post comparisons using student performance and progression data.

- Cohort-based evaluations comparing outcomes for participants in targeted interventions.

- Qualitative feedback loops through student focus groups and surveys to test assumptions and assess lived experience.

- Control or comparison groups where appropriate and ethically feasible, to assess causal impact.

Each individual intervention within the APP has a tailored evaluation plan with clearly defined outcome measures, such as improvements in attendance or reductions in achievement gaps. We adopt mixed-method evaluation approaches that combine analysis with case studies and learner narratives, and where feasible, we utilise control or comparison groups to strengthen the reliability of conclusions regarding impact. Due to the small scale of the College's Higher Education provision, we lack an evaluation team, we are therefore supported by colleagues from the University of Salford, as one of our validating partners, who share their resource to evaluate methods we implement to test for statistical reliability.

Student and stakeholder involvement is central to our evaluation processes. Learners participate actively through representation on evaluation working groups and provide feedback via various mechanisms to assess the relevance and impact of interventions. We also encourage co-production of evaluation reports and dissemination activities, ensuring that the learner voice is embedded in how we measure success and learn from outcomes.

To ensure impartiality and methodological rigor, Salford City College Group periodically commissions external evaluators. These independent reviews assess APP outcomes and processes, benchmark our performance against comparable providers, and provide advice on improving evaluation methodologies. This external perspective enriches our internal learning and accountability.

Evaluation findings are embedded within the organisation's continuous improvement cycle. Feedback loops between evaluation teams, curriculum leaders, and student services ensure that evidence

informs practice and policy in real time. This adaptive approach allows us to refine and tailor interventions responsively, as well as to share good practice internally and within Greater Manchester's collaborative networks.

The college works collaboratively across all college functions, including curriculum, support, and data teams to ensure timely and accurate data collection on:

- Attendance and retention

- Achievement and progression (by demographic)

- Financial support uptake and impact

- CIAG engagement

- Student satisfaction and inclusion metrics

This will be supported by improvements to our Management Information Systems (MIS) to better disaggregate, track, and visualise key performance indicators across protected and priority groups.

To further strengthen our evaluation capacity over the lifetime of this plan, Salford City College Group will invest in staff development focused on evaluation methods and data literacy. We will also enhance our data systems to enable more timely and granular reporting, expand learner involvement in co-evaluation activities, and develop a centralised APP evaluation dashboard accessible to key stakeholders. Through these measures, we aim to deepen our understanding of what works, demonstrate measurable progress, and continue to promote equitable outcomes for all learners.

Salford City College Group are committed to co-produced evaluation. Students are actively involved in shaping how success is defined and measured across each strategy area. Through student panels, annual surveys, and termly APP forums, learners will provide direct feedback on the implementation and impact of interventions. Where possible, students will also help design evaluation tools and interpret findings.

In addition, we will collaborate with employers, community organisations, and education partners to understand broader impact and gather feedback on progression pathways and graduate outcomes.

All evaluation outputs will be:

- Summarised annually in an APP Impact Report

- Shared internally with senior leaders, governors, and student representatives

- Contributed to sector learning through conference presentations and regional networks as appropriate

- Used to inform future access priorities and strategic investment decisions

Evaluation findings will be clearly linked to APP objectives and will guide decision-making in real time, ensuring that activity remains responsive, inclusive, and evidence-informed.

Provision of information to students

Salford City College Group (SCCG) is committed to ensuring that all prospective and current students have timely, clear, and accessible information regarding course fees and available financial support. We recognise that transparent communication about costs and funding options is vital to enabling informed decision-making and reducing financial barriers to participation, retention, and success.

Information for Prospective Students

Before enrolment, Salford City College Group provides detailed and accessible information on course fees and financial support through multiple channels. The College website features a dedicated Fees and Funding section that outlines tuition fees for all programmes, providing transparency around costs. There is also information regarding eligibility criteria for financial assistance, and the application process for bursaries, grants, and hardship funds. This information is regularly reviewed to ensure accuracy and clarity.

Prospective students receive printed and digital prospectuses, which include comprehensive fee schedules and summaries of financial support available, including discretionary bursaries, hardship funds, childcare support, and travel assistance. Open days, outreach events, and school liaison activities incorporate sessions where financial guidance is offered, and prospective learners have opportunities to ask questions in person or via live chats and helplines.

The admissions and student services teams provide personalised support, including one-to-one financial advice and assistance completing funding applications, ensuring prospective students understand their options before committing to a course.

This information is relayed during induction sessions, and via Information, Advice and Guidance (IAG) services. All bursary options are explained during the student onboarding process and further reinforced through the student handbook and welcome letters, ensuring students are well-informed from the outset.

Information for Current Students

Throughout their course, Salford City College Group maintains ongoing communication regarding fees and financial support. Students receive welcome packs at induction that reiterate key information on payment deadlines, support services, and how to apply for additional funding if circumstances change.

Our student portal provides up-to-date fee statements, enables easy access to financial support applications, and hosts FAQs and guidance documents written in clear, accessible language. Regular email newsletters and noticeboards also highlight important financial deadlines and remind students of available support.

Student advisors and welfare officers are trained to offer confidential, tailored advice to students experiencing financial difficulty, ensuring they are aware of all relevant funds and support mechanisms. Workshops and drop-in sessions on budgeting and financial planning are also offered to empower students to manage their finances effectively during their studies.

Accessibility and Clarity

All information on fees and financial support is designed to be clear, jargon-free, and accessible to learners with diverse needs, including those with disabilities and English as an additional language. Materials are available in multiple formats, such as large print, easy-read versions, and translated summaries, and our website complies with accessibility standards.

We actively seek student feedback on the clarity and usefulness of financial information through surveys and focus groups, using this to improve our communication continuously.

By providing comprehensive, clear, and accessible information on fees and financial support from pre-enrolment through to course completion, Salford City College Group aims to reduce financial barriers and support learners' sustained participation and success.

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

Risks to Equality of Opportunity

Salford City College Group (SCCG) has conducted a thorough assessment of performance using institutional data, student feedback, and an analysis of the Greater Manchester Equality of Opportunity Risk Register (EORR) to identify key risks to equality of opportunity within our learner population. This assessment included a detailed review of enrolment, retention, achievement, and progression data disaggregated by protected characteristics and socioeconomic indicators, alongside qualitative insights gathered through student consultations and staff feedback.

Identification of Risks

Our data analysis highlighted several recurring patterns indicating disparities affecting specific student groups. These disparities were further examined in the context of wider sector trends and the local demographic profile to ensure a comprehensive understanding of the risks faced by our learners. The EORR also provided a useful benchmarking tool, allowing us to identify common risk areas within the Greater Manchester region and to validate our internal findings.

Key Risks Addressed in the Plan

From this assessment, Salford City College Group has prioritised a focused set of risks for targeted action within this Access and Participation Plan, based on their significance, impact on learner outcomes, and alignment with our strategic capacity to deliver effective interventions. The key risks addressed are:

**Risk 1: White students from deprived backgrounds** – Evidence shows lower progression rates and achievement gaps in this group, linked to factors such as prior attainment and limited aspirations.

Progression and Achievement Gaps - White Students from Deprived Backgrounds (Salford)
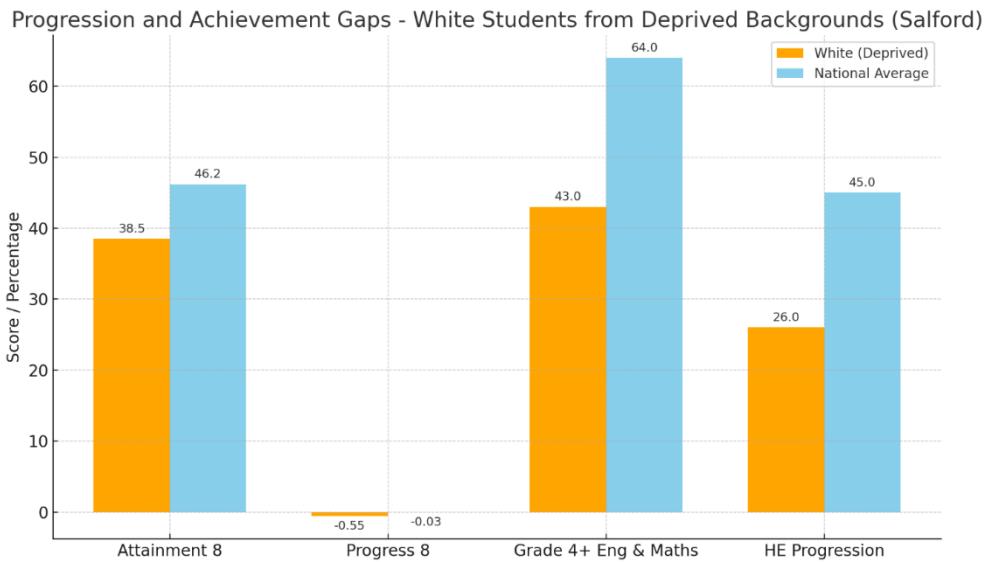
White students from deprived backgrounds in Salford significantly underperform compared to the national average across key educational metrics. Their average GCSE Attainment 8 score is 38.5, which is 7.7 points below the national average of 46.2. Similarly, their Progress 8 score stands at -0.55, indicating a substantial lag of 0.52 points behind the national benchmark of -0.03. Only 43% of these students achieve a Grade 4 or higher in English and Maths, compared to 64% nationally, a 21 percentage point gap. Furthermore, just 26% progress to higher education post-16, trailing the national rate of 45% by 19 percentage points. These disparities highlight a persistent and concerning educational attainment gap for this demographic.

IMD Quintiles - Salford City College 2023-24
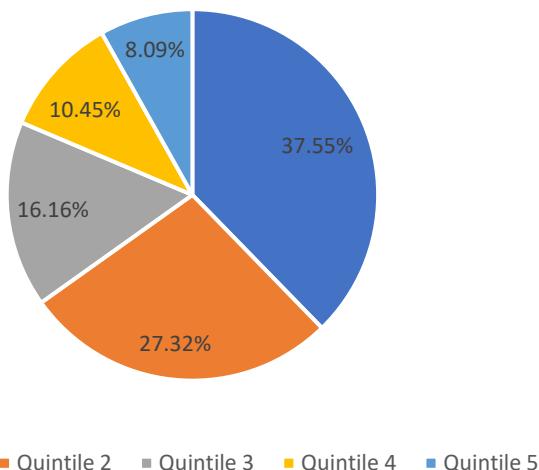
This chart shows Salford City College holds a high concentration in the most deprived quintiles (1 and 2), which together make up nearly 65% of the cohort.

Achievement Rates of Salford City College White British students from IMD Quintile 1 and 2
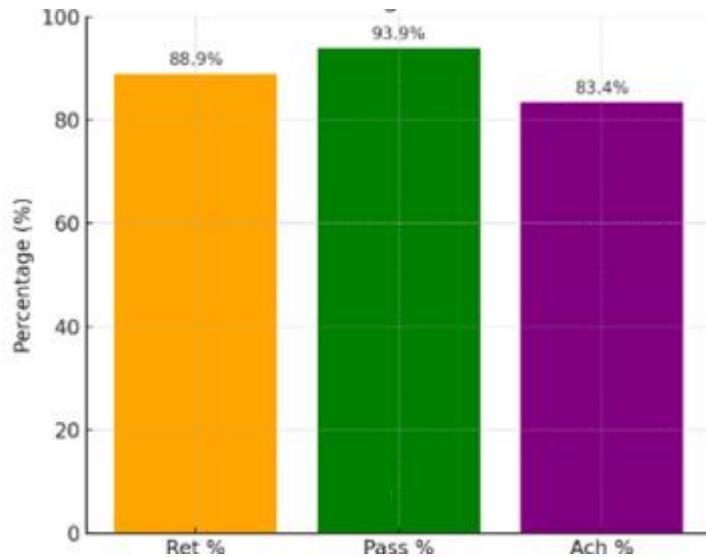
Risk 2: Mental health challenges – Increasing numbers of students report mental health concerns, which negatively affect retention and achievement.
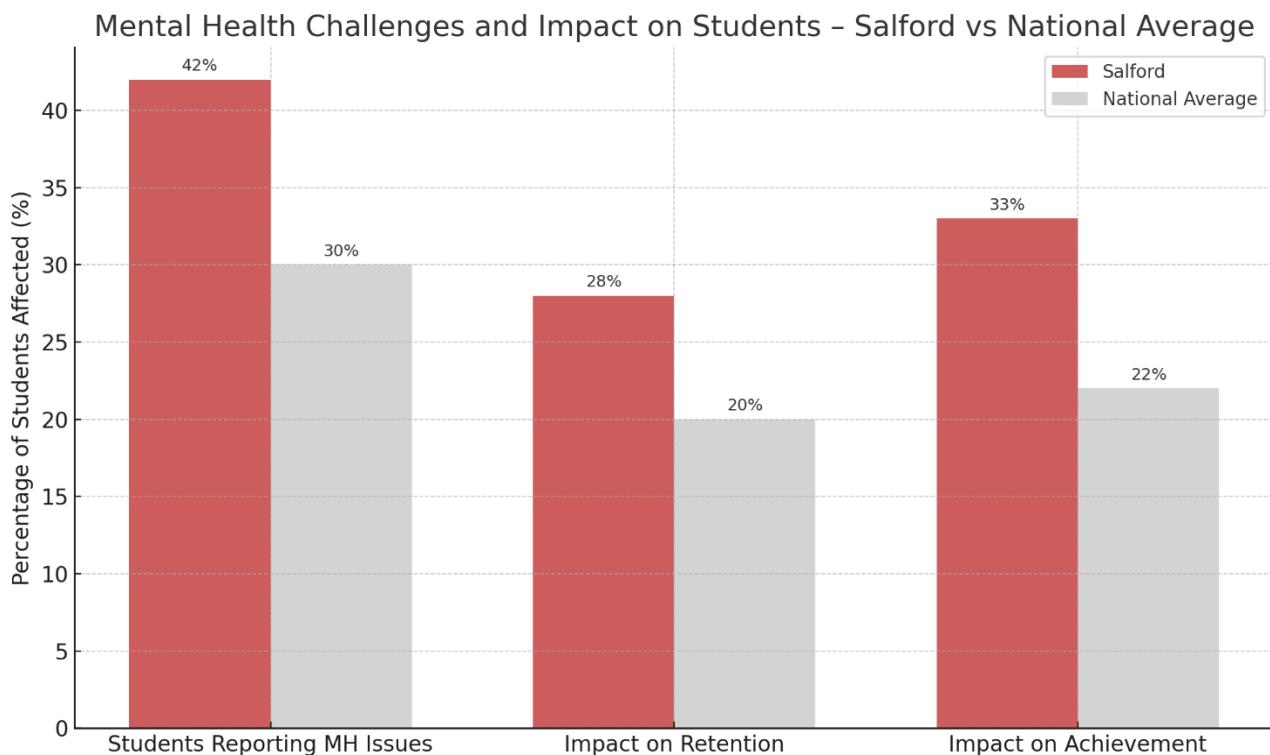
The chart illustrates the elevated rates of mental health challenges among students in Salford compared to national averages. Specifically, 42% of students in Salford report experiencing mental health issues, significantly higher than the national average of 30%. This has a direct impact on

educational outcomes, with 28% of Salford students affected in terms of retention (vs. 20% nationally) and 33% reporting a negative impact on achievement (vs. 22% nationally). These figures underscore a growing concern around student wellbeing in the area, highlighting the need for targeted support and intervention to address mental health-related barriers to educational success.

2023/24 – Salford City College Group Mental Health Disability Performance

Learners: 313

Achievement Rate
■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■ 81.2%

Retention Rate
■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■■ 87.2%

Pass Rate
■■■ 93.0%

The achievement rate, is approximately 4% lower than the national average. Retention rate is around 3% below the national benchmark. Pass rate is circa 1% lower and therefore much closer to the national average.

Risk 3: Outcomes for Black, Asian, and Minority Ethnic (BAME) students – Disparities in achievement and progression persist, requiring culturally responsive support.
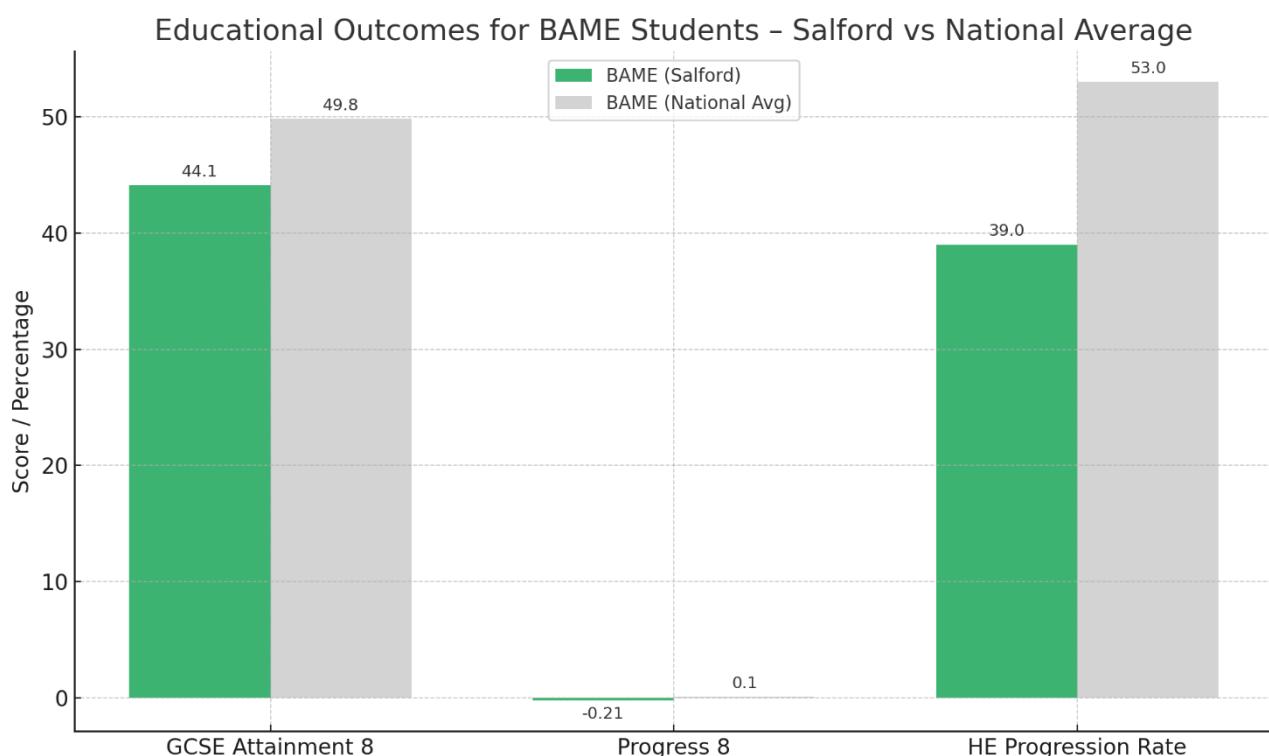
The chart highlights persistent disparities in educational outcomes for Black, Asian, and Minority Ethnic (BAME) students in Salford compared to national averages. BAME students in Salford have a

lower GCSE Attainment 8 score (44.1) than the national BAME average (49.8), and a negative Progress 8 score (-0.21), indicating below-average academic progress compared to a positive national average (0.10). Furthermore, progression to higher education for BAME students in Salford stands at 39%, significantly below the national BAME average of 53%. These outcomes emphasize the ongoing need for culturally responsive support strategies to address structural and systemic barriers affecting BAME learners in the region

Salford City College Group will reduce the achievement gap between Global Majority (BAME) Mixed students and their White peers on Level 3 programmes from 5.6% to inline by July 2028 through culturally responsive pedagogy training, mentoring schemes, and curriculum decolonisation initiatives in priority subject areas.
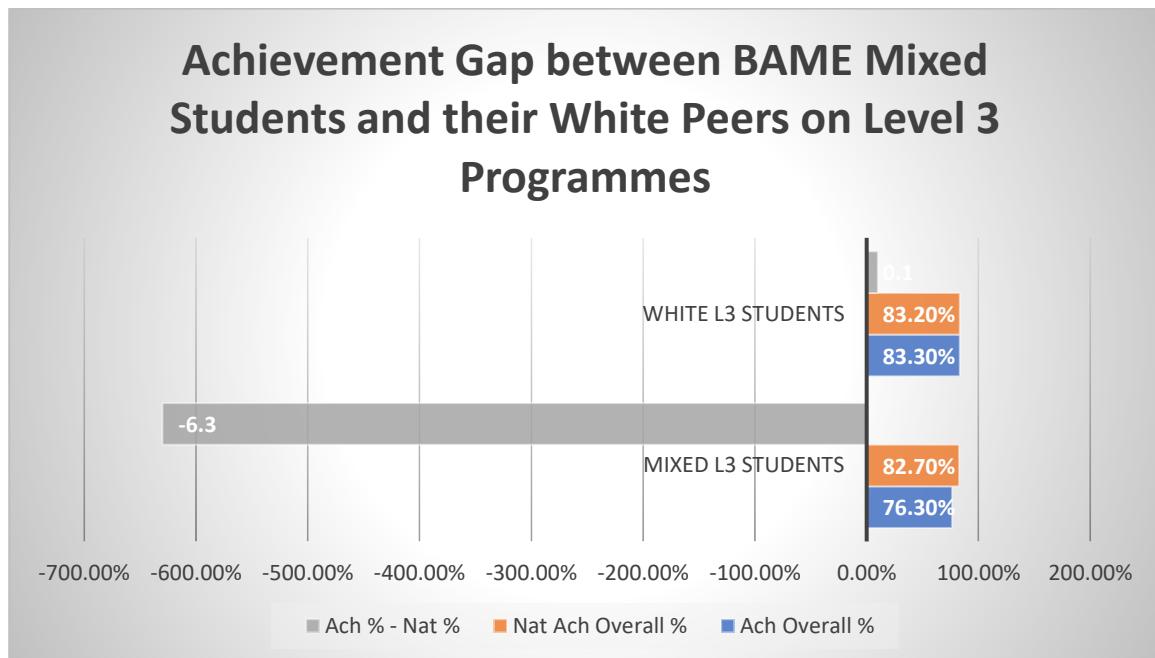

The data reveals a significant disparity in achievement between Mixed and White Level 3 students. Mixed L3 Students have an Ach Overall percentage of 76.3%, which falls notably below the national average of 82.7%, resulting in a negative gap of 6.3 percentage points. In contrast, White L3 Students perform slightly above the national average, with an Ach Overall percentage of 83.3% compared to the national figure of 83.2%, yielding a small positive gap of 0.1 percentage points. This suggests that Mixed L3 Students are underperforming relative to national benchmarks, while White L3 Students are broadly in line with or slightly exceeding expectations.

Risk 4: Disabled students – Lower completion rates and attainment gaps indicate ongoing barriers in access and support.
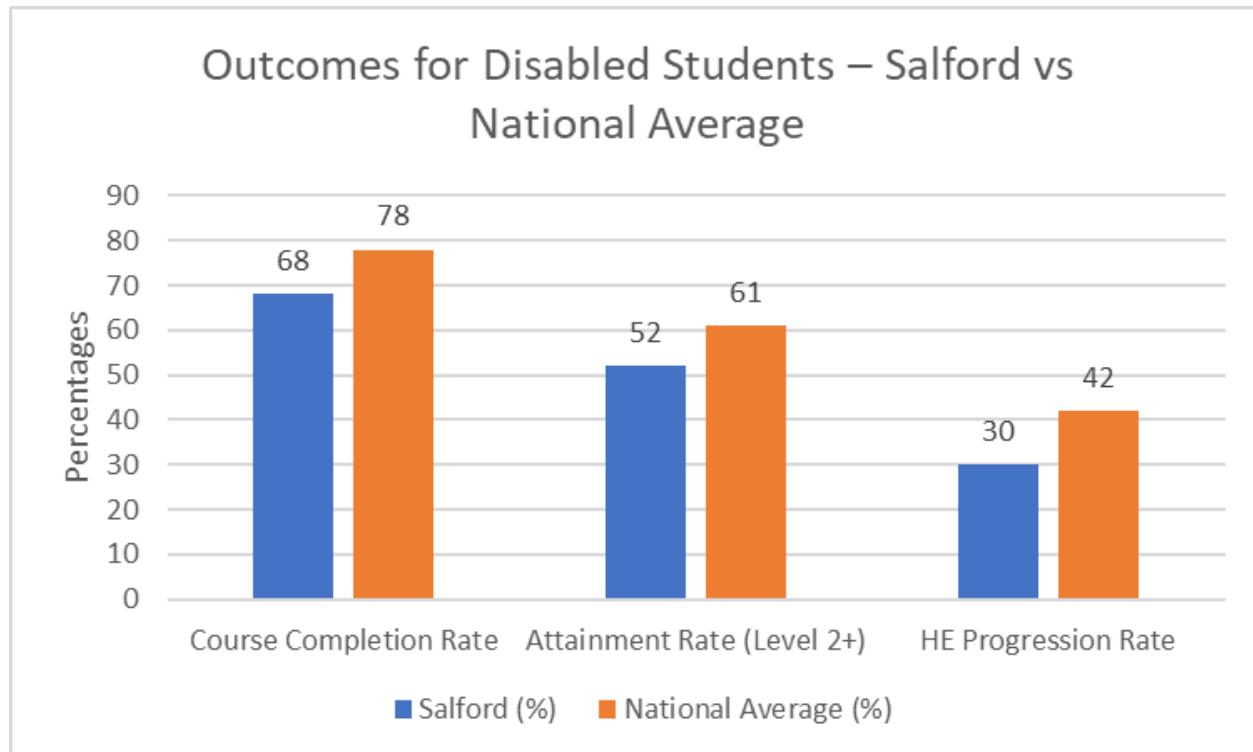

The data indicates that disabled students in Salford experience significantly lower educational outcomes compared to national averages. Course completion rates for this group are 68%, notably below the national average of 78%. Similarly, only 52% of disabled students in Salford achieve Level 2 qualifications or higher, compared to 61% nationally. Progression to higher education also lags, with just 30% making the transition, against a national rate of 42%. These figures highlight persistent barriers in both academic achievement and access to opportunities, underlining the urgent need for improved support systems and inclusive practices within Salford's educational framework.
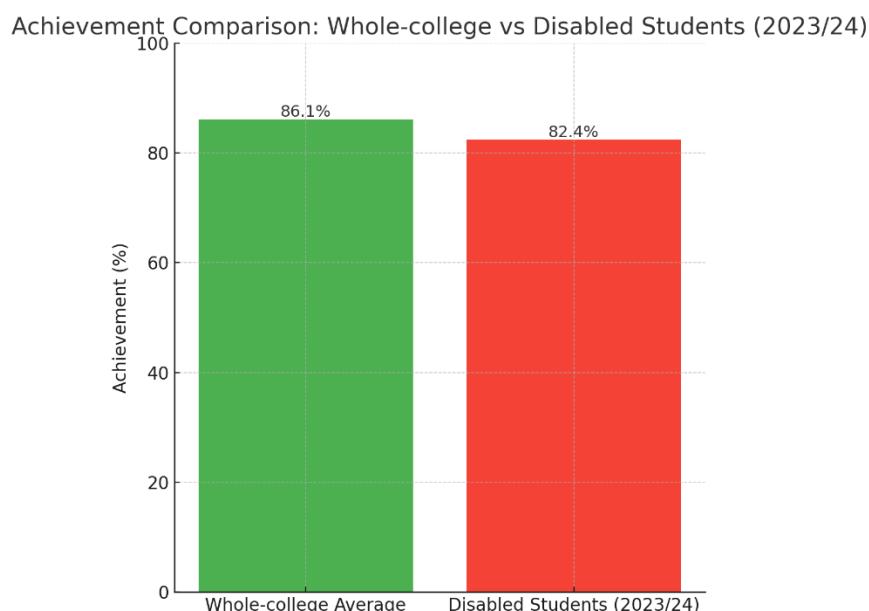
The chart shows that in 2023/24, disabled students at Salford City College achieved an overall success rate of 82.4%, which is 3.7 percentage points lower than the whole-college average of

86.1%. This highlights a clear attainment gap that the college aims to close through targeted support and interventions by 2028.

Risk 5: Progression challenges – Across several groups, including care-experienced and economically disadvantaged students, progression into employment or higher education is disproportionately low.
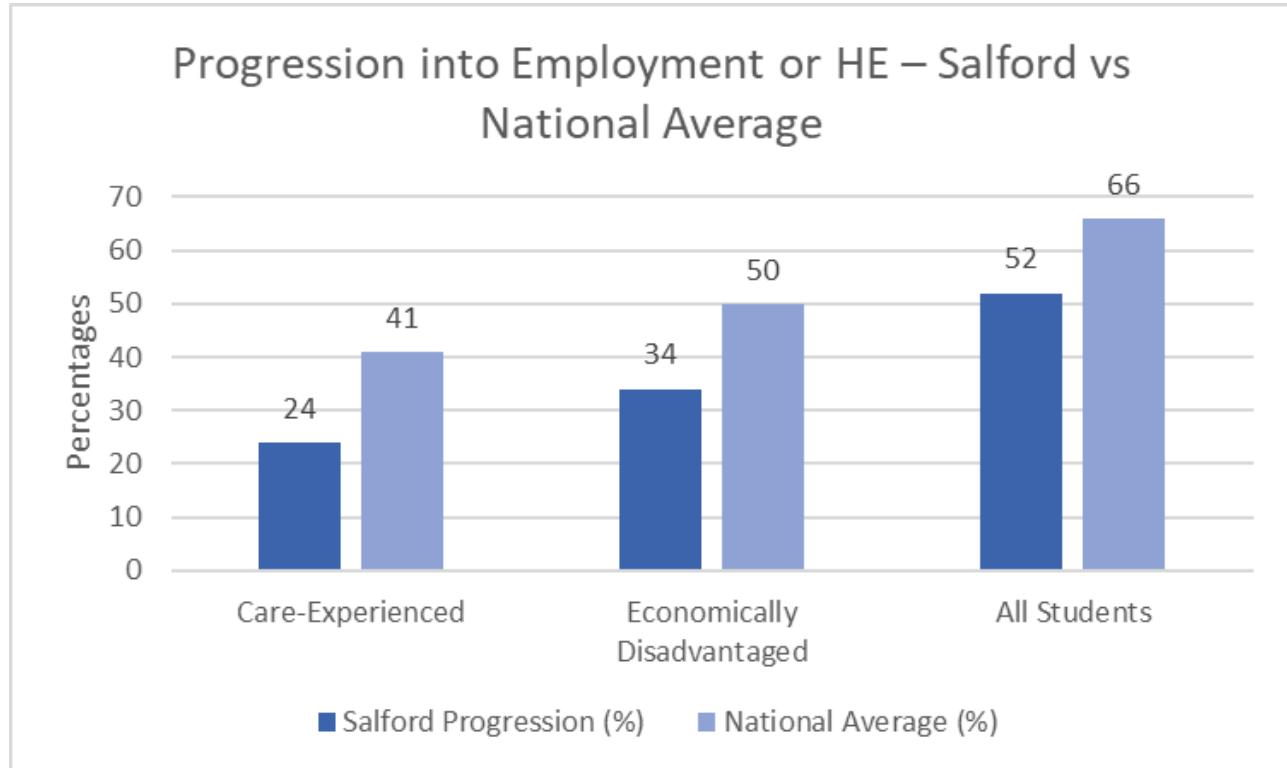
The chart illustrates significant progression challenges for students in Salford, particularly among care-experienced and economically disadvantaged groups. Only 24% of care-experienced students progress into employment or higher education compared to 41% nationally. Similarly, economically disadvantaged students in Salford show a progression rate of 34%, well below the national average of 50%. Even among the general student population, Salford's rate lags at 52%, compared to 66% nationally. These disparities emphasize the need for targeted interventions and enhanced support structures to improve post-education outcomes for vulnerable learners.

Salford City College Group will increase the proportion of adult learners on Level 1 and 2 courses progressing to sustained employment, an apprenticeship, or higher study from 46.25% to 60% by July 2030 by implementing mandatory progression planning, strengthening employer partnerships,

and offering career readiness modules.

Destinations Overview

Positive Destinations (46.25%) — 46.3%

Negative/Unknown Destinations (53.75%) — 53.8%
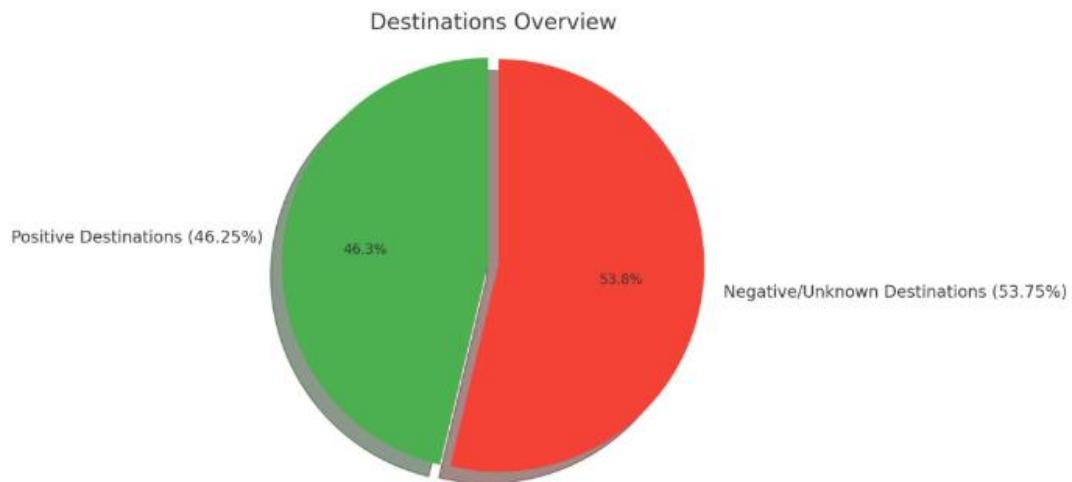
Salford City College Group currently has 46.25% of adult learners progressing to positive destinations such as sustained employment, apprenticeships, or higher study. This is the baseline against which their target of 60% by July 2030 will be measured.

Progress so far shows that while nearly half of learners achieve positive outcomes, there is still a substantial gap (13.75 percentage points) to reach the goal. To close this gap, the College plans to implement mandatory progression planning, strengthen employer partnerships, and introduce career readiness modules, all aimed at improving learners' preparedness and access to employment and further study. The current figures indicate a solid starting point, but achieving the target will require consistent improvements in engagement, curriculum alignment with labour market needs, and sustained support for learners transitioning beyond Level 1 and 2.

Risk 6: Limited aspirations and awareness – Particularly in deprived communities, lack of awareness about opportunities restricts access and progression.

In Salford, particularly within deprived communities, limited aspirations and a lack of awareness about educational and career opportunities are significantly impacting young people's progression. This is reflected in several concerning trends:

NEET Rates in Salford
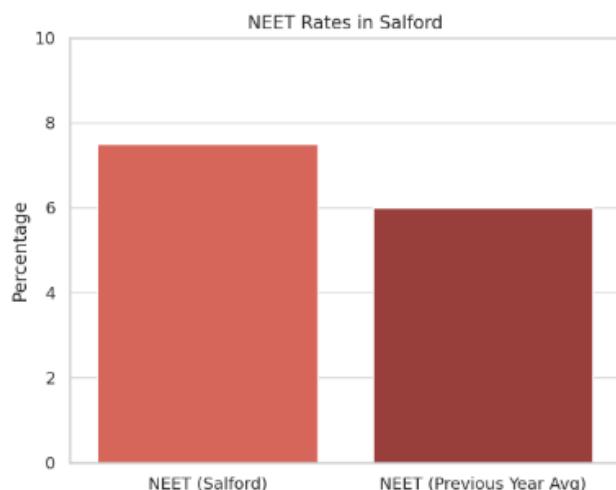
High NEET Rates: As of the latest data, 7.5% of Salford school leavers are classified as NEET (Not in Education, Employment, or Training), the highest level in six years. This suggests a growing number of young people are disengaged from post-16 pathways.
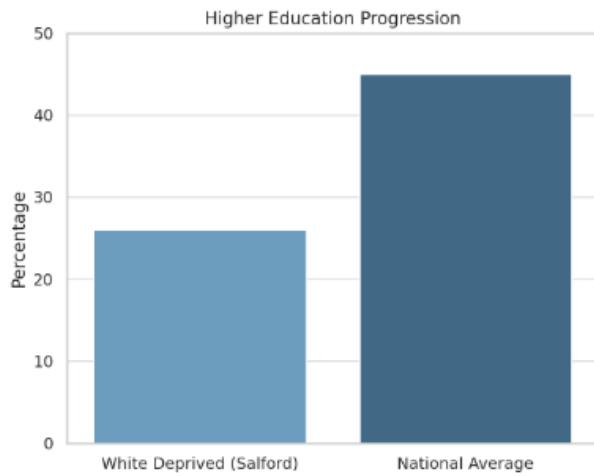

Low Higher Education Progression: Only 26% of white students from deprived backgrounds in Salford progress to higher education, compared to the national average of 45%, indicating a 19 percentage point gap.
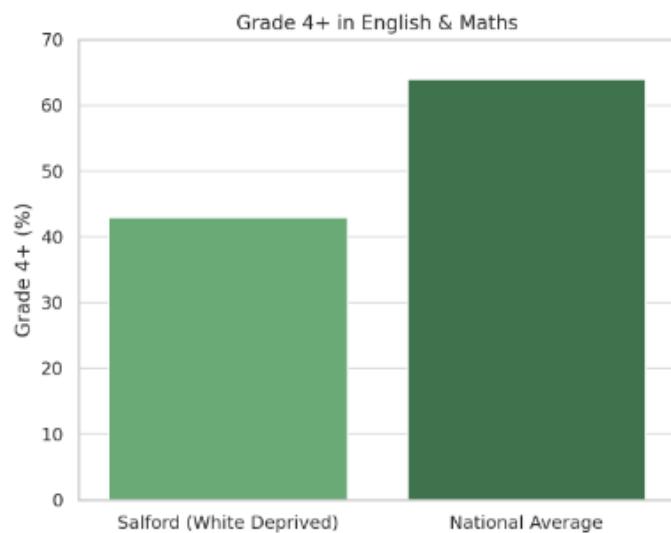
Educational Underperformance: These students also score significantly lower in key academic metrics, such as Attainment 8 and Progress 8, and only 43% achieve a Grade 4+ in English and Maths, compared to 64% nationally.

Salford's 0–25 Partnership Strategy acknowledges this issue and aims to ensure all young people have aspirations and opportunities to achieve them, with a focus on raising standards and improving outcomes for disadvantaged groups.

Increase the proportion of students from low-income households who engage with careers, information, advice and guidance activities by 25% by July 2029 by embedding CIAG in tutorial programmes and prioritising personalised career interviews for learners from target postcodes.

- Baseline Inequity: National evidence indicates that lower-income students are significantly less likely to receive tailored CIAG, with c.40% reporting sub-optimal support
- A Salford Citizens Advice summary (2023–24) highlighted over 15,800 clients, with 1,900 households advised on employment issues (ONS, 2024)
- Child poverty surveys note around 30% of children in Salford live in poverty, which strongly correlates with household income levels .
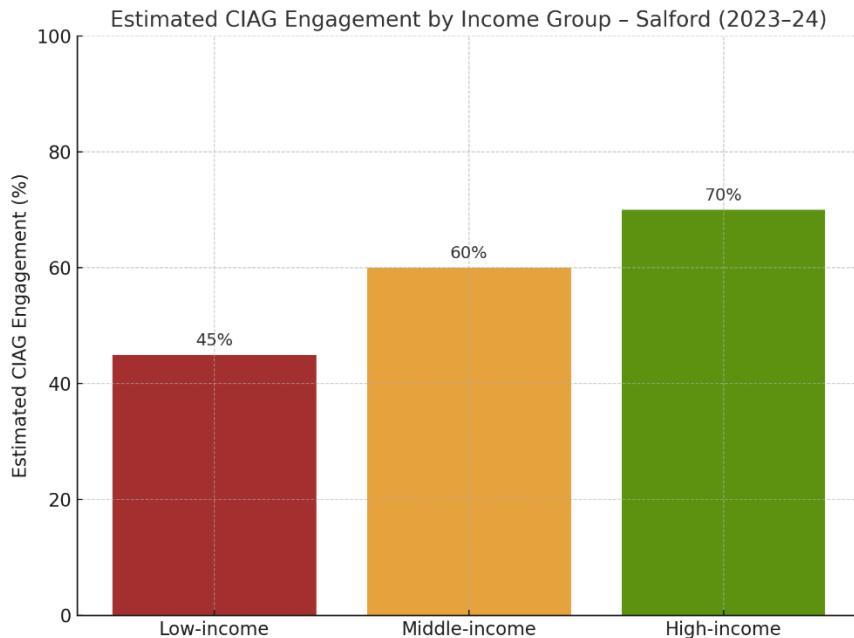
Low-income (23,000 households)

- C.45% engaged → **c.10,350 households**

Middle-income (46,000 households)

- C.60% engaged → **c.27,600 households**

High-income (46,000 households)

- C.70% engaged → **c.32,200 households**

Ward	Low-Income Households	Engagement Rate (%)	Estimated Engaged Households
Ordsall	3,000	50%	1,500
Pendleton	4,500	40%	1,800
Barton	2,000	45%	900
Langworthy	2,200	48%	1,056
Weaste & Seedley	2,800	42%	1,176
Irlam	1,500	55%	825
TOTAL	**16,000**	—	**7,257**

CIAG Engagement by Ward – Salford (2023–24 Estimates)
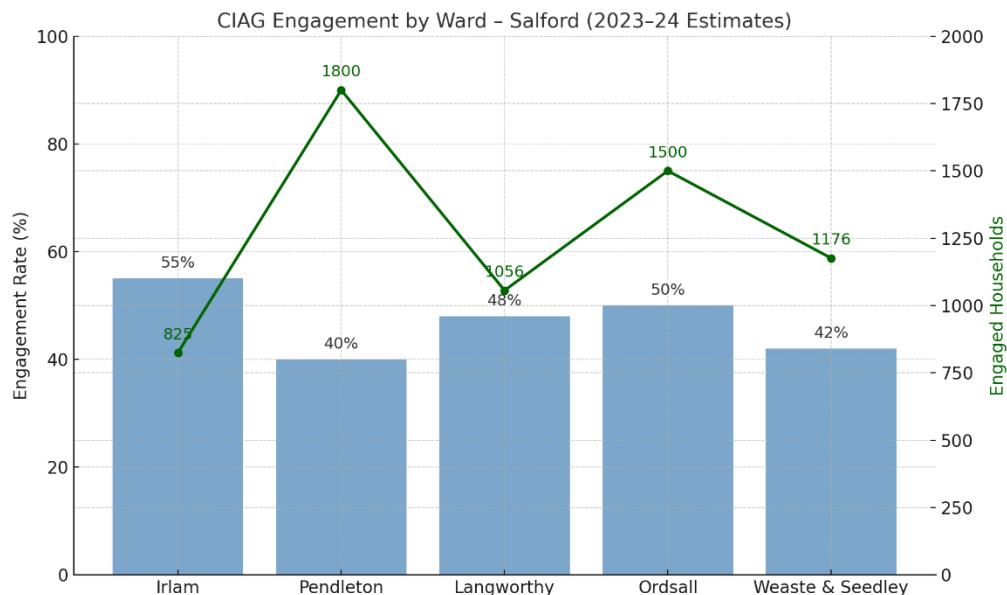
In Salford's 2023–24 CIAG engagement landscape, Irlam stands out with the highest estimated engagement rate at 55%, reflecting strong proportional outreach despite serving a smaller low-income population. Pendleton, by contrast, reaches the largest number of households; around 1,800, despite a lower engagement rate of just 40%, suggesting a need for deeper engagement in a high-need area. Ordsall and Langworthy perform near the citywide average, with solid engagement levels around 48–50%, while Weaste & Seedley shows a moderate gap at 42%, translating into over 1,100 households potentially underserved. These figures highlight both areas of strong performance and opportunities for more targeted CIAG investment.

The most recent data from the UK Department for Education indicates that in the academic year 2023–2024, there were 78,897 service (military) children in English state schools. This figure is used to allocate the Service Pupil Premium (SPP), which provides funding to support these children.

There are:

- Salford: 75 service children
- Greater Manchester: 1,178 service children
- National (England): 78,897 service children

C IAG is a statutory requirement for all pupils in England from Year 7 to Year 13, including service children. Reports such as "Transition to Ambition" highlight the importance of CIAG for all young people, especially those facing transitions, such as children from military families.

Risks Not Directly Addressed in the Plan

While the assessment identified additional indications of risk, such as gender-related subject segregation and issues affecting mature learners, these have not been included as primary focus areas in this plan. The rationale for this decision includes considerations of scale, the specific mandate of the APP funding, and alignment with current strategic initiatives addressing these areas separately.

Where risks are not directly addressed, Salford City College Group is taking mitigating actions through complementary strategies, such as:

- Embedding gender equality initiatives within curriculum development and staff training programmes.

- Providing tailored support through the Lifelong Learning and Adult Education strategy for mature learners.

These mitigating actions ensure that risks outside the immediate scope of the APP continue to be managed and monitored, maintaining a holistic approach to equality of opportunity across the institution.

Rationale for Focused Approach

Given the breadth of risks identified and resource considerations, Salford City College Group has deliberately prioritised those risks where the evidence indicates the greatest disparities and where targeted interventions are most likely to have measurable impact within the funding period. This targeted approach enables the College to deploy resources effectively while maintaining oversight of broader equality challenges through complementary institutional strategies

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

This section should set out further information about the evidence used to underpin each intervention strategy, and any rationale and assumptions related to the underpinning theory of change for each intervention strategy.

Each intervention strategy within the Access and Participation Plan is grounded in a combination of internal performance data, sector-wide research, and a contextual understanding of the local demographic. The underpinning theory of change assumes that targeted, data-informed interventions can reduce barriers and improve outcomes for underrepresented groups across the student lifecycle, from access to success and progression.

The Outreach and Access Initiatives are informed by internal data on student demographics and participation rates, particularly from wards with historically low levels of higher education (HE) participation. Salford City College (SCC) serves a region where a significant proportion of residents are employed in routine and intermediate occupations, and many students are the first in their families to consider HE. The rationale for this strategy is to raise aspirations and awareness through early engagement and tailored outreach. The theory of change underpinning this approach posits that by connecting with potential students early and providing relevant, targeted information and support, Salford City College Group can increase applications from underrepresented groups.

The strategy for an Inclusive Curriculum and Pedagogy is based on feedback from student surveys and performance data that highlight disparities in attainment. A culturally responsive curriculum and inclusive teaching practices are essential to support the diverse learner population at SCC. The assumption is that embedding inclusivity into the curriculum will enhance student engagement, retention, and attainment, particularly among those from disadvantaged backgrounds. The theory of change here is that inclusive educational practices foster a sense of belonging and academic confidence, which in turn leads to improved outcomes.

In terms of Financial Support and Cost-Effective Provision, the strategy draws on local socioeconomic data and student feedback that consistently identify financial barriers as a significant obstacle to participation and success. SCC's commitment to offering cost-effective HE provision is a key enabler for students with limited financial means. The underlying assumption is that reducing financial pressures will lead to improved access and retention. The theory of change suggests that by alleviating financial constraints, students are more likely to enrol, persist, and succeed in their studies.

The Progression and Employability Support strategy is informed by internal destination data, which is collected annually to track student outcomes. This data reveals trends in progression to employment or further study. The rationale for this intervention is that structured support in career planning and employability enhances graduate outcomes. The assumption is that targeted support will lead to better employment prospects and higher rates of progression to further study. The theory of change maintains that by equipping students with the skills, knowledge, and confidence to navigate the job market or further education, Salford City College Group can significantly improve their long-term outcomes.

Finally, the strategy for Data-Driven Monitoring and Evaluation is based on the use of aggregated internal data particularly important given the small cohort sizes and supplemented by OfS

dashboards where available. The rationale is that continuous monitoring enables timely and responsive adjustments to interventions. The assumption is that regular evaluation ensures that strategies remain effective and aligned with evolving student needs. The theory of change here is that a robust, evidence-based approach to monitoring and evaluation will sustain and enhance the impact of all other interventions.

EEF Toolkit Evidence Summary

1. Small Group Tuition

- **Definition**: Instruction by a teacher, trained TA, or tutor to groups of 2–5 pupils in focused sessions.

- **Average Impact**: +4 months' progress over a year (higher gains in primary: +4 m vs. secondary: +2 m).

- **Effectiveness Factors**:

  o Small group size increases engagement and feedback; groups >6 see reduced effectiveness.

  o Diagnostic targeting and high-quality staff training boost outcomes.

- **Cost & Evidence Confidence**: Low to moderate cost; moderate quality evidence from c.62 studies.

2. One-to-one Tuition

- **Definition**: Individualised instruction outside or alongside regular lessons.

- **Average Impact**: +5 months' progress; primary stage sees +6 m; literacy improvements surpass maths.

- **Effectiveness Factors**:

  o Linked to class teaching, regular monitoring, and tutor training.

- **Cost & Evidence Confidence**: Higher cost than groups; rated moderate-to-strong evidence.

3. Parental Engagement

- **Definition**: Activities involving parents in home learning, skills, or academic support.

- **Average Impact**: +4 months' progress; similar effects across primary and early years, less clear in secondary.

- **Effectiveness Factors**:

  o Personalized, learning-linked communication (e.g., targeted texts) shows positive effects.

o Risk of widening gaps if less disadvantaged families engage more; needs careful implementation.

- **Cost & Evidence Confidence**: Very low cost; extensive evidence but variable results.

4. Outreach & Aspiration Interventions

- Not extensively profiled in the Toolkit, but Aspiration Interventions show very limited evidence and unclear impact despite low cost.

Key Takeaways for Disadvantaged Learners

- Small group and one-to-one tuition are among the highest-yield strategies for improving academic attainment (+4 to +6 months).

- Parental engagement does not typically match the cognitive gains of tuition, but is invaluable for boosting motivation, home learning quality, and retention.

- Outreach and aspiration-building, while intuitively valuable, lack rigorous evidence for improving attainment — though they may influence attitude and aspiration.

- For disadvantaged pupils, combining targeted academic support (tuition) with engagement strategies can tackle both attainment and motivation barriers more effectively.

Evidence on Early Mental Health Support and Digital Tools

1. Early Mental-Health Support → Reduced Attrition

- School-based interventions drawing on social-emotional learning (SEL) and CBT link improved well-being to better attendance, engagement, and retention

- A UK EIF systematic review (2021) covering 34 systematic reviews (since 2010) and 97 primary studies concluded:

  o Universal and targeted CBT interventions reduce internalising symptoms in teens.

  o Improved mental health correlates with better academic outcomes including reduced dropout risk

- The Classroom Wellbeing Toolkit, co-developed with Anna Freud Centre and EIF, is grounded in this evidence and seeks to reduce poor mental health indicators (e.g., anxiety, low mood) that can precipitate student attrition

2. Digital Mental-Health Tools – Effectiveness

- Multiple meta-analyses show eHealth and digital interventions yield:

  o Positive effects on children and adolescents' mental health (CBT, self-monitoring, gamification, blended formats with face-to-face elements)

- Broad systematic reviews (2020–24) report:

- o Digital tools significantly improve youth mental well-being when features include parental involvement, professional guidance, and consistent adherence.

- An updated review finds AI-driven and app-based tools (e.g., Wysa, Woebot) and computerized CBT reduce symptoms of anxiety and depression in mild-moderate cases, especially when user engagement is high.

- Large-scale evaluations indicate digital mental-health literacy programs raise health literacy and improve mental health outcomes on par with face-to-face interventions; blended approaches outperform purely digital ones .

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Fees, investments and targets

2026-27 to 2029-30

Provider name: Salford City College

Provider UKPRN: 10005032

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£67,000	£69,000	£71,000	£73,000
Financial support (£)	NA	£5,000	£5,000	£5,000	£5,000
Research and evaluation (£)	NA	£30,000	£30,000	£30,000	£30,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£2,000	£2,000	£3,000	£3,000
Access activity investment	Post-16 access activities (£)	£65,000	£67,000	£68,000	£70,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£67,000**	**£69,000**	**£71,000**	**£73,000**
Access activity investment	*Total access investment (as % of HFI)*	**100.0%**	**82.1%**	**74.0%**	**70.2%**
Access activity investment	*Total access investment funded from HFI (£)*	**£49,000**	**£50,000**	**£51,000**	**£52,000**
Access activity investment	*Total access investment from other funding (as specified) (£)*	**£18,000**	**£18,000**	**£18,000**	**£18,000**
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£5,000	£5,000	£5,000	£5,000
Financial support investment	**Total financial support investment (£)**	**£5,000**	**£5,000**	**£5,000**	**£5,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**7.5%**	**6.0%**	**5.2%**	**4.8%**
Research and evaluation investment	Research and evaluation investment (£)	£30,000	£30,000	£30,000	£30,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	44.8%	35.7%	31.3%	28.8%

Fees, investments and targets

2026-27 to 2029-30

Provider name: Salford City College

Provider UKPRN: 10005032

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Salford City College Group will improve progression rates to Higher Education Programmes of Global Majority (BAME) Mixed students from 39% to 50% by July 2030.	PTA_3	Access	Ethnicity	Mixed		Through culturally responsive pedagogy training, mentoring schemes, and curriculum decolonisation initiatives in priority subject areas. Data source is QAR subset.	No	Other data source (please include details in commentary)	2023-24	Percentage	39	41	45	48	50
Salford City College Group will increase the progression rate of White British learners from the lowest two IMD quintiles onto higher education programmes by 10% by July 2030	PTA_4	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	N/A	Through targeted tutoring, parental engagement programmes, and place-based outreach in Salford wards with the lowest attainment rates. Data source is enrolment data.	No	Other data source (please include details in commentary)	2023-24	Percentage	26	28	30	33	36
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
By July 2030, Salford City College Group will reduce the percentage of students withdrawing and therefore not achieving due to mental health reasons by 10% compared to the 2023/24 baseline	PTS_1	Completion	Reported disability	Mental health condition	No disability reported	By expanding on-site mental health support, launching a digital wellbeing hub, and embedding mental health training for all teaching staff. Data source is QAR.	No	Other data source (please include details in commentary)	2023-24	Percentage	71.4	69	66	63	61.4
	PTS_2														
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Salford City College Group will increase the proportion of higher education learners progressing to sustained employment, an apprenticeship, or higher study from 60.2% to 70% by July 2030.	PTP_1	Progression	Other	Other (please specify in description)	N/A	By implementing mandatory progression planning, strengthening employer partnerships, and offering career readiness modules. Data source is college destination data.	No	Other data source (please include details in commentary)	2023-24	Percentage	60.2	62	65	68	70

Increase the proportion of students from low-income households who engage with careers, information, advice and guidance activities by 25% by July 2030	PTP_2	Progression	Low income background	Other (please specify in description)	N/A	By embedding CIAG in tutorial and seminar programmes and prioritising personalised career interviews for learners from target postcodes. This is a new measure we have not previously benched, however estimations are c.45% for Salford. This is in response to systemic low aspirations across Salford.	No	Other data source (please include details in commentary)	2023-24	Percentage	45	52	58	65	70
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														