



Access and Participation Plan

2025-26 to 2028-29

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Hull College

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

1. Hull College is a general Further and Higher Education providing servicing both its local community and the area around the Humber region. The College is set in the heart of the city of Kingston Upon Hull and is a broad-based college offering courses and qualifications across a range of disciplines including full study programmes for 16–18-year-olds, apprenticeships, adult education including Access to Higher Education, professional qualifications and a significant provision for English as a second language. The college also provides a 14-16 offer in the Hull College ‘school’ which provides a vocational and technical alternative to a traditional secondary school programme.
2. In 2023 ninety seven percent of UK domiciled Higher Education students lived within 5 miles of the college and are considered to be local.¹ In an area of marked socio-economic deprivation and significant multiple factors of disadvantage the college has been fully committed to providing technical and vocational qualifications that support a commitment to the moral imperative of offering local people an opportunity to secure a brighter and more prosperous future for themselves.²
3. There is a strong profile of providing access to Higher Education for applicants from the most deprived backgrounds. 49% of the full-time students who account for 62% of all enrolments, are from the most deprived neighbourhoods (IMD quintile 1), whilst of the remaining part time students almost 40% are from IMD Quintile 1. The vast majority of Hull College students are 1st generation higher education students.
4. Although the College chose not to take part in the TEF falling below the threshold for submission, the National Student Survey data indicated that Teaching and Learning recorded positivity measures of 89.67% and 87.39% which were 4.24% and 5.0% above sector which reinforces our pursuit to provide an excellent experience to all our students ensuring an equality of opportunity.³
5. The college has enjoyed a distinguished reputation for its Arts provision and the Hull School of Art and Design is renowned as a centre for the development of artistic talents. The college is the oldest provider of Higher Education qualifications in the region and can trace a heritage going back over 400 years in the city of Kingston Upon Hull.
6. We work directly with two validating partners, The University of Hull to address a demographic group for whom a traditional Higher Education model and offer would not be effective or appropriate, we also work with the University of Huddersfield to develop qualified individuals wishing to work in the Lifelong Learning Sector. We offer a range of degree programmes (BA/BSc/ Foundation degrees and Level 6 ‘top ups’) on a full or part-time basis delivered through this partnership and alongside Pearson Higher Nationals and Apprenticeships. Currently nearly 250 students are engaged in study at level 4,5,6 or 7 on both HEFCE and non-HEFCE programmes.
7. The college, its staff, managers and Governors are committed to promoting opportunities for people living in the region regardless of their backgrounds and supporting them through to completion and success.

¹ Local students are calculated by taking the entry profile permanent address postcode and determining it with the local authority district: Kingston Upon Hull, east Riding of Yorkshire

² 45% of neighbourhoods in Hull are among the most deprived 10% in England. In the wider Humber region, 22.5% of neighbourhoods are in the most deprived decile. ([English indices of deprivation 2019](#))

³ <https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/provider-level-dashboard/> accessed 5/8/24

Risks to equality of opportunity

8. Utilising the access and participation dashboard (provided by the Office for Students), our internal data analysis, and the equality of opportunity risk register (EORR) we have identified the following risks to opportunity for students at Hull College. This section addresses what we believe to be the biggest risk to equality of opportunity for students at Hull College.
9. In many cases there is insufficient objective data to prove that the gaps identified and addressed below are caused by the risks listed or what specific actions would best reduce them. Suppression of data due to low numbers is evident in many split indicators. This analysis is completed on the basis of reasonable assumptions regarding cause and likely effects; the College will gather data on the impact of its interventions to help reflect on causalities, impacts and value for money. The emerging evidence base will be used to evaluate its actions in the light of evidence and to adapt its actions as required over the life of this plan.
10. Our assessment of the data available through the OfS dashboard⁴ indicates gaps in performance in the following significant areas which can be reasonable assumed to be linked to underpinned by risks to equality of opportunity.

Indications of Risk

<p>Indication 1 <i>Socio-economic completion gap</i> Lower completion rates for students from socio-economically disadvantaged backgrounds.</p>	<p>Indication 2 <i>Socio-economic awarding gap</i> Lower attainment rates (Distinction/Merit/1st, 2:1 awards) for students from socio-economically disadvantaged backgrounds.</p>	<p>Indication 3 <i>Disability impact</i> Lower rates for students reporting a disability across the full lifecycle stages.</p>
<p>Indication 4 <i>Age impact</i> Lower life-cycle rates for students under the age of 21 compared to their 21+ peers</p>		

⁴ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>

Underlying risks

11. Differences (gaps) in the rates across the lifecycle stages of a student in Higher Education can be a proxy for the impact of inequality of opportunity. These gaps may represent how access to, success and progression has been affected by a range of risks or student characteristics. The initial point of consideration and starting point for analysis has been the Office for Students' Access and Participation dashboard and associated data reviewing 2- and 4-year trends. These gaps were explored further to provide an understanding and gain some insight to the underlying risks although as noted due to suppression this is based in part on reasonable assumptions. (See Annex A for summary evidence)

Risk 1: Knowledge and skills

Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.

Risk 2: Information and guidance

Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options.

Risk 3: Insufficient personal support and wider student experience

Some students may not have equal access to personal support during their studies, including formal services, the college experience may not be sufficiently inclusive to foster a positive wider student experience for some students notably disabled, young, 1st generation and those who have care responsibilities.

Risk 4: Mental health

Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing, or may develop during higher education study.

Risk 5: Cost Pressures

Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.

Risk 6: Academic support

Students may not receive sufficient personalised academic support to achieve a positive outcome.

Objectives

12. The following identified key objectives will drive the activity of the Hull College Access and Participation Plan. These objectives are developed based upon the risks that have been determined through our assessment of the relevant dashboards and data noted in paragraph 10.
13. Activity undertaken by the college is planned to mitigate the underlying risks identified in paragraph 11.
14. Each objective will drive an ambitious target and these are mapped taking into consideration the related risks.
 - i. Support the achievement rates of students in the 14-16 'school' provision who are underrepresented in Higher Education and/or socio-economically disadvantaged⁵
 - ii. By 2030, increase equality of opportunity for students who live in areas of high deprivation to complete their studies by 2030.
 - iii. By 2030, increase equality of opportunity for students who live in areas of high socio-economic deprivation to secure a good grade for their studies at level 5 or level 6.
 - iv. By 2030, Increase equality of opportunity for students who are disabled to successfully remain on their course and complete their studies.
 - v. By 2030, increase equality of opportunity for students who are aged under 21 to access and continue in higher education.

⁵ <https://www.compare-school-performance.service.gov.uk/school/130579/hull-college/secondary/additional-entry-and-achievement-measures>

Table 1. Objectives, risks and targets

Objective	Indications of risk	Underlying risks	Target
1	College 14-16 provision achievement rates Socio-economic completion gap (indication 1) Socio-economic awarding gap (indication 2)	Knowledge and skills (risk 1) Information and guidance (risk 2) Insufficient personal support and wider student experience (risk 4)	90% of participants complete and improve against outcomes related to Academic skills, Personal skills and Transferable skills Level 2 overall pass rates increase by 9.4 percentage points by 2030 (from 20.6pp to 30pp) (PTA_1)
2	Socio-economic completion gap (indication 1)	Knowledge and skills (risk 1) Information and guidance (risk 2) Perception of higher education (risk 3) Academic support (risk 7) Personal support & wider experience (risk 4) Mental health (risk 5) Cost pressures (risk 6)	To reduce the completion gap between students from areas of highest deprivation (IMD quintile 1) and students from areas of least deprivation (IMD quintile 5) by 11.8 percentage points by 2030 (from 16.8pp for 18/19 entrants to 5pp for 29/30 completers). (PTS_1)
3	Socio-economic awarding gap (indication 2)	Knowledge and skills (risk 1) Academic support (risk 7) Personal support & wider experience (risk 4) Mental health (risk 5) Cost pressures (risk 6)	To reduce the awarding gap between students from areas of highest deprivation (IMD quintile 1) and all other students by 12.6 percentage points by 2030 (from 16.6pp for 2-year aggregate to 4pp for 29/30 finalists). (PTS_2)
4	Disability continuation gap (indication 3)	Information and guidance (risk 2) Perception of higher education (risk 3) Academic support (risk 7) Personal support & wider experience (risk 4), Mental health (risk 5)	To reduce the continuation gap between students with a recorded disability and students with no disability reported by 24.6 percentage points by 2030 (from 27.6pp for 21/22 entrants to 3pp for 29/30 completers). (PTS_3)
5	Age continuation gap (indication 4)	Information and guidance (risk 2) Perception of higher education (risk 3) Academic support (risk 7) Personal support & wider experience (risk 4), Mental health (risk 5) Cost pressures (risk 6)	To reduce the age continuation gap between Young under 21 students and Mature age 21 and Over students by 9.1 percentage points by 2030 (from 11.1pp for 21/22 entrants to 2pp for 29/30 completers). (PTS_4)

(reference in brackets relates to the Fees, Investment and Targets submission) Data source: OFS Access and Participation data resource release data 25July 2024

Intervention strategies and expected outcomes

15. The objectives in Table 1 will be supported through to conclusion by mitigating the associated risks. The 7 underlying risks represent threats to the equality of opportunity; the college will undertake through a series of interventions work that ensures the priority is to limit the impact of those factors that are casual in perpetuating inequality. These strategies are set out below.

Intervention Strategy 1: Knowledge and Skills

16. This intervention strategy has been designed to mitigate risk 1, knowledge and skills. Some students may not have equal opportunity to develop the knowledge and skills required for successful higher education study.

17. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds.

18. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 1: To support increased achievements in the College 14-16 school at Key Stage 4, for students who are under- represented in HE and/or socio-economically disadvantaged.

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies, by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 'Good'⁶ degree, by 2030.

Risks to equality of opportunity

Consideration of current practice against the Equality of Opportunity Risk Register identified knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3) and course options and mode of study (Risk 5) as potential risks. Cost pressures (Risk 10) were also considered.

⁶ Good degree being 'Distinction' or 'Merit', First or 2:1 depending upon award

Intervention strategy 1 Knowledge and Skills

Activity and description	Inputs	Outcomes	Cross interventions
<p><i>14-16 Skills Programme</i> A skills programme to support improving achievements by developing key academic and personal skills components through mentoring, oral language development and metacognitive approaches.</p> <p>New Activity</p>	<p>Staff time to administer and deliver the programme within the tutorial provision; Staffing costs for workshops and staff training; Resources and materials Costs;</p>	<p>Improved cognitive and metacognitive outcomes. Improved motivation and engagement in learning. Improved self-perceptions about belonging, academic abilities and confidence in academic practice, digital literacy and English proficiency. Improved module / assessment grades. Students more effective in their independent study and revision</p>	<p>Objective 5</p>
<p>Getting into Higher Education An aspiration raising programme introduced as part of the wider living and thriving to provide early intervention to support attainment and provide information, advice and guidance for progression to Higher Education. Continued activity with HOP/Uniconnect partner to include 1 on site experience targeting L3 learners identified as FSM or bursary recipients.</p> <p>New Activity</p>	<p>Staff development time in CPD day; Time to develop materials 12 hrs; Refresher and update training over lifecycle of programme; External guest speakers</p>	<p>Increased self-efficacy Increased knowledge of higher education and career options Increased intention to progress to higher education. Longer term impact on applications and enquires to study higher education.</p>	<p>Objective 5</p>
<p>Entry-flex A flexible approach to entry criteria that acknowledges support for considering those applicants whose academic profile does not necessarily consist of traditional qualifications or high tariff</p>	<p>Staff time to review applicant profiles</p>	<p>Students who may not have had equal opportunity to attain high grades at level 3 are able to access higher education</p>	<p>Objective 5</p>

New Activity			
Summary of evidence base and rationale			
This intervention strategy has been designed on the basis of narrative evidence from sector research, evaluation findings and institutional experience. This evidence indicates the importance of pre-16 academic achievement, the need to intervene early in 14-16 education and the value of skills such as oracy and metacognition. Further detail of our rationale can be found in Annex B.			
Evaluation			
We will use methodologies such as surveys, intercepts and formative reflections in conjunction with longitudinal tracking of NARTS data and the Higher Education Access Tracker to evaluate the efficacy of these activities. Further details on our evaluation plans, including plans for sharing findings can be found in Annex B.			

Total cost of activities and evaluation for intervention strategy (4 years): £12,220

Intervention Strategy 2: Information and guidance

19. The activity undertaken will contribute to a number of the identified outcomes by mitigating risk 2 which has impact across multiple objectives. This intervention strategy has been designed to address risk 2: information and guidance. At Hull College, some students may not have equal opportunities to receive adequate information and guidance about higher education. This discrepancy can impact their understanding of what to expect from higher education, their ability to make informed decisions, and their capacity to develop the social capital necessary to navigate college based higher education life effectively.
20. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, and first-in-family students, young students and those with disabilities. There are intersectional aspects to this risk.
21. Mitigation of this risk implementing the identified activity will contribute to the following objectives:
 - a. Support the achievement rates of students in the 14-16 'school' provision who are under-represented in Higher Education and/or socio-economically disadvantaged.
 - b. Increase equality of opportunity for students who live in areas of high deprivation to complete their studies by 2030.
 - c. Increase equality of opportunity for students who are disabled to successfully remain on their course and complete their studies by 2030.
 - d. Increase equality of opportunity for students who are aged under 21 to access and continue in higher education by 2030.

Risks to equality of opportunity

Consideration of current practice against the Equality of Opportunity Risk Register identified knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3), course options and mode of study (Risk 5), mental health (Risk 8) as potential risks. Cost pressures (Risk 10) were also considered.

Intervention strategy 2: Information and guidance

Activity and description	Inputs	Outcomes	Cross interventions
<p>Getting into Higher Education A programme introduced as part of the wider living and thriving to provide early intervention to support attainment and provide information, advice and guidance for progression to Higher Education. The activity will form part of the Level 3 study programme through enrichment activity. Learner characteristics will be targeted including IMD, POLAR and TUNDRA New activity.</p>	<p>Staff hours to cover c.350 students Staff training 1 hour £240 Tasters 8 hours -8hrs *£60 *4 = £11,520</p>	<p>Improved learning skills and attainment Increased self-efficacy Increased knowledge of higher education and career options</p>	<p>1, 2,3,5</p>
<p>Careers aspiration raising and awareness workshops led by college careers advisor Careers drop-in sessions New activity.</p>	<p>6 workshops led 4.5 hrs @£25 = £450 Drop-ins' availability of 2 hrs per week 30x4x2@£25 = £6,000</p>	<p>Students who may not have had equal opportunity to attain high grades at level 3 are able to access higher education Students remain on course, and have clear progression plan supporting the completion of the award. Students access specialist careers IAG Students consolidate a range of graduate attributes acquired to support access to further study and SOC1-3 roles</p>	<p>2,4,5</p>
<p>Marketing activity and IAG tailored to students from low-income families likely to have been eligible for free school meals (FSM). To include:</p> <ul style="list-style-type: none"> • Development of targeted marketing materials and open events • Targeted Open Events – 1 per year • Advertising campaign • Career Advisor Event – twice yearly (New activity) 	<p>Marketing officer hours 16* @£30 = £480 Proportion of marketing budget = £1000 Careers Advisor hours 24hrs@£25 = £600</p>	<p>Increased enquiries from potential applicants from Socio- economically disadvantaged areas Increased applications from applicants reporting a disability Improved attendance at careers events Improved contact volume with careers advisor</p>	<p>1,2,5</p>

Peer Assistance & Learning Scheme (PALS) A student buddy scheme with champions from Level 6 or Level 5 supporting Level 4 students' academic skills and Signposting. New activity	Activity leadership by HE Success Coach (3 hrs per week) 0.08FTE@£24,000 = £7,783 Training Materials	Increase in completion; reported increase in sense of belonging; reduced financial concerns;	2,3,4,5
Active on course promotion of PALS/Student Ambassadors Scheme to encourage students from target group to apply for paid positions. New Activity	6 PALS/Ambassadors nominal fees £2,400 Staff hours for training £300	Increase in completion; reported increase in sense of belonging; improved confidence.	2,3,4,5
Development of Hull College Inclusive Assessment Framework. Course materials re-designed to be neurodivergent friendly; presented in alternate formats; revised accessible assessment timetable. New activity.	Staff costs: Hull College Education Technologists working with academic staff, advised by Learner Services Inclusion Manager and team. Academic staff hours to redesign/refine assessment tools. Total hrs at £60 = £2,400	Improved outcomes through all lifecycle stages for students with reported disability Increased confidence in academic skills	2,3,4,5
Summary of evidence base and rationale This intervention strategy has been designed on the basis of narrative evidence from sector research and institutional and partner experience. This evidence indicates that for outreach to be most effective, it should include sustained engagements over time. Further detail of our rationale can be found in Annex B			
Evaluation We will use methodologies such as surveys, intercepts and formative reflections in conjunction with longitudinal tracking on the Higher Education Access Tracker to evaluate the efficacy of these activities. Further details on our evaluation plans, including plans for sharing findings can be found in Annex B.			

Total cost of activities and evaluation for intervention strategy (4 years): £32,403

Intervention strategy 3: *Insufficient personal support and wider student experience*

22. This intervention strategy has been designed to mitigate risk 4, personal support and the wider student experience. Some students may not have equal access to personal support during their studies, including formal support services, social experiences and extra-curricular activities. Furthermore, the campus culture may not be sufficiently inclusive to foster a positive wider student experience for some students. This may have a negative impact on their wellbeing and academic success.
23. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, disabled students and young students.
24. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 1: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 2: To increase equality of opportunity for students from areas of high deprivation to be awarded a good degree by 2030.

Objective 3: To increase equality of opportunity for young students to secure good outcomes across all lifecycle stages by 2030.

Risks to equality of opportunity

Consideration of current practice against the Equality of Opportunity Risk Register identified knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3), insufficient personal support (Risk 7), mental health (Risk 8) cost pressures (Risk 10) as potential risks. Progression from Higher Education (Risk 12) was also considered.

Intervention strategy 3: *Insufficient personal support and wider student experience*

Activity and description	Inputs	Outcomes	Cross interventions
<p>HE Success Coach Students highly value a named individual to seek support, re-assurance and guidance from on a range of personal issues which are impacting upon their studies. The role will focus upon disadvantaged groups and young students, to support their engagement, participation and retention. The coach will support disabled students in accessing services/assistance to minimise the impact of their disabilities. The coach will be trained as a mental health first aider and as a designated safeguarding lead DSA training will be secured and the lead manager for learning support will monitor signposting and applications for DSA support alongside the HE success coach. New activity.</p>	<p>Salary cost for role of HE Success Coach £27,500</p> <p>MH training costs 22hrs £1,320 DSL training hrs 15 hrs £400 Staff hrs 20 hrs per year @£60 = £3,800</p>	<p>Increase in completion rates across for students from areas of high deprivation Increase in awarding of good degrees for students from areas of high deprivation Positive impact and increased lifecycle outcomes for young students Increase in confidence for students from areas of high deprivation reported increase in sense of belonging; Increased successful applications for DSA funding on first submission. Students reporting positive mental health</p>	<ul style="list-style-type: none"> • 2,3,4,5
<p>Disability focus group Set up of specific student-led group for those that declare a disability to formally report back to the Hull College Student Engagement Committee. HE Coach and Head of Learner Support to support this group. New activity.</p>	<p>£500 budget p.a. for activities proposed by group Volunteer roles</p>	<p>Increase in continuation; Increase in completion; reported increase in sense of belonging; positive action from reporting to HC Student Engagement Committee</p>	<ul style="list-style-type: none"> • 4

<p>Promotion of self-advocacy skills for students with a declared disability via Learner Services and HE Success Coach.</p> <p>New activity.</p>	<p>External trainer costs: repeated/refreshed every two years. £1,400</p>	<p>Increased completion; increase in confidence; increase in wellbeing and sense of belonging.</p> <p>For Staff: increased knowledge and understanding of the potential for self-advocacy to improve academic performance.</p>	<ul style="list-style-type: none"> • 4
<p>Increase in shorter qualifications including Cert HEs and HNCs so students do not have to make a long-term commitment between choosing work or study.</p> <p>New activity.</p>	<p>No additional cost. Curriculums prepared for delivery. Students to be co-taught with others on Foundation/BA degree routes. New and re-validations to include Cert HE options</p>	<p>Increase in take-up of these qualifications from 2024-28; increase in confidence around shorter HE programmes.</p>	<ul style="list-style-type: none"> • 2,4,5
<p>Bursaries and Financial Support (including DSA Assessment Financial Support to include 75% contribution to assessment fee New Activity Tailored and accessible promotion campaign New Activity</p>	<p>Staff costs over 4 year cycle 45 hours £1,125 Assessment Fee 10 per year £10,400</p>	<p>Increase in % of new students who access these bursaries; decrease in financial concerns; positive feedback around the new materials generated.</p>	<ul style="list-style-type: none"> • 2,4,5
<p>Training for HE admissions, support and teaching staff around social mobility and the barriers students face accessing higher education. Training for all HE support staff on how to access and navigate the DSA process. Practical advice on helping students break down barriers around form filling</p> <p>New activity.</p>	<p>External speaker costs: 1 session p.a. every 2 years. £800 Rolling programme for new HE Staff. In house follow up training (x2 hours p.a.) with Learning Support Services Manager. £480</p>	<p>Improved knowledge of the needs of students with a disability and the barriers they can face accessing DSA; increased confidence in supporting these students; increased confidence in students making DSA applications.</p>	<ul style="list-style-type: none"> • 4,5

Summary of evidence base and rationale:

Student insight highlighted that our target cohorts of students are more likely to experience challenges with which they may need personal support. Their feedback also highlighted a need to improve the inclusivity of our campus culture and the wider student experience. Further detail on our evidence base and rationale for this intervention strategy can be found in Annex B.

Evaluation

We will use methodologies such as surveys, intercepts and formative reflections and elements of the Insight research from other interventions to triangulate the impact of the support. This will be measured alongside minutes of student focus groups and engagement meetings. Further details on our evaluation plans, including plans for sharing findings can be found in Annex B.

Total cost of activities and evaluation for intervention strategy (4 years): £128,700

Intervention strategy 4: ***Mental Health***

25. This intervention strategy has been designed to mitigate risk 4, mental health. Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing, or may develop during higher education study.
26. We have found that the pressures associated with the cost of living have impacted upon student mental health and so this strategy intersects closely with the support for Cost Pressures.
27. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, young students.
28. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.

Objective 4: To increase equality of opportunity for Black students to be awarded a 1st/2.1 by 2030.

Objective 5: To increase equality of opportunity for Asian students to be awarded a 1st/2.1 by 2030.

Risks to equality of opportunity

Consideration of current practice against the Equality of Opportunity Risk Register identified knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3), insufficient personal support (Risk 7), mental health (Risk 8) cost pressures (Risk 10) as potential risks.

Intervention strategy 4: **Mental Health**

Activity and description	Inputs	Outcomes	Cross interventions
<p>Pro-active Mental Health Support and Wellbeing guidance Each student case is personalised with a full wrap around of support. Counselling support sessions for each student. Students triaged with support from the HE Success Coach who is being trained as a Mental Health first aider To undertake to work towards the Mental Health Charter to support developing early intervention, integration of support and signposting, making sure the college is able to demonstrate cultural competence.</p> <p>Student engagement and communications Expand student communications and to focus upon key cohorts and individuals to provide tailored information.</p> <p>Expansion of existing activity</p>	<p>Staff training as Mental Health first Aiders (see IS3) Counselling sessions per student 15x6hrs@£25 £9,000 Staff time for targeted communications £1,000</p>	<p>Students are aware of the range of support services available and how to access them Student become pro-active in support seeking behaviour and engage with services as the demands of their studies and lives develop/alter. Communications to students are coordinated and students receive timely, relevant and clear information</p> <p>Staff understand, respect, and effectively interact with people from diverse cultural backgrounds. Enhanced recognition of and valuing differences in culture, beliefs, values, and practices, and using that understanding to communicate and work effectively across cultural lines.</p>	<ul style="list-style-type: none"> • 2,3,4,5
<p>College culture and space To support a clearly defined Higher Education culture through ethos and physical spaces. Consult with students through engagement and working groups to identify strategies to add value to HE ethos which particularly supports and refines activity for neurodivergent approaches Expansion of existing activity</p>	<p>Staff time for HE Success Coach (see IS3) Provision of dedicated space for development of HE social community £1,000 for upkeep Student engagement</p>	<p>Students are able to engage with student life and the college's academic community Students develop positive relationships with students and staff Students feel part of a friendly and inclusive community</p>	<ul style="list-style-type: none"> • 2,3,4,5

<p>Insight and understanding Research activity to gather feedback to analyse and evaluate how risks to equality of opportunity directly affect students and influence decisions around applying, continuing and completing an award.</p> <p>New Activity</p>	<p>Staff time to engage with students and conduct research, prepare findings and present evaluation of strategy Student reps time Student PALS feedback time (IS2)</p>	<p>Institutional wide understanding of students' experiences Evidence informed interventions to address issues or support needs Strengthened, whole provider, evaluative mind-set</p>	<ul style="list-style-type: none"> • 2,4,5
<p>Summary of evidence base and rationale: Student data illustrates that our target cohort of students are more likely to experience challenges with their mental health. This intervention strategy has been designed to support students with their mental health, and to intervene early to minimise escalation to acute needs or crisis. Further details can be found in Annex B.</p>			
<p>Evaluation: We will evaluate this intervention strategy through ongoing reflective practice, data on student engagement and outcomes, and our insight and understanding programme. Further details of evaluation plans can be found in Annex B.</p>			

Total cost of activities and evaluation for intervention strategy (4 years): £11,000

Intervention strategy 5: *Cost Pressures*

29. This intervention strategy has been designed to mitigate risk 6, cost pressures. Increases in cost pressures may affect a student's ability to complete their course and/or their academic success.
30. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds.
31. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 'Good' degree by 2030.

Objective 4: To increase equality of opportunity for students with a disability to access and continue their studies in Higher Education.

Risks to equality of opportunity

Consideration of current practice against the Equality of Opportunity Risk Register identified knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3), limited courses and delivery modes (Risk 5), mental health (Risk 8) cost pressures (Risk 10) as potential risks. Progression from Higher Education (Risk 12) was also considered.

Intervention strategy 5: **Cost pressures**

Activity and description	Inputs	Outcomes	Cross interventions
<p>Single Parent Bursary commitment of £500 f/t (£250 p/t) per academic year of study for eligible students with dependents under the age of 18</p> <p>New Activity</p>	<p>Bursaries for students; administrative costs. Staff administrative, advice and co-ordination time costs 40 hrs £4,000 £20,000</p>	<p>Increase in % of new students who access these bursaries; decrease in financial concerns; Increased number of students affected by socio economic challenges who complete their studies Increased number of students affected by socio economic challenges are awarded a 'good' degree.</p>	<p>2,4,5</p>
<p>Bursaries for</p> <ul style="list-style-type: none"> • Disabled students • Progressing students under the age of 21, • Low income students who reside in IMD q1 and q2 • Care experienced students <p>The college offers a range of support for students struggling with living costs and is currently targeted on key groups the activity would be revised but effectively expanded.</p> <p>Expansion of existing activity</p>	<p>Bursaries for students; administrative costs. Staff administrative time costs 40 hrs (above) £453,000</p>	<p>Increase in % of new students who access these bursaries; decrease in financial concerns; Increased number of students affected by socio economic challenges who complete their studies Increased number of students affected by socio economic challenges are awarded a 'good' degree. Increase in % of young students who access, continue, complete and attain a good degree.</p>	<p>2,4,5</p>
<p>Bursaries and Financial Support tailored and accessible promotion campaigns.</p>	<p>Marketing officer time £300</p>	<p>Positive feedback around the new materials generated.</p>	<p>2,4,5</p>
<p>Insight and understanding Research activity to gather feedback to analyse and evaluate how risks to equality of opportunity directly affect students and influence decisions around applying, continuing and completing an award.</p>	<p>Staff time to engage with students and conduct research, prepare findings and present evaluation of strategy £1,740</p>	<p>Institutional wide understanding of students' experiences Evidence informed interventions to address issues or support needs Strengthened, whole provider, evaluative mind-set</p>	<p>2,4,5</p>

	Student reps time Student PALS feedback time		
<p>Summary of evidence base and rationale: Insight from our students and the sector highlights the challenge of cost pressures for our target cohort of students, and how this can affect their studies. Further information can be found in Annex B.</p>			
<p>Evaluation: We plan to use longitudinal tracking aligned to relevant Theory of Change to evaluate the efficacy of this intervention strategy. Further detail can be found in Annex B.</p>			

Total cost of activities and evaluation for intervention strategy (4 years): £453,000

Intervention strategy 6: **Academic Support**

32. This intervention strategy has been designed to mitigate risk 6, cost pressures. Increases in cost pressures may affect a student's ability to complete their course and/or their academic success.
33. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds.
34. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 'Good' degree by 2030.

Objective 4: To increase equality of opportunity for students with a disability to access and continue their studies in Higher Education.

Objective 5: To increase equality of opportunity for 'Young' students to access, continue and complete their studies in Higher Education.

Risks to equality of opportunity

Consideration of current practice against the Equality of Opportunity Risk Register identified access to information and guidance (Risk 2), perceptions of higher education (Risk 3), insufficient personal support (Risk 7), mental health (Risk 8) cost pressures (Risk 10) progression from Higher Education (Risk 12) as potential risks.

Intervention strategy 6: **Academic Support**

Activity and description	Inputs	Outcomes	Cross interventions
<p>Introduce core domains of support through Learner Services HE Success Coach to integrate with Learner Services Team Core principles of Academic Success, Progression Ready, Wellbeing are introduced in the identification of support strategies.</p>	<p>Staff time to develop, co-ordinate and deliver HE success Coach (IS3)</p>	<ul style="list-style-type: none"> • Students actively adapt to the changing demands of their studies and student life, developing proactive support-seeking behaviours. • Students engage reflectively with support services to create personalized strategies for overcoming challenges. • Students strengthen a diverse skill set to promote personal well-being and success. • Students and staff collaborate proactively to identify and address student support needs early, reducing the risk of acute well-being issues. 	<p>2,3,4,5</p>
<p>Enhanced Disability Support Reasonable adjustment (RA) planning enhancement Pre-DSA bridging support sessions 4 sessions per student</p> <p>New activity</p>	<p>Staff training to support assessment development to reflect RA 3 hrs at £60 £540 HE Success Coach hrs (IS3) Learning support hrs to support DSA students 60 hrs £6,000</p>	<ul style="list-style-type: none"> • Staff confidence in applying reasonable adjustment to assessment design • Disabled student assessments submitted on existing deadlines • Reduction in volumes of short extensions and additional consideration applications • Increased confidence of disabled students to meet original deadlines 	<p>4,5</p>
<p>Marketing of disability support Early pre-application support and information</p>	<p>Marketing officer hrs (no additional costs)</p>	<ul style="list-style-type: none"> • Increased confidence of disabled students to apply to Higher Education 	

<p>New activity</p>	<p>Staff time to support application Learner services /Admissions hrs 40hrs * £20 =£3,200</p>	<ul style="list-style-type: none"> • Greater awareness of Disabled Support for application process and beyond. 	
<p>Assessment design and review To undertake a review and implement the development of assessments that are reflective of sector requirements, facilitate student competencies that align to practice in the relevant sector, will be innovative and reflect authenticity.</p> <p>Enhancement of existing activity</p>	<p>Staff time to develop and review Scholarly activity time allocation to research, plan and pilot 100hrs £6,400</p>	<ul style="list-style-type: none"> • Students strengthen their understanding of marking schemes and assessment criteria to enhance their academic success. • Students deepen and apply knowledge within a supportive academic setting that utilizes diverse assessment resources and methods. • Students improve their communication and group work skills. • Students solidify their understanding of their subject area, expand knowledge through independent learning, and identify areas of personal interest and potential specialisation. 	2,3,4,5
<p>Study Skills workshops and 1-1 coaching sessions A range of accessible multi-platform support resources that students can consult to develop a wide range of academic skills to support improvements in their abilities to meet module outcomes. Student 1-1 support sessions with the HE Success Coach This includes 1:1, group and peer support with academic and study skills, including support with academic writing, referencing, digital literacy, collaborative projects, peer learning and assignment support Support sessions effectively marketed/awareness raising</p>	<p>Marketing hrs creation of support resources £400 Creation of bookable sessions (no cost) HE Success Coach hrs per week (IS3)</p>	<ul style="list-style-type: none"> • Students actively engage with the evolving demands of their studies and cultivate proactive support-seeking behaviours. • Increased levels of confidence • Increase in levels of continuation and completion across 	2,3,4,5

Enhancement of existing activity			
<p>Curriculum Design and Review Reviews to incorporate the development of subject based frameworks which identify key proficiencies, are inclusive and accessible. Validations and revalidations to be assessed against indicators for inclusivity/accessibility/competence Pilot and embed broader assessment methodology against revised frameworks.</p> <p>Enhancement of existing activity</p>	<p>Staff time to develop and review (included above)</p>	<ul style="list-style-type: none"> • Students can deepen and apply their knowledge within a supportive academic setting that leverages diverse teaching resources and methods. • Students refine their study skills to fully benefit from various learning and teaching formats. • Students receive information through multiple communication channels tailored to their needs. • Students strengthen a broad range of skills to boost future employability and effectively showcase their abilities to potential employers. 	<p>2,3,4,5</p>
<p>Personal supervision and tutorial support The allocation of time to meet students for supervisory discussions and personal tutor support. Inclusion of defined timetabled sessions to programme group supervision and individual sessions</p> <p>Enhancement of existing activity</p>	<p>Staff time per programme Time to develop core resources No additional costs</p>	<ul style="list-style-type: none"> • Students actively engage with the evolving demands of their studies and cultivate proactive support-seeking behaviours. • Increased levels of confidence • Increase in levels of continuation and completion across 	<p>2,4,5</p>
<p>Hull College 'Next Step to Success' Summer transition and bridging programme 2 days of workshops for digital bridging/IAG/orientation of college site/support workshops between study levels. Target groups of students young, disabled, IMD1/2</p> <p>New Activity</p>	<p>Academic staff activity generation and monitoring; HE Registry Team IAG support; digital workshop support; HE Success Coach support specialist time.</p>	<ul style="list-style-type: none"> • Increase in continuation; • reported increase in sense of belonging. • Reduction in extension requests • L4 average grade improvements 	<p>2,4,5</p>

	4 staff at 4hrs for 2 days £7,680		
<p>Summary of evidence base and rationale: Student insight highlighted that our target cohorts of students are more likely to experience challenges with which they may need academic support. Their feedback also highlighted a need to improve the inclusivity of our campus culture. Further detail on our evidence base and rationale for this intervention strategy can be found in Annex B.</p>			
<p>Evaluation: We will evaluate this intervention strategy through ongoing reflective practice, data on student engagement and outcomes, and our student insight programme. Further details of evaluation plans can be found in Annex B.</p>			

Total cost of activities and evaluation for intervention strategy (4 years): £24 220

Whole provider approach

35. Hull College has a long-established commitment and reputation for advancing, embedding and promoting equality, diversity and inclusion for all members of our college community and members of the wider community in Hull; regardless of culture, nationality or background. Our approach reflects a commitment that is firmly rooted in social justice with clear objectives to:
36. A deep commitment to social justice underpins our Strategy 2030, which makes an explicit commitment to:
 - Provide opportunity for our students to realise their potential and achieve excellent outcomes
 - Tackle social barriers and remove demographic inequalities
 - Ensure that our curricula are inclusive and support diverse learner needs
 - Raise awareness of, promote and foster physical and mental wellbeing
 - Embed inclusive practices across all our ways of working
 - Work towards equity and social justice for all in everything we do
37. Due regard for obligations under the Equality Act 2010 sits within our whole college approach to Equality, Diversity and Inclusion which is reported annually through the EDI Report. In this the college recognises its legal and moral duty to address the needs and barriers that students in Hull face in accessing learning, fulfilling potential and achieving aspirations. To comply with the specific duties requested upon colleges by this act Hull College will:
 - a. Publish information to demonstrate the college's compliance with the general equality duty
 - b. Prepare and publish quality objectives
 - c. Give due regard to the specific duties when developing, evaluating and reviewing policies
 - d. Give due regard to the specific duties when designing, delivering and evaluating services
38. The college has identified 4 key areas of commitment and intent:
 - a. Improving access and participation for disadvantaged students
 - b. Promoting inclusive teaching and learning
 - c. Tackling harassment and hate crimes
 - d. Improved representation and progression for staff
39. The College prioritises investment in all students while acknowledging the necessity to focus on and enhance our initiatives for underrepresented groups in higher education, as identified in the Access and Participation Plan (APP). Our comprehensive approach includes Intervention Strategies designed to mitigate various risks throughout the student journey, encompassing access, continuation, completion, and attainment. These strategies are carefully aligned with our institutional equality, diversity, and inclusion policies.
40. The college makes use of the following to support the approach
 - a. Pro Monitor – our integrated student monitoring, support and mark book system is now widely used for long-term development planning and aspirational target setting for students.
 - b. Power BI – our data visualisation system which allows us to capture intersectionalities of data.
 - c. The College's Compliments and Complaints Policy.
 - d. HE Student Engagement framework
 - e. HE Access and Participation Policy
 - f. HE Retention and Engagement of Students in Study

41. The college is a member of wider partnerships through a Federation of Colleges supported by the University of Hull and we are able to access information beyond our own provision and this enhances our whole provider approach as we engage in partner expertise based around expand educational opportunities, developing Institutes of Technology, Local Skills Improvements Plans, Higher and Degree Apprenticeships, higher-level learning to support employers, and provisions of short courses/ micro-credentials in line with upcoming changes to student finance.
42. The College is committed at all levels to widening access and participation. This commitment has clearly defined target groups and expected outcomes that are shaped by evidence and aligned with other strategies, including those relating to equality, diversity and inclusion; learning and teaching; and business and community engagement.
43. While the delivery of this plan will be distributed across many parts of the college, overall responsibility for managing the delivery, evaluation and review of this Plan will be rest with the Higher Education management team. Monitoring and evaluation will be a responsibility shared between the Academic Quality and Standards Subcommittee of the Higher Education Academic Board and reporting to the Board of Governors.

Student consultation

44. The previous plan for the college was written in consultation with the Students Union which at the time was a vibrant and sizeable body, the decline in student numbers precipitated a demise in the body and the motivation to participate in the group and was also impacted by the period of the pandemic.
45. The college though has restored course representation and focus groups, these then feed into the Student Engagement Committee which is a sub committee of the Academic Board. The students are also represented on the Planning and Resources Committee of Academic Board which is responsible for overseeing implementation of the plan.
46. To provide feedback students were invited to consider what they identified as priority concerns that would enable them to be successful in higher education. They took into account the circumstances of their peers and the intentions of the plan which were then assimilated particularly into the risk factors for Cost Pressures and Mental Health.
47. We have formulated our APP objectives and intervention strategies based upon student consultation although this was restricted by the timing for submission as courses were completing teaching cycles and students were preparing for final assessments which consequently limited timescales for extensive feedback.
48. The Student Engagement Committee student representatives were offered the opportunity to make a submission but declined.

Evaluation of the plan

49. Using the OfS Self-Assessment tool the college scored itself as 'Emerging' for strategic context, programme design, evaluation design and, but 'Good' for evaluation implementation and learning from evaluation. It was extremely useful to undertake this review and it has highlighted the need to implement an enhanced evaluation strategy which will support robust, evidence-based decision making and contributes to strategic programme and evaluation design. The college recognises that this strategy will need to evolve over time and be reviewed to assess intent against outputs.

50. We will take an Access and participation lens to our work and the interventions to inform our evaluations and the student insights. Acknowledging the relatively small numbers, the strategies are based on the College's best understanding of the needs of the communities which are served, rather than hard numerical evidence, however the evaluations will harness enhanced understanding of Hull College students and the barriers they are facing through the interactions of their characteristics and the consequences of institutional decisions, policies and actions. Access and Participation being integrated and fully embedded will strengthen the reach of the plan as opposed to a bolt on activity or discrete secondary project.
51. Close monitoring will be undertaken by the Access and Participation working group which will be reconstituted to ensure membership has key stakeholders, including students from the represented groups within the plan. This group will meet on a termly basis to report on activity and produce an annual report that will feed into the Planning and Resources Committee as a subcommittee of the Academic Board and through to Governors. Reports, the plan and a summary of the plan and activity will be published through the college website.
52. The intervention strategies outlined in this plan are predominantly based on Type 1 evidence and Type 2 evidence where available. Collecting additional Type 2 evidence is intended to support future access and participation planning and enable more robust strategies going forward. We are committed to improving our data access and use, and supporting staff knowledge and understanding in relation to access and participation. As noted in Annex A, some of the data available is limited which reduces the ability to monitor and evaluate effectively, we are therefore working on our internal data and reporting to aid this in future iterations.
53. With reference to the outcomes from the OfS Evaluation Self-Assessment Tool, there are a number of useful insights which will determine a series of actions prior to the implementation of the plan, the college will undertake to:
 - a. Undertake a skills audit of widening participation staff and other key stakeholders to identify the existing levels of evaluation knowledge and skills, any gaps and means by which they might be addressed.
 - b. Establish how the findings of APP evaluations might be disseminated beyond immediate stakeholders to facilitate better consideration of recommendations.

Throughout the plan, the college will;

- i. Offer targeted professional development to enhance evaluation skills and knowledge, addressing identified gaps.
- ii. Expand the distribution of Access and Participation Plan (APP) evaluations to key stakeholders, soliciting their input on recommendations.
- iii. Implement more robust strategic oversight of the evaluation process.
- iv. Strengthen the evidence base informing APP design, with a focus on developing empirical evidence where gaps exist.
- v. Create comprehensive documentation of activities to facilitate clearer comparisons with both internal programs and external literature.
- vi. Broaden the audience for evaluation results, identifying and engaging new stakeholders.
- vii. Develop methods to measure and track individual progress and long-term outcomes of participants.
- viii. Encourage APP staff to deepen their engagement with published research and professional networks in the field.

54. Guided by recommendations from the Office for Students and Transforming Access and Student Outcomes (TASO), we are integrating Theory of Change models throughout our intervention strategies. This approach serves a dual purpose: it reinforces our narrative (Type 1) evidence and fosters an institution-wide culture of evaluation. By adopting Theory of Change as a fundamental framework for planning and designing our interventions and policies, we aim to enhance both the effectiveness and the assessment of our initiatives.
55. We are also implementing updates to our student feedback collection systems. These enhancements will enable more regular and detailed gathering of qualitative evidence from students about specific aspects of their experience. For instance, we're introducing 'snapshot' questions that will be triggered in both our brunch club and after students interact with particular services or reach key milestones in their academic journey. This approach will significantly improve our ability to cross-reference qualitative insights with quantitative data, providing a more comprehensive understanding of the student experience.

Provision of information to students

56. We publish a fees schedule and full fees regulations documentation on our website, information about financial support for groups considered widening participation/under-represented is also available through the website and is also contained within our online prospectus. The information includes details of eligibility for the different forms of financial support and how this is allocated or can be applied for. Through our Learner Services and HE Success Coach signposting is also provided to other support such as particular benefits and how these may impact upon student finance. Our APP and the associated summary will continue to be published on our website.

57. Information will be provided to students by the following means:

Details of the Access and Participation Plan	<ul style="list-style-type: none"> - College website - Applicant literature - Induction and orientation - Student Handbook and CANVAS
Performance on the Plan	<ul style="list-style-type: none"> - APP working Group - Student Engagement Committee - Planning and Resources Committee
Evaluation and Review of the Plan	<ul style="list-style-type: none"> - APP working Group - Student Engagement Committee - Planning and Resources Committee

Financial Support

58. We offer a range of bursaries to under-represented students as part of our access and participation commitment. The information provided to students will include the following financial support that is targeted to Access and Participation.

59. The bursary awards will be made based upon student characteristic data held and submitted upon application and enrolment. There will also be some requirement for disclosure to verify eligibility. For those students on a part time programme the bursary will be awarded at 50% of its value. Students will be entitled to one bursary only but where eligibility is identified in two categories it is the higher bursary that will be selected. They will normally be expected to have a student loan in place.
- The **Single Parent Bursary** will provide £500 per year for single parent students with dependants under the age of 18
 - The **Inclusion Bursary will provide** is an award of £500 paid each year to Disabled students
 - The **Young Progressors Bursary** is an award of £750 paid to those students under the age of 21
 - The **Mark Jones Bursary** is an award of £500 per year paid to those students who are care experienced.
 - The **Wilberforce Bursary** is an award of £1000 per year paid to those students who reside in areas of socio-economic deprivation defined as IMD Q1/2
 - A **Hardship Support Fund** is a loan or grant to a maximum of £500. It is paid to students experiencing short term significant financial difficulty.
60. The hardship support will require full disclosure of financial circumstances and will be awarded applying best practice guidance from the National Student Money Advisors publication. The awards will be made to students who meet financial eligibility, have an attendance record of a minimum of 80% although exceptional circumstances may be considered. Be enrolled on a programme recognised as Higher Education for Office for Students (OfS) funding purposes.

Support Loans (to be repaid typically within 90 days)

Have a financial need that can be mitigated by a loan that can reasonably be expected to be repaid over a short period.

Support Grant

Have a financial need that cannot be mitigated by a loan that can reasonably be expected to be repaid over a short period.

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

Overview

1. Within this annex we identify risks to the equality of opportunity across each stage of the student lifecycle at Hull College. To complete this analysis, we have used the following data sources:
 - OfS Access and Participation Data Dashboard.⁷
 - OfS Access and Participation Individualised Files.⁸
 - OfS Size and Shape of our Provision Workbook.⁹
 - OfS Student Outcomes Data Dashboard.¹⁰
 - OfS Equality of Opportunity Risk Register (EORR).¹¹
 - NOMIS (Census 2021).¹²
 - Internal Student Data - ILR data (2023).
 - Internal Student Satisfaction Survey (2023/24) National Student Survey Data (2023/24).
2. The data available from the Access and Participation Data Dashboard for the college suffers from having low denominators for some split indicators. However, the analysis reviewed gaps in rates of access, continuation and completion and progression using the 4-year aggregates to establish gaps sustained for extended periods and also reviewed 2-year aggregate to consider any changes.
3. The analysis of gaps was focused upon where there was a greater confidence in statistical significance¹³
4. Whilst this analysis revealed gaps evident across all stages of the lifecycle these are summarised below, the analysis reviewed First Degree, full time and Other undergraduate, full time students and similarly for part time students. There were similar issues occurring across these categories and to provide meaningful data it was sensible to review all undergraduates in order to identify issues affecting significant numbers of students.
5. It is important to note though the mission and values of the college stress the importance of identifying and addressing equality issues affecting small cohorts of students that the college typically recruits. Therefore, our commitment to supporting small cohorts of disadvantaged students according to unique intersectionality under ABCS is very strong in order that they are able to access and success at Hull College.

Figure 1 – Summary of gaps

Life-cycle stage	Summary gaps analysis
Access	Hull College has a history of providing an offer to students who are considered socio-economically disadvantaged compared to national data, there is however a lack of ethnic diversity but this is reflective of the local population from which 97% of students are drawn. ¹⁴

⁷ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>

⁸ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/about-the-data-dashboard/get-the-data/>

⁹ <https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/>

¹⁰ <https://www.officeforstudents.org.uk/data-and-analysis/student-outcomes-data-dashboard/data-dashboard/>

¹¹ <https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/>

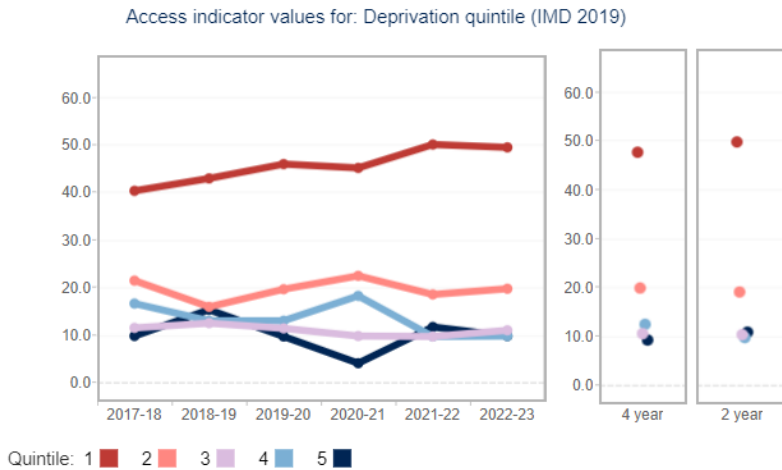
¹² https://www.nomisweb.co.uk/sources/census_2021

¹³ 'Gap above 0' is ≥ 95 or ≤ 5

¹⁴ 97% of students in 2023/24 lived within 5 miles of the college

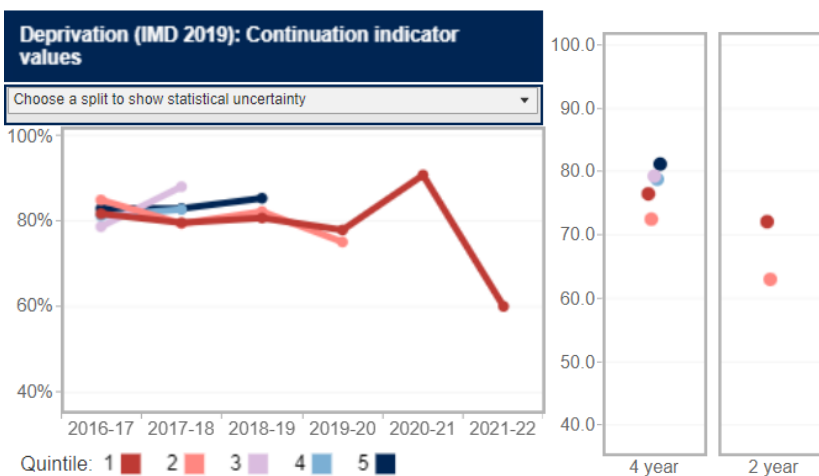
Continuation	Gaps at the continuation stage are less evident however there are visible gaps for those identified as Young, Disabled, Socio economic disadvantaged, POLAR, males
Completion	There are gaps relating to intersectional disadvantage, socio-economic background, disability (OUG) and TUNDRA, males, ethnicity
Attainment	There are awarding gaps relating to age, socio-economic background, disability,
Progression	The gap in socio economic difference is almost eradicated however it reveals itself within gender based IMD groups and typically females are recording a negative gap, a disability gap exists for 2-year aggregate data, young students,

Full Time Access – All undergraduates



The gaps between our IMD (2019) entrants from Q5 and Q1 using 4-year aggregate data is -38.3pp compared to national sector data of -2.8pp reflecting the local demographic and this is also reflected when considering Q1/2 compared to Q3-5 which is 35.2pp skewed to the cohort most disadvantaged. The college recognises that this group of students are among those least likely to participate and succeed in higher education and additional factors are considered under the ABCS analysis.

Full Time Continuation – All undergraduates



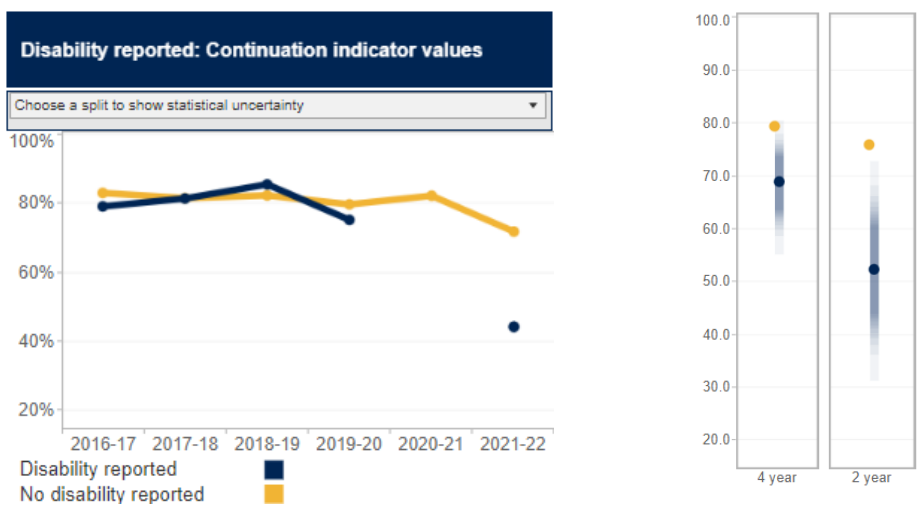
Analysis of Full-time ‘all undergraduate’ data from the APP data dashboard using the 4 year aggregate shows that students from the most economically deprived backgrounds are as likely to continue their

studies at Hull College when compared to all other quintiles although based upon 2 year data there is a gap of -9.1pp when considering differences between Q1 and Q2 .

Over the last 4 years there has been a decline in the percentage of students continuing their studies in IMD Q1, a reducing denominator has increased statistical sensitivity and quintile comparison on a yearly basis is not possible due to suppression of data.

Considering the 4-year trend data the gap between IMD Q1 and Q5 is 4.7pp which is positive compared to the sector average of 8.5pp.

Disability Continuation



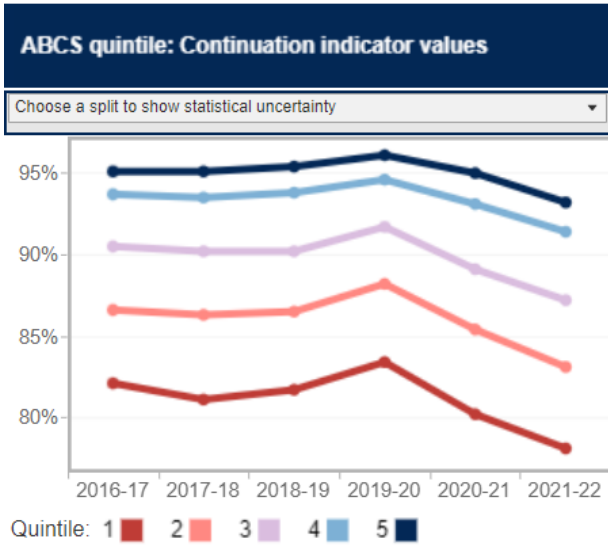
Students who have a reported disability are less likely to continue with their studies and the APP dashboard shows that a gap has increased when taking into account 2 year aggregate data.

When expressed as a gap for all undergraduates 4 year data shows the difference in continuation as - 10.5pp although on 2 year data this increases to -23.6pp, extracting Other undergraduates indicates a similar pattern of -8.6pp and -23.3pp. These gaps are much wider than the gap shown for all English Higher Education providers however the statistical confidence levels are approximately 25% lower. For part time students on any undergraduate course there is still a gap however this is much lower at 13pp based upon 4 year aggregate data.

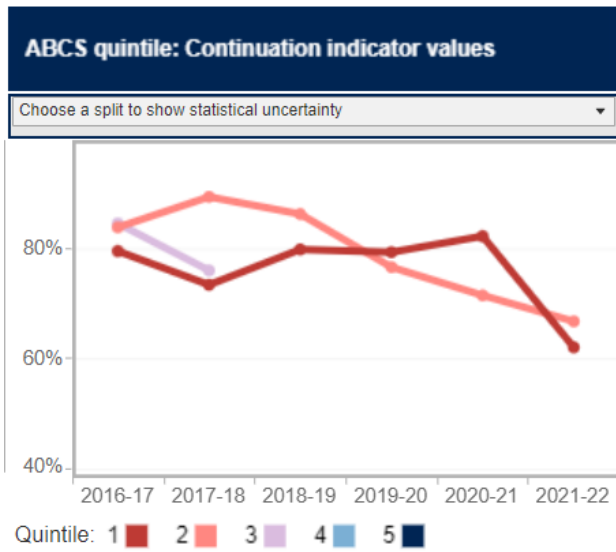
Intersectional disadvantage

The ABCS (Associations Between Characteristics of Students) measure reflects combinations of multiple characteristics including ethnicity, sex and area-based deprivation measures. Lower quintiles include students who typically access and succeed in higher education at lower rates (according to sector data relating to specific combinations of students' characteristics). The most significant college gaps are between ABCS quintile 1 and quintile 2 at the Continuation stage compared to sector data, although completion and progression are also impacted. The graphs below, shows the differences in the proportion of students from ABCS 1 and ABCS 2 continuing their studies. Due to suppression of numbers, it is not possible to identify internal gaps although the individualised files identify gaps between ABCS Q1 and Q2/3 for First degree students of -18pp, albeit with small denominators. The same metric for all undergraduates reduces to -5.6pp.

Sector



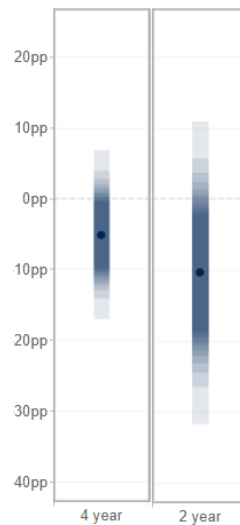
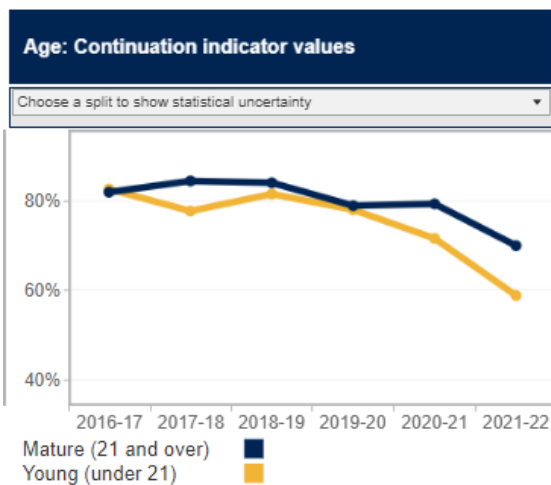
Hull College



Whilst recognising such gaps; internal monitoring of ABCS measures is not easily applied, however through addressing a broad range of inequalities stemming from socio-economic disadvantage, age and disability we feel it reasonable to assume those interventions will impact positively on the ABCS gaps and consequently the college will not set specific actions around this measure.

Small ABCS cohorts may not be easily measured nor captured using the dashboards however where such groups exist such as care experienced, Young carers or estranged students the college will continue to identify and support those individuals or small groups. Throughout other stages it is noted that males present negative gaps compared to their female peers, whilst 4 year aggregate data suggests large numbers ILR data shows a dramatic decrease and males account for 30% of the entrants and of these 75% are part time.

Age on commencement & continuation

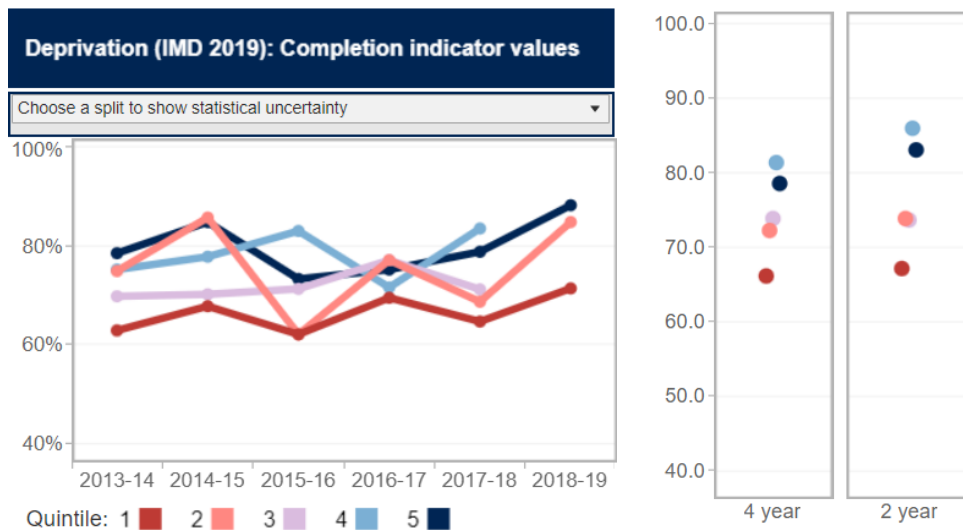


The 2 year aggregate data shows a gap of -10.4pp between those classed as young compared to those over the age of 21. The gaps remain comparable or marginally increase when comparing under 21's against other age groupings. The most recent data for 2021/22 indicates a gap of -11.1pp.

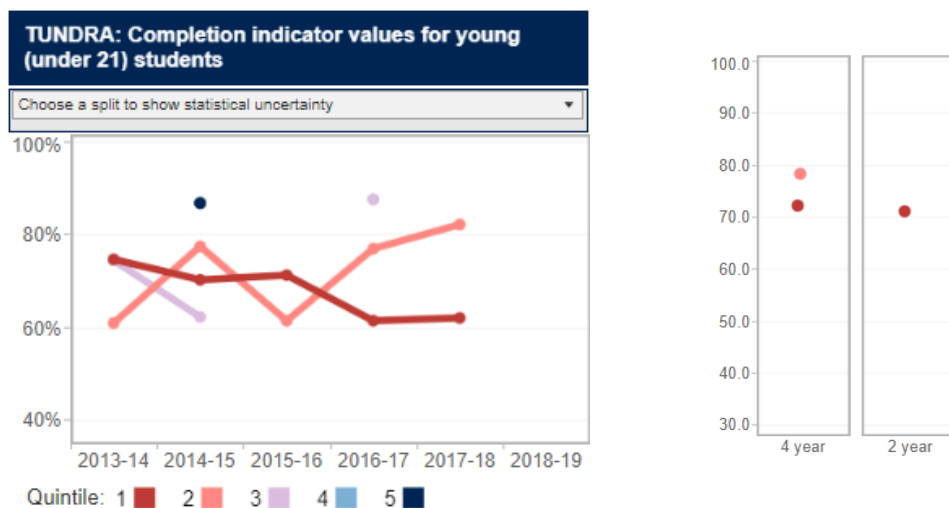
Comparing this data against data for all English Higher Education providers indicates that support needs to specifically target this group of students as performance is 19% below the sector.

Full Time Completion

Full time completion data for all undergraduates data from the APP dashboard indicates that there is an improving trend for those considered most disadvantaged under socio economic indicator values, however the data below illustrates there is a significant gap for those students in IMD Q1 completing their studies compared to their IMD Q5 peers, the gap is 12.4pp for the 4 year aggregate although reviewing the 2 year aggregate this gap has increased to 15.9pp which reflects a steeper gradient of improvement for IMDQ5 and the denominator for this group reducing.



The intersectional disadvantage for this group includes metrics for Tracking Underrepresentation by Area (TUNDRA), an area-based measure of engagement in higher education; and Participation of Local Areas (POLAR), another area-based measure of engagement in higher education, Free school meal eligibility (an indicator of low income) although limited numbers and data available however the 2 year aggregate gap is only -2pp.



The TUNDRA data is consistent with POLAR and Socio-economic data and the factors that accompany these groups through the relationships and impact of intervening variables. The gap reported is between TUNDRA Q1 and Q2 which is -20.1pp, it can be reasonably assumed that in the absence of solid data significant gaps will exist between Q1/2 and Q3/5.

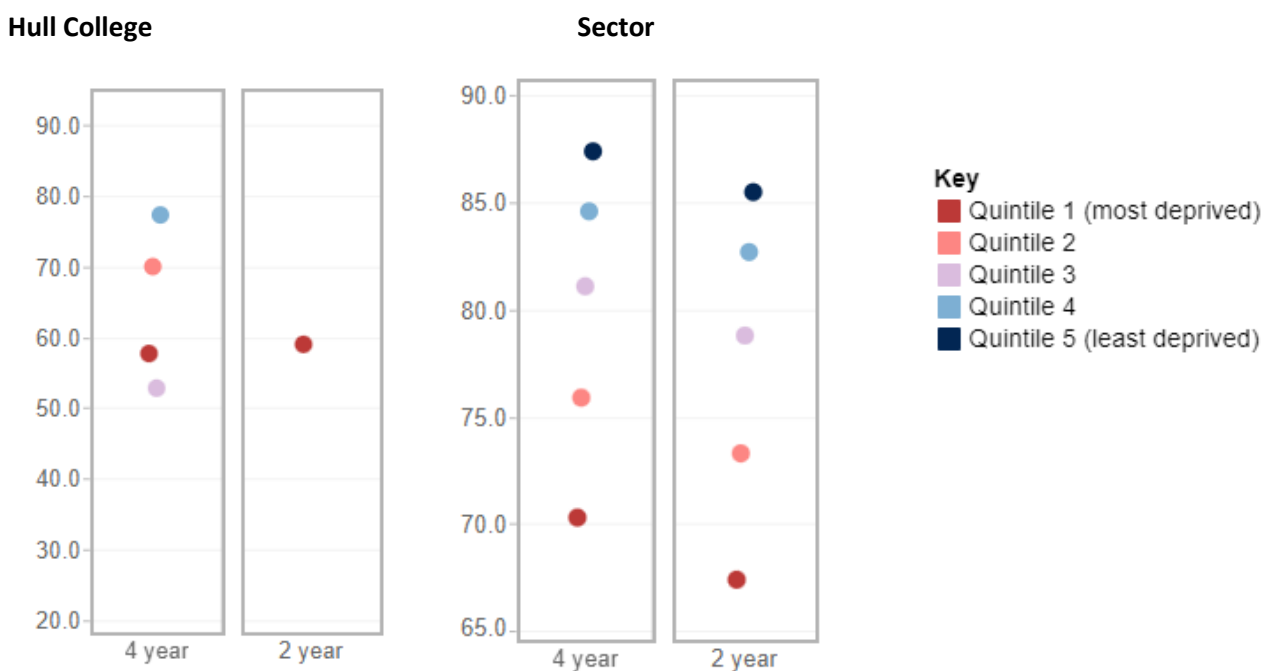
Ethnicity

The population of the college for Higher Education reports very small ethnic numbers when accounting for Asian, Black, Mixed, or Other ethnic groups, numbers are suppressed for all ethnic groups other than white (this is across all stages of student lifecycle). There is a completion gap though based upon 2-year aggregate data which is -8.9pp comparing all ethnic groups to white students. Whilst the college has not set a specific intervention for this group, we recognise that small demographic populations have risks and accordingly the college will continue to identify and support those individuals or small groups in line with the Equality of Opportunity Risk Register requirements.

Socio Economic Awarding Gaps

Using Data extracted from the APP for individual providers facilitates and the 4 year aggregate data from the dashboard, amongst the most significant gap evident at the college is the awarding gap related to socio-economic background. This accounts for a -12.3pp gap between quintile 1 and quintile 4 for which sufficient data exists. The graphs below illustrate the impact of the Indices of Multiple Deprivation (IMD) in relation to the attainment of good degrees. We accept that for many of our first in family higher education students their outcomes may represent huge achievements respectfully, we still wish to build support to raise aspirations and outcomes.

Attainment indicator values for: Deprivation quintile (IMD 2019)



Whilst the data for intersectional analysis of ABCS against attainment is not available; it is apparent the awarding gap is also present when considering the factor of age and that young students on a 4-year aggregate are 14.9pp below their mature higher education peers and the provider file data echoes this

when comparing the age band groupings; students aged 26-30 are on average 16.1pp above their younger peers in relation to attainment. The impact of socio-economic deprivation across the sector does provide a slightly favourable comparison comparing IMD Q1 with Q4 and Hull College being 2pp better than national sector data.

Disability Gaps Lifecycle Stage Further Insight

The analysis of our data alongside the risks to equality of opportunity has elicited indications as noted associated with risks for those students who declare as disabled. From the point of access at where a 40pp gap exists compared with a sector gap of over 64pp, continuation gaps exist at both 4-year aggregate and 2-year aggregate levels, being -10.5pp and -23.6pp respectively. The students who complete their studies and report a disability over a 4-year aggregate are performing similarly compared to sector data which reports a -2.1pp gap whilst Hull college data for the same measure returns a -4.6pp gap.

The analysis has identified that an awarding gap exists when comparing students who report a disability to those who do not, the sector difference is -0.2pp whereas the college 4-year aggregate is -7.1pp. We are confident that this is a distinct issue from the socio-economic awarding gaps, although the gap could be partially driven by other variables including entry qualifications, adult higher education and the impact of intersectionality of ABCS.

Our analysis of progression has highlighted that this stage of the lifecycle has multiple factors contributing to inequities, the gap has grown when reviewing 4-year and 2-year aggregate data although yearly data is suppressed. The APP dashboard indicates a -8.3pp gap to non-disabled students and this is compared to a sector rate of -1.9pp. Analysis of the provider workbook file data provides further illustration when reviewing type of disability and this is much more positive for students reporting Cognitive and Learning Disabilities compared to all other types as they are 15.8pp above the peers.

Progression to SOC 1-3 roles in the region is impacted by level of median salaries in Hull and the surrounding region. Salaries are 9% less than national median¹⁵ and consequently Gross Disposable Household Income (GDHI) is 18% below national levels for England¹⁶. The distribution of SOC1-3 opportunities within the Hull and Humber region are significantly below national levels and consequently this has a detrimental impact upon progression data to higher level and managerial roles, students are also on the whole choosing to remain in the region of providers and HESA data indicates 86% enter work in their region.¹⁷

Additional insight

Identification of the Risks to Equality of Opportunity has then led to further exploration of data sources to build understanding of the underlying risks that are most likely to be affecting our students, looking in particular at age, socio-economic background, and disability. National student survey data was considered along with internal Module Evaluation Questionnaires. The OfS outcomes data dashboard¹⁸ and the B3

¹⁵

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/annualsurveyofhoursandearnings/2023>

¹⁶

<https://www.ons.gov.uk/economy/regionalaccounts/grossdisposablehouseholdincome/bulletins/regionalgrossdisposablehouseholdincomegdhi/1997to2021#average-gross-disposable-household-income-in-your-local-area>

¹⁷ <https://www.hesa.ac.uk/data-and-analysis/sb268/figure-16>

¹⁸ <https://www.officeforstudents.org.uk/data-and-analysis/student-characteristics-data/outcomes-data-dashboard/>

dashboard¹⁹ which were all compared against the ABCS dashboards indicating likelihood of completing the lifecycle stages of higher education. This data illustrated that the cohorts of students at Hull College are amongst the groups who have the lowest chances of being successful in each stage of the student lifecycle.

²⁰

Students from the most socio-economically disadvantaged backgrounds are very likely encountering and being impacted by a range of very challenging circumstances, these will include personal and family difficulties, having to maintain some form of working pattern, providing caring and financial help within the family which consequently would contribute to higher levels of anxiety, stress and mental health issues. A reduction in their capacity to be resilient and the combination of factors which results in these students feeling negatively towards challenges and ultimately will adversely affect their studies. These students consequently have been more likely to consider withdrawing from their studies or suspending.

Minority group students including those who are disabled are more likely to feel the college culture is not inclusive and this sentiment has been expressed by some of our physically disabled students. They do not readily identify role models and are more likely to encounter a range of barriers that are having a negative impact on their student journey.

Underlying Risks and Evidence

The Office for Students (OfS) risk register highlights several sector-wide risks that could impact equality of opportunity in higher education, drawing on sector data and research. By combining insights from our data analysis with the OfS risk register, we identified the key underlying risks we believe are most likely affecting our students. These are summarised in the following table.

¹⁹ <https://www.officeforstudents.org.uk/data-and-analysis/student-outcomes-data-dashboard/data-dashboard/>

²⁰ <https://www.officeforstudents.org.uk/data-and-analysis/associations-between-characteristics-of-students/continuing-in-full-time-higher-education/>

Equality of opportunity risks at Hull College

RISK	Evidence at Hull College
<p>Risk 1: Knowledge and Skills Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.</p>	<p>The attainment gap for disadvantaged students in the local area is one of the highest in the country when considering school performance data²¹. Students entering higher education with vocational qualifications are less likely to achieve ‘good’ degrees and students from areas of low HE participation (POLAR) are less likely to have high tariff qualifications or have studied A levels.</p>
<p>Risk 2: Information and Guidance Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options.</p>	<p>Students from socio-economically disadvantaged backgrounds are less likely to complete or continue with their studies. Students from IMD1/2 backgrounds, first in family, under the age of 21 or disabled are less likely to feel prepared for higher education and that their experience meets their expectations.</p>
<p>Risk 3: Insufficient personal support and wider student experience Some students may not have equal access to personal support during their studies, including formal services, the college experience may not be sufficiently inclusive to foster a positive wider student experience for some students notably disabled, young, 1st generation and those who have care responsibilities.</p>	<p>Socio-economically disadvantaged and young students are less likely to continue with their studies and achieve a ‘good’ degree. Disabled students are less likely to access higher education and continue their studies. These cohorts are more likely to encounter negative experiences through their student journey and evidence has suggested they encounter barriers more frequently than their peers within the sector.</p>
<p>Risk 4: Mental health</p>	<p>Socio-economically disadvantaged and young students are less likely to complete their studies or to be awarded a good degree.</p>

²¹ Over 20 months gap in all four local authorities in the local region. The disadvantage gap in Kingston upon Hull is 26.7 months, second highest in the country. (Education Policy Institute, 2023, available at <https://epi.org.uk/local-authority-gaps/>)

<p>Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing, or may develop during higher education study</p>	<p>These cohorts of students are more likely to have experienced issues relating to mental or emotional health.</p>
<p>Risk 5: Cost Pressures Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.</p>	<p>Students from socio-economically disadvantaged backgrounds, young students and disabled students are less likely to continue and complete their studies. They are more likely to experience financially challenging personal and family circumstances. They are also less likely to attain a 'good' degree and secure positive destinations.</p>
<p>Risk 6: Academic support Some students may not receive sufficient personalised academic support to achieve a positive outcome. Insufficient personal academic support and failing to engage can impact negatively, but can also include assumptions regarding existing knowledge and contributory study behaviours.</p>	<p>Students who are socio-economically disadvantaged or young are less likely to achieve a 'good' degree. Students from IMDQ1/2 report positively when they engage with support but equally students from these backgrounds whose expectations around work and engagement are not developed find they have high needs for greater levels of tutor interaction and experience difficulty in coping with academic demands. Young, first in family students encounter challenges adapting to an increase in self-directed study and often feel less satisfied with the amount of in- person taught content.</p>

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.

Note: 'Type' of evidence expected is listed in the 'Method(s) of evaluation' column and refers to the [Office for Students' standards of evidence](#). Type 1 refers to narrative evidence, type 2 refers to empirical evidence and type 3 refers to causal evidence.

Activity	Outcomes	Evidence/rationale	Evaluation method(s)	Publication plan
14-16 Skills Programme (IS1)	<ul style="list-style-type: none"> Improved cognitive and metacognitive outcomes. Improved motivation and engagement in learning. Improved self-perceptions about belonging, academic abilities and confidence in academic practice, digital literacy and English proficiency. Improved module / assessment grades. Students more effective in their independent study and revision 	<p>Developed in conjunction with 14+ College leader</p> <p>The TASO Evidence toolkit suggests study skills support has a positive impact upon the age group.</p> <p>The Education Endowment Foundation support the effectiveness of work for metacognition and cognitive outcomes work</p>	<p>Pre and post activity student survey</p> <p>Reflective logs</p> <p>Interviews with programme participants</p> <p>Progression logs</p> <p>Likely to generate type 2</p>	<p>Termly report to EMT</p> <p>Social media update</p> <p>APP working group report</p> <p>Annual evaluation report</p> <p>Planning and Resources Committee internal minutes</p>
Getting into Higher Education (IS1, IS2)	<p>Improved learning skills and attainment</p> <p>Increased self-efficacy</p> <p>Increased knowledge of higher education and career options</p>	<p>The TASO evidence toolkit suggests that multi-intervention, sustained outreach is likely to be more effective than discreet interventions.</p> <p>Evaluation suggests a correlation with progression to HE</p>	<p>Applications and UCAS data analysis</p> <p>NARTS achievement data for FE students at L3</p> <p>Likely to generate Types 1 & 2 evidence</p>	<p>Termly report to EMT</p> <p>Social media update</p> <p>APP working group report</p>

		<u>Evaluation</u> suggests a correlation with improved achievement		
Careers aspiration (IS2)	<p>Students who may not have had equal opportunity to attain high grades at level 3 are able to access higher education</p> <p>Students remain on course, and have clear progression plan supporting the completion of the award.</p> <p>Students access specialist careers IAG</p> <p>Students consolidate a range of graduate attributes acquired to support access to further study and SOC1-3 roles</p>	<p><u>TASO Evidence toolkit</u> explains that the evidence suggests that IAG can be beneficial for improving employability and employment outcomes, although it is lacking causal evidence.</p> <p>The <u>Advance HE Framework of Student Needs</u> highlights a need for specialist support to aid student competence, confidence and resilience.</p>	<p>Graduate outcomes data</p> <p>Career readiness and HE ready surveys at the induction stage to monitor student attitudes to progression</p> <p>Impact survey from careers sessions</p> <p>Likely to generate type 2</p>	<p>Committee meetings reports</p> <p>APP Working group annual report</p> <p>Academic Board EDIMS report</p>
Marketing activity (IS2,5,6)	<p>Increased enquiries from potential applicants from Socio- economically disadvantaged areas</p> <p>Increased applications from applicants reporting a disability</p> <p>Improved attendance at careers events</p> <p>Improved contact volume with careers advisor</p>			Internal reports
Peer Assistance and	Increase in completion; reported increase in sense of belonging; reduced financial	The importance of mentoring as indicated by the evolving body of research foregrounded by <u>TASO</u> .	Pre and post activity student survey Reflective logs	Social media updates

<p>Learning (IS2,3,4,5)</p>	<p>concerns; increase in self-confidence and self-efficacy</p>	<p><u>The ABSS Student Attainment Project</u> (headed by the University of Derby, in collaboration with Southampton Solent and the University of West London) was particularly impactful to read about and helped inform our Peer Assistance' Scheme. The paper by Peter Collier on <u>How Peer Mentoring Can Help Universities Promote Student Success in a Post-COVID-19 Pandemic World</u> (2021) also provides a series of helpful guides that inform this IS</p>	<p>Interviews with programme participants</p> <p>Likely to generate type 2</p>	<p>Findings reported at internal conference and to Federation network events</p>
<p>Inclusive assessment framework (IS 2,3,4,5)</p>	<p>Improved outcomes through all lifecycle stages for students with reported disability Increased confidence in academic skills Students are able to extend and apply knowledge within a supportive teaching and assessment environment benefitting from the utilisation of broad teaching and learning strategies.</p>	<p>The <u>Inclusive Education framework</u> developed by our validating partner has highlighted the role that curriculum design plays in delivering inclusive practice to students. <u>TASO identifies</u> that there is consideration of what DSA supports and doesn't, how this should impact upon reasonable adjustment The impact of a sense of belonging according to <u>Advance</u></p>	<p>Hull College Student survey data National Student Survey Focus group and student Course Enhancement meetings Longitudinal statistical tracking of attainment, awarding gaps and assessment methods</p>	<p>Written report shared internally and published through Research and Scholarly webpages</p> <p>Annual monitoring reports (AMR's)</p>

		<p><u>HE</u> reflects the curriculum and assessment pedagogy. The <u>OFS report</u> places emphasis on both support and a personalised and inclusive approach for disabled students. This correlates with work <u>reported here</u> on how curricula can be responsive to diverse student populations. Consideration and exploration of the role of grading rubrics to enable transparent and consistent marking, which can help to reduce the hidden curriculum (<u>Kimono. 2023</u>)</p>	<p>Annual Monitoring Reports</p> <p>Likely to generate Type 2 evidence with some possible Type 3.</p>	
<p>HE Success Coach (IS 2,3,4,5)</p>	<p>Increase in completion rates across for students from areas of high deprivation Increase in awarding of good degrees for students from areas of high deprivation Positive impact and increased lifecycle outcomes for young students Increase in confidence for students from areas of high deprivation and reported increase in sense of belonging; Students engage positively with mutual support and the academic support materials/activity Increased successful applications for DSA funding on first submission. Students reporting positive mental health</p>	<p><u>Burke's (2019)</u> literature review highlights the positive impact of engagement with support services and extra/co-curricular activities on retention and attainment rates. The benefits of 1:1 academic support and skills mentoring is reported positively in this <u>PhD Research</u> The <u>Advance HE Framework</u> provides evidence that confirms the impact of</p>	<p>Hull College Student survey data National Student Survey Focus group and student Course Enhancement meetings Internal data monitoring (referrals, uptake, outcome and comparisons of those accessing support pre and post intervention)</p>	<p>APP Working group report</p> <p>Internal reporting to Planning and Resources Committee</p> <p>Internal reporting to Academic Quality and Standards Committee</p>

		<p>personal support strategies which seek to optimise competence, confidence, resilience, developing a feeling of belonging, The WonkHE article endorses work that supports the normalisation of seeking help and being explicit about what is available which is crucial for under-represented student cohorts.</p>	Type 1 evidence, with some Type 2 evidence	
<p>Disability focus group/Self advocacy skills (IS3,4)</p>	<p>Increase in continuation; Increase in completion; reported increase in sense of belonging; positive action from reporting to HC Student Engagement Committee</p>	<p>Evidence set out in Annex A suggests that our target cohorts are less likely to feel connected to fellow students, and more likely to have negative social experiences impacting upon a desire to continue their studies. The TASO report for supporting Disabled students highlights the importance of an inclusive approach and the implementation of separate provisions, our assumption is that this group will provide direct affirmation. The project What works to reduce equality gaps for disabled students in higher education? - TASO provides further insights into impacts</p>	Likely to generate type 2	<p>Social media updates</p> <p>Student paper publication to Research and Scholarly webpages</p> <p>Impact report to APP working group</p> <p>Key insights and findings shared with Federation network and internal networks</p>

		<p>such as this on disabled students.</p> <p><u>Literature consulted</u> suggested that the PALS could have a particularly positive impact on students with disabilities.</p> <p>Ashleigh Hillier, Jody Goldstein, Lauren Tornatore, Emily Byrne & Hannah M.</p> <p>Johnson (2019) <u>Outcomes of a peer mentoring program for university students with disabilities, Mentoring & Tutoring: Partnership in Learning.</u></p>		
Shorter qualifications	<p>Increase in take-up of these qualifications from 2024-28;</p> <p>increase in confidence around shorter HE programmes.</p> <p>Completion rates improve for disadvantaged groups</p>	<p>The proposal to introduce Certificates is based upon research and the results of projects funded as part of <u>OfS's Addressing Barriers to Student Success Programme (ABSS)</u></p> <p>The case for a more flexible range of qualifications which could potentially positively impact many under-represented groups is of central importance to contemporary HEIs and has been mooted for years in policy and reports, including of course <u>Augar's crucial Independent Panel Report to the Review of Post-18 Education and Funding (2019).</u></p>	Likely to generate type 2 and some type 3	<p>Planning and Resources Committee</p> <p>Heads briefing meetings</p> <p>Academic Board and HE Advisory Committee</p>

<p>Bursaries and Financial support DSA assessment fees (IS2,4 ,5)</p>	<p>Increase in % of new students who access these bursaries; decrease in financial concerns; positive feedback around the new materials generated.</p> <p>Improved knowledge of the needs of students with a disability and the barriers they can face accessing DSA; increased confidence in supporting these students; increased confidence in students making DSA applications.</p>	<p>Evidence from sources such as the report by the University of Lincoln commissioned by TASO <u><i>What works to reduce equality gaps for disabled students</i></u> (Feb 2023) supports our personalised intervention and will be underpinned through implementation of the excellent OfS resource <u>Financial support evaluation toolkit</u></p>	<p>Likely to generate type 2</p>	<p>APP working group internal updates report</p> <p>Finance report termly to EMT</p>
<p>Mental Health (IS2, 3,4,5)</p>	<p>Students are aware of the range of support services available and how to access them</p> <p>Student become pro-active in support seeking behaviour and engage with services as the demands of their studies and lives develop/alter.</p> <p>Communications to students are coordinated and students receive timely, relevant and clear information</p> <p>Staff understand, respect, and effectively interact with people from diverse cultural backgrounds.</p> <p>Enhanced recognition of and valuing differences in culture, beliefs, values, and practices, and using that understanding to communicate and work effectively across cultural and socio-economic lines.</p>	<p>Analysis in Annex A shows that our students who are disabled, young or socio-economically disadvantaged are more likely to report mental health and emotional health challenges. The <u>TASO student mental health evidence toolkit</u> suggests a positive relationship between psychological interventions including a range of therapies. Our work on inclusive pedagogical frameworks links with this support being further informed by research using the excellent Advance HE’s comprehensive <u>Education for Mental Health Toolkit</u></p> <p>Causality will be difficult to attribute however TASO does suggest a mixed picture and it is our assumption that</p>	<p>Module performance analytics</p> <p>Student surveys</p> <p>Student focus group feedback</p> <p>Engagement data</p> <p>Induction surveys</p> <p>Social belonging reflective logs</p> <p>Insight and understanding reporting</p>	<p>APP to review process as ongoing practice as reflective log</p> <p>Student focus group reports</p> <p>Insight and understanding findings reported internally</p> <p>Academic Quality and Standards reports</p>

		engagement in both academic support, personal support and effective signposting will impact positively. Whilst longitudinal impact will be evaluated the integration with healthcare partnerships as highlighted in Universities UK report will remain as key driver.	Likely to generate type 2	
Cost pressures (IS2,4,5)	<p>Increase in % of new students who access these bursaries; decrease in financial concerns;</p> <p>Increased number of students affected by socio economic challenges who complete their studies</p> <p>Increased number of students affected by socio economic challenges are awarded a 'good' degree.</p> <p>Students access finance and budgeting support appropriate to their circumstances</p>	<p>Key resources consulted include the comprehensive OfS Financial Support evaluation toolkit and the TASO evidence toolkit which highlight and have practical applications of implementing and evaluating needs based award/bursaries which support continuation and completion.</p> <p>Student feedback and EDIMS evaluation at a preliminary stage suggest that receipt of such funds is pivotal in supporting retention, although further research is needed to confirm causality.</p>	<p>Build further analysis of lifecycle data for students in receipt of financial support aligned to Theory of Changes outcomes.</p> <p>Student feedback from those receiving support</p> <p>Likely to generate type 2 evidence.</p> <p>Possible type 3 exploration will be determined by cohorts and possible small n evaluation</p>	<p>Interim findings reported at SMT/EMT</p> <p>Planning and Resources Committee reports</p> <p>Social media updates</p> <p>Online prospectus updated</p>
Academic Support (IS2,3,4,5,6)	Students actively adapt to the changing demands of their studies and student life, developing proactive support-seeking behaviours.	Burke's (2019) literature review highlights the positive impact of engagement with support services on retention and attainment rates.	Monitoring of internal data (uptake of support, outcomes for students engaging in support Insight and Understanding reporting	<p>Written report shared internally</p> <p>Interim findings reported at committee meetings</p>

	<p>Students engage reflectively with support services to create personalised strategies for overcoming challenges.</p> <p>Students strengthen a diverse skill set to promote personal well-being and success.</p> <p>Staff work to core domains of Academic Success, Progression Ready and Wellbeing.</p>	<p>The following literature review supports the principle of the PALS peer support framework.</p> <p>The TASO Evidence Toolkit was a crucial tool in forming the approaches to student support. Recent research by WONKHE in collaboration with Pearson have identified the The Four Foundations of Belonging at University. These included support and autonomy and are preceded via interventions which identify the value of support roles, formal study hub support.</p> <p>Further research into a range of projects that were funded through the OfS's Addressing Barriers to Student Success Programme (ABSS) supported the forms of academic support .</p>	<p>Longitudinal tracking of attainment, module performance and awarding gaps against assessment methods</p> <p>Annual monitoring reports</p> <p>Student feedback</p> <p>Focus group and feedback from Disabled students</p> <p>Comparative analysis of outcomes via EDIMS data</p> <p>Feedback aligned to Theory of Change</p> <p>Likely to generate Type 1, 2 and potentially type 3.</p>	<p>APP working group reports</p>
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Fees, investments and targets

2025-26 to 2028-29

Provider name: Hull College

Provider UKPRN: 10003200

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	All courses of this type are charged the same fee	N/A	6950
Foundation degree	All courses of this type are charged the same fee	N/A	6950
Foundation year/Year 0	*	N/A	*
HNC/HND	All courses of this type are charged the same fee	N/A	5490
CertHE/DipHE	All courses of this type are charged the same fee	N/A	6950
Postgraduate ITT	All courses of this type are charged the same fee	N/A	6950
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Engineering is delivered over 4 semesters and is charged maximum of £5,000 plus £1,950 in year 2 BA YCLD is charged £5,625 for the 40 week course.	N/A	5625
Foundation degree	All courses of this type are charged the same fee	N/A	4650
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	All courses of this type are charged the same fee	N/A	4650
Postgraduate ITT	All courses of this type are charged the same fee	N/A	3550
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Hull College

Provider UKPRN: 10003200

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£11,000	£12,000	£13,000	£14,000
Financial support (£)	NA	£120,000	£143,000	£170,000	£213,000
Research and evaluation (£)	NA	£5,000	£5,000	£6,000	£7,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£3,000	£3,000	£4,000	£4,000
Access activity investment	Post-16 access activities (£)	£8,000	£9,000	£9,000	£10,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£11,000	£12,000	£13,000	£14,000
Access activity investment	Total access investment (as % of HFI)	7.7%	7.0%	6.4%	5.4%
Access activity investment	Total access investment funded from HFI (£)	£10,000	£11,000	£12,000	£13,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£106,000	£129,000	£153,000	£193,000
Financial support investment	Fee waivers (£)	£2,000	£2,000	£3,000	£4,000
Financial support investment	Hardship funds (£)	£12,000	£12,000	£14,000	£16,000
Financial support investment	Total financial support investment (£)	£120,000	£143,000	£170,000	£213,000
Financial support investment	Total financial support investment (as % of HFI)	84.5%	83.1%	83.3%	82.9%
Research and evaluation investment	Research and evaluation investment (£)	£5,000	£5,000	£6,000	£7,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	3.5%	2.9%	2.9%	2.7%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Hull College

Provider UKPRN: 10003200

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Achievement rates will be supported through students participating in a programme based upon improvements against outcomes related to Academic skills, Personal skills and Transferable skills	PTA_1	Raising attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	The target is based upon the achievement rates of under-represented 14-16 yr olds in the Hull schools area which are amongst the lowest rates nationally. The baseline year is internal Group data for 2023/2024 and is the overall pass rate for Level 2 qualifications	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	20.6	22.0	24.0	27.0	30
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce the gap for completion for all full time undergraduate students in IMD1 and IMD Q5 based upon IMD 2019 data	PTS_1	Completion	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 5	The baseline is the data set for 2018/19 dashboard data, both Q1 and Q5 have an upward trend and the milestone targets are based upon an improvement that was felt to be achievable in the local context and aligned to the increases in these specific quintiles. The remaining quintiles showed much less consistency.	No	The access and participation dashboard	2018-19	Percentage points	16.8	12	9	7	5
Reduce the gap in attainment for all full time undergraduate students in IMD1 and IMD Q5 based upon IMD 2019 data	PTS_2	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	Other (please specify in description)	The baseline for the data set is the two year aggregate of Q1 compared with all other quintiles as there is significant suppression of all other data within the quintiles to facilitate meaningful analysis.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	16.6	12.0	9.0	6.0	4
Reduce the gap in continuation rates for students with a disability compared to students without.	PTS_3	Continuation	Reported disability	Disability reported	Other (please specify in description)	The baseline is the APP dataset for 21/22 cohort data. The milestone targets are based upon what was felt to be achievable and were considered to be realistic accepting this gap could not be fully closed, due to the complex combinations of disabilities and the impacts these have on students in physically being able to continue. The numbers of specific disabilities are too small to make robust statistical judgements so all disabled students are included.	No	The access and participation dashboard	2021-22	Percentage points	27.6	19.5	11.0	6.0	3
To reduce the age continuation gap between Young under 21 students and Mature age 21 and Over students	PTS_4	Continuation	Age	Young (under 21)	Mature (over 21)	The baseline is the APP dashboard dataset for 21/22, the aggregates show an upward trend and this peaks in 21/22. Whilst numbers of under 21 are relatively small we feel it is likely to increase and must become a target.	No	The access and participation dashboard	2021-22	Percentage points	11.1	9.0	6.5	4	2

