Bishop Burton College
Access and participation plan 2025-26 to 2028-29

1. Introduction and strategic aim

Bishop Burton College is a specialist land-based college, with its main campus located near Beverley in the East Riding of Yorkshire and a second campus, Riseholme College, located in Lincolnshire. The College offers a range of further and higher education programmes for students primarily studying land-based programmes from Level 2 to postgraduate. Students benefit from the College's industry-standard facilities including a commercial mixed-use farm with a state-of-the-art pig centre, a well-resourced equine yard, sports centre and an animal management facility. There is residential accommodation on site, with HE students accounting for approximately 25% of on-site accommodation in 2023/24. The College benefits from its partnership with two Institutes of Technology (IoT), one at each campus, with the Beverley campus receiving a £1.7m investment in facilities and equipment to enhance the precision agriculture offer. The centre at the Lincolnshire campus is a key resource for the development of higher-level precision agriculture.

Higher education programmes are delivered as validated provision through partnerships with the University of Hull, the University of Huddersfield, Pearson and more recently, the University of Lincoln, and consist of foundation degrees, bachelor's degrees, and masters programmes, and include agriculture, animal, equine and bioveterinary sciences, ecology/conservation, sport science, floristry and initial teacher training.

In 2023/24[1], 75% of total HE enrolments were female, with the majority of students enrolling on full-time programmes (81%). 67% were classed as young students (under 21), and 37% declared a disability on enrolment. The vast majority of students enrolled onto either a foundation degree or first degree (47% and 37% respectively), with 9% enrolled on higher national certificates/diploma (HNC/D), and 6% on higher apprenticeships. The remainder (1%) were enrolled on non-recognised HE programmes. Less than 3% of HE students are black, Asian or minority ethnic (BAME), however this closely reflects the local populations (from which the majority of HE students originate), with the East Riding of Yorkshire recording 94.6% White British population, and 94.5% White British in West Lindsay, Lincolnshire[2].

The principles of equality, diversity and inclusion (EDI) are central to our College mission and values, and providing support to meet the needs of all students to ensure successful progression is one of the strategic aims of the College[3]. Collaborative partnerships with respect to promoting equality of opportunity include the Humberside Outreach Project (HOP), the LincHigher Initiative in Lincolnshire (LincHigher), and is an active member of the Land Based Colleges Aspiring to Excellence (LANDEX) network. The College monitors its commitment to EDI through the Equality, Diversity and Inclusion Committee, which is responsible for promoting the College's Single Equality Scheme and by producing an annual EDI report. HE student success is reported to this committee with consideration of protected characteristics and other criteria which relate to equality of opportunity[4].

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[1] 2023/24 internal enrolment data
[2] Office for National Statistics - Census 2021
[3] Bishop Burton College Strategic Plan 2023
[4] Bishop Burton College Annual EDI Report 2022-23

2. Risks to equality of opportunity

Assessment of performance and identifying risks to equality of opportunity

Through our assessment of performance (for further details see Annex A) we have identified a number of indications of risk, and have used the Equality of Risk Register (EoRR) to link these indicators to potential risks to equality of opportunity.

A number of datasets were used in the assessment of performance, including internal quantitative and qualitative data, and external data sources and insights:

Assessment of performance was conducted using the following datasets:

- OfS Access and Participation Plan (APP) data dashboard

- OfS Student Outcomes data dashboard

- Ofs Teaching Excellence Framework (TEF) data dashboard

- Internal datasets relating to Student Outcomes

- Graduate Outcomes data

- Student and staff feedback

- EDI Annual Report (Internal College document)

- National Student Survey (NSS) data

The following indications of risk were identified:

Risk 2.1: There are low numbers of students eligible for free school meals at the College [Access]

Indication of risk: Enrolment data indicates that low numbers of student eligible for free school meals (FSM) enrol on programmes at the College.

Risk: The EoRR suggest that this indicator of risk may be linked to underlying sector-wide risks relating to knowledge and skills, information and guidance, and perception of higher education.

We have captured data for HE students who have been eligible for free school meals (FSM) over the past two years, with almost 7% of HE enrolments as having been eligible for FSM in 2022/23, dropping to 2% in 2023/24[5]. We have also compared this with the College's FE student data for the same years with 6% and 4% of FE students eligible for FSM in 2022/23 and 2023/24 respectively. Regional data[6] indicates a much higher proportion of pupils in state-funded secondary schools in the

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[5] Bishop Burton College internal data report

[6] 'Pupil characteristics - number of pupils by FSM eligibility' for Non-maintained special school, State-funded AP school, State-funded nursery, State-funded primary, State-funded secondary and 2 other filters in East Riding of Yorkshire, England and North Lincolnshire between 2015/16 and 2023/24. Available at:

region as eligible for FSM (21.5% in East Riding of Yorkshire; 29.8% in Lincolnshire), which suggests an opportunity for some targeted intervention strategies working with schools in the region. In comparison to the national picture, 29.2% of FSM-eligible students progressed to higher education in 2021/22, a figure which has risen steadily since 2005/06 (where only 14.2% of FSM-eligible students progressed).

Although the numbers are too low to enable any further dissection of data without identification of individuals, we have been able to identify some broad curriculum areas where there appears to be proportionally more FSM-eligible students than others (within both FE and HE populations), which will be a focus of our intervention strategies. As a provider of both FE and HE in the regions identified, there is opportunity to improve access for FSM-eligible students at (a) FE level, and support their journey into higher education via attainment raising and targeted support, and (b) HE level to improve access.

Risk 2.2 There are low numbers of care-experienced students accessing programmes at the College [Access]

Indication of risk: Enrolment data indicates that low numbers of care-experienced students enrol on programmes at the College.

Risk: The EoRR suggest that this indicator of risk may be linked to underlying sector-wide risks relating to knowledge and skills, information and guidance; perception of higher education.

Internal data on care-experienced HE students is unreliable, possibly due to expectation on students to identify as care-experienced on application, however some data has been captured internally which suggests very low numbers of care-experienced students enrolled on HE programmes at the College (<1%). Care-experienced students are less likely to continue and complete their studies, with 71% in ABCS continuation quintiles 1 and 2, and 83% in ABCS completion quintiles 1 and 2. In 2021/22, only 14% of care experienced children progressed into higher education, compared to 47% of other children[7], and evidence suggests that continuation rates of care-experienced students were lower than for those not in care[8]. The proportion of care-experienced students at the College appears to be much lower than the national picture and we have therefore included this group as a priority group. Initial work will be undertaken on Access for this group, alongside a commitment to capturing more robust data on care-experienced students entering the College. Similarly to Risk 2.1, we will work also with our internal FE students who are care experienced as part of Intervention Strategy 2 to promote higher education options.

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https://explore-education-statistics.service.gov.uk/data-tables/fast-track/a6304c3f-89df-41a9-3e07-08dc65d12a8f
[Accessed 9th July 2024]

[7] July 2023. Widening participation in higher education (Academic Year 2021/22). Available at: https://explore-education-statistics.service.gov.uk/find-statistics/widening-participation-in-higher-education/2021-22
[8] https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/effective-practice/care-experienced/

Risk 2.3: There is a lower proportion of young people (TUNDRA Q1) completing their programme compared to their peers (TUNDRA Q5) [Success]

Indication of risk: Completion data suggests that lower numbers of young people from TUNDRA quintile 1 complete their programme compared to their peers

Risk: The EoRR suggests that this indicator of risk may be linked to underlying sector-wide risks relating to insufficient academic support, insufficient personal support; ongoing impacts of coronavirus, and cost pressures.
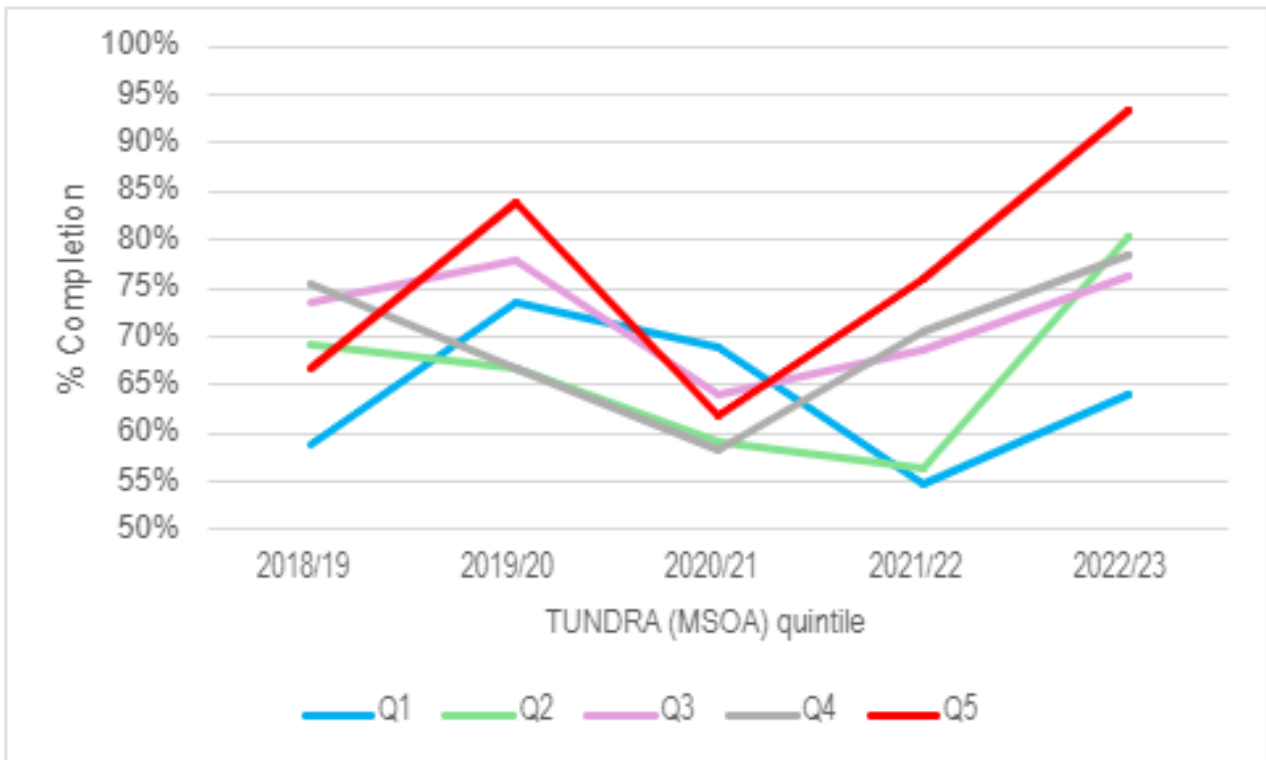

Figure 2. *Five-year trend data for completion rates for TUNDRA quintiles. Source: Bishop Burton College HE dataset.*

There appears to be higher non-completion rates for students from TUNDRA quintiles 1-2 compared to quintiles 4-5. We have explored intersections of characteristics and have found no robust evidence to suggest that either gender or disability intersections contribute to this gap, therefore we have included it as an overall target in terms of supporting students from socio-economically deprived areas to successfully complete their programme of study. Although we recognise that using a postcode-based metric as the only indicator of risk is not ideal, we have seen some indications in our data to suggest that other success outcomes for young people are lower (see Risk 2.5), and as such we have included it here as a target group. Evidence suggests that young people in particular have been adversely affected by the coronavirus pandemic, including mental health and wellbeing, and these impacts will be ongoing for many years in higher education outcomes. Therefore, we have used this indication of risk to develop an intervention strategy (IS3) which will target the overall success young people.

Risk 2.4: There is a lower proportion of students from IMD quintile 1 completing their programme compared to students from IMD quintile 5 [Success]

Indication of risk: Completion data indicates that there is a completion gap between students from IMD quintile 1 compared to students from IMD quintile 5

Risk: The EoRR suggest that this indicator of risk may be linked to underlying sector-wide risks relating to insufficient academic support, insufficient personal support; ongoing impacts of coronavirus, and cost pressures.

Data from the OfS data dashboard suggest there is a completion gap between students from IMD quintile 1 and IMD quintile 5, with completion rates of 64.9% and 78.6% respectively in 2018/19, with a gap of 13.7pp. Although internal data suggest that more recently this gap has reduced, with most recent figures showing a gap of only 4.2pp in 2022/23 (Figure 3). However, there is not sufficient evidence to suggest that this trend will continue, therefore we have included this group as part of Intervention Strategy 3 to monitor and support overall success of disadvantaged groups.
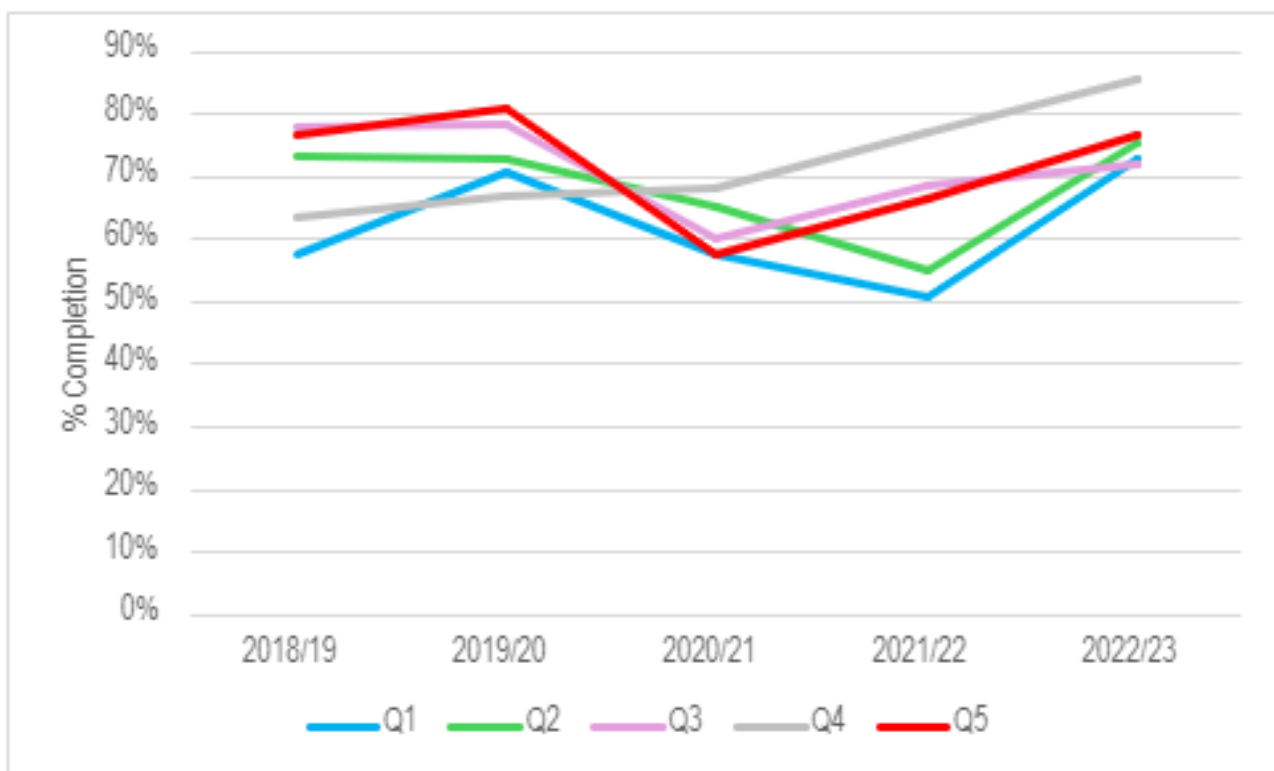

Figure 3. *Five-year trend data for completion rates for IMD quintiles. Source: Bishop Burton College HE dataset.*

Risk 2.5: There are lower numbers of young people achieving a first class or upper second class honours compared to mature students [Success]

Indication of risk: Data indicates that there is an attainment gap between young and mature students

Risk: The EoRR suggest that this indicator of risk may be linked to underlying sector-wide risks relating to insufficient academic support, insufficient personal support, and ongoing impacts of coronavirus.

There is evidence to suggest that there is a gap in attainment between young and mature students, according to both the OfS APP data dashboard and internal data, with most recent OfS data (2021/22) indicating a 39.9pp difference, a noticeable change from 2019/20 data when the gap was 1.1pp. This is further corroborated by internal data sets from 2022/23 which suggests a smaller gap of 14.0pp, which although narrower, still remains an area of concern.
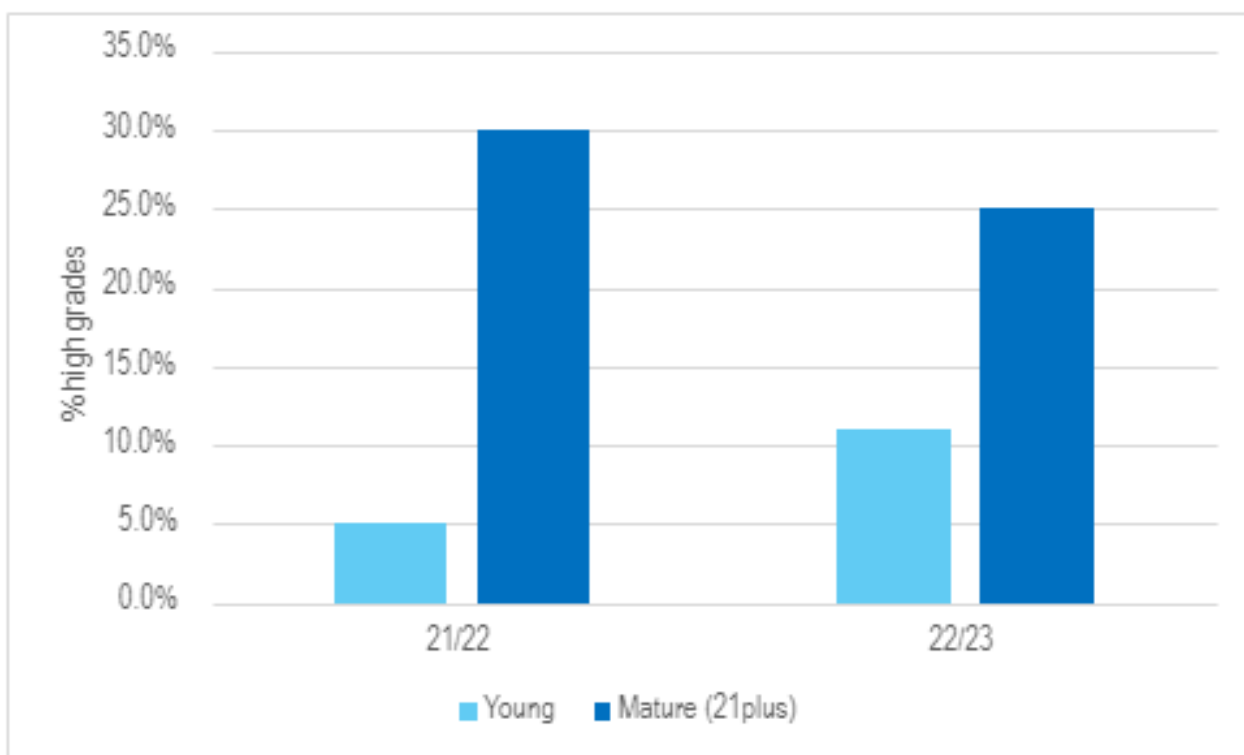
Figure 5. *Attainment rates in 2021/22 and 2022/23 for young and mature students. Source: Bishop Burton College HE dataset.*

The most recent data on the OfS data dashboard corroborates this observation. Young students' learning has been severely impacted (and continues to be impacted) due to the effects of the coronavirus pandemic. This group therefore has been prioritised as a target group, and will be monitored for overall success. We have not found any robust evidence to indicate any intersections of characteristics that is contributing to these data, however this could be due to small numbers when splitting data, therefore we are committed to providing interventions which are tailored to individual student needs (see Intervention Strategies).

Other groups/indications of risk

Disabled students

Disabled students comprise approximately 40% of the total HE student population at the College, compared to less than 20% disabled students for all UK providers[9].

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[9] OfS APP data dashboard

There is some indication of lower numbers of disabled students attaining high grades, compared to their non-disabled peers, however there is no clear trend in the data and confidence on the data is low due to low numbers. Therefore this has not been identified as a potential indication of risk, however this is something that will be closely monitored. More granular detail is provided in Annex A. Disabled students are supported through cash bursary, enhanced student support and contributions to their learning support needs (eg laptops).

Black, Asian and minority ethnic (BAME) students

Numbers of BAME students are very low compared to the national picture, accounting for less than 5% of HE enrolments at the College. As this is reflected in the local demographic, which is the main recruitment area for the College, this group has not been targeted as an access priority for the College due to the local nature of our provision. We will monitor student outcomes for individuals and include this group in access to bursary and support. We have included some interventions which involve activity with local and regional community groups which may contribute to raising access for this group, and the College also actively participates in LANDEX schemes to promote land-based education options to BAME groups.

3. Objectives

Objective 3.1

Bishop Burton College will increase the number of students eligible for free school meals enrolling on higher education programmes to 10% by 2030. This will be achieved by (a) working with schools on information, advice and guidance, and by providing on campus workshops, and (b) by working with the FE student population at the College through targeted support, guidance and attainment raising activities. We will also put in place additional data capture and management measures related to FSM eligibility.

Indication of risk	There is a low proportion of applications from FSM-eligible students
Risks to equality of opportunity	Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 3: Perception of higher education
Objective	To ensure that FSM-eligible students have equal opportunity to apply to the College
Target	To reduce the application gap between FSM-eligible students and other students by 2030

Differences in attainment, for example, are clearly visible in datasets from Key Stages 1 for students from free school meals backgrounds. They persist throughout primary and secondary education.

Objective 3.2

Bishop Burton College will increase the number of care experienced students accessing higher education programmes by 2030. This will be achieved (a) primarily by working with post-16 learners

through supporting information, advice and guidance and pastoral support; and (b) working with schools to provide information, advice and guidance. We are also committed to improving data capture techniques for monitoring applications and enrolments for care-experienced students. Due to the small data set involved, we have decided not to include a quantitative target as a measure of success to maintain confidentiality, however we are committed to investing in and evaluating progress of this objective.

Indication of risk	There is a low proportion of applications from care-experienced students
Risks to equality of opportunity	Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 3: Perception of higher education
Objective	To ensure that care-experienced students have equal opportunity to apply to the College
Target	To reduce the application gap between care-experienced students and other students by 2030

There is no evidence to suggest that application success rate (Risk 4) is affecting this group, therefore the indication of risk remains that there are low numbers of care-experienced applicants, so the priority will be targeted on supporting access.

Objective 3.3

Indication of risk	There is a lower proportion of young people from TUNDRA Q1 completing their programme compared to young people from TUNDRA Q5
Risks to equality of opportunity	Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 9: Ongoing impacts of coronavirus; Risk 10: Cost pressures
Objective	To ensure that young students from TUNDRA quintile 1 are equally supported to complete their programme of study
Target	To reduce the completion gap between TUNDRA quintile 1 students and other students by 2028

Young people in particular may have suffered severe disruption to their educational experiences during the coronavirus pandemic. Some of these are yet to apply to or complete higher education programmes, so we feel that this is an important consideration in terms of supporting young people. We have considered intersections of this data set, however due to low numbers within each split, there is low confidence in the data in terms of being able to identify if intersections with gender, age,

disability and mode of study actually contribute to this observation. As such, we have included this group of students as an overall target group, and will continue to monitor.

Objective 3.4

Indication of risk	There is a lower proportion of students from IMD quintile 1 completing their programme compared to Q5
Risks to equality of opportunity	Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 9: Ongoing impacts of coronavirus; Risk 10: Cost pressures
Objective	To ensure that students from IMD quintile 1 have equal opportunity to successfully complete their programme of study
Target	To reduce the completion gap between IMD quintile 1 students and other students by 2030

As with Objective 3.3, we have considered intersections within the IMD dataset, however we cannot identify any further intersections of characteristics which would allow a more targeted population. As there is an overall gap in continuation we have opted to make this group a target for ongoing interventions as part of the College's work to support all students to succeed.

Objective 3.5

Indication of risk	There is an attainment gap between young and mature students
Risks to equality of opportunity	Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 9: Ongoing impacts of coronavirus
Objective	To ensure that young students have equal opportunity to achieve high grades compared to other students
Target	To reduce the attainment gap between young and mature students by 2028

There has been a development of an attainment gap since 2019/20 with young people less likely to achieve high grades. There is an emerging trend when considering all the datasets that young people are less likely to succeed compared to their counterparts, which has influenced a significant proportion of the activities described in Intervention strategy 3 below.

4. Intervention strategies and expected outcomes

Intervention strategy 1 (IS1)

Intervention strategy 1: Aspiration raising and information, advice and guidance (IAG) for FSM-eligible students				
Objectives and targets: To ensure there is equal opportunity for FSM eligible students to apply to Bishop Burton College by 2030 (Target PTA_1). Secondary objectives: PTS_1; PTS_2				
Risks to equality of opportunity: Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 3: Perception of higher education				
Related risks to equality of opportunity: Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 9: Ongoing impacts of coronavirus				
Activity	Description	Inputs	Outcomes	Cross intervention strategy?

Information, advice and guidance for FSM-eligible students	Work with schools		Increased applications from FSM eligible students (enrolment data)	IS2
Identify target schools within the locality and undertake sustained activity at pre-16 and post16 relating to progression to Higher Education	Targeted activity in schools, including collaborative HOP programme. Focus on IAG and land-based careers	Staffing £95,000 Activities (transport, taster days etc) £6000 Student ambassadors £2000	Increased interest in pre-HE IAG (numbers of participants)	IS3- map to Student Needs Framework (Identifying with interests and institution; Space and Place)
	Raising aspirations events for school children- on campus taster days tailored to specific ages/ groups		Increased knowledge and confidence in applying for HE (pre and post-activity surveys)	
	Targeted at school pupils from local areas (Year 9 onwards)		Increased interest to explore higher education options (pre and post-activity surveys)	
	Parents/carers IAG events			
Identify FSM-eligible internal students	Work with internal students		Increased at-home support to aspire to HE (pre and post-activity surveys)	
	Identification of FSM-eligible FE and existing HE students		Increased knowledge on programme types, support available, entry requirements, accessibility	
	Bespoke HE workshops, focussing on IAG, financial and personal support and land-based careers		Increase in early applications for DSA	
	Pre-entry support including bespoke UCAS application support, finance and		Timely application and access to support/bursary	

	financial support, DSA information		to reduce financial pressures	
	Broadening horizons FE to HE programme of activity (opportunities for FSM-eligible FE students to engage in HE related activity)			
	Staff training		Staff will be more confident and competent in supporting students through increased knowledge	
	Data capture and monitoring of FSM-eligible students	Staff costs £20,000 Staff training sessions		
	Workshops on supporting specific students, including guidance on support mechanisms, bursary etc.		Staff will understand the barriers facing FSM-eligible students (particular to student body at the College)	

Table 1a: *Intervention strategy 1 summary*

Total cost of activities and evaluation for intervention strategy

We estimate the following costs for the lifecycle of this plan:

Intervention Strategy 1: £123,000

Summary of evidence base and rationale

We have based our breakdown of activities on the EoRR, with the focus on the risks to equality of opportunity identified above. We have developed broad theories of change as the basis of this intervention strategy, and will collect information and data to monitor the theory of change.

See Annex B for further information.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 1 and Type 2 standards to establish whether or not they lead to the intended outcomes. We will also examine the extent to which each activity contributes towards meeting the overall objective. We will start the strategy in the 2024-25 year (surveys and focus groups) to establish a knowledge base for refining activity summarised in Table above. Further interventions will commence in the 2025-26 academic year as appropriate. which will be evaluated annually to monitor progress. Interim knowledge capture and findings will be shared internally at our EDI Committee and APP working group to allow for continuous monitoring and adjustment of activities as necessary. More detailed information on how we will be evaluating each activity can be found below in Table 1.

Activity	Outcomes	Methods of evaluation	Summary of publication of plan
IAG activities in schools	Increased knowledge and confidence relating to applying to HE	Type 1. Narrative NERUPI framework- Levels 2 and 3	APP Working Group (minimum x3 a year) Via EDI Committee (annually)
Surveys of current FSM eligible students (HE and FE groups)	Identification of access barriers for FSM-eligible students	Type 2. Empirical enquiry	APP Working Group (minimum x3 a year) Via EDI Committee (annually)
Surveys (pre and post activity) of student groups to determine impact of activity	Assess impact of targeted activities on potential to apply to HE	Type 2. Empirical enquiry	APP Working Group (minimum x3 a year) Via EDI Committee (annually)

Staff training and knowledge transfer	Assess impact of training on staff competence and confidence in advising and guiding students	Type 1.Narrative Type 2. Empirical enquiry	APP Working Group (minimum x3 a year) Via EDI Committee (annually)

Table 1b: *Intervention strategy 1- Activity Outcomes Method(s) of evaluation*

Intervention strategy 2 (IS2)

Intervention strategy 2: Pre-entry information, advice and guidance (IAG) and targeted support for care-experienced

 students

Objectives and targets: To ensure there is equal opportunity for care-experienced students to apply to Bishop Burton College by 2030. Secondary objectives: PTS_1; PTS_2

Risks to equality of opportunity: Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 3: Perception of higher education

Related risks to equality of opportunity: Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 9: Ongoing impacts of coronavirus

Activity	Description	Inputs	Outcomes	Cross intervention strategy?

Information, advice and guidance for care experienced students	*Internal FE students* Curriculum enrichment days for internal FE care-experienced students , including bespoke 1:1 coaching sessions *Schools activity* Collaborative HOP programme IAG workshops for local schoolteachers, carers, and associates (x2 per year) Curriculum enrichment days for care-experienced students Years 7-12 (x3 schools in Year 1 of APP) Staff training	Staffing £115,000 Activities (transport, taster days etc) £6000 Student ambassadors £2000	Increased interest to explore higher education options Increased knowledge on programme types, support available, entry requirements, accessibility Timely application and access to support/bursary to reduce financial pressures Improve staff understanding of needs and barriers	IS3- map to Student Needs Framework (Identifying with interests and institution; Space and Place)

| Accommodation guarantee for care experienced students

Guarantee on-campus accommodation for care-experienced students, with bursary and programme of support | Introduce a policy of guaranteed on-campus accommodation for care-experienced students, with wrap-around support programme from application onwards.

Pilot a programme of interventions for care-experienced students in 2024/25 to identify robust interventions from 2025 onwards | Accommodation bursary including gym memberships **£80, 000**

Care-experienced Student Bursary **£120,000** | Student sense of belonging increased

Improve accessibility to learning | IS3- map to Student Needs Framework (Space and Place) |
| Free transport guarantee for care-experienced students | Introduce a policy of free transport to campus on college buses for all care-experienced students | Cover of college transport costs for CE students **£4,000** | Minimise financial concerns

Improve accessibility to learning | IS3- map to Student Needs Framework (Space and Place) |

Table 2a. *Intervention strategy 2 summary*

Total cost of activities and evaluation for intervention strategy

We estimate the following costs for the lifecycle of this plan:

Intervention Strategy 1: £323,000

Summary of evidence base and rationale

We have based our breakdown of activities on the EoRR, with the focus on the risks to equality of opportunity identified above. We have developed broad theories of change as the basis of this intervention strategy, and will collect information and data to monitor the theory of change. We have mapped activities against the TASO[10] toolkit.

See Annex B for further information.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 1 and Type 2 standards to establish whether or not they lead to the intended outcomes. We will also examine the extent to which each activity contributes towards meeting the overall objective. We will start the strategy in the 2024-25 year (surveys and focus groups) to establish a knowledge base for refining activity summarised in Table above. Further interventions will commence in the 2025-26 academic year as appropriate. which will be evaluated annually to monitor progress. Interim knowledge capture and findings will be shared internally at our EDI Committee and APP working group to allow for continuous monitoring and adjustment of activities as necessary. More detailed information on how we will be evaluating each activity can be found below in Table 1.

Activity	Outcomes	Methods of evaluation	Summary of publication of plan
IAG activities in schools for care-experienced students, carers and teachers. Surveys (pre and post activity) of student groups to determine impact of activity	Increased knowledge and confidence relating to applying to HE Increased pre-entry support for students	Type 1. Narrative (test theory of change) Type 2. Empirical enquiry (pre and post activity surveys) NERUPI framework- Levels 2 and 3	APP Working Group (minimum x3 a year) Via EDI Committee (annually)
Accommodation guarantee	Improve accessibility for care-experience students and create a sense of space	Type 1. Narrative (test theory of change)	APP Working Group (minimum x3 a year)

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[10] Transforming Access and Student Outcomes in Higher Education

			Via EDI Committee (annually)
Free transport	Improve accessibility to learning for care-experience students	Type 1. Narrative (test theory of change)	APP Working Group (minimum x3 a year) Via EDI Committee (annually)
Staff training and knowledge transfer	Assess impact of training on staff competence and confidence in advising and guiding students	Type 1.Narrative Type 2. Empirical enquiry	APP Working Group (minimum x3 a year) Via EDI Committee (annually)

Table 2b. *Intervention strategy 2- Activity Outcomes Method(s) of evaluation*

Intervention strategy 3 (IS3)

Intervention strategy 3: Student success measures based on student needs analysis				
Objectives and targets: To ensure there is equal opportunity for students for young people to successfully complete and progress from their programme of study (PTS_1); To ensure that all students from IMD quintiles 1 and 2 have equal opportunity to successfully complete and progress from their programme of study (PTS_2); To minimise attainment gaps between underrepresented groups of students and their peers (PTS_3)				
Risks to equality of opportunity: Risk 6: Insufficient academic support; Risk 7: Insufficient personal support; Risk 9: Ongoing impacts of coronavirus				
Related risks to equality of opportunity: none identified				
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Enhanced Life Coaching offer for targeted students Extension of current life coaching service to target specific groups of	1:1 tutorials and support focussing on academic and personal needs, and career opportunities. Linking to student needs analysis (below) and	Staffing £115,000 Enhanced life coaching (additional) £40,000	Increased sense of wellbeing, enhanced academic confidence Increased attainment	IS1 and IS2

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underrepresented students	scholarship/community opportunities			
Student Needs Analysis (targeted group) A focussed collaborative approach involving life skills coaches, learning support, pastoral and mental health support based on Advance HE Student Needs Framework, to support student success, focussed on underrepresented groups	Identification of student needs through comprehensive programme of activities including 1:1 coaching and group workshops	£12,000	Increased understanding of individual and collective needs and barriers of students Specialised programme of activity and interventions to support student success Establish a baseline for development of bespoke student support framework tailored to underrepresented groups (Bishop Burton College Life Skills Strategy)	IS1 and IS2
Student Scholarship and Enhancement Programme Development of a collaborative learning community involving staff and students to develop academic confidence in students	Opportunities for students to engage with staff in collaborative research will be supported through a structured series of project development Co-creation of research seminars, careers talks,	£5000	Increased academic and personal confidence, presentation and communication skills Increased attainment	
Student Community development A series of targeted interventions to build a discrete HE community at the College, through increased involvement of	Student Engagement through membership of key academic committees Focussed study groups/skills support	£8000	Enhanced knowledge of HE environment leading to increased academic confidence Increased confidence and communication skills	

| students in academic governance; co-creation of student support sessions; peer mentoring opportunities | informed by Student Needs Analysis (above)

Paid opportunity for final year students to offer peer support to Level 3,4 and 5 students | | | |
|---|---|---|---|---|
| **LRC Roadshows** Introduction of LRC 'roadshows' to showcase range of learning opportunities and facilities at the College; demonstrate accessibility of learning resources, range of resources and facilitate direct interactions with support staff and students | LRC Roadshows throughout academic year, targeted initially at Year 1 HE students to build foundational knowledge base and familiarisation with available resources | £5000 | Increased confidence in accessing learning resources Increased attainment as a result of increased interactions with learning resources Improve quality of student feedback to enhance learning facilities and resources | |

Table 3a: Intervention strategy 3 summary

Total cost of activities and evaluation for intervention strategy

We estimate the following costs for the lifecycle of this plan:

Intervention Strategy 1: £185,000

Summary of evidence base and rationale

We have based our breakdown of activities on the EoRR, with the focus on the risks to equality of opportunity identified above. We have developed broad theories of change as the basis of this intervention strategy, and will collect information and data to monitor the theory of change. We have

developed broad theories of change to support each of our intervention strategies outlined above, and based our theories on evidence presented in the EoRR in the first instance to develop further. We have also gather some anecdotal evidence from our staff and student body in relation to existing knowledge of the student body at the College. As a small regional provider of higher education, with land-based specialisms, there is a deep understanding of the attributes of the wider HE population at the College, and the barriers and challenges facing these students. We feel this knowledge base makes significant contribution to the intervention strategies, particularly those relating to student academic and personal support (IS3). We have mapped activities against the TASO[11] toolkit.

See Annex B for further information.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 1 and Type 2 standards to establish whether or not they lead to the intended outcomes. We will also examine the extent to which each activity contributes towards meeting the overall objective. We will start the strategy in the 2024-25 year (surveys and focus groups) to establish a knowledge base for refining activity summarised in Table above. Further interventions will commence in the 2025-26 academic year as appropriate. which will be evaluated annually to monitor progress. Interim knowledge capture and findings will be shared internally at our EDI Committee and APP working group to allow for continuous monitoring and adjustment of activities as necessary. More detailed information on how we will be evaluating each activity can be found below in Table 1.

Activity	Outcomes	Methods of evaluation	Summary of publication of plan
Enhanced life coaching	Increased academic and personal confidence	Type 1. Narrative NERUPI framework- Levels 4 and 5	APP Working Group (minimum x3 a year) Via EDI Committee (annually)
Surveys of current FSM eligible students (HE and FE groups)	Identification of access barriers for FSM-eligible students	Type 2. Empirical enquiry	APP Working Group (minimum x3 a year) Via EDI Committee (annually)

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[11] Transforming Access and Student Outcomes in Higher Education

Surveys (pre and post activity) of student groups to determine impact of activity	Assess impact of targeted activities on potential to apply to HE	Type 2. Empirical enquiry	APP Working Group (minimum x3 a year) Via EDI Committee (annually)
Staff training and knowledge transfer	Assess impact of training on staff competence and confidence in advising and guiding students	Type 1.Narrative Type 2. Empirical enquiry	APP Working Group (minimum x3 a year) Via EDI Committee (annually)

Table 3b: *Intervention strategy 3- Activity Outcomes Method(s) of evaluation*

Whole provider approach

Widening participation is an institutional priority, and is embedded across the student lifecycle. The College has a number of cross-college committees, functions and policies which support the ambitions of this plan. As a regional provider of specialist education, the College is well-positioned to adopt a true collaborative approach to widening access, involving multiple teams within and across both HE and FE curriculum areas.

Notably, the Equality, Diversity and Inclusion (EDI) Committee follows a remit of ensuring that all students have equal opportunities to access and succeed in education at the College. The EDI Committee is chaired by a member of the Senior Leadership Team and includes representatives from all areas of the College business. The EDI Policy outlines how the College promotes an inclusive culture which celebrates diversity across the whole student body, and the annual EDI report includes HE student success metrics, in addition to an associated action plan to address any concerns.

An operational group, the Access and Participation Group has been established to strengthen the monitoring and reporting of APP targets at institutional level and will report into the EDI Committee. This group will ensure effective monitoring of activities associated with this plan, and will ensure appropriate evaluation and timely reporting of interim outputs. The Access and Participation Group will be chaired by the Assistant Principal HE and will have diverse representation from all associated college functions, including student recruitment, marketing, student support services, learning support, life coaches and students. Outcomes will be monitored by this group on an operational level and reports will be escalated to both the EDI Committee and the Quality and Enhancement Committee (a sub Committee of Corporation). Feedback from both of ths=ese strategic committees will be shared via committee cross- representation.

There is a strong focus on both academic and non-academic development at the College, led by the HE Life Coaching team. The Bishop Burton College Life Skills Strategy considers the Colleges bespoke approach to life coaching which supports our HE students, and further outlines a framework against which staff can effectively support different student needs as part of a holistic approach to supporting students to succeed in all elements of their academic and personal development. As part of this plan, there will be an integration of the Student Needs Analysis within this strategy to further strengthen the life coaching offer. There is an underpinning culture of student-centred, personalised support already in place, which is partially achieved by being a small provider, enabling staff to know their students.

On a strategic level, new curriculum developments will consider flexible learning, academic support and accessible teaching, learning and assessment strategies as priorities to ensure our strategic aims are reflected in practice. Inclusive and accessible delivery styles, assessment strategies and feedback techniques will support individual student success will feature in new curriculum developments, and we are committed to supporting staff in these developments. Alternative programmes such as higher and degree apprenticeships will be developed where appropriate as part of the growth strategy for higher education.

We have further identified some improvements to be made in our approach to access and participation which are identified in our intervention strategies, notably data capture for target groups and the resource required for robust evaluation. Assessment of progress will be monitored through

HE Committees, and at a strategic level via the EDI Committee, reporting to the HE Performance and Quality Committee and Corporation.

Furthermore, an initial self-assessment will be carried out in October 2024 using the OfS self-assessment tool[12], to establish a knowledge base and to identify any gaps in the whole provider approach.. This will be the basis for future evaluation. We are fully committed to resourcing a robust evaluation and monitoring approach and have included additional human resource as part of this process. In addition, we have included elements of staff training and knowledge exchange as part of the intervention strategies, to ensure staff have the necessary knowledge and data to ensure a cross-college approach.

Student consultation

Small groups of students have had the opportunity to contribute to the targets identified in this plan via focus groups and informal feedback mechanisms. Students will be partners in the monitoring and evaluation of this plan through the following mechanisms:

- Small group workshops evaluating intervention strategies and analysing data
- Student representation on the Access and Participation working group
- Student representation on the EDI committee

We are committed to growing our population of student ambassadors to promote and assist with the activities described in the intervention strategies. Where possible, students will represent target groups and contribute to small group activities involving target groups. Students will be supported by initial and ongoing training, including paid opportunities to be involved, which is part of the wider incentive for students to become involved in their learning experiences.

Senior staff have consulted with student groups over the past 12months on the development of this plan, and students have had the opportunity to feedback in relation to our assessment of performance and identified targets.

Evaluation of the plan

Our overall evaluation strategy is based on the OfS standards of evidence framework to enable us to effectively evaluate our intervention strategies. We will not be using the statistical tool as an evaluation method, which we feel would be ineffective due to small student numbers. We will mostly use narrative and empirical enquiry to test theories of change and evaluate the impact of intervention activities.

Narrative methods will be used to test theories of change described in Annex B, and will also be used to test some anecdotal evidence/data that we have gathered from staff and student forums relating to the barriers and challenges facing some underrepresented groups in higher education.

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[12] https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/evaluation/standards-of-evidence-and-evaluation-self-assessment-tool/

Empirical enquiry will be the main quantitative method used in evaluation, where we will use a series of surveys, questionnaires, interview and focus groups to gather structured data relating to the intervention strategies used.

In addition, we will use the NERUPI framework[13] where appropriate to map our intervention activities at different levels, which will provide a common grounding for evaluating interventions. This is already used by collaborative partners including HOP, thus providing a standardised methodology of evaluation for collaborative work.

Investment in financial support for students will be evaluated using appropriate financial support evaluation tools[14] to ensure effective monitoring of the impact of financial support. We will use the following approaches to evaluate financial support:

- the survey tool to evaluate how financial support impacts on student success;
- the interview tool to fully understand how impact of financial support contributes to success of students (identification of barriers and pressures)

The outcomes of our evaluation may influence future strategic measures and or policy/strategy development (e.g enhancement of particular services to students) as appropriate.

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[13] Framework | Nerupi
[14] https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/evaluation/financial-support-evaluation-toolkit/interview-tool/

Provision of information to students

Information for prospective and current students can be found on the HE Key Information Page on the College website. Individual course fees are advertised on individual course pages on the College website, and the HE Support Funds Policy is also available on the key information page.

The College has a HE Support Funds Policy which outlines the opportunities and criteria to student on eligibility for funds.

1. **Cash bursaries** for eligible students including:
    - Students from low-income backgrounds (household income of up to £25000)
    - Students from (IMD/Polar Q 1 & 2)
    - Disabled students (that have already applied for all other statutory support for which they are eligible)
    - Care experienced and carers
    - FSM-eligible students
    - Black Asian Minority Ethnic students
    - Students with children (especially lone parents)

2. **Student Opportunity (Hardship) Fund**- a discretionary bursary aimed at supporting Higher Education students that are in financial hardship to meet specific course or living costs, or to provide emergency payments for an unexpected financial crisis.
3. **Childcare Bursary**- an award for students with children under the age of five. It covers 15% of the Childcare costs that the student's SFE Childcare Grant does not, and is paid directly to the childcare provider.
4. **Employability Bursary**- a bursary is aimed at supporting students to complete additional qualifications or engage in industry specific qualifications which will support career opportunities

Students can apply for bursary each year of the plan, and will be eligible for a maximum of £2000 cash bursary (minimum award £100), depending on personal characteristics and circumstances.

Annex A

Assessment of performance was conducted using the following datasets:

1. OfS Access and Participation Plan (APP) data dashboard
2. OfS Student Outcomes data dashboard
3. Ofs Teaching Excellence Framework (TEF) data dashboard
4. Internal datasets relating to Student Outcomes
5. Graduate Outcomes data
6. Student and staff feedback
7. EDI Annual Report (Internal College document)

As a relatively small provider of higher education, there are some issues with intersecting data and small data sets, and in some cases we have used anecdotal evidence of our student groups to identify broader interventions.

This resulted in the following areas being explored as potential priority groups for the proposed access and participation plan (APP):

Access

TUNDRA

TUNDRA data indicated that although some differences existed between Q1 and Q5 groups, these differences were not significant, and indicated a positive position in relation to access for Q1 groups.
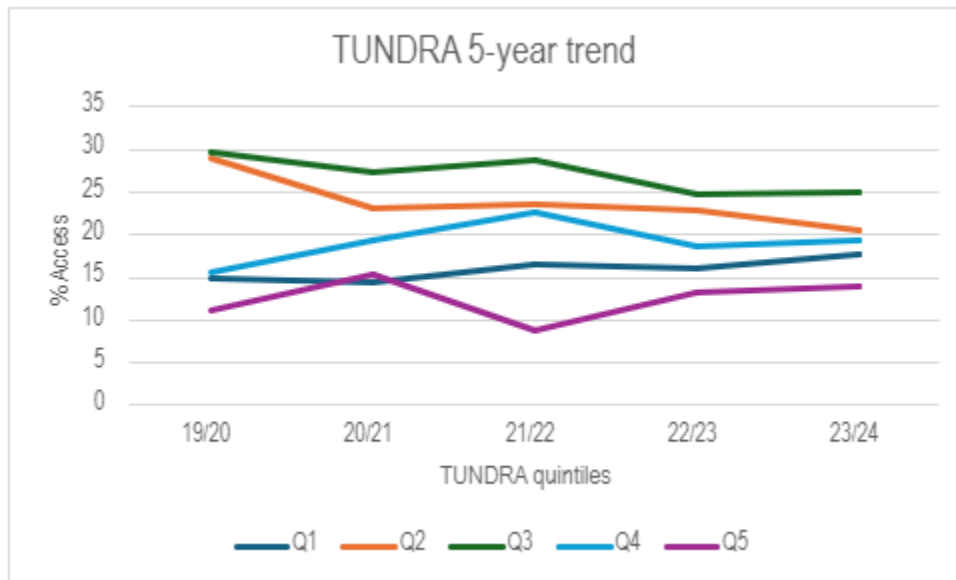
Figure A1. Five year trend in TUNDRA quintile access indicator[1]

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[1] Data from 19/20 to 21/22 from OfS APP data dashboard; 22/23 and 23/24 from internal College datasets

Five year trend analysis ofQ1 v Q5 comparison indicates a small gap between Q1 and Q5, with some fluctuations, however when looking combining Q1 and Q2 against Q4 and Q5, there is a noticeable narrowing of access gaps between the most represented (Q4/5) and the least represented (Q1/2) as seen in Figure A2, which indicates a closure of the gap from 17.0 percentage points (pp) in 2019/20 to less than 5 pp in 2023/24. This is compared to a national (all UK providers) gap of 17.9pp in 2020/21[2] which presents a positive position for the College.
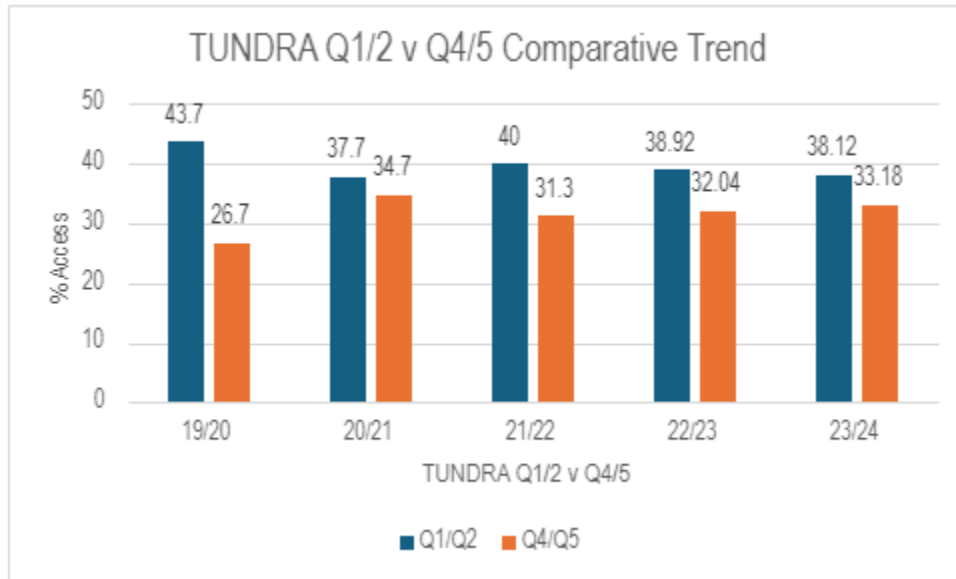
Figure A2. Q1/2 v Q4/5 comparative trend in TUNDRA quintile access indicator[3]

IMD

Analysis of IMD datasets indicated some gaps in access between the least and most represented areas (Q1/2 and Q4/5 respectively). When combining Q1/Q2 and Q4/5 there is an indication that there is a growing gap between the two groups, with more students enrolling from Q4/5, as seen in Figure A3 below:

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[2] OfS APP Data Dashboard (all providers)

[3] Data from 19/20 to 21/22 from OfS APP data dashboard; 22/23 and 23/24 from internal College datasets
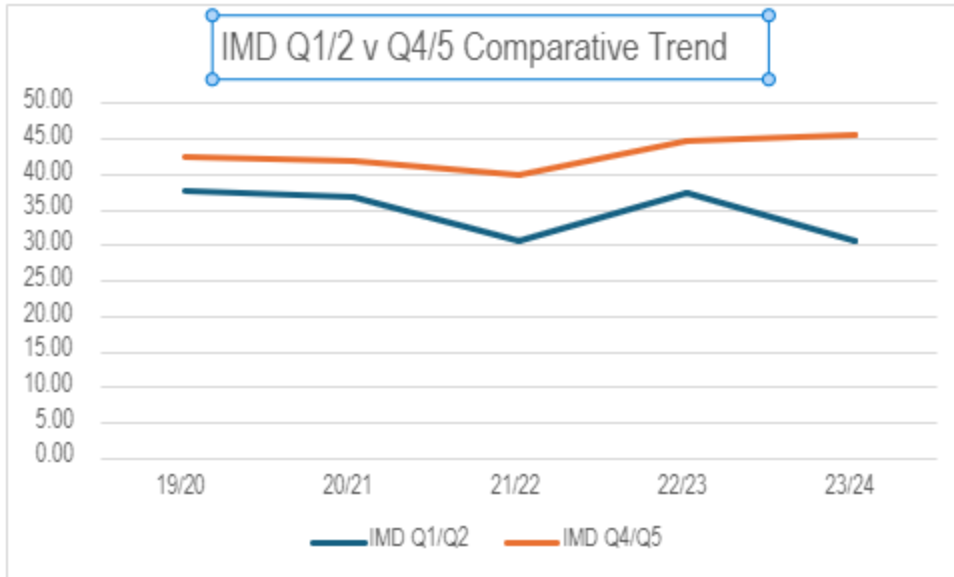
Figure A3. Five-year access trends for IMD Q1/2 compared to IMD Q4/5

Disability

There was a 65.2pp gap between disabled and non-disabled students nationally in 2020/21. The gaps in access for these groups are much smaller at the College (only 11.4pp in 2020/21), however internal data suggests that this gap may be widening over last 3 years (gap of 23pp in 2023/24). This remains an area to monitor.
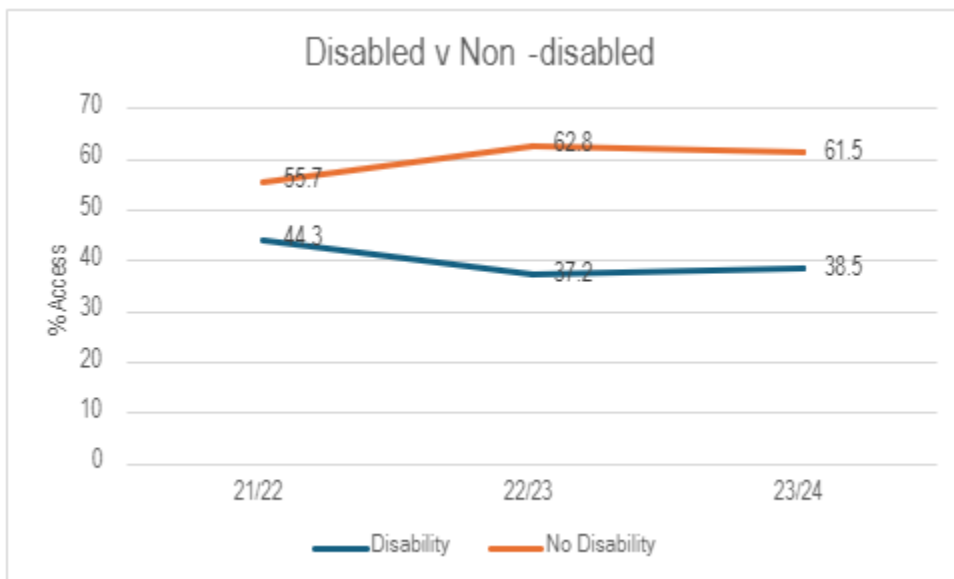
Figure A4. Five-year access trends for disabled students compared to non-disabled students

Free School Meals (FSM)

The numbers of FSM-eligible students is very low at Bishop Burton College, therefore we have identified this group as a priority target group for access. The OfS ABCS dashboard indicates that in terms of access, 76%[7] of FSM-eligible 18 and 19 year olds are represented by quintiles 1 and

2 (least likely to access higher education). Completion data for this group of students also indicates a majority (62%) are in quintiles 1 and 2 indicating that student who have been eligible for FSM are less likely to complete their qualifications.

Care-experienced
The numbers of care-experienced students is very low at Bishop Burton College, therefore we have identified this group as a priority target group for access.

BAME
Numbers are very low, which reflects the local demographic, which accounts for less than 5% of HE enrolments at the College. As this is reflected in the local demographic, this group is not a access priority for the College, however we will monitor student outcomes for individuals and include this group in access to bursary and support.

Continuation

Overall, continuation of all students remains an ongoing priority, however there are no clear indications of any particular group of students where continuation gaps exist.

TUNDRA (young people)
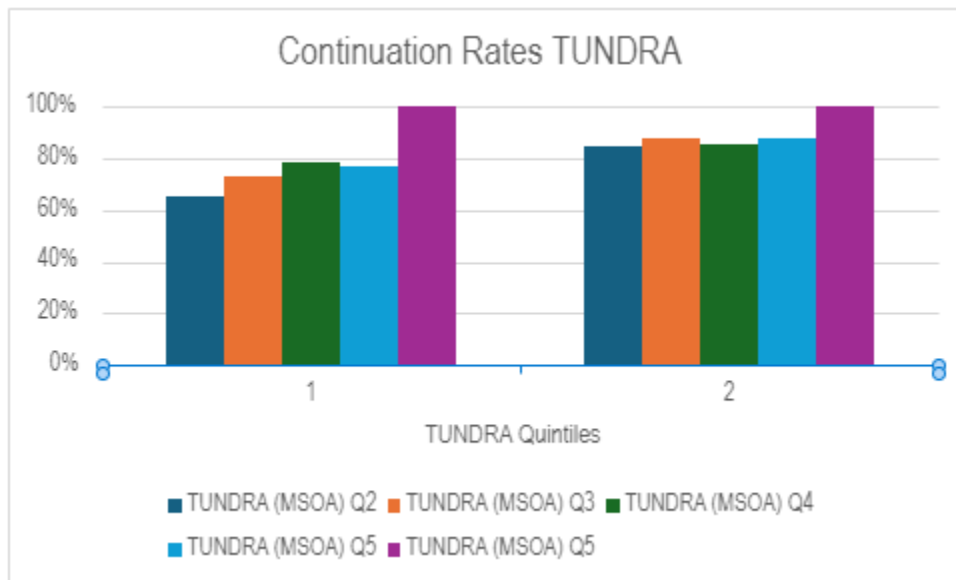
Figure A5. Continuation rates for TUNDRA quintiles. 1=2022/23 2= 2023/24. Source: Bishop Burton College HE dataset.

There is an indication that continuation rates for TUNDRA Q5 students is higher, however there is no significant gap. We will explore this further in the completion target for young people as it is linked to overall support for success for the wider student body.

IMD quintiles
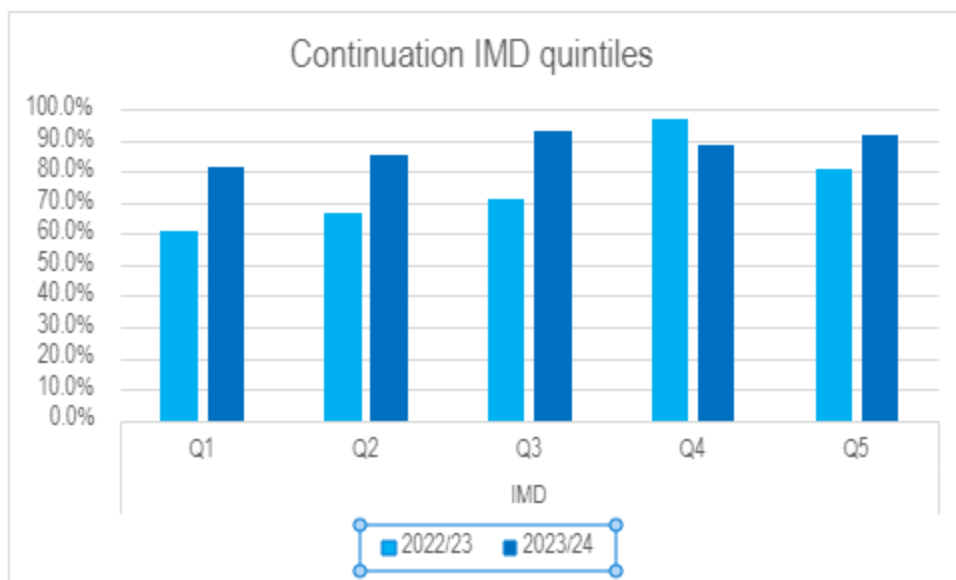
Figure A6. Continuation rates for IMD quintiles. 1=2022/23 2= 2023/24. Source: Bishop Burton College HE dataset.

Although there appears to be some gap between IMD quintile Q1 and Q5, ther is no robust evidence to suggest that a noticeable gap exists.

Disabled students

Recent data indicates a slightly larger gap in continuation between disabled and non-disabled students (9.3% gap in 2023/24 compared to a 3.2% gap in 2022/23), however this is something we feel needs to be monitored alongside our main APP targets as part of our ongoing activity relating to overall student success.

Completion

There appears to be higher non-completion rates for students from TUNDRA Q1/2 compared to Q4/5 and also from IMD Q1/2 compared to IMD Q4/5. We have explored intersections of characteristics and have found no robust evidence to suggest that either gender or disability intersections contribute to this gap, therefore we have included it as an overall target in terms of supporting students from socio-economically deprived areas to successfully complete their programme of study.
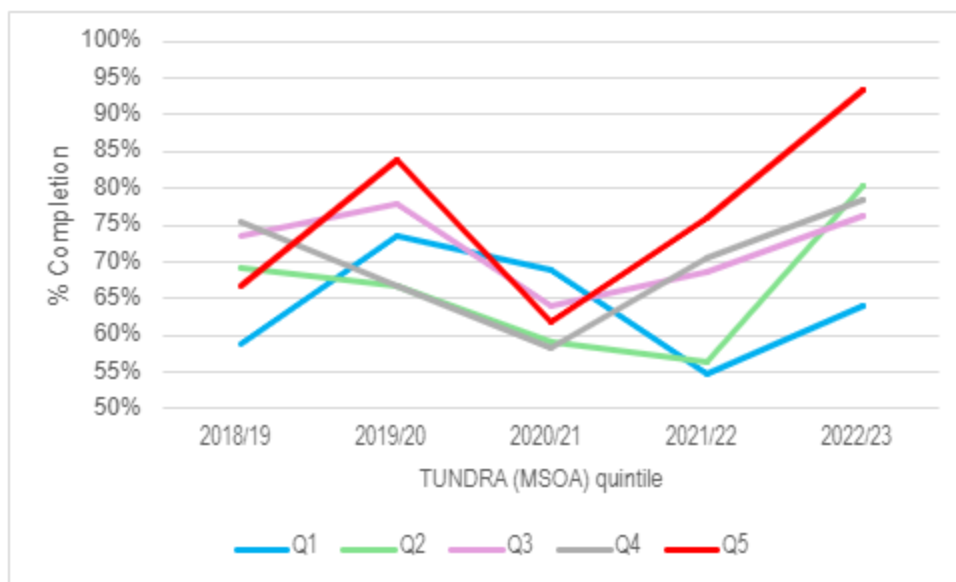
Figure A7. Five-year trend data for completion rates for TUNDRA quintiles. Source: Bishop Burton College HE dataset.

Attainment

Young people

The most noticeable attainment gap within our data exists between young and mature students, with only 11% of young people attaining high grades compared to 25% of mature students in 2022/23. There is a possibility that this is linked to completion rates of young people also (TUNDRA) which is another area under consideration for the College. Most recent 2022/23 data from the APP data dashboard confirms the existence of this attainment gap.

Disabled students

More granular detail is provided in Figure A7, where disabled students are further broken into categories as displayed. There is no clear trend, however there are slight differences depending on disability, with those students with a specified learning disability showing lower attainment than their disabled peers over the last two years.
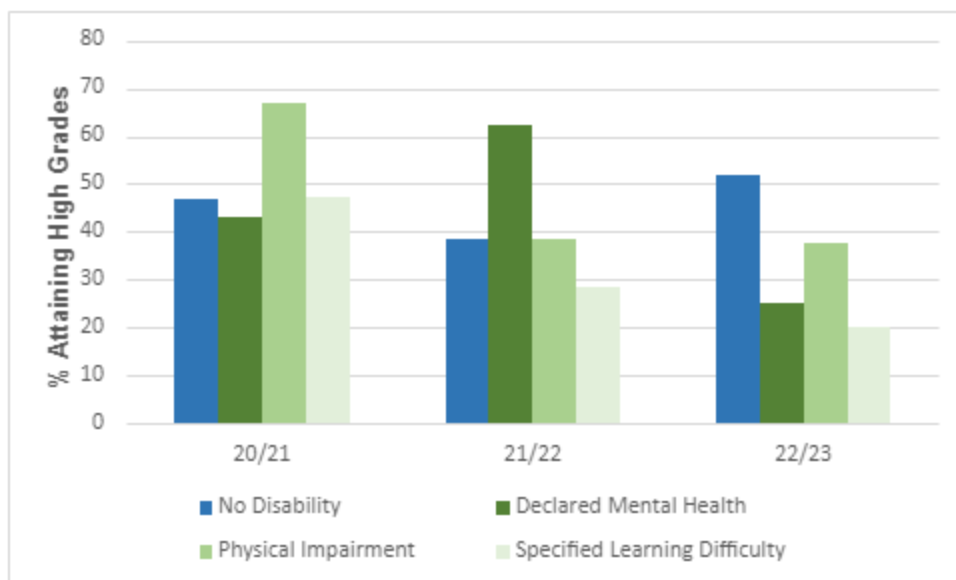
Figure A8. Attainment of non-disabled v disabled students (as categorised). Data source: Bishop Burton College data report

In 2022/23, 43% of qualifying students[8] were awarded a high grade, of which 54% were awarded to non-disabled students. The 46% awarded to disabled students comprised 10.2% to students with declared mental health, 15.9% to those with a physical impairment, 17% to students with a specified learning difficulty, and 2% to those with a disability 'other'.

Progression

There are no significant gaps in progression within our student data, however we will continue to monitor graduate outcomes and progression of our students as part of overall student success monitoring. We have therefore not targeted any specific progression interventions as part of this plan.

Intervention strategy 1 (IS1)

The theory of change used to develop this intervention strategy can be broadly illustrated as follows:

A broad theory of change can be used to describe this intervention, in that if potential students have access to knowledge and information in a timely manner, they are more likely to be familiar with the concept of higher education and are therefore more likely to consider applying for a higher education programme.
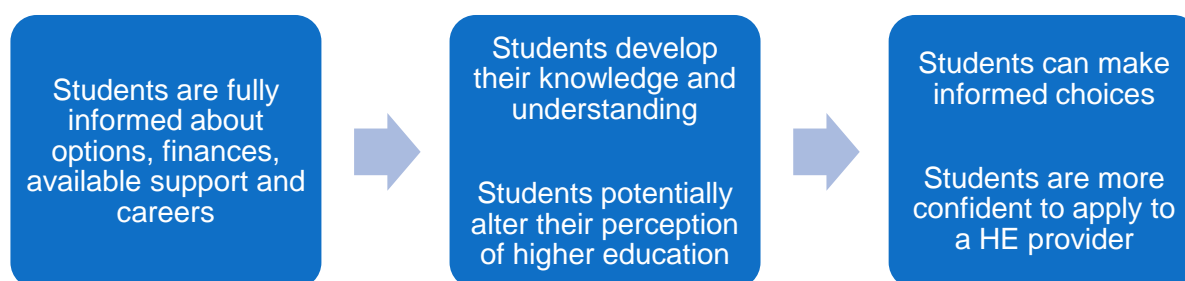
Figure B1. Broad theory of change describing potential outcomes of intervention strategies 1 (and intervention strategy 2)

The TASO toolkit[1] identifies pre-entry IAG as a low-cost but potentially impactful way to improve aspiration and attitudes towards higher education. Early forms of pre-entry IAG, used alongside more intensive, targeted interventions aimed at target groups is likely to lead to positive outcomes, so we will use a combined approach within this IS1, which will lead to development of individualised IAG and support as students progress through their educational journey. For example, when offering IAG to internal FE students (16-17 year olds), we will identify through early light-touch IAG which students fall into the target groups and are in need of personalised IAG and support. This approach can also apply to schools work and other potential applicants. It is recognised by studies carried out by TASO that it is not wholly possible to make strong claims about the most effective forms of IAG for

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[1] https://taso.org.uk/intervention/information-advice-and-guidance/

disadvantaged groups, we are confident that as a small and specialist provider that we can further tailor IAG approaches to smaller groups and even on an individualised level.

We recognise the potential barriers that this particular group of students may face and have used the EoRR to identify these barriers which will form the basis of this Intervention Strategy.

Intervention strategy 2 (IS2)

In a similar approach to IS1, intervention strategy 2 (IS2) is based around the broad theory of change relating to information, advice and guidance. We have used TASO's toolkit to identify interventions which can be effective in achieving these targets. Again, a broad theory of change can be used to describe this intervention, in that if potential students have access to knowledge and information in a timely manner, they are more likely to be familiar with the concept of higher education and are therefore more likely to consider applying for a higher education programme. In testing this theory of change, we aim to remove some of the barriers and misconceptions around higher education for care-experienced students, whilst recognising specific support needs for this group.

Students are fully informed about options, finances, available support and careers

Students are supported finanically and emotionally to enrol onto HE

Students are supported to succeed via financial interventiosn and by creating a safe spce and place

→

Students develop their knowledge and understanding

Students potentially alter their perception of higher education

Students become academically and personally confident

→

Students can make informed choices

Students are more confident to apply to a HE provider

Students are more likely to complete and progress

Figure B2. Broad theory of change describing potential outcomes of intervention strategies 2

Intervention strategies 1 and 2 are based on similar evidence and theories of change, and similar interventions will be used in both strategies, however we are conscious of the different barriers experienced by the two priority groups, therefore we will adapt each intervention strategy as appropriate to the needs to smaller groups/individuals within these priority groups. As the plan evolves, we recognise that as more care-experienced and FSM-eligible students enrol at the college, we will need to adapt our intervention future

intervention strategies to support student success, however the focus for the life of this plan will be to ensure students from these groups have equal opportunity to access higher education.

Intervention strategy 3 (IS3)

This intervention strategy focusses strongly on a holistic mentoring and coaching approach, focussing on a blend of academic and personal support structures, which is supported by the TASO evidence toolkit for both pre and post entry interventions[2] [3]. Although there is mixed evidence on causal impact, we believe that there are some indicators within this evidence base which supports current activities at the college, and has formed the basis for future planned interventions. For example, we know from previous support structures already in place at the college that students respond positively to mentoring and coaching strategies, however these are untested on the specific target groups identified in this plan, we are confident that a tailored approach can be adapted to suit these priority groups.
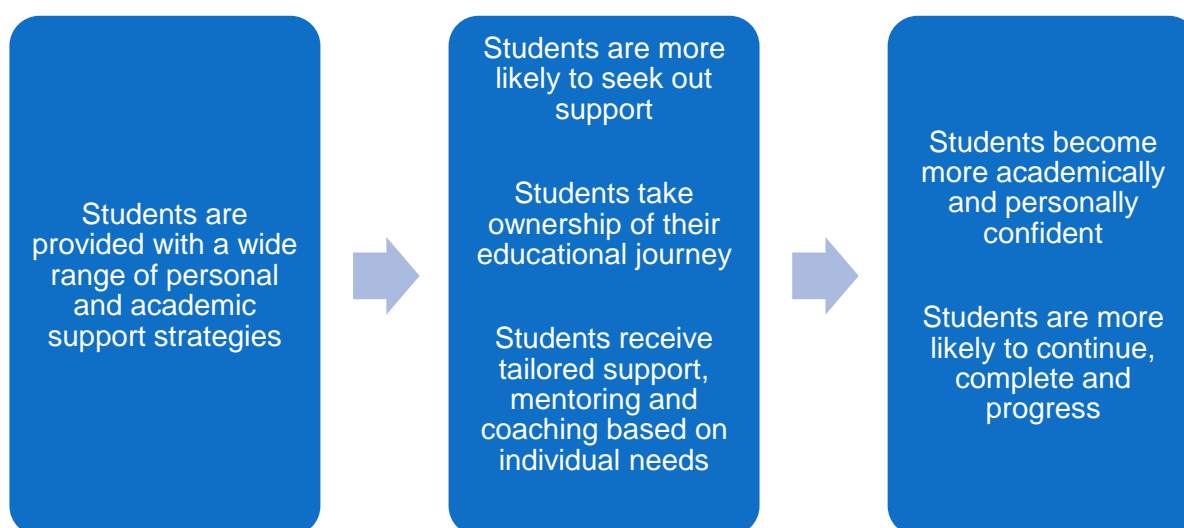
Figure B3. Broad theory of change describing potential outcomes of intervention strategies 3.

We will evaluate all intervention strategies using the OfS Standards of Evidence framework, the NERUPI framework and map against the EoRR.

There is limited opportunity to use Type 3 evaluation strategies, as small numbers make it difficult to establish control groups to enable effective comparisons. However, we will focus on Type 1 and Type 2 evaluation strategies, as described above and as relevant to each intervention activity.

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[2] https://taso.org.uk/intervention/mentoring-counselling-role-models-pre-entry/
[3] https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/

Fees, investments and targets
2025-26 to 2028-29

Provider name: Bishop Burton College

Provider UKPRN: 10000721

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	8950
Foundation degree		N/A	8950
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	7500
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4475
Foundation degree		N/A	5966
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	3750
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Bishop Burton College

Provider UKPRN: 10000721

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£80,000	£80,000	£80,000	£80,000
Financial support (£)	NA	£60,000	£60,000	£60,000	£60,000
Research and evaluation (£)	NA	£13,000	£13,000	£15,000	£15,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£36,000	£36,000	£36,000	£36,000
Access activity investment	Post-16 access activities (£)	£44,000	£44,000	£44,000	£44,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£80,000**	**£80,000**	**£80,000**	**£80,000**
Access activity investment	*Total access investment (as % of HFI)*	**9.0%**	**9.0%**	**9.0%**	**9.0%**
Access activity investment	*Total access investment funded from HFI (£)*	**£60,000**	**£49,000**	**£49,000**	**£49,000**
Access activity investment	*Total access investment from other funding (as specified) (£)*	**£20,000**	**£20,000**	**£20,000**	**£20,000**
Financial support investment	Bursaries and scholarships (£)	£55,000	£55,000	£55,000	£55,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£5,000	£5,000	£5,000	£5,000
Financial support investment	**Total financial support investment (£)**	**£60,000**	**£60,000**	**£60,000**	**£60,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**6.7%**	**6.7%**	**6.7%**	**6.7%**
Research and evaluation investment	Research and evaluation investment (£)	£13,000	£13,000	£15,000	£15,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.5%	1.5%	1.7%	1.7%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Bishop Burton College

Provider UKPRN: 10000721

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the number of FSM-eligible students enrolling on higher education programmes	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible		Bishop Burton College internal datasets were used to set this target	No	Other data source (please include details in commentary)	2022-23	Percentage	2%	2%	5%	7%	10%
	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
To reduce completion gap between TUNDRA quintile 1 students and TUNDRA quintile 5 students to less than 10pp	PTS_1	Completion	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	TUNDRA quintile 5	Data source- Bishop Burton College HE Dataset	No	Other data source (please include details in commentary)	2022-23	Percentage points	29.2	25	20	15	9
To reduce completion gap between IMD quintile 1 students and IMD quintile 5 students	PTS_2	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Data sources- (1) Bishop Burton College dataset, (2) APP data dashboard	No	The access and participation dashboard	2021-22	Percentage points	13.7	10	8	6	4
To minimise the attainment gap between young and mature students	PTS_3	Attainment	Age	Young (under 21)	Mature (over 21)	Data source- Bishop Burton College HE dataset	No	The access and participation dashboard	2021-22	Percentage points	39.9	30	25	20	10
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														