

# [Bury College]

## Access and participation plan 2025-26 to 2028-29

### Introduction and strategic aim

#### Introduction / Context

Bury College is a large tertiary College located in the centre of the market town of Bury. The College supports around 7,000 students per year.

This document sets out how Bury College will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. This includes the College's ambition for change, the objectives that have been set to support this, together with the interventions put in place to achieve that change, and the investment to deliver the plan.

#### Bury College Vision

Positive Futures: Skills for Jobs, Skills for Life

#### Bury College Mission

Serving the community through education and training

Bury College's mission and purpose is to serve the community through education and training. This is delivered within the context of the College's strategic priorities:

##### Curriculum

Offer a rich, diverse, career-focussed curriculum that responds to the needs of our learners and employers.

##### Teaching, Learning and Assessment

Continuously develop teaching, learning and assessment that enables our learners to achieve excellent outcomes: the skills and attitudes to excel in their future career.

##### Human Resources

Attract, develop and retain the best staff to deliver excellence for our learners.

##### Resources

Invest in our curriculum and enhance the learner experience and outcomes through effective and efficient use of resources.

##### Partnerships and Reputation

Be the education and training provider of choice for the communities we serve.

Equality of opportunity is embedded within Bury College's Mission and Strategic Priorities, which help to ensure actions focus on reaching, engaging and supporting students from all backgrounds, including those with the ability and desire to undertake Higher Education.

As a local anchor institution, the College's mission and values have equality and opportunity at their core: The College positively changes people's lives and adds value to the social and economic well-being of its communities through delivery of high-quality, accessible education and training in a friendly culture of mutual respect and support.

The College offers affordable courses that have achievable and fair UCAS tariff for HE entry to help improve accessibility / encourage engagement from those with lower grades, mature applicants with relevant experience or applicants from non-traditional entry routes.

The College is also a core FE partner of the Greater Manchester Institute of Technology, and has been increasing the delivery of Higher Technical qualifications to help create new pathways to higher education, including for those that study technical / vocational programmes.

## Risks to equality of opportunity

The College has used different sources to assess performance and help identify key indicators of risk to equality of opportunity that will be addressed by this Plan, including the Office for Students (OfS) Access and Participation (AP) dashboard, Equality of Risk Register (EORR), and supported by internal analysis of data at different parts of the student lifecycle.

Student and staff consultation has further informed the College's understanding of risks to equality of opportunity through identifying challenges to students at different lifecycle stages and particular under-represented student groups in need of support.

Due to the relatively small size of Bury College HE provision/student numbers, objectives have been prioritised for those areas showing the greatest indications of risk, together with measurable targets towards eliminating the risks to equality of opportunity.

Using the Office for Students data sets, the largest data returns were for:

- Full-time students
- All Undergraduates
- Aggregated Data for more recent 4 years

This has identified the following key Indicators of Risk to Equality of Opportunity

### Lifecycle Stage = Access

Main Indicators of Risk to Equality of Opportunity

- Lower proportions of Male full-time students are Accessing higher education at Bury College.
- Lower proportions of full-time students with Asian, Black, Mixed, Other (ABMO) ethnicity are Accessing higher education at Bury College.
- Lower proportions of Younger full-time students (aged 21 and under on commencement) are Accessing higher education at Bury College.

There is a risk that Bury College is not appealing to key cohorts of learners and not experiencing equality of opportunity to enable them to Access higher education at Bury College. Using OfS Data Reports from 2023-24, several gaps have been identified in terms of Access rates among the above cohorts of learners, e.g.:

- Four-year aggregate data for period 2018/19-2021/22 for Male learners is showing a gap of 18.6% to sector level performance of Male learners (24.4% v 43%).

- Four-year aggregate data for period 2018/19-2021/22 for ABMO ethnicity learners is showing a gap of 16.6% to sector level recruitment of ABMO learners (16.7% v 33.3%).

- Four-year aggregate data for period 2018/19-2021/22 for Younger learners is showing a gap of 29.5% to sector level performance of Younger learners (those aged 21 and under on commencement) (42.8% v 72.3%).

Please see Appendix A for additional details.

Note, Regulatory Notice 1 / Regulatory Advice 6 documents recommend disaggregating data and to consider data at granular level where possible as part of the assessment process, including intersectional analysis of characteristics, however as a relatively small provider, student numbers involved often means that OfS data regularly returns DP / N/a / Low returns for these data fields, limiting the ability of the College to disaggregate data / consider intersections of characteristics. This is, for example, why Asian, Black, Mixed, Other (ABMO) ethnicity learners are shown together rather than disaggregated. This approach has also been used to analyse/use aggregated data over the most recent four-year period, as often data is not available or reportable for individual years. This approach also ensures the College complies with the UK GDPR and Data Protection Act 2018 in relation to using and publishing information that may identify individuals.

In addition, Regulatory Advice 6 advises that, where a provider does not have sufficient data assess performance, it can use national groups to identify potential risks to equality of opportunity that its students may be facing and inform intervention strategies that address these risks.

Using the Office for Students Equality of Risk Register, factors considered that students may be experiencing to Access risks at Bury College include:

#### Risk 1: Knowledge and Skills

Where 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, and where the impacts of this risk include low attainment at Key Stage 4 and/or limited subject choice for students from certain areas, schools or with certain characteristics.

#### Risk 2: Information and Guidance

Where 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, and where the impacts of this risk include a lack of, information and guidance resulting in differential application patterns for different groups of students.

#### Risk 3: Perception of Higher Education

Where students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified, and where the impacts of this risk include a reluctance to apply for certain providers and/or courses, leading to lower application rates by students with certain characteristics, and subsequently lower progression rates.

#### Risk 4: Application Success Rates

Where students may not be accepted to a higher education course, or may not be accepted to certain types of providers within higher education, despite being qualified, and where the impacts of this risk include differences in the way that an application is assessed, resulting in lower acceptance rates and subsequently lower progression rates to certain courses for students with particular characteristics.

#### Risk 5: Limited Choice of Course Type and Delivery Mode

Where students may not have equal opportunity to access a sufficiently wide variety of higher education course types, and where the impacts of this risk include more restricted choice for students with certain characteristics, and subsequently to lower progression to higher education rates.

#### Risk 9: Ongoing impacts of coronavirus

Where students may be affected by the ongoing consequences of the coronavirus pandemic, and where the impacts of this risk include lower progression rates to higher education for students from certain backgrounds.

### **Lifecycle Stage = Continuation**

#### Main Indicators of Risk to Equality of Opportunity

- Lower proportions of male full-time students are Continuing in higher education at Bury College.
- Lower proportions of younger full-time students (aged 21 and under on commencement) are Continuing in higher education at Bury College.

There is a risk that key cohorts of learners are not experiencing equality of opportunity to enable them to Continue in higher education at Bury College. Using OfS Data Reports from 2023-24, several gaps have been identified in terms of Continuation rates among the above cohorts of learners, e.g.:

- Four-year aggregate data for period 2017/8-2020/21 for Male learners is showing a gap of 11.3% to Females learners continuing at Bury College, and a gap of 13.3% to sector level performance of Male learners.

- Four-year aggregate data for period 2017/8-2020/21 for Younger learners is showing a gap of 3.4% to Mature learners continuing at Bury College, and a gap of 10.8% to sector level performance of Younger learners (those aged 21 and under on commencement).

Please see Appendix A for additional details.

Using the Office for Students Equality of Risk Register, factors considered that students may be experiencing to Continuation risks at Bury College include:

Risk 1: Knowledge and Skills

Where 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

Where 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 5: Limited Choice of Course Type and Delivery Mode

Where students may not have equal opportunity to access a sufficiently wide variety of HE course types.

Risk 6: Insufficient Academic Support

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

Risk 7: Insufficient Personal Support

Where students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome

Risk 8: Mental Health

Where students may not experience an environment that is conducive to good mental health and wellbeing

Risk 9: Ongoing impacts of coronavirus

Where students may be affected by the ongoing consequences of the coronavirus pandemic. The impacts of this risk include attainment rates at Key Stage 1 to 5, and to result in lower progression rates to higher education for students from certain backgrounds.

Risk 10: Cost Pressures

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

Risk 11: Capacity Issues

Where students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation.

**Lifecycle Stage = Completion**

Main Indicators of Risk to Equality of Opportunity

- Lower proportions of male full-time students are Completing their course in higher education at Bury College
- Lower proportions of female full-time students are Completing their course in higher education at Bury College

There is a risk that key cohorts of learners are not experiencing equality of opportunity to enable them to complete their higher education course at Bury College. Using OfS Data Reports from 2023-24, several gaps have been identified in terms of Completion rates among the above cohorts of learners, e.g.:

- Four-year aggregate data for period 2012/13-2018/19 for Male learners is showing a gap of 5.6% to Females learners completing at Bury College, and a gap of 18% to sector level performance of Male learners.

- Four-year aggregate data for period 2012/13-2018/19 for Female learners is showing a gap of 17.6% to sector level performance of Female learners.

There are also other data sets that show performance gaps at Bury College against the sector, however it is considered that focusing on the groups above will ensure coverage of other/all under-performing cohorts, e.g.:

- Four-year aggregate data for period 2012/13-2018/19 for White ethnicity learners is showing a gap of 18.3% to sector level performance of White learners.

- Four-year aggregate data for period 2012/13-2018/19 for Younger learners is showing a gap of 3.3% to Mature learners completing at Bury College, and a gap of 21% to sector level performance of Younger learners (those aged 21 and under on commencement).

Please see Appendix A for additional details.

Using the Office for Students Equality of Risk Register, factors considered that students may be experiencing to Completion risks at Bury College include:

#### Risk 1: Knowledge and Skills

Where 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

Where 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 6: Insufficient Academic Support

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

#### Risk 7: Insufficient Personal Support

Where students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome

#### Risk 8: Mental Health

Where students may not experience an environment that is conducive to good mental health and wellbeing

#### Risk 9: Ongoing impacts of coronavirus

Where students may be affected by the ongoing consequences of the coronavirus pandemic. The impacts of this risk include attainment rates at Key Stage 1 to 5, and to result in lower progression rates to higher education for students from certain backgrounds.

#### Risk 10: Cost Pressures

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

#### Risk 11: Capacity Issues

Where students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation.

### **Lifecycle Stage = Attainment**

#### Main Indicators of Risk to Equality of Opportunity

- Lower proportion of disabled learners securing strong attainment rates
- Lower proportion of younger learners securing strong attainment rates
- Lower proportion of white ethnicity learners securing strong attainment rates

There is a risk that key cohorts of learners are not experiencing equality of opportunity to enable them to secure higher grades on their degree programmes at Bury College (first or upper second classification). Using OfS Data Reports from 2023-24, several gaps have been identified in terms of Attainment rates among the above cohorts of learners, e.g.:

- Four-year aggregate data for period 2016-17 – 2021/22 for Disabled learners is showing a gap of 23.4% to sector level performance of Disabled learners.

- Four year aggregate data for period 2016-17 – 2021/22 for Young learners is showing a gap of 23% to sector level performance on under 21 year old learners

- Four year aggregate data for period 2016-17 – 2021/22 for White ethnicity learners is showing a gap of 13.3% to sector level performance on White ethnicity learners (note, insufficient learner numbers to provide performance data for non-white learners)

Please see Appendix A for additional details.

Using the Office for Students Equality of Risk Register, factors considered that students may be experiencing to Completion risks at Bury College include:

#### Risk 1: Knowledge and Skills

Where 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

Where 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 5: Limited Choice of Course Type and Delivery Model

Where students may not have equal opportunity to access a sufficiently wide variety of higher education course types.

#### Risk 6: Insufficient Academic Support

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

#### Risk 7: Insufficient Personal Support

Where students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome

#### Risk 8: Mental Health

Where students may not experience an environment that is conducive to good mental health and wellbeing

#### Risk 9: Ongoing impacts of coronavirus

Where students may be affected by the ongoing consequences of the coronavirus pandemic. The impacts of this risk include attainment rates at Key Stage 1 to 5, and to result in lower progression rates to higher education for students from certain backgrounds.

#### Risk 10: Cost Pressures

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

#### Risk 11: Capacity Issues

Where students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation.

When preparing the College's plan, all indicators of risk were considered, however being a relatively small provider of higher education, the number of students involved are often low, and the decision has been taken to focus targets / objectives / interventions on those areas with main risk indicators, and where the College has the largest potential to make impactful interventions. These are Access, Continuation and

Completion. The College will monitor all of the lifecycle stages to ensure risk / gaps in attainment / progression are not widening, but has not prepared any specific objectives for this lifecycle stage within this plan. This reflects OfS Regulatory Advice 6 note which recognises that smaller providers with less capacity may focus on fewer objectives, targets and intervention strategies.

## **Lifecycle Stage = Progression**

Main Indicators of Risk to Equality of Opportunity

- Lower progression rates among White ethnicity learners
- Lower progression rates among Female learners
- Lower progression rates among Young learners

There is a risk that key cohorts of learners are not experiencing equality of opportunity to enable them to successfully progress to managerial or professional employment, further study, or other positive outcome. Using OfS Data Reports from 2023-24, several gaps have been identified in terms of Progression rates among the above cohorts of learners, e.g.:

- Four-year aggregate data for period 2015/16 – 2020/21 for White ethnicity learners is showing a gap of 30% to sector level performance of White ethnicity learners.

- Four-year aggregate data for period 2015/16 – 2020/21 for Female learners is showing a gap of 28.7% to sector level performance of Female learners.

- Four-year aggregate data for period 2015/16 – 2020/21 for Young learners is showing a gap of 32.5% to sector level performance of Young learners.

Please see Appendix A for additional details.

Using the Office for Students Equality of Risk Register, factors considered that students may be experiencing to Attainment risks at Bury College include:

### Risk 6: Insufficient Academic Support

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

### Risk 7: Insufficient Personal Support

Where students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome

### Risk 8: Mental Health

Where students may not experience an environment that is conducive to good mental health and wellbeing

### Risk 9: Ongoing impacts of coronavirus

Where students may be affected by the ongoing consequences of the coronavirus pandemic. The impacts of this risk include attainment rates at Key Stage 1 to 5, and to result in lower progression rates to higher education for students from certain backgrounds.

### Risk 10: Cost Pressures

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

### Risk 11: Capacity Issues

Where students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation.

### Risk 12: Progression from Higher Education

Where students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

When preparing the College's plan, all indicators of risk were considered, however being a relatively small provider of higher education, the number of students involved are often low, and the decision has been taken to focus targets / objectives / interventions on those areas with main risk indicators, and where the College has the largest potential to make impactful interventions. These are Access, Continuation and Completion. The College will monitor all of the lifecycle stages to ensure risk / gaps in attainment / progression are not widening, but has not prepared any specific objectives for this lifecycle stage within this plan. This reflects OfS Regulatory Advice 6 note which recognises that smaller providers with less capacity may focus on fewer objectives, targets and intervention strategies.

Please note that Bury College has low numbers of part-time learners and apprentices. Analysis of Office for Students data sets returned mostly N/a due to small size of cohorts involved. Consequently, no targets / objectives / interventions have been set that focus on part-time learners or apprentices.

## Objectives

The risk indicators prioritised under this Plan will be addressed through the following objectives:

### Objective 1 – Access / FIT Reference Table 5a = PTA 1

Bury College will:

#### Objective 1 (PTA 1)

Increase the access rate of Male learners in Higher Education at the College to 33% by 2028  
(2023-24 OfS Data Report baseline rate = 24.4%)

This would reduce the gap in access to Higher Education of Male learners at the College to 10% by 2028  
(2023-24 OfS Data Report baseline gap = 18.6%)

This Access focused objective will be achieved through a range of activities, including:

- Increased marketing and promotional activities, targeted at Male learners
- Pre-entry awareness and aspiration raising activities, including partnership working with schools, Positive Futures and Family First campaigns, targeted at Male learners
- GCSE attainment activities targeted at Male learners
- Better targeted Information, Advice and Guidance (IAG) sessions targeted at Male learners
- Promoting Higher Technical pathways at Level 4/5 to Male learners

Whilst there were additional cohorts at risk of equality of opportunity, the College considers that targeting Access activities at Male learners will also reach additional cohorts at risk, e.g. Younger learners and those with Asian, Black, Mixed, Other ethnicity.

### Objectives 2, 3 – Continuation / FIT Reference Table 5d = PTS 1 / PTS 2

Bury College will:

#### Objective 2 (PTS 1)

Increase the continuation rate of Male learners in Higher Education at the College to 83% by 2028  
(2023-24 OfS Data Report baseline rate = 75%)

This would reduce the gap in continuation in HE of Male learners at the College to 5% by 2028  
(2023-24 OfS Data Report baseline gap = 13.3%)

#### Objective 3 (PTS 2)

Increase the continuation rate of Younger learners in Higher Education at the College to 87% by 2028  
(2023-24 OfS Data Report baseline rate = 81.6%)

This would reduce the gap in continuation in HE of Younger learners at the College to 5% by 2028  
(2023-24 OfS Data Report baseline gap = 10.8%)



These Continuation focused objectives will be achieved through a range of activities, including:

- Enhanced personal support, including study skills initiative, targeted at key cohorts in scope for this plan
- Enhanced academic support, including early intervention support, targeted at key cohorts in scope for this plan
- Enhanced financial support, including the Bury College Bursary (£500 per year to internal progressing students (conditions apply), targeted at key cohorts in scope for this plan, plus the College Hardship Fund to help students in emergency hardship\*

#### Objectives 4, 5 – Completion / FIT Reference Table 5d = PTS 3 / PTS 4

Bury College will:

##### Objective 4 (PTS 3)

Increase the completion rate of Male learners in Higher Education at the College to 75% by 2028

(2023-24 OfS Data Report baseline rate = 66.7%)

This would reduce the gap in completion in HE of Younger learners at the College to 10% by 2028

(2023-24 OfS Data Report baseline gap = 18%)

##### Objective 5 (PTS 4)

Increase the completion rate of Female learners in Higher Education at the College to 80% by 2028

(2023-24 OfS Data Report baseline rate = 72.3%)

This would reduce the gap in completion in HE of Younger learners at the College to 10% by 2028

(2023-24 OfS Data Report baseline gap = 17.6%)

These Completion focused objectives will be achieved through a range of activities, including:

- Enhanced personal support, including mental health programme, targeted at key cohorts in scope for this plan
- Enhanced academic support, including personal tutoring targeted at key cohorts in scope for this plan

#### Attainment / Progression Objectives

Due to the smaller data sets / cohort sizes / courses in scope, Bury College has not prioritised any targets / objectives / interventions for the Attainment or Progression stages of the student lifecycle. It is considered that much of the intervention strategies that will be applied at the Access / Continuation / Completion stages of the student lifecycle will also positively impact on Attainment and Progression.

##### \* Bury College Bursary

Students who progress directly from a Level 3 full-time course at Bury College onto a course at the University Centre will benefit from a £500 bursary, paid each academic year of your course.

In order for you to receive the £500 bursary you must meet the following criteria:

You must have commenced an undergraduate course of study in September 2025 or later at Bury College University Centre and be paying full-time tuition fees. Fees must be paid via tuition fee loan or you must be self-funded

The bursary will be paid to you on your first higher education course and not on subsequent courses

You must have successfully completed a full Level 3 qualification (e.g. A-levels, Advanced Diploma, or Advanced Apprenticeship, Access to HE or T Level) at Bury College in the preceding academic year

Source: <https://burycollege.ac.uk/university-centre/supporting-you/fees-and-funding>

##### Bury College Student Hardship Fund

Bury College will set aside additional funds to help students in emergency hardship where their individual circumstances, or the nature of their financial need means they cannot be supported by alternative funds. Applications for support will be assessed on a case-by-case basis.

Source: <https://burycollege.ac.uk/full-time/student-resources/bc-financial-support>

## Intervention strategies and expected outcomes

The objectives prioritised under this Plan will be addressed through the following intervention strategies:

### Intervention Strategy 1 (IS1)

Situation (what needs to change)

Data indicates that there is a risk Bury College is not appealing to several cohorts of learners, and that those students are not experiencing equality of opportunity to enable them to Access higher education at Bury College. Key groups at risk are Young, Male and ABMO learners.

Activity (what Bury College will do)

#### Objectives 1 – Access

Bury College will:

#### Objective 1

Increase the access rate of Male learners in Higher Education at the College to 33% by 2028  
(2023-24 OfS Data Report baseline rate = 24.4%)

This would reduce the gap in access to Higher Education of Male learners at the College to 10% by 2028  
(2023-24 OfS Data Report baseline gap = 18.6%)

This focus of the plan will include activity related to partnership working with local schools, Colleges and community groups. Activities will work to increase both awareness of Higher Education provision available at Bury College, together with activities to improve perceptions of, and raise ambitions and aspiration to HE at Bury College among Male learners.

Bury College already undertakes general activity in this area through high school information and advice sessions, hosting of Positive Future events and delivery of targeted programmes, however through this Plan, activities have been selected as they will help respond to the needs of Male learners, and allow for more focused activities on this group. This will be completed by delivery of GCSE targeted support, and improved internal activities with existing male FE student cohort to raise their aspirations for study at higher levels.

Indicators of risk to equality of opportunity to Access that will be supported through this intervention include:

- Risk 1: Knowledge and Skills
- Risk 2: Information and Guidance
- Risk 3: Perception of Higher Education
- Risk 4: Application Success Rates
- Risk 5: Limited Choice of Course Type and Delivery Mode

Activity	Inputs	Outcomes	Cross Intervention
<p><i>Pre-16 outreach activity</i> Partnership working with local high schools to support activity to raise attainment among males.</p> <p>Sustained activities will deliver information, advice and guidance to raise knowledge and aspiration to Higher Education among male pre-16-year-olds.</p> <p>Activities will include male targeted campaigns to tailor messaging to ensure priority cohort has access to meaningful information.</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- High School Liaison team</li> <li>- Marketing Manager</li> <li>- Assistant Marketing Manager</li> <li>- HE staff</li> <li>- IAG staff</li> </ul>	<p>Immediate (during life of APP) Increased knowledge male pre-16-year-olds of range of HE pathways and career choices available.</p> <p>Improved perception among male pre-16-year-olds of HE / HE at Bury College.</p> <p>Improved drive among male pre-16-year-olds to develop the knowledge and skills that will enable progression to HE.</p> <p>Longer term</p>	<p>IS2 / IS3</p> <p>Outcomes of these activities are anticipated to complement and impact positively on additional lifecycle stages for males learners.</p>

<p>Activities will include awareness raising of recent HE curriculum developments at the College, including Higher Technical Qualifications to help promote diverse provision.</p> <p><i>Scalable activity</i> Information sharing / aspiration raising sessions delivered with 3 high schools across Bury in Year 1, rising to 5 high schools by Year 4.</p>		<p>Longer term impact on applications to HE among males.</p> <p>Raised pre-16 attainment levels (KS4) among males.</p>	
<p><i>GCSE Attainment Programme</i> Focused on GCSE Maths and English to help increase the number of young males successfully achieving their GCSEs.</p> <p>To deliver complementary activities together with additional support / resources to help drive attendance at timetabled lessons, and attendance at exams.</p> <p><i>Scalable activity</i> To initially focus on those assessed as being closest to achieving their GCSE qualification, targeting 50 male students in Year 1, and rising to 100 male students by Year 4.</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- Maths / English teaching staff</li> <li>- FE curriculum staff</li> <li>- Student support staff</li> </ul>	<p>Immediate (during life of APP) Improved motivation and willingness to engage with Maths / English.</p> <p>Increased confidence and ability to among males to achieve their GCSE Maths / English qualifications.</p> <p>Improved ambition / intention among males to progress to HE.</p> <p>Longer term More successful applications to HE from males.</p>	<p>IS2 / IS3</p> <p>Outcomes of these activities are anticipated to complement and impact positively on all lifecycle stages for male learners.</p>
<p><i>Positive Futures</i> Cross-college activity aimed at internal male students to promote progression routes and benefits of HE.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- Presentations from HE staff on the range of programmes available</li> <li>- HE Fair</li> <li>- IAG on how study programmes can help male students to progress to relevant HE courses</li> <li>- Support with UCAS applications / statements</li> <li>- Tours of the University Centre</li> <li>- Promotion of the bursary scheme (£500 per year to eligible internal progressing students)</li> </ul> <p><i>Scalable activity</i> One x event held in Year 1 (target 50 attending), rising to Two x events held in Year 4 (targeting 100 attending).</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- Marketing Team / Event Co-ordination</li> <li>- HE staff</li> <li>- FE staff</li> <li>- IAG staff</li> <li>- GM Higher</li> </ul>	<p>Immediate (during life of APP) Increased knowledge and skills among male learners on range of HE pathways and career choices available.</p> <p>Increased HE application support to male learners.</p> <p>Increased intention to progress to HE among male learners.</p> <p>Increased enquiries / successful applications from male learners.</p> <p>Longer term More successful applications to HE from male learners.</p>	<p>IS2 / IS3</p> <p>Outcomes of these activities are anticipated to complement and impact positively on all lifecycle stages for male learners.</p>
<p><i>Family First Programme</i> Targeted work to engage and support male FE College students who have no family history of HE</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- Marketing Team</li> <li>- HE staff</li> </ul>	<p>Immediate (during life of APP) Changed perceptions among male learners of HE.</p>	<p>IS2 / IS3</p> <p>Outcomes of these activities</p>

<p>and close working with them to raise their knowledge, skills and aspirations.</p> <p><i>Scalable activity</i> Initial cohort of five male FE College students engaged / supported in Year 1, rising to ten male FE College learners by Year 4.</p>	<ul style="list-style-type: none"> <li>- FE staff</li> <li>- IAG staff</li> </ul>	<p>Increased knowledge and skills among male learners to support application to HE and raise aspiration.</p> <p>Increased enquiries / successful applications from male learners.</p> <p>Longer term More successful applications to HE from male learners.</p>	<p>are anticipated to impact positively all lifecycle stages for priority group students.</p>
<p><i>Transition / Progression Support</i> Transition programme to help prepare male students progress from FE to HE.</p> <p>Activities will be responsive to need, and are expected to include assisting with campus orientation / meeting the team / facilities and resources / reading lists / Canvas VLE / General Advice and Guidance / Student Support Services / Counselling Team etc. To be complemented with regular 'keep warm' engagements and ongoing formal signposting to new support avenues, including additional HE specific support practitioners.</p> <p><i>Scalable activity</i> Initially piloted with one workshop during summer 2025, rising to minimum of two workshops by 2028.</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- HE academic teams</li> <li>- IAG team</li> <li>- Student Services team</li> </ul>	<p>Immediate (during life of APP) For male students Improved motivation and engagement in learning.</p> <p>Improved self-perceptions about academic abilities, confidence and belonging.</p> <p>Improved mental health and reduced fear of unknown / associated anxiety with regards progression to / belonging within HE.</p> <p>Longer-term Improved continuation rates as male HE students make a strong start to their Higher Education experience, including by being more aware of who to engage where they may have an issue as a result of personal circumstances.</p> <p>Improved access, and continuation rates for male learners.</p> <p>Plus, for tutors Improved understanding of key issues affecting male transition; and development of effective strategies to support.</p> <p>Improved knowledge and confidence in providing range of support students from under-represented groups.</p>	<p>IS2 / IS3</p> <p>Outcomes of these activities are anticipated to complement and impact positively on all lifecycle stages for male learners.</p>
<p><i>Promoting Higher Technical pathways at Level 4/5</i> To capitalise on recent innovations at Bury College HE offer, including through involvement with DfE Higher Technical Education programmes (HTE/SIF1/SIF2), which has led to several new higher technical qualifications being approved for delivery.</p> <p>To include awareness raising of Greater Manchester Institute of Technology and additional</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- HE teaching teams</li> <li>- FE teaching teams</li> <li>- Marketing team</li> </ul>	<p>Immediate (during life of APP) For students Changed perceptions among male learners of pathways available to them into HE.</p> <p>Increased HE application support to male learners.</p> <p>Increased intention to progress to HE among male learners.</p> <p>Increased enquiries / successful applications from male learners.</p> <p>Longer term</p>	<p>IS2 / IS3</p> <p>Outcomes of these activities are anticipated to impact positively all lifecycle stages for priority group students.</p>

<p>pathways to HE and higher technical qualifications.</p> <p>Will involve awareness raising and promotion to school and college learners to demonstrate additional / alternative pathways available to them (vocational). To include targeting of T-Level students and those on Technical courses to promote progression pathways available to them.</p> <p><i>Scalable activity</i> Initially piloted with one curriculum area during Year 1 (focus on those with strong male numbers), rising to minimum of two areas by Year 4.</p>		<p>More successful applications to HE from male learners.</p> <p>Plus, for Tutors Increased knowledge and confidence to promote HE progression pathways to higher technical qualifications.</p>	
<b>Total cost of Intervention Strategy 1 Activities</b>	<b>£65,000 in Year 1 rising to £71,000 in Year 4</b>		

### Evidence Base / Rationale

Bury College has used different evidence to support the rationale for this intervention strategy, including student surveys / forums and analysis of existing activities, and financial support records. These have helped identify the biggest risks to equality of opportunity, respond to student feedback and identify particular areas where the College would have the chance to make the greatest impact. These have been prioritised as improved outreach activities, pre-16 attainment / GCSE attainment, targeted programmes, transition to HE support and increased promotion of pathways to higher technical qualifications.

This is supported by wider literature review, e.g.:

Office for Student resources, such as the Transforming Access and Student Outcomes (TASO) Evidence Toolkit (2023), where under Theme 1: Effectiveness of Widening Participation Outreach, it is identified that pre-entry IAG can be a relatively low cost intervention and a positive impact on attitudes / aspirations and HE participation, and that the most successful IAG interventions for students from disadvantaged and underrepresented groups appear to be those that are tailored to individual students, are delivered early and linked to other activity.

Source: <https://taso.org.uk/intervention/information-advice-and-guidance/>

UCAS (2021) *Where next? What influences the choices school leavers make?*, which provides significant insights / advice, including that:

- Disadvantaged students are more likely to consider HE later, which can limit their choices
- 99% of students report making choices at school based on their enjoyment of a subject
- As the roll-out of T Levels accelerates, it is vital that students know where all pathways lead when making choices in school.
- Two in five students believe more information and advice would have led to them making better choices
- Recommends enabling peer-to-peer support allowing students to share experiences with one another
- Recommends putting personalisation at the heart of the student experience, including:
  - providing clarity in entry requirements across all school qualifications and subjects including new provision (e.g. T Levels)
  - building awareness of less linear pathways into post-secondary education, including HE bridging provision, foundation year programmes, and higher technical education qualifications
  - ensuring subject-specific outreach, marketing, and recruitment includes priority groups

Source: <https://www.ucas.com/file/435551/download?token=VUdIDVFh>

UCAS (2022), *Attainment Raising: A Toolkit*, which has several examples of recommended activities and interventions, including:

One to one tuition can have significant positive effects on the educational attainment of students from disadvantaged backgrounds

Mentoring can have a positive impact on attainment by enhancing learners' written communication skills and subject knowledge

Source: <https://www.officeforstudents.org.uk/media/05c8aa08-8ff7-46c0-9374-90a2f89574b0/attainment-raising-a-toolkit-final-accessible.pdf>

A review of research carried out by Wave 1 providers, such as Ainscow; *Collaboration as a strategy for promoting equity in education: possibilities and barriers* (2016), which considers the concept of equity to be a process that strengthens the capacity of an education system to reach out to all learners in the community

Source: <https://www.cscjes-cronfa.co.uk/api/storage/2a6d51d2-92c2-45e3-97a8-2567619e7fb6/Ainscow-paper-for-JPCC-February-2016.pdf>

UCAS survey, *The 2023 Student Mindset, A look into the mindset of current applicants and potential applicants*, which identified several examples to support the College's rationale for proposed interventions, including:

- 54% of replies advised 'speaking to current students' would make them feel more confident or ready for university
- 54% of replies wanted reassurance that they would fit in
- 54% also want more information about study support

McCabe, Keast and Kaya, *Barriers and facilitators to University access in disadvantaged UK adolescents by ethnicity: a qualitative study*; (2022), which highlights the need for ongoing outreach and widening participation work to increase university applications for those considered most disadvantaged, and identifies that the BAME community are often more likely to want to study closer to home (~60% of BAME students said they would prefer to study close by compared to far away, compared to 46% of White participants).

Source: <https://www.tandfonline.com/doi/full/10.1080/0309877X.2022.2086037>

Universities UK report '*Being the First One: attending university as a first generation student*' discusses the need for intervention strategies to engage with students to gain more insight into their challenges, particularly around costs and level of learning, about the need to make terminology less confusing, and to offer peer support to help reduce feelings of isolation.

Source: <https://www.universitiesuk.ac.uk/latest/insights-and-analysis/being-first-one-attending-university>

Several risks / target cohorts have been grouped together within this intervention strategy because the same activities will serve to mitigate a group of risks and will support more than one cohort.

The rationale for outreach into school is to use the College's established links and networks to provide school pupils with information, guidance and inspiration to raise career aspirations, to explain the role of Higher Education in maximising life chances and lifetime earnings and to break down barriers to access.

The rationale for targeting existing FE students include that some outreach work already takes place, and with some success, which this plan is looking to build upon / expand (Positive Futures / Family First / Progression Support) and use APP funding to build on this.

See Annex B for additional details.

### Evaluation

Evaluation work will help collect and collate findings from Intervention Strategy 1, to contribute towards better understanding of data information on risks. As well as evaluating individual activities, Bury College will explore how activities have contributed towards the desired outcomes and, where appropriate, the overall objective.

Methods of evaluation will include:

- Data analysis, e.g. number and percentage of learners with target characteristics engaged / number of activities delivered
- Post-activity surveys/focus groups/interviews with partners/beneficiaries to help understand where activities have made a positive difference, or where improvements can be made, and to draw out deeper understanding about the challenges being tackled

- Analysis to ensure that activities are student-focused, are addressing the greatest risks to equality of opportunity in student access, success and progression, are proportionate and targeted, and driven by a desire for continuous improvement

Dissemination of evaluation findings will focus on:

Summary Progress and Review Report (annually from end of Year 2 of Plan)

This will

- capture learning and insights to help inform ongoing practice and identify any relevant changes / improvements to improve usefulness of activities
- provide insights into the effectiveness and progress of relevant activities within this Intervention Strategy, based on achievement of the intended outcomes

Report to commence from end of Year 2 to allow for sufficient time for interventions to start to work through / impacts to be noticed. To be published on Bury College website and shared with Office for Students as appropriate, e.g. as part of their calls for evidence.

## **Intervention Strategy 2 (IS2)**

Situation (what needs to change)

Data indicates that there is a risk that several cohorts of learners are not experiencing equality of opportunity to enable them to Continue in higher education at Bury College. Key groups at risk include Male learners and Younger learners.

Activity (what Bury College will do)

### Objectives 2, 3 – Continuation

Bury College will:

#### Objective 2

Increase the continuation rate of Male learners in Higher Education at the College to 83% by 2028 (2023-24 OfS Data Report baseline rate = 75%)

This would reduce the gap in continuation in HE of Male learners at the College to 5% by 2028 (2023-24 OfS Data Report baseline gap = 13.3%)

#### Objective 3

Increase the continuation rate of Younger learners in Higher Education at the College to 87% by 2028 (2023-24 OfS Data Report baseline rate = 81.6%)

This would reduce the gap in continuation in HE of Younger learners at the College to 5% by 2028 (2023-24 OfS Data Report baseline gap = 10.8%)

These Continuation focused objectives will be achieved through a range of activities, including:

- Enhanced personal support, including study skills initiative, targeted at key cohorts in scope for this plan
- Enhanced academic support, including early intervention support, targeted at key cohorts in scope for this plan
- Enhanced financial support, including the Bury College Bursary (£500 per year to internal progressing students (conditions apply), targeted at key cohorts in scope for this plan, plus the College Hardship Fund to help students in emergency hardship

This focus of the plan will include activity related to supporting existing students at risk of dropping out of their HE course through not experiencing equality of opportunity. Activities will work to deliver both personal and academic support, including earlier intervention support, together with financial support (£500 Bursary for eligible students / access to emergency Hardship fund), all, all designed to improve their personal circumstances, engagement in learning, academic abilities, confidence and sense of belonging.

Bury College already undertakes general continuation activity in this area through induction activities, group tutorials, 1-2-1s, etc., however through this Plan, activities will be increased to deliver more focused work with those groups identified for prioritisation. By including a target for Male continuation rates, this will

complement target for Male Access and help the College to deliver longer-term interventions/support to this cohort.

Indicators of risk to equality of opportunity to Continuation that will be supported through this intervention include:

- Risk 1: Knowledge and Skills
- Risk 2: Information and Guidance
- Risk 5: Limited Choice of Course Type and Delivery Mode
- Risk 6: Insufficient Academic Support
- Risk 7: Insufficient Personal Support
- Risk 8: Mental Health
- Risk 9: Ongoing impacts of coronavirus
- Risk 10: Cost Pressures

Activity	Inputs	Outcomes	Cross Intervention
<p><i>Academic Study Skills</i> Improved Study Skills service designed to provides HE students with wide-ranging academic support, covering:</p> <ul style="list-style-type: none"> <li>- Overview of range of library services, resources and facilities</li> <li>- Demonstrations of information types available and developing search strategies</li> <li>- Finding and searching academic journals</li> <li>- Gathering, evaluating and comparing data and information</li> <li>- Managing and organising data/information effectively and ethically</li> <li>- Debating / critical thinking skills</li> <li>- Artificial Intelligence</li> </ul> <p>Plus, increased provision / availability of Study Skills drop-in sessions to allow for tailoring to needs of different priority cohorts.</p> <p><i>Scalable activity</i> Pilot programme delivered in Year 1, and offered to all learners by Year 4.</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- HE academic teams</li> <li>- HE Library team</li> </ul>	<p>Immediate (during life of APP) For students Improved motivation and engagement in learning among priority groups / improved self-efficacy.</p> <p>Improved knowledge and skills about academic abilities, together with improved sense of belonging / improved mental health among priority groups.</p> <p>Improved module / assessment grades among priority groups, with improved number of first attempt assessment submissions.</p> <p>Longer term Improved continuation rates for priority students as a result of increased confidence of own ability to complete course / secure strong grades.</p> <p>Improved completion and attainment rates among priority group students.</p>	<p>IS3</p> <p>Outcomes of these activities are anticipated to impact positively additional lifecycle stages for priority group students, e.g. completion / attainment / progression.</p>



<p><i>Early Intervention Personal Support</i> Development of enhanced academic monitoring via use of analytics relating to VLE engagement, lecture/ tutorial attendance, assessment submissions and outstanding Module records.</p> <p>Identification of students 'at risk' and associated actions, including working with students / creating Learner Agreements to help tailor activities and support students where they may be at risk of dropping out, e.g. academic skills advice and guidance course specific advice sector / industry related advice access and use of online resources referrals to student support services</p> <p>Scheduled monitoring / review points to assess impact of support / revise as necessary.</p> <p>Will also involve delivery of training to HE staff to build their capacity and confidence providing support to priority group students.</p> <p>Will include collaborative working with University partners to share good practice / improve support available to priority groups.</p> <p><i>Scalable activity</i> Initial focus on those students from priority groups identified through at-risk RAG rating as Red or Red/Amber in Year 1, rising to all students from priority groups identified on the Risk Rating by Year 4.</p>	<p>Staff expertise and time, including: - Bury College Head of Digital Learning and Resources - Assistant Curriculum Manager for HE Provision to lead on early intervention programme - HE staff to identify at risk students, analyse VLE data / support delivery of interventions</p>	<p>Immediate (during life of APP) For students Improved sustained engagement in learning among priority groups.</p> <p>Improved self-perceptions about academic abilities, confidence and belonging / improved mental health among priority groups.</p> <p>Improved module / assessment grades among priority groups, with improved number of first attempt assessment submissions.</p> <p>Longer term Improved continuation rates for priority students as a result of increased confidence of own ability to complete course / secure strong grades.</p> <p>Improved completion and attainment rates for target students.</p> <p>Plus, for tutors Improved understanding of experiences and challenges affecting priority group student outcomes; and strategies for effective support.</p> <p>Improved knowledge and confidence in providing support to under-represented students.</p>	<p>IS3</p> <p>Outcomes of these activities are anticipated to impact positively additional lifecycle stages for priority group students, e.g. completion / attainment / progression.</p>
<p><i>Financial Support - Bury College University Bursary</i> Re-launch of existing Bursary scheme to increase awareness of bursary scheme to new University Centre students, including details on applying, payment values and criteria (£500 per year to eligible internal progressing students).</p> <p>Re-launch of Hardship Fund to raise awareness of scheme to new HE students.</p>	<p>Staff expertise and time, including: - HE academic teams - Student Services team</p>	<p>Improved continuation rates among priority groups as a result of confidence over ability to complete course / secure strong grades.</p> <p>Improved mental health among priority</p>	<p>IS3</p> <p>Outcomes of these activities are anticipated to impact positively all lifecycle stages for priority group students.</p>

<p>Annual reviews to monitor interest / applications / payments and identify additional approaches where take-up is below expectations.</p> <p><i>Scalable activity</i> To be delivered to all groups of existing HE learners from Year 1. Plus, awareness raising / promotion of Bursary with target groups of potential HE learners currently in FE, e.g. to young male learners.</p>		<p>groups through reduction in financial pressures.</p>	
<p><b>Total cost of Intervention Strategy 2 Activities</b></p>	<p><b>£45,000 in Year 1 rising to £51,000 in Year 4</b></p>		

Note: Activities in this Intervention Strategy will support all underrepresented students in their continuation outcomes. As a smaller provider with limited resources, the College's approach will be an integrated one that will support outcomes across the whole student body, but which will focus on priority target groups.

### Evidence Base / Rationale

Bury College has used different evidence to support the rationale for this intervention strategy, including student surveys / forums and analysis of existing activities, and financial support records. These have helped identify the biggest risks to equality of opportunity, respond to student feedback and identify particular areas where the College would have the chance to make the greatest impact. These have been prioritised as improved academic study skills, early intervention support, clearer bursary advice and greater promotion of financial support available.

This is supported by wider literature review, e.g.:

UPP Foundation, *On course for success? Student retention at university* (2017), which cited cost pressures, mental health concerns and lack of evolved academic skills as key factors in these students not continuing, and which support the College decision to priorities these intervention strategies.

Source: <http://www.smf.co.uk/wp-content/uploads/2017/07/UPP-final-report.pdf>

HEPI, *The white elephant in the room: ideas for reducing racial inequalities in higher education* (2019), which notes that some students are reluctant to seek 1:1 help especially from academic staff, and that some students' assessment submissions are constrained by their lack of appreciation of professional standards in English, underdeveloped research skills and a lack of confidence in presentation. This has shaped the proposed intervention strategies for continuation, where it is understood that some disadvantaged students would find it easier to seek and accept help in these matters as part of a formal programme than by seeking it directly from staff, and that some students would benefit from targeted subject specific workshops, giving them a chance to improve their knowledge of materials covered during taught sessions.

Source: <https://www.hepi.ac.uk/wp-content/uploads/2019/09/The-white-elephant-in-the-room-ideas-for-reducing-racial-inequalities-in-higher-education.pdf>

The TASO Evidence Toolkit has detailed that there is emerging evidence that post-entry financial support has a positive impact on both retention and completion in higher education. Several studies from the USA show that needs-based grants can boost retention and completion for disadvantaged students in HE (Bettinger, 2015; Castleman & Long, 2016; Denning et al., 2019; Goldrick-Rab et al., 2016). A study conducted in France supports the same finding, suggesting that annual grants of \$800-\$1,500 can increase rates of degree completion by between two and six percentage points (Fack & Grenet, 2015). Financial support has also been shown to improve on-course attainment (Bettinger, 2015; Castleman & Long, 2016) and to allow students to work fewer hours in off-campus employment (Broton et al., 2016). Most UK-based evidence comes from HE providers who have analysed outcomes (e.g., retention, attainment, employability) for recipients of their financial support packages versus a comparator group, using matching (Byrne & Cushing, 2015; Harrison & Hatt, 2012; Hoare & Lightfoot, 2015; O'Brien, 2015; Ilie et al., 2019). This type of analysis tends to show a positive correlation between receiving financial support and retention/completion.

Source: <https://taso.org.uk/intervention/financial-support-post-entry/>

UCAS survey, *The 2023 Student Mindset*, A look into the mindset of current applicants and potential applicants, which identified several examples to support the College's rationale for proposed continuation interventions, including for a student bursary, where:

- 81% of replies rated Cost of Living as the top factor when choosing where to apply

Source: <https://www.ucas.com/file/435551/download?token=VUdIDVFh>

Baars, Mulcahy and Bernandes, *The underrepresentation of white working class boys in higher education* (2016), which identifies that receipt of a bursary increases retention amongst low-income students, and that greater access to information about fees and loans and an emphasis on costs as an investment should play an important role.

Source: <https://www.lkmco.org/wp-content/uploads/2016/07/The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf>

Pedler, Willis and Nieuwoudt, *A sense of belonging at university: student retention, motivation and enjoyment*, 2021, which identifies evidence to suggest that a personalised approach helps build feelings of community and belonging, which impact positively on student retention.

Source: <https://www.tandfonline.com/doi/abs/10.1080/0309877X.2021.1955844>

Schunk, *Self-Efficacy and Education and Instruction*, 1995, details that goal setting and motivation play a significant role in developing student's self-efficacy, and where targeted advice can impact successfully on student activities, effort and persistence, where those that develop high self-efficacy for accomplishing a task participate more readily, work harder and persist longer when they encounter difficulties.

Source: [https://link.springer.com/chapter/10.1007/978-1-4419-6868-5\\_10](https://link.springer.com/chapter/10.1007/978-1-4419-6868-5_10)

Several risks / target cohorts have been grouped together within this intervention strategy because the same activities will serve to mitigate a group of risks and will support more than one cohort.

The rationale for focus on academic study skills is to respond to a growing HE population that have previously studied technical qualifications, to ensure that they are supported to reach a strong academic baseline to complete their course.

The rationale for focus on early intervention personal support is to respond to existing analysis and wider research highlighting the barriers some students may have with regards reaching out for support at an early stage.

The rationale for focus on HE Bursary is to respond to internal analysis and wider research highlighting the growing focus on cost pressures being experienced by students.

See Annex B for additional details.

## Evaluation

Evaluation work will help collect and collate findings from Intervention Strategy 2, to contribute towards better understanding of Continuation risks. As well as evaluating individual activities, Bury College will explore how activities have contributed towards the desired outcomes and, where appropriate, the overall objective.

Methods of evaluation will include:

- Data analysis, e.g. number and percentage of learners with target characteristics engaged / number of activities delivered
- Post-activity surveys/focus groups/interviews with partners/beneficiaries to help understand where activities have made a positive difference, or where improvements can be made, and to draw out deeper understanding about the challenges being tackled
- Analysis to ensure that activities are student-focused, are addressing the greatest risks to equality of opportunity in student access, success and progression, are proportionate and targeted, and driven by a desire for continuous improvement

Dissemination of evaluation findings will focus on:

Summary Progress and Review Report (annually from end of Year 2 of Plan)

This will

- capture learning and insights to help inform ongoing practice and identify any relevant changes / improvements to improve usefulness of activities
- provide insights into the effectiveness and progress of relevant activities within this Intervention Strategy, based on achievement of the intended outcomes

Report to commence from end of Year 2 to allow for sufficient time for interventions to start to work through / impacts to be noticed. To be published on Bury College website and shared with Office for Students as appropriate, e.g. as part of their calls for evidence.

### **Intervention Strategy 3 (IS3)**

Situation (what needs to change)

Data indicates that there is a risk that several cohorts of learners are not experiencing equality of opportunity to enable them to Complete their higher education course at Bury College. Key groups at risk are Young, Male and White learners.

Activity (what Bury College will do)

Objectives 4, 5 – Completion / Reference Tables 5b and 5d = PTS3

Bury College will:

#### Objective 4

Increase the completion rate of Male learners in Higher Education at the College to 75% by 2028 (2023-24 OfS Data Report baseline rate = 66.7%)

This would reduce the gap in completion in HE of Younger learners at the College to 10% by 2028 (2023-24 OfS Data Report baseline gap = 18%)

#### Objective 5

Increase the completion rate of Female learners in Higher Education at the College to 80% by 2028 (2023-24 OfS Data Report baseline rate = 72.3%)

This would reduce the gap in completion in HE of Younger learners at the College to 10% by 2028 (2023-24 OfS Data Report baseline gap = 17.6%)

This aspect of the plan will include activity related to supporting existing students at risk of not completing their HE course through not experiencing equality of opportunity. Activities will work to deliver both personal and academic support, including mental health and personal mentoring support, designed to improve their personal circumstances, engagement in learning, academic abilities, sense of belonging and confidence to complete their course.

Bury College already undertakes general continuation activity in this area through induction activities, group tutorials, 1-2-1s, etc., however through this Plan, activities will be increased to deliver more focused work with those groups identified for prioritisation.

Indicators of risk to equality of opportunity to Continuation that will be supported through this intervention include:

- Risk 1: Knowledge and Skills
- Risk 2: Information and Guidance
- Risk 6: Insufficient Academic Support
- Risk 7: Insufficient Personal Support
- Risk 8: Mental Health
- Risk 9: Ongoing impacts of coronavirus
- Risk 10: Cost Pressures

Activity	Inputs	Outcomes	Cross Intervention
<p><i>Mental Health Ambassador Programme</i> Launch of Bury College HE Mental Health Ambassador Programme, where students will be given opportunity to receive entry level training on looking after mental health through their HE journey, focused on several EORR Indicator areas (Financial Pressures / Academic Pressures / Social Pressures / Health and Wellbeing), and who then lead internal workshops with their peers.</p> <p>Also to be trained in referrals / signposting where mental health issues are beyond knowledge / skills of Ambassadors.</p> <p><i>Scalable activity</i> Initial cohort of three HE learners engaged / trained / supported to become Mental Health Ambassadors in Year 1, rising to five HE learners becoming Mental Health Ambassadors by Year 4.</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- Bury College Safeguarding and Prevent Lead (male) – to lead train the trainer sessions and oversee delivery</li> <li>- Marketing Team</li> <li>- to raise awareness of programme</li> <li>- HE staff to administer / monitor</li> </ul>	<p>Immediate (during life of APP) For students Improved mental health and reduced anxiety among priority groups with regards belonging within HE.</p> <p>Longer term Improved attendance / completion rates for priority students as a result of improved mental health / reduced anxiety.</p> <p>Plus, for Tutors Improved confidence in signposting priority group students experiencing low level mental health issues to relevant support.</p>	<p>IS2</p> <p>Outcomes of these activities are anticipated to impact positively additional lifecycle stages for priority group students, e.g. continuation / attainment / progression.</p>
<p><i>Personal Tutorial Support</i> Refresh of tutorial scheme designed to help support students to achieve their personal and academic ambitions. Will enable more focused, professional relationships to support students to become more independent and self-reliant, and with the confidence to ask for support when required. Activities to cover areas such as self-assessment, goal setting and reflective practice.</p> <p><i>Scalable activity</i> Initial focus on those students from priority groups identified through at-risk RAG rating as Red or Red/Amber in Year 1, rising to all students from priority groups identified on the Risk Rating by Year 4.</p>	<p>Staff expertise and time, including:</p> <ul style="list-style-type: none"> <li>- Bury College Assistant Curriculum Manager for HE Provision to lead on personal tutoring programme</li> <li>- HE staff to identify at risk students, analyse VLE data / support delivery of interventions</li> </ul>	<p>Immediate (during life of APP) For students Improved sustained engagement in learning among priority groups.</p> <p>Improved self-perceptions about academic abilities, confidence and belonging / improved mental health among priority groups.</p> <p>Improved module / assessment grades among priority groups, with improved number of first attempt assessment submissions.</p> <p>Longer term Improved attendance / completion rates for priority students as a result of increased confidence of own ability to complete course / secure strong grades.</p> <p>Improved attainment rates for target students.</p> <p>Plus, for tutors</p>	<p>IS2</p> <p>Outcomes of these activities are anticipated to impact positively additional lifecycle stages for priority group students, e.g. continuation / attainment / progression.</p>

		Improved understanding of experiences and challenges affecting priority group student outcomes; and strategies for effective support.	
		Improved knowledge and confidence in providing support to under-represented students.	
<b>Total cost of Intervention Strategy 3 Activities</b>		<b>£15,000 in Year 1 rising to £17,000 in Year 4</b>	

Note: Activities in this Intervention Strategy will support all underrepresented students in their completion outcomes. As a smaller provider with limited resources, the College's approach will be an integrated one that will support outcomes across the whole student body, but which will focus on priority target groups.

#### Evidence Base / Rationale

Bury College has used different evidence to support the rationale for this intervention strategy, including student surveys / forums and analysis of existing activities. These have helped identify the biggest risks to equality of opportunity, respond to student feedback and identify particular areas where the College would have the chance to make the greatest impact. These have been prioritised as improved mental health support and personal tutoring support to assist students with the completion of their courses. Bury College is also signed up to the Association of College's Mental Health Charter.

This is supported by wider literature review, e.g.:

Robertson, Mulcahy and Baars, *What Works to Tackle Mental Health Inequalities in Higher Education* (2022), report identifies that, since 2010, there has been a significant rise in the number of students disclosing a mental health issue, and that students from low income backgrounds, from Black, Asian and Minority Ethnic (BAME) backgrounds, mature students, LGBTQ+ students and care-experienced students are all at greater risk of suffering from poor mental health, and are also among the groups most likely to experience poorer outcomes throughout their HE journey. The report also notes that while psychological and mindfulness-based interventions are successful in tackling mental health inequalities within HE settings, peer-led interventions are in some cases more effective than other more generic programmes of support, where some groups of at-risk students find it easier to initially reach out to peers than to seek more formal support (recognising unease of 'systems' or being singled out. This report recommends more institutions consider implementing or strengthening peer-led mental health and well-being support. Notably, this research worked with practitioners from across the FE and HE sectors.

Source: <https://cfey.org/reports/2022/05/what-works-to-tackle-mental-health-inequalities-in-higher-education/>

Hillman and Robinson, *Boys to Men: The underachievement of young men in higher education – and how to start tackling it*, 2016, recognised that boys are performing lower than girls across primary, secondary, further and higher education, and the situation is getting worse. This covers entry, non-continuation and achievement rates. This report recommends setting target for males, and several activities that could help drive up male performance, including new ways of helping individual students, such as engaging male peer group to support mental health of male students, engagement of male role models to drive ambition / sense of belonging; more balanced curriculum with pedagogy that reflect perceived differences in the way men and women study and learn.

Source: <https://www.hepi.ac.uk/wp-content/uploads/2016/05/Boys-to-Men.pdf>

The TASO Evidence Toolkit (2023) has detailed the benefits of mentoring, counselling, coaching and role models (where a more experienced person provides support to a less experienced individual), which are associated with better outcomes for students in terms of attainment and retention/completion. This intervention typically includes a combination of (Crisp et al, 2017):

- Psychological or emotional support (e.g. to help students feel a sense of belonging in HE)

- Course and career support (e.g. to help students progress on course)
- Academic knowledge support (e.g. to support academic skills development)
- Acting as a role model

Evidence on the positive effects on students is mainly drawn from quantitative studies comparing participant groups with non-participant groups, and show that individuals who take part in these type of programmes have better outcomes. Nearly all studies suggest a positive impact on attainment, retention/completion or other outcomes (such as intention to remain on-course). A UK study also highlighted the additional impact that these interventions can have on first year participants.

Source: <https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/>

Crisp, G., Baker, V. L., Griffin, K. A., Lunsford, L. G., & Pifer, M. J. (2017). Mentoring Undergraduate Students. ASHE Higher Education Report, 43(1), 7–103

Source: [Mentoring Undergraduate Students - Crisp - 2017 - ASHE Higher Education Report - Wiley Online Library](#)

Fox, A., Stevenson, L., Connelly, P., Duff, A., & Dunlop, A. (2010). Peer-mentoring undergraduate accounting students: The Influence on Approaches to Learning and Academic Performance. *Active learning in higher education*, 11(2), 145-156,

Source: [Peer-mentoring undergraduate accounting students: The influence on approaches to learning and academic performance - Alison Fox, Lorna Stevenson, Patricia Connelly, Angus Duff, Angela Dunlop, 2010 \(sagepub.com\)](#)

Department for Education's Eight Principles for Whole College Approaches to Mental Health and Wellbeing, which provides practical examples of opportunities on mental health and wellbeing, including from Bristol University, which has a peer support service, and training using Young Mental Health First Aid

Source: [Promoting children and young people s mental health and wellbeing.pdf \(publishing.service.gov.uk\)](#)

The rationale for focus on mental health support is to respond to identified priorities for the Office for Students, plus internal analysis that shows growing numbers of both FE and HE students requiring mental health support (recognising that majority of the College's HE students are former FE students), and where Association of College's Mental Health Report 2023 highlights a significance increase in mental health difficulties experienced by students in FE.

The rationale for focus on personal mentoring is to respond to internal data / analysis and wider research highlighting the barriers some students may have with regards reaching out for support, together with their understanding of academic / professional standards required for submissions. Students receive tutorials as a part of their programmes, and staff are available to provide opportunities for students to access additional help when required. However, there is consideration that some students are hesitant to seek 1:1 help, especially from academic staff. Evidence within students' assessment submissions also suggest a lack of appreciation of professional standards in English, underdeveloped research skills and a lack of confidence in presentation. This intervention will also complement early intervention personal support offer under Intervention Strategy 2.

See Annex B for additional details.

### Evaluation

Evaluation work will help collect and collate findings from Intervention Strategy 3, to contribute towards better understanding of Completion risks. As well as evaluating individual activities, Bury College will explore how activities have contributed towards the desired outcomes and, where appropriate, the overall objective.

Methods of evaluation will include:

- Data analysis, e.g. number and percentage of learners with target characteristics engaged / number of activities delivered
- Post-activity surveys/focus groups/interviews with partners/beneficiaries to help understand where activities have made a positive difference, or where improvements can be made, and to draw out deeper understanding about the challenges being tackled
- Analysis to ensure that activities are student-focused, are addressing the greatest risks to equality of opportunity in student access, success and progression, are proportionate and targeted, and driven by a desire for continuous improvement

Dissemination of evaluation findings will focus on:

Summary Progress and Review Report (annually from end of Year 2 of Plan)

This will

- capture learning and insights to help inform ongoing practice and identify any relevant changes / improvements to improve usefulness of activities
- provide insights into the effectiveness and progress of relevant activities within this Intervention Strategy, based on achievement of the intended outcomes

Report to commence from end of Year 2 to allow for sufficient time for interventions to start to work through / impacts to be noticed. To be published on Bury College website and shared with Office for Students as appropriate, e.g. as part of their calls for evidence.

## Whole provider approach

Bury College's Mission: Serving the community through education and training, supports Office for Student ambitions on delivery of a whole provider approach to improving equality of opportunity. A whole provider approach promotes alignment and consistency across the organisation to create an approach from which all students benefit, irrespective of where they are located within the provider, and is built around:

- Supporting students to access, succeed in and progress from their time at the College
- Engagement of staff from departments, services and units across the College
- Explicit senior leadership and commitment to access, success and progression.
- A pragmatic approach to change, developing a culture and structure that promotes and supports approaches that benefit students from all backgrounds

Examples to demonstrate how this Plan and Strategies align with other strategies across the College include:

- Equality Policy, whose purpose is to provide an inclusive environment for all employees, students and external stakeholders; and which has due regard to the need to advance equality of opportunity / opposes all forms of unlawful discrimination in employment and against students on the grounds of 'protected characteristics', as defined in the Equality Act 2010 / Public Sector Equality Duty
- HE Admissions Policy, e.g. through interviewing applicants who may not hold standard qualifications, but can demonstrate potential to succeed at HE; or through making reasonable adjustments for applicants who declare a disability,
- Pro Monitor, the College's student monitoring, support and mark book system, which is also used at FE level, and supports long-term development planning and aspirational target setting for students
- HE Student Engagement Policy, to ensure that Bury College creates, in conjunction with the undergraduate student body, a sense of community that helps to develop the student personal and academic skills and promote mental health and wellbeing, e.g. via student focus groups and satisfaction surveys which focus on how the whole learning experience can be enhanced
- Teaching, Learning and Assessment Policy, which ensures activities deliver high quality teaching and learning experience for students of all abilities, including through promotion of personal development, academic, technical and employability skills
- Behaviour Policy, which stresses the importance of treating all students consistently, fairly and with respect
- Mental Health and Wellbeing Policy, by developing student's commitment, collaboration, confidence and resilience, and supporting individuals at the College to prevent them withdrawing prior to successful completion of their course, including through provision of initial mental health first aid

College strategies incorporate equality impact assessments to ensure equality, diversity and inclusivity remains at the forefront of activities, to help secure evidence of good practice. In all cases, the College promotes student success through mainstream approaches to provide an inclusive, accessible curriculum; through teaching, learning and assessment methods; and wider support that promotes success for all students.

### Strategic Measures

Examples of strategic measures being taken by Bury College to support whole provider approach across the full student lifecycle, and deliver equality, diversity and inclusivity include:



- Securing senior management buy-in, e.g. via HE Steering Group to ensure clear and explicit leadership and provider commitment to delivery of access, success and progression of under-represented students
- Engagement and involvement of staff from different departments across the college, including Quality, Curriculum, Student Services and Business Support
- Continuous collaboration work with relevant local and regional bodies, including students, schools, colleges, employers and other higher education providers, e.g. through employer network events, high school liaison activities, provider networks
- Involvement with key HE programmes, including the Greater Manchester Higher initiative (Greater Manchester version of National Collaborative Outreach Programme Uni Connect)
- Providing a range of curriculum, pedagogic and student support to improve the overall student experience, develop a more inclusive curricula and practice and ensure students from all backgrounds are engaged and supported to succeed, e.g. by developing varied delivery methods to maximise opportunities for learning of all students and closer engagement with employers to encourage input into curriculum design, delivery and progression opportunities for all
- Providing financial support to help provide cultural change, including promotion and use of the College's Bursary Fund (£500 per year to eligible internal progressing students). Bury College sits within an area of deprivation and as a result has created the Bury College Bursary Fund to help engage, encourage, incentivise and support under-represented groups progress to HE programmes. Evaluation feedback advised that many students are less willing progress to HE / travel outside the local area to access HE and would consider a bursary an attractive measure to support their participation. Analysis of recipients identifies that c80% of beneficiaries are from under-represented groups
- Provide training to all existing and new employees and students, and others engaged in work and/or study at the College to help them understand their rights and responsibilities and what they can do to help create an inclusive College environment

## Student consultation

Bury College has established systems in place to ensure continuous engagement and consultation with a wide range of students, staff and other stakeholders and that services are developed and delivered in an effective and accessible manner. The College is committed to working in partnership with students and staff in the development, implementation and on-going review of equality objectives. Communication and involvement focus on awareness raising, identifying what is working well, what improvements need to be made and where there are barriers to inclusion and access. This includes, for HE students:

- Internal surveys issued to all students with results analysed, issues actioned and feedback provided
- Rigorous data monitoring relating to participation, attendance, retention and achievement, including by gender, ethnicity, age, postcode and learning difficulty and disability to identify gaps in performance
- Student representatives at meetings
- Staff-Student Liaison Committees
- Student focus groups held across curriculum areas
- Student representatives on Board of Corporation and College committees
- Equality and diversity calendar of events, including supporting local/ national/international events
- Student Action Group, who work with college staff and students to plan and promote activities
- Student Contract
- Equality and Diversity Steering Group
- Annual Equality and Diversity Reports to Governors and Leadership

The College will continue to align between Access and Participation Plan and Equality and Diversity activities to ensure maximum impact on under-represented groups. The College will also continue to engage with Advance HE to further support development of equality and diversity.

### Student Consultation and Involvement

Bury College has utilised its Higher Education Student Engagement Policy and Student Representative process to secure student involvement in preparation of this plan.

This policy details how the College interacts with students on a formal basis, at an individual course level and as a collective student body of the University Centre. The policy describes the implementation of the student representative process, mechanisms used for collecting feedback and management, staff and student responsibilities.

The Student Representative process includes all HE students, where student representatives attend various committees, focus groups and forums.

Examples of previous feedback received via these routes include variations in teaching and styles, difficulties surrounding referencing and academic skills, requests for course related trips and visits to enhance the learning experience, IT improvements, access to learning resources and awareness of financial and emotional support.

Subsequent action plans have been prepared, discussed at the HE Steering Group and disseminated to the Student Representatives, where follow-up actions / changes that have been taken to improve equality of opportunity include:

- Introduction of dedicated HE library/LRC c/w delivery of academic study skills
- Student booking slots within the LRC
- Additional PCs available within the Social Learning Zone
- Installation of a food service counter
- Access to partner University resources
- Regular Student Loan Company advice slots
- Upgrade to the Wi-Fi Network

Due to the size of the College's HE cohort and timing of this submission (competing with final assessments), the College has not asked students to prepare a separate student submission on this occasion, but has ensured that students have been actively involved in the design of this plan.

For example, in development of this plan, student consultation has identified several areas for inclusion, e.g.:

- Equality of opportunity – to ensure that activities target those from under-represented groups (reflected in targets and investments plan)
- Curriculum, pedagogic and student support – to help improve the overall student experience and continuation / attainment / progress rates (reflected in targets and investment plan)
- Financial support – to make financial support available to those who need it most (reflected in targets and investment plan) e.g. College Bursary Fund (£500 per year to eligible internal progressing students) and access to College emergency Hardship Fund.

The College student body will continue to be engaged and have an active role in the monitoring and evaluation of this plan, e.g. as part of student representation at different Boards/Groups/meetings; through surveys and focus groups. This will ensure that feedback on interventions is collected at regular intervals, and used to continuously improve services to students.

## **Evaluation of the plan**

The proposed evaluation strategy and activities have been designed within a framework of continuous quality improvement designed to strengthen evaluation activity at Bury College.

Evaluation will be undertaken by the College throughout the life of the plan to help determine whether each intervention strategy is achieving its intended outcome with regards to the risks to equality of opportunity for under-represented groups.

This approach will also help identify early where any activities are not contributing towards achieving intended outcomes, and enable discussions about the need to consider changes to the design and delivery of the strategy.

As detailed within the Intervention Strategies, methods of evaluation will include:

- Data analysis and comparisons, e.g. number and percentage of learners with target characteristics engaged / number of activities delivered
- Post-activity surveys/focus groups/interviews with partners/beneficiaries to help understand where activities have made a positive difference, or where improvements can be made, and to draw out deeper understanding about the challenges being tackled
- Analysis to ensure that activities are student-focused, are addressing the greatest risks to equality of opportunity in student access, success and progression, are proportionate and targeted, and driven by a desire for continuous improvement

Recent examples to demonstrate the ongoing process of student consultation / activity evaluation / continuous improvement undertaken at the College in the delivery of HE includes:

Bury College Application and Interview Evaluation, which showed that 93% of respondents rated the overall application and interview process either excellent or good. Individual feedback from this evaluation included:

- *'Throughout the interview I felt reassured and comfortable'.*
- *'My interview was excellent because I had the chance to speak to the tutor and ask any question I had'.*
- *'I would say that the interview was straight to the point and I was told the necessary information about Bury College. Also, I was asked about my future career choice, which made me feel more confident to achieve my goal'.*

Bury College Mid-Year HE Student Survey (April 2024), which showed:

- 95% of respondents strongly agreed or agreed that HE Teaching staff are good at explaining things
- 96% of respondents strongly agreed or agreed that HE Teaching staff have made the subject interesting
- 96% of respondents strongly agreed or agreed that their HE course has challenged me to achieve my best work
- 89% of respondents strongly agreed or agreed that they have been able to contact staff when I need to
- 95% of respondents strongly agreed or agreed that good advice is available when I need to make study choices for my course

HE Student Representative Group (April 2024), where feedback included potential around:

- Clarifying scoring criteria for assignments
- Standardising timeliness of assignment feedback to students
- Increasing methods for students to contact teaching staff
- Improving availability / access to industry relevant kit/equipment
- Enhancing learning experience with additional employer interactions

Please see Appendix B for additional information.

The OfS recognises that different types and standards of evaluation may be appropriate for each intervention strategy (or the activities within them) and that each provider will be at a different stage of developing its evaluation expertise. Therefore, providers are expected to ensure that the impact of their intervention strategies in mitigating the risks are properly evaluated using the OfS standards of evidence as a guide. In preparation of this plan, the college has utilised several resources / toolkits, including the OfS Standards of evidence and self-evaluation toolkit. This suggests that Bury College is at the emerging stage for evaluation, measured against the different dimensions (strategic context / programme design / evaluation design / evaluation implementation / learning from evaluation).

Use of these resources have identified several areas that the College will look to incorporate throughout the evaluation activities of this plan, including:

- Ensuring that all relevant staff are aware of and understand Access and Participation Plan targets and intervention strategies together with associated evaluation activities
- Reviewing existing evaluation approaches to identify opportunities for improvement so that they accurately support data collection and analysis tasks in relation to this Access and Participation Plan targets and intervention strategies
- Having due regard for mixed methods of evaluation to secure quantitative and qualitative evidence as a route to help triangulate findings and deepen understanding of the impact of activities
- Acknowledging that additional staff from across the organisation could contribute to evaluation activities to help reduce risk to equality of opportunity across the whole student lifecycle
- Acknowledging that wider collaborative working, e.g. with GM Higher / UniConnect could improve access to additional information / knowledge / benchmarking opportunities
- Ensuring evaluation activities contribute to theory of change practice, e.g. by incorporating learning and reflection
- Considering counterfactuals as part of evaluation, e.g. what would happen to the target groups if nothing happened
- Sharing evidence generated from evaluation as part of this access and participation plan, e.g. by providing evidence reports / unique insights / case studies from a smaller provider

This will be supported by wider HE evaluation activities, such as HE Student Module Questionnaires; HE Staff Self Evaluation Reviews; Student / Staff Liaison Committees; Student Representative Meetings; National Student Surveys / Surveys; Equality and Diversity Reports, plus internal student surveys (based on OfS/NSS questions) and destination tracking

Evaluation of the College's Interventions Strategies and Activities will be used to:

- Ensure evaluation activities focus on impact on those areas where the College is investing / most at risk of equality of opportunity
- Better understand what works well and what could be improved within Access / Success / Progression activities
- Develop knowledge of whether and how activities are effective
- Test new and innovative approaches
- Use evidence to inform future practice and support year on year improvements
- Demonstrate impact and justify the money invested
- Contribute to the wider HE sector's knowledge on Access and Participation

Bury College HE Quality Cycle underpins the methods by which the college evaluates all elements of HE activity, including the impact of access, success and progression. The principal mechanism driving evaluation for this plan will be via the College's HE Steering Group, set up to carry out detailed monitoring and evidence in relation to key HE activities at the College. This group will oversee delivery of evaluation activities to ensure that they are carried out in a robust, timely manner and provide detailed analysis of impact across key cohorts at risk of equality of opportunity. Where the college is not making sufficient progress towards targets, these groups will be tasked to lead on a range of contingency measures.

In addition to HE Steering Group, other committees / mechanisms will contribute towards evaluation and improvement, including the Curriculum Leadership Team, who oversee curriculum developments to meet local, sub regional and national priorities and contribute to College's strategic objectives, and the Equality and Diversity Group, who work to ensure that the College upholds the advancement of Equality, Diversity and Inclusion and ensure all students have access to a high quality learning experience.

Evaluation will be used to continuously inform strategic measures and drive change, e.g. within:

- Curriculum Planning, to ensure delivery of a more inclusive curricula
- Communication and Marketing, e.g. to help raise awareness, reach and engage under-represented groups
- Student Support Services, to improve the overall student experience at all lifecycle stages
- Student Financial Support, e.g. take-up by and impact of bursary fund on under-represented groups
- Operational Planning e.g. to improve access, attendance, retention, achievement, progression

Working within a framework of continuous quality improvement, quality evaluation is crucial for delivering an evidence-led approach to access and participation, essential to driving improvements, and for ensuring that the college continues to invest in activities and support that have the greatest impact on the groups of

students and the stages of the student lifecycle identified as most at risk of equality of opportunity. It is considered that as a smaller provider, often likely to be dealing with smaller cohorts of learners, the majority of evaluation work at the College will be classed as OfS Standards of Evidence

- Type 1 (Narrative), coherent narrative and explanation of what we are doing and why
- Type 2 (Empirical), quantitative/qualitative evidence of pre/post intervention changes with beneficial results

The evaluation plan and associated activity will be routinely published, helping to identify both what works and what does not work, to build the scale and quality of the evidence base for access and participation activity of the College's own activity, as well as support wider developments across the sector.

Dissemination of evaluation findings will focus on:

- Summary Progress and Review Report (annually from end of Year 2 of Plan)

This will

- capture learning and insights to help inform ongoing practice and identify any relevant changes / improvements to improve usefulness of activities
- provide insights into the effectiveness and progress of relevant activities within this Intervention Strategy, based on achievement of the intended outcomes

Report to commence from end of Year 2 to allow for sufficient time for interventions to start to work through / impacts to be noticed. To be published on Bury College website and shared with Office for Students as appropriate, e.g. as part of their calls for evidence.

## **Provision of information to students**

Bury College provides prospective students with information on the fees for the duration of their course and prospective and current students' information on the support available to them as follows:

### Student research and application stage

Bury College provides prospective students with material information, including about the courses on offer, the structure of each course, and all associated fees / costs. This is made available before students are required to make a decision about which courses and HE providers to apply to.

### Offer stage

Bury College provides prospective students on-going information to inform their decisions about which offer(s) to accept, including:

At pre-contract stage

- Drawing prospective students attention to the college's terms and conditions
- Providing prospective students with any pre-contract information, e.g. where there have been any changes to courses, and securing agreement to these changes before or at the time of making the offer
- Ensuring that pre-contract information is provided on a durable medium, e.g. as an email attachment
- Identifying where the college understands that there may be a change after the offer is accepted, detailing what these could be, when, and how, so that the prospective student is able to agree to this

At contract stage

- Providing confirmation of acceptance of a place on a course, and that this constitutes a contract between the college and student
- Advising the student that they have 14 days right to cancel
- Advising that the contract for educational services is for the full duration of the course, with milestones to be achieved in order to progress to the next year or other period of study
- Ensuring that the contract information is provided on a durable medium, e.g. as an email attachment

## Student Enrolment Stage

- Providing information to students where it has been necessary to make any material changes
- Drawing students attention to the college's full terms and conditions and any other rules and regulations, with particular attention made to important terms

This covers key information, including:

- the aggregate amount of fees that the college will charge students for the completion of their course
- financial support that students are entitled to, together with how students can apply for financial support, including the College Bursary Fund (see below).
- a clear statement on whether or not the college expects any increase in fees in subsequent years
- additional information where the college will or may increase students' fees annually, and to what extent, e.g. in line with inflation such as the Retail Price Index, so that students are able to understand how their fees will or may change

This approach helps to ensure that prospective students are provided with:

- full information before they commit themselves to undertake a higher education course
- sufficient information that allows prospective students to foresee possible changes to the level of tuition fees and how these could affect them
- reassurance that continuing students will continue to receive the financial support that was advertised to them when they applied

Communication with prospective students takes place throughout the application cycle and includes detailed information on course content, tuition fees, entry criteria and progression opportunities and is made available in a variety of formats including prospectus, dedicated HE website, course leaflets and open evenings.

### Bury College University Bursary

Details of the Bursary Fund is made available to prospective and current students as part of wider information on financial support available to them. The Bursary Fund is available to Bury College students progressing to a HE course, and who can access £500 each academic year of their course. Evaluation feedback advised that many students less willing progress to HE / travel outside the local area to access HE would consider a bursary an attractive measure to support their participation and analysis of recipients identifies that c80% of beneficiaries are from groups most at risk of equality of opportunity / are under-represented. Further information is available at: <http://www.burycollegeunicentre.co.uk/supporting-you/financial-support/>

Bury College will ensure that the Access and Participation Plan is easily accessible to both current and prospective students, including through making it available through the College's University Centre website (available at: <http://www.burycollegeunicentre.co.uk/>).

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

## Introduction

Bury College has conducted an initial performance assessment based on the latest OfS APP data release (March 2023) which covers to the 2021-22 monitoring year and Access and participation data dashboard. The College has assessed its performance to identify the most significant indicators of risk to equality of opportunity for current and prospective students. To identify main provider risk indicators, the College used the Office for Students (OfS) Access and Participation Data sets and OfS Data Dashboard as primary data sources for analysis, together with internal data, e.g. from Individualised Learner Record (ILR) and internal data sources, e.g. student surveys, student academic and pastoral support records.

Bury College's context is that of a small HE provider and the College is conscious that this data contains limitations, complexities and statistical uncertainties which are customary when analysing smaller datasets. Data by student characteristic in the OfS data sets, particularly in the later stages in the student lifecycle, are often small or not available due to suppression (frequent references to N/a, Low or DP (Data Protection Risk)). However, characteristic data for all College HE students is collected and returned via the ILR and the College is able to monitor student progress using this data. The College has focused on full-time all undergraduate data, and often uses '4-year aggregate values' from the OfS data sets to help return larger numbers of student data. It is considered that using full time / all undergraduates / four-year aggregate data helps to smooth any individual year peaks/troughs and provide a more consistent view of performance when dealing with smaller cohort sizes.

Bury College has mapped identified indicators of risk to the OfS Equality of Opportunity Risk Register (EORR) to consider what the related risks of equality of opportunity are for the sector as whole and how they relate to Bury College. Where there is limited data, the College has used the EORR to consider how identified risks to national groups may affect Bury College students and potential students.

In general, the College will prioritise targeting those areas of risk to equality of opportunity where the College considers that it can effect most change. It is also considered that several of the gaps being targeted should also help to close gaps in additional areas, for example where interventions on continuation can also support outcomes on completion/attainment.

## Bury College Access and Participation Data Analysis

The following analysis presents the areas for concern for Bury College at each stage of the lifecycle:

- Access (make up of students entering higher education)
- Continuation (proportion of students continuing in the study of higher education)
- Completion (proportion of students observed to have gained a higher education qualification)
- Attainment (proportion of Level 6+ undergraduate qualifiers who were awarded first or upper second-class degrees)
- Progression (proportion of Graduate Outcomes survey respondents who identified managerial or professional employment, further study, or other positive outcomes)

Bury College has prioritised the Access, Continuation and Completion phases of the student lifecycle. It is considered that adopting this approach has helped develop interventions that should benefit more students than those to be targeted, as actions will be shared wider / staff involved will be able to take new knowledge / skills to additional groups.

## Access

Access indicators detail the makeup of students entering higher education at Bury College.

### Index of Multiple Deprivation

No issues with Bury College securing access from IMDQ1 and IMDQ2 learners

Aggregate last 4 years (2018/19-2021/22)

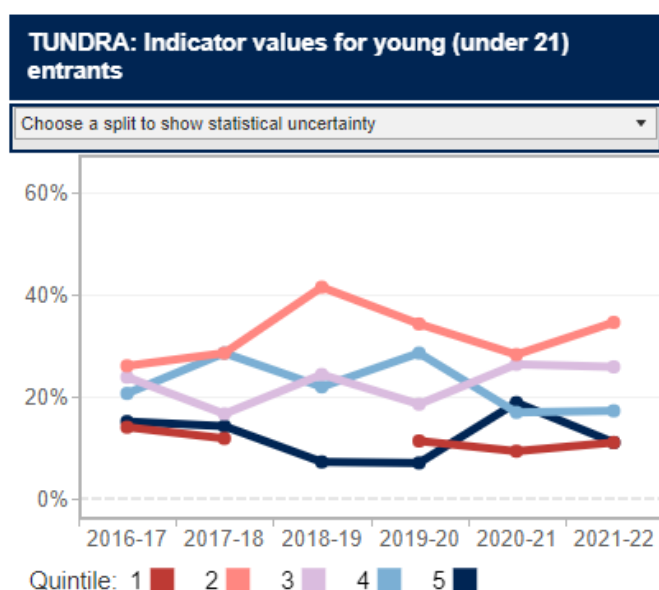
Bury College = 64.4% / Sector Average = 42.8%

Shows strong performance with regards learners from IMDQ1 and Q2 - consistently over half of all undergraduate learners.

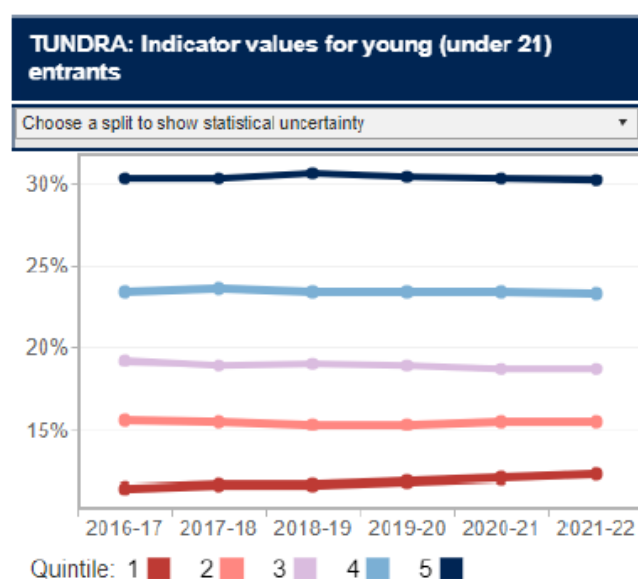
Supported by OfS Data Dashboard tables, which shows Bury College recruiting more students than national rates (both in terms of TUNDRA – Tracking Under Representation by Area, and Index of Multiple Deprivation (2019) across both Quintiles 1 and 2 (lowest participation / most deprived)

## TUNDRA

### Bury College

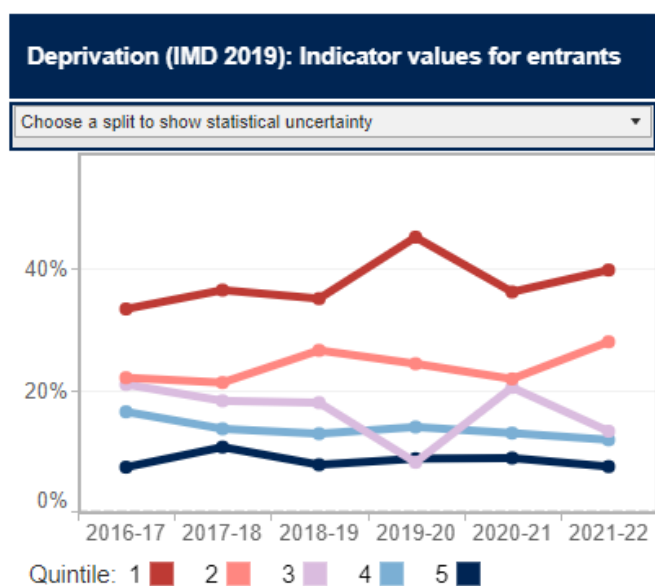


### National Rates

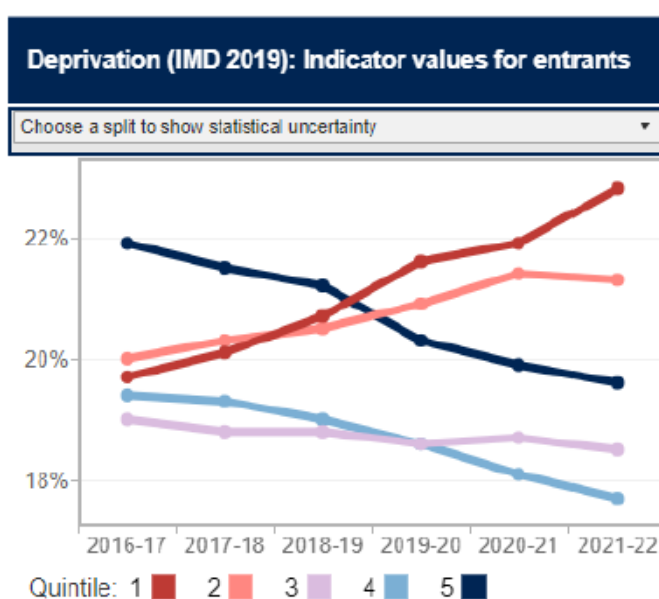


## Index of Multiple Deprivation

### Bury College



### National Rates





Ethnicity

As a sector, typically around one third of all full-time undergraduates are non-white (Asian, Black, Mixed, Other). For Bury College, the aggregate of the most recent four years' worth of data is 16.7%. This has more than doubled across period 2016-17 to 2021-22.

Disability

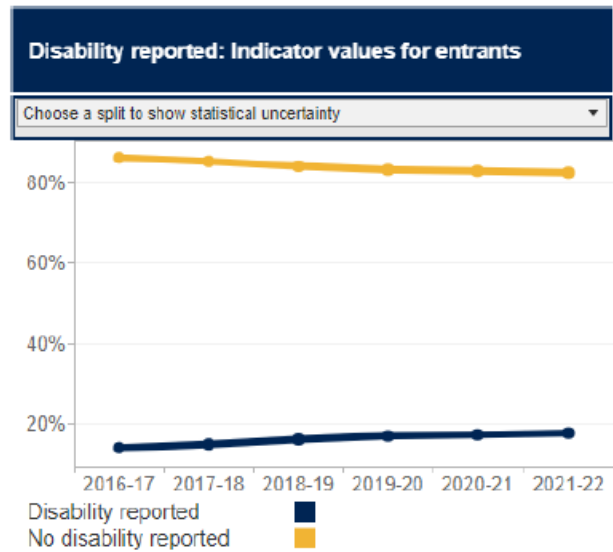
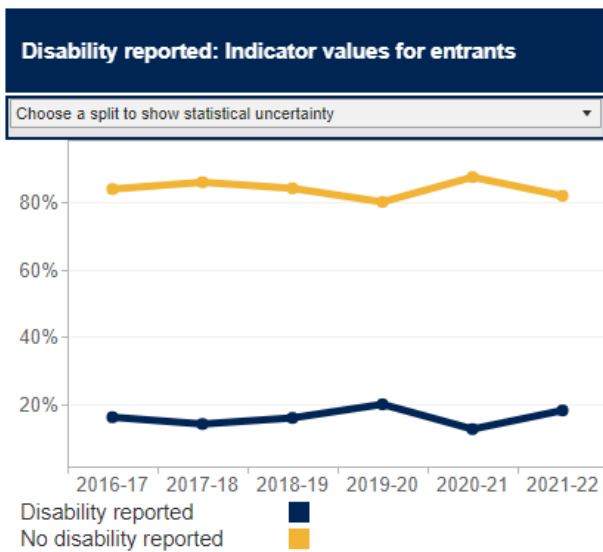
No issues with Bury College, who sit above national rates for learners declaring a disability (17.1% v 16.7% aggregate over the most recent four years' worth of data).

Supported by OfS Data Dashboard tables, which shows Bury College recruiting more students with reported disability than national rates;

**Disability**

**Bury College**

**National Rates**



Sex

Bury College consistently outperforms the sector average with regards female students (75.6% v 57% aggregate over the most recent four years' worth of data).

Conversely, the College underperforms the sector average with regards male students (24.4% v 43% aggregate over the most recent four years' worth of data), and this has been identified as a priority area of work for this plan – see Objectives / Intervention Strategies / Targets.

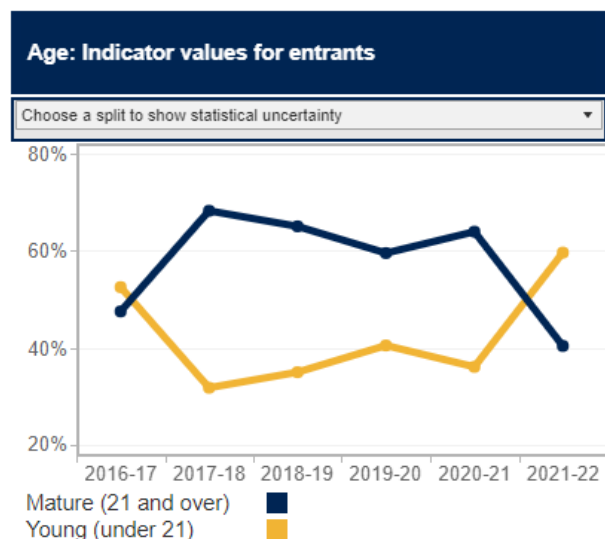
### Age on Commencement

Bury College consistently outperforms the sector average with regards students aged 21+ (57.2% v 27.7% aggregate over the most recent four years' worth of data).

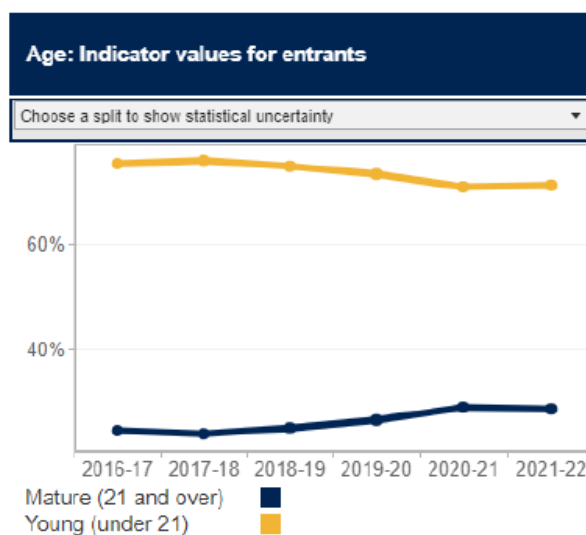
Supported by OfS Data Dashboard tables, which shows Bury College recruiting more mature students than national rates;

### Age

#### Bury College



#### National Rates



The recruitment of Mature students has long been a strength of the College, and indicators continue to show this above national rates.

Conversely, the recruitment of Younger students (those aged under 21 on commencement) is running lower than national rates (42.8% v 72.3% aggregate over the most recent four years' worth of data). The College has been working to address this (indicators above suggest recent work done is beginning to deliver results), and will build on this through this plan.

### Summary

Data covers period 2016-17 to 2021-22, with four-year aggregate period 2018/19-2021/22  
Cohort size is for all Full-Time Undergraduates, and typical cohort size is 150 per year (570 learners across four-year aggregate period). Data confirms many strong areas of success for Bury College with regards Access to Higher Education, and the potential to target activities to reduce risk of equality of opportunity for other areas. This has been confirmed with Access target for Bury College as follows:

#### Objective 1

Increase the access rate of Male learners in Higher Education at the College to 33% by 2028  
(2023-24 OfS Data Report baseline rate = 24.4%)

This would reduce the gap in access to Higher Education of Male learners at the College to 10% by 2028  
(2023-24 OfS Data Report baseline gap = 18.6%)

Whilst there were additional cohorts at risk of equality of opportunity, the College considers that targeting Access activities at Male learners will also reach additional cohorts at risk, e.g. Younger learners and those with Asian, Black, Mixed, Other ethnicity.

**Continuation**

Continuation indicators, reporting the proportion of students that were observed to be continuing in the study of higher education (or that have gained a higher education qualification) one year and 15 days after they started their course.

The data for this lifecycle stage includes an overall summary indicator for continuation, which shows:

- At sector level (all registered English HE providers), an aggregate across the last four years of data shows that 90% of all full-time undergraduates continue with their studies
- At Bury College, an aggregate across the last four years of data shows that 83.8% of all full-time undergraduates continue with their studies (cohort size = 560)

This shows a gap to the sector at Bury College of 6.2%

Data covers period 2015-16 to 2020-21, with four-year aggregate period 2017/18-2020/21.

Across several areas, Bury College continuation rates are lower than sector averages, suggesting that while there are some pockets of strength, the College has an opportunity to deliver whole cohort interventions to the benefit all learners. Within this, there are some particular targeting that could also be included, e.g.:

Index of Multiple Deprivation (2019 data)

- Four-year aggregate sector level performance of 86.8% for IMDQ1+2 (40% most deprived areas of England)
- Four-year aggregate Bury College performance of 83.5% for IMDQ1+2 (gap of 3.3%)

Note strong performance within this;

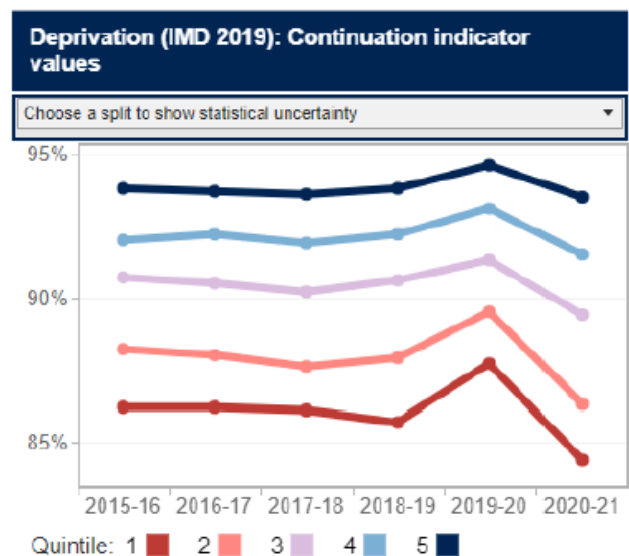
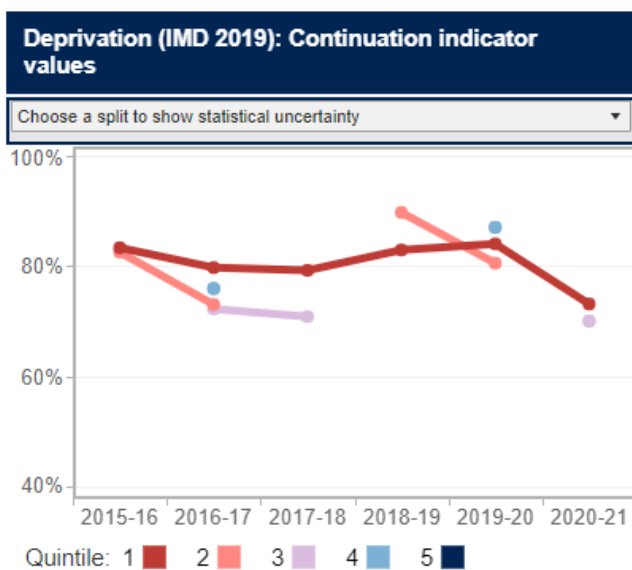
- Four-year aggregate sector level performance gap between least deprived (Q5) and most deprived (Q1) of 8% (93.9%v 85.9%)
- Four-year aggregate Bury College performance gap between least deprived (Q5) and most deprived (Q1) of 4.2% (84.3% v 80.1%)

Supported by OfS Data Dashboard tables, which shows continuation rates for IMD Quintiles 1 and 2 (more deprived areas) are c80%, which is below national rates. This indicator shows the College broadly mirroring national trends with regards to recent continuation rates.

**Deprivation**

**Bury College**

**National Rates**



## Ethnicity

- Four-year aggregate sector level performance of 90.9% for White learners
- Four-year aggregate Bury College performance of 84.6% for White learners (gap of 6.3%)
- Four-year aggregate sector level performance of 88.3% for Asian, Black, Mixed, Other (ABMO) learners
- Four-year aggregate Bury College performance of 78% ABMO learners (gap of 10.3%)

## Disability

- Four-year aggregate sector level performance of 90.2% for non-disabled learners
- Four-year aggregate Bury College performance of 83.8% for non-disabled learners (gap of 6.4%)
- Four-year aggregate sector level performance of 89.4% for Disabled learners
- Four-year aggregate Bury College performance of 83.5% for Disabled learners (gap of 5.9%)

## Sex

- Four-year aggregate sector level performance of 91.3% for Female learners
- Four-year aggregate Bury College performance of 86.3% for Female learners (gap of 5%)
- Four-year aggregate sector level performance of 88.3% for Male learners
- Four-year aggregate Bury College performance of 75% for Male learners (gap of 13.3%)

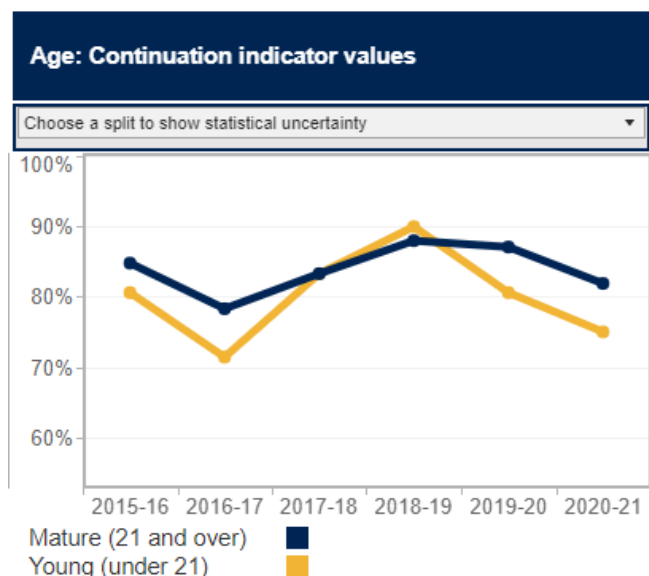
## Age on Commencement

- Four-year aggregate sector level performance of 92.4% for Under 21 Year Old learners
- Four-year aggregate Bury College performance of 81.6% for Under 21 Year Old learners (gap of 10.8%)
- Four-year aggregate sector level performance of 83.7% for learners aged 21 and over
- Four-year aggregate Bury College performance of 85% for learners aged 21 and over (gap of -1.3%)

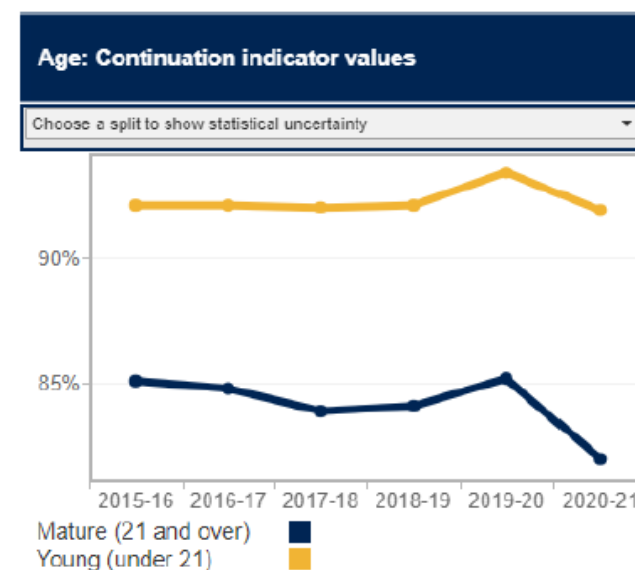
Supported by OfS Data Dashboard tables, which shows continuation rates for mature students performs better than for younger students, with indicator showing this as similar to national rates. The continuation rate for younger students is below national rates.

## Age

### Bury College



### National Rates



## Summary

Data covers period 2015-16 to 2020-21, with four year aggregate period 2017/18-2020/21  
Cohort size is for all Full-Time Undergraduates, and typical cohort size is 150 per year (560 learners across four year aggregate period). Data confirms many strong areas of success for Bury College with regards Continuation in Higher Education, and the potential to target activities to reduce risk of equality of opportunity for other areas. Confirmed with Continuation targets for Bury College as follows:

### Objective 2

Increase the continuation rate of Male learners in Higher Education at the College to 83% by 2028  
(2023-24 OfS Data Report baseline rate = 75%)

This would reduce the gap in continuation in HE of Male learners at the College to 5% by 2028  
(2023-24 OfS Data Report baseline gap = 13.3%)

### Objective 3

Increase the continuation rate of Younger learners in Higher Education at the College to 87% by 2028  
(2023-24 OfS Data Report baseline rate = 81.6%)

This would reduce the gap in continuation in HE of Younger learners at the College to 5% by 2028  
(2023-24 OfS Data Report baseline gap = 10.8%)

**Completion**

Completion indicators, reporting the proportion of students that were observed to have gained a higher education qualification, or were continuing in the study of a higher education qualification, four years and 15 days after they started their course.

The data for this lifecycle stage includes an overall summary indicator for completion, which shows:

- At sector level (all registered English HE providers), an aggregate across the last four years of data shows that 87.6% of all full-time undergraduates complete their studies
- At Bury College, an aggregate across the last four years of data shows that 70.8% of all full-time undergraduates complete with their studies (cohort size = 490)

This shows a gap to the sector at Bury College of 16.8%

Data covers period 2012-13 to 2018-19, with four-year aggregate period 2015/16-2018/19.

Across several areas, Bury College completion rates are lower than sector averages, suggesting that while there are some pockets of strength, the College has an opportunity to deliver whole cohort interventions to the benefit all learners. Within this, there are some particular targeting that could also be included, e.g.:

Index of Multiple Deprivation (2019 data)

- Four-year aggregate sector level performance of 83.2% for IMDQ1+2 (40% most deprived areas of England)
- Four-year aggregate Bury College performance of 70.5% for IMDQ1+2 (gap of 12.7%)

Note strong performance within this;

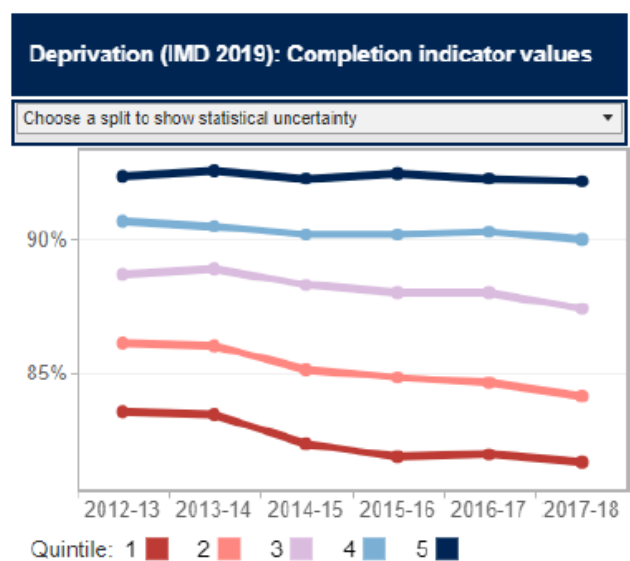
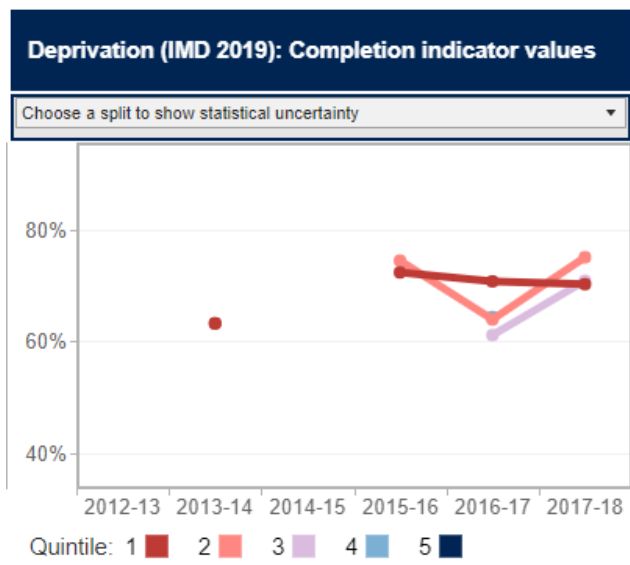
- Four-year aggregate sector level performance gap between least deprived (Q5) and most deprived (Q1) of 10.5% (92.3%v 81.8%)
- Four-year aggregate Bury College performance gap between least deprived (Q5) and most deprived (Q1) of 7.3% (78.3% v 70.9%)

Supported by OfS Data Dashboard tables, which shows completion rates for completion rates for IMD Quintiles 1 and 2 (more deprived areas) below national rates.

**Deprivation**

**Bury College**

**National Rates**



**Ethnicity**

- Four-year aggregate sector level performance of 88.8% for White learners
- Four-year aggregate Bury College performance of 70.5% for White learners (gap of 18.3%)
- Four-year aggregate sector level performance of 84.9% for Asian, Black, Mixed, Other (ABMO) learners
- Four-year aggregate Bury College performance of 70.3% ABMO learners (gap of 14.6%)

**Disability**

- Four-year aggregate sector level performance of 87.9% for non-disabled learners
- Four-year aggregate Bury College performance of 70.7% for non-disabled learners (gap of 17.2%)
- Four-year aggregate sector level performance of 85.7% for Disabled learners
- Four-year aggregate Bury College performance of 71.6% for Disabled learners (gap of 14.1%)

**Sex**

- Four-year aggregate sector level performance of 89.9% for Female learners
- Four-year aggregate Bury College performance of 72.3% for Female learners (gap of 17.6%)
- Four-year aggregate sector level performance of 84.7% for Male learners
- Four-year aggregate Bury College performance of 66.7% for Male learners (gap of 18%)

**Age on Commencement**

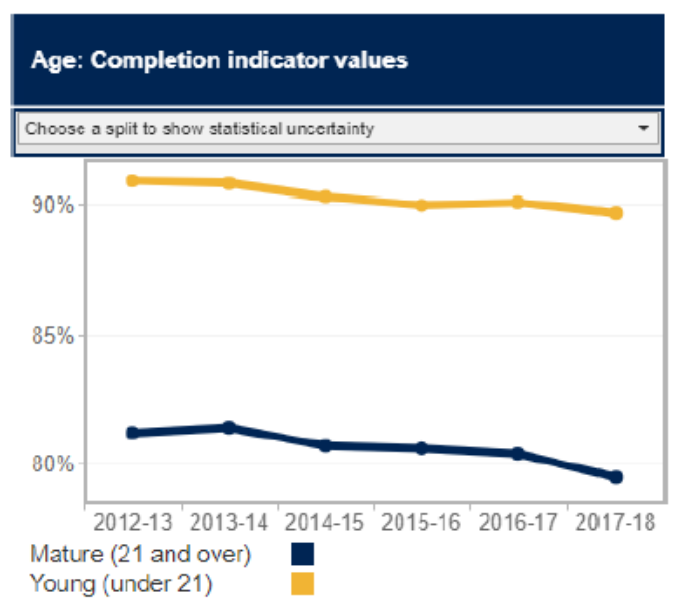
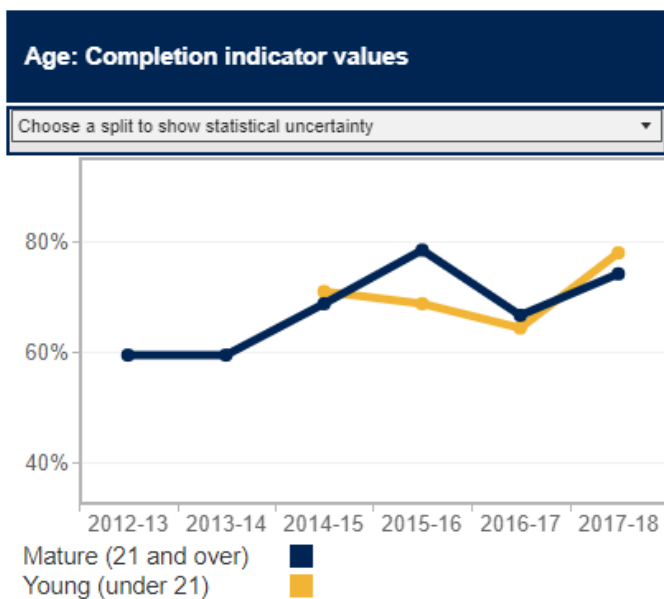
- Four-year aggregate sector level performance of 90% for Under 21-Year-Old learners
- Four-year aggregate Bury College performance of 69% for Under 21-Year-Old learners (gap of 21%)
- Four-year aggregate sector level performance of 80.2% for learners aged 21 and over
- Four-year aggregate Bury College performance of 72.3% for learners aged 21 and over (gap of 7.9%)

Supported by OfS Data Dashboard tables, which shows a small gap in completion rates between younger / mature students, however both are performing below national rates;

**Age**

**Bury College**

**National Rates**



## Summary

Data covers period 2012-13 to 2018-19, with four-year aggregate period 2015/16-2018/19  
Cohort size is for all Full-Time Undergraduates, and typical cohort size is 125 per year (490 learners across four-year aggregate period). Data confirms Bury College completion rates are lower than sector averages, suggesting that while there are some pockets of strength, the College has an opportunity to deliver whole cohort interventions to the benefit all learners. Confirmed with Completion targets for Bury College as follows:

### Objective 4

Increase the completion rate of Male learners in Higher Education at the College to 75% by 2028  
(2023-24 OfS Data Report baseline rate = 66.7%)

This would reduce the gap in completion in HE of Younger learners at the College to 10% by 2028  
(2023-24 OfS Data Report baseline gap = 18%)

### Objective 5

Increase the completion rate of Female learners in Higher Education at the College to 80% by 2028  
(2023-24 OfS Data Report baseline rate = 72.3%)

This would reduce the gap in completion in HE of Younger learners at the College to 10% by 2028  
(2023-24 OfS Data Report baseline gap = 17.6%)



## Attainment

Degree outcomes (attainment) indicators, reporting the proportion of level 6+ undergraduate qualifiers who were awarded first or upper second-class degrees.

Please note that data for this lifecycle stage (focused on Level 6+ provision) relates to a small proportion of Bury College HE delivery, where data for most recent four-year aggregate period of data is equivalent to c150 learners, which translates to approximately two groups of learners per year.

The data for this lifecycle stage includes an overall summary indicator for completion, which shows:

- At sector level (all registered English HE providers), an aggregate across the last four years of data shows that 80.5% of all full-time undergraduates secured a first or upper second class degree
- At Bury College, an aggregate across the last four years of data shows that 68.8% of all full-time undergraduates secured a first or upper second-class degree (cohort size = 140)

This shows a gap to the sector at Bury College of 11.7%

Data covers period 2016-17 to 2021-22, with four-year aggregate period 2018/19-2021/22.

As this gap is lower than the Completion gap (16.8%), and where annual cohort sizes will be below 50 learners, the College has chosen to prioritise Completion with targets / intervention.

Across several areas, Bury College attainment rates are lower than sector averages, e.g.:

### Index of Multiple Deprivation (2019 data)

- Four-year aggregate sector level performance of 73.2% for IMDQ1+2 (40% most deprived areas of England)
- Four-year aggregate Bury College performance of 63.1% for IMDQ1+2 (gap of 10.1%)

### Ethnicity

- Four-year aggregate sector level performance of 84.3% for White learners
- Four-year aggregate Bury College performance of 71% for White learners (gap of 13.3%)

Note, insufficient learner numbers to provide performance data for non-white learners

### Disability

- Four-year aggregate sector level performance of 80.7% for non-disabled learners
- Four-year aggregate Bury College performance of 72.3% for non-disabled learners (gap of 8.4%)
- Four-year aggregate sector level performance of 79.7% for Disabled learners
- Four-year aggregate Bury College performance of 56.3% for Disabled learners (gap of 23.4%) Note, cohort size = 30 learners

### Sex

- Four-year aggregate sector level performance of 81.9% for Female learners
- Four-year aggregate Bury College performance of 70.3% for Female learners (gap of 11.6%)

Note, insufficient learner numbers to provide performance data for male learners

### Age on Commencement

- Four-year aggregate sector level performance of 82.5% for Under 21-Year-Old learners
- Four-year aggregate Bury College performance of 59.5% for Under 21-Year-Old learners (gap of 23%) Note, cohort size = 40 learners
- Four-year aggregate sector level performance of 72.3% for learners aged 21 and over
- Four-year aggregate Bury College performance of 72.5% for learners aged 21 and over (gap of -0.2%)

Note, due to the small cohort sizes / courses in scope, Bury College has not prioritised any interventions on this stage of the student lifecycle.

## Progression

Progression indicators, reporting the proportion of Graduate Outcomes (GO) survey respondents who identified managerial or professional employment, further study, or other positive outcomes among the activities they were undertaking 15 months after obtaining a higher education qualification.

Please note that data for this lifecycle stage (focused on Level 6+ learners) relates to a small proportion of Bury College HE delivery, where data for most recent four-year aggregate period of data is equivalent to c150 learners, which translates to approximately two groups of learners per year..

The data for this lifecycle stage includes an overall summary indicator for completion, which shows:

- At sector level (all registered English HE providers), an aggregate across the last four years of data shows that 72.6% of all full-time undergraduates secured a positive progression
- At Bury College, an aggregate across the last four years of data shows that 44.9% of all full-time undergraduates secured a positive progression (cohort size = 160)

This shows a gap to the sector at Bury College of 27.7%

Data covers period 2015-16 to 2020-21, with four-year aggregate period 2017/18-2020/21.

Note, due to the small cohort sizes / courses in scope, Bury College has not prioritised any interventions on this stage of the student lifecycle.

### Index of Multiple Deprivation (2019 data)

- Four-year aggregate sector level performance of 68% for IMDQ1+2 (40% most deprived areas of England)
- Four-year aggregate Bury College performance of 46.8% for IMDQ1+2 (gap of 21.2%)

### Ethnicity

- Four-year aggregate sector level performance of 70.2% for Asian, Black, Mixed, Other ethnicity learners  
Four-year aggregate Bury College performance of 48.3% for Asian, Black, Mixed, Other ethnicity learners (gap of 21.9%) Note, cohort size = 30 learners
- Four-year aggregate sector level performance of 73.5% for White learners
- Four-year aggregate Bury College performance of 43.5% for White learners (gap of 30%) Note, cohort size = 130 learners

### Disability

- Four-year aggregate sector level performance of 73% for non-disabled learners
- Four-year aggregate Bury College performance of 45.1% for non-disabled learners (gap of 27.9%)
- Four-year aggregate sector level performance of 70.9% for Disabled learners
- Four-year aggregate Bury College performance of 43.4% for Disabled learners (gap of 27.5%) Note, cohort size = 30 learners

### Sex

- Four-year aggregate sector level performance of 71.8% for Female learners
- Four-year aggregate Bury College performance of 43.1% for Female learners (gap of 28.7%)
- Four-year aggregate sector level performance of 73.8% for Male learners
- Four-year aggregate Bury College performance of 50% for Male learners (gap of 23.8%) Note, cohort size = 40 learners

### Age on Commencement

- Four-year aggregate sector level performance of 72.5% for Under 21-Year-Old learners
- Four-year aggregate Bury College performance of 40% for Under 21-Year-Old learners (gap of 32.5%)
- Four-year aggregate sector level performance of 72.8% for learners aged 21 and over

- Four-year aggregate Bury College performance of 50.7% for learners aged 21 and over (gap of 22.1%)

Please note due to the small cohort sizes / courses in scope, Bury College has not prioritised any interventions on this stage of the student lifecycle.

Please also note that Bury College has low numbers of part-time learners and apprentices. Analysis of Office for Students data sets returned mostly N/a due to small size of cohorts involved. Consequently, no targets / objectives / interventions have been set that focus on part-time learners or apprentices.





## 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.

In preparation for this Plan, Bury College has conducted a broad literature review to underpin approaches to developing intervention strategy design. This included a deep dive of those providers involved in Wave 1 process for this programme of Access and Participation Plan to benefit from existing good practice. The most beneficial sources that informed thinking around each strategy are discussed below.

### General Sources informing the approach to intervention, evaluation and theories of change

Key starter sources which informed the initial development of the College's overall approach to intervention strategies included TASO Theory of Change resources, OfS Evaluation Toolkits, TASO Methodology for Impact Evaluation for Small Cohorts and OfS Financial Support Evaluation Toolkit. These include suggestions regarding reporting structures and staff responsibilities which have helped the College see how it can take the next steps into more fully developing an improved evaluation culture.

### Bury College Application and Interview Process Feedback (Live Survey / Based on 318 Responses at 30 April 2024. Note, will include FE and HE applicants)

<p>I would describe the on-line application process as:</p> <p>Excellent or Good Responses = 301 Number of Responses = 318</p>	<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> Excellent 156</li> <li><span style="color: orange;">●</span> Good 145</li> <li><span style="color: green;">●</span> Average 13</li> <li><span style="color: red;">●</span> Poor 1</li> <li><span style="color: purple;">●</span> I didn't apply on-line 3</li> </ul>	
<p>The communication from Bury College throughout the application process was:</p> <p>Excellent or Good Responses = 302 Number of Responses = 317</p>	<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> Excellent 191</li> <li><span style="color: orange;">●</span> Good 111</li> <li><span style="color: green;">●</span> Average 14</li> <li><span style="color: red;">●</span> Poor 1</li> </ul>	
<p>Did you leave the interview with all of the information you need regarding your chosen course?</p> <p>Excellent or Good Responses = 305 Number of Responses = 315</p>	<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> Yes 305</li> <li><span style="color: orange;">●</span> No 10</li> </ul>	
<p>Overall, how would you rate the Application and Interview Process?</p> <p>Excellent or Good Responses = 320 Number of Responses = 343</p>	<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> Excellent 179</li> <li><span style="color: orange;">●</span> Very Good 141</li> <li><span style="color: green;">●</span> Average 18</li> <li><span style="color: red;">●</span> Poor 0</li> <li><span style="color: purple;">●</span> Other 5</li> </ul>	

### Feedback comments

*'I felt comfortable speaking and asking questions during the interview'.*

*'It was good that my carer was kept informed throughout the application process and she said she liked the fact that when she phoned the college she got straight through to a person'.*

*'They have been very helpful throughout the process and I am very pleased that I have applied for this college'.*

*'The process was very well-organised and informative. Professional and efficient response to my application made the process very easy and enjoyable and consolidated my course choices. Left me with great confidence in the college, a place I would be happy to study at'.*

*'Throughout the interview I felt reassured and comfortable'.*

*'My interview was excellent because I had the chance to speak to the tutor and ask any question I had'.*

*'I would say that the interview was straight to the point and I was told the necessary information about Bury College. Also, I was asked about my future career choice, which made me feel more confident to achieve my goal'.*

*'The interviewer was very understanding about my needs and informed me on what would be done for me at college'.*

#### Bury College HE Survey Results (April 2024)

##### Questions

HE Teaching staff are good at explaining things

Strongly Agree or Agree Responses = 131

Number of Responses = 138

HE Teaching staff have made the subject interesting

Strongly Agree or Agree Responses = 132

Number of Responses = 138

My HE course is intellectually stimulating

Strongly Agree or Agree Responses = 131

Number of Responses = 137

My HE course has challenged me to achieve my best work

Strongly Agree or Agree Responses = 133

Number of Responses = 138

I have received constructive and developmental comments on my work

Strongly Agree or Agree Responses = 134

Number of Responses = 138

I have been able to contact staff when I need to

Strongly Agree or Agree Responses = 123

Number of Responses = 138

Good advice is available when I need to make study choices for my course

Strongly Agree or Agree Responses = 130

Number of Responses = 137

My learning experience is enriched with employer interactions, such as guest speakers, visits to employers, work placement etc.

Strongly Agree or Agree Responses = 87

Number of Responses = 106

I know how to report an issue if I do not feel safe

Strongly Agree or Agree Responses = 135

Number of Responses = 137

#### Bury College HE Student Representative Group (April 2024) Feedback

- Clarifying scoring criteria for assignments
- Standardising timeliness of assignment feedback to students
- Increasing methods for students to contact teaching staff
- Improving availability / access to industry relevant kit/equipment
- Enhancing learning experience with additional employer interactions

## Supporting References

### *Advance HE*

Education for Mental Health Toolkit

<https://www.advance-he.ac.uk/teaching-and-learning/curricula-development/education-mental-health-toolkit>

### *Advance HE*

Education for Mental Health Toolkit – Social Belonging

<https://www.advance-he.ac.uk/teaching-and-learning/curricula-development/education-mental-health-toolkit#SocialBelonging>

### *Ainscow*

Collaboration as a strategy for promoting equity in education: possibilities and barriers

<https://www.cscjes-cronfa.co.uk/api/storage/2a6d51d2-92c2-45e3-97a8-2567619e7fb6/Ainscow-paper-for-JPCC-February-2016.pdf>

### *Association of Colleges*

Mental Health Survey Report 2023

[AoC-Mental-Health-Survey-Report-2023.pdf \(d4hfzltwt4wv7.cloudfront.net\)](#)

### *Baars, Mulcahy and Bernandes*

The underrepresentation of white working class boys in higher education

<https://www.lkmco.org/wp-content/uploads/2016/07/The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf>

### *Bury College*

Bury College Behaviour Policy

<https://burycollege.ac.uk/legal>

Bury College Bursary Fund

<https://burycollege.ac.uk/university-centre/supporting-you/fees-and-funding>

Bury College Equality Policy

<https://burycollege.ac.uk/university-centre/about-us/legal>

Bury College Financial Support

<https://burycollege.ac.uk/full-time/student-resources/bc-financial-support>

Bury college HE Admissions Policy

<https://burycollege.ac.uk/university-centre/about-us/legal>

Bury College HE Student Engagement policy

<https://burycollege.ac.uk/university-centre/about-us/legal>

Bury College Mental Health and Wellbeing Policy

<https://burycollege.ac.uk/full-time/student-support/safeguarding>

<https://burycollege.ac.uk/university-centre/supporting-you/how-we-support-you>

Bury College Strategic Objectives

<https://burycollege.ac.uk/about-us/our-vision>

*Crisp, G., Baker, V. L., Griffin, K. A., Lunsford, L. G., & Pifer, M. J*

Mentoring Undergraduate Students. ASHE Higher Education Report

[Mentoring Undergraduate Students - Crisp - 2017 - ASHE Higher Education Report - Wiley Online Library](#)

### *Department for Education*

Eight Principles for Whole College Approaches to Mental Health and Wellbeing

[Promoting children and young people s mental health and wellbeing.pdf \(publishing.service.gov.uk\)](#)

*Fox, A., Stevenson, L., Connelly, P., Duff, A., & Dunlop, A*

Peer-mentoring undergraduate accounting students: The Influence on Approaches to Learning and Academic Performance. *Active learning in higher education*

[Peer-mentoring undergraduate accounting students: The influence on approaches to learning and academic performance - Alison Fox, Lorna Stevenson, Patricia Connelly, Angus Duff, Angela Dunlop, 2010 \(sagepub.com\)](https://www.sagepub.com)

*Greater Manchester Higher / National Collaborative Outreach Programme / Uni Connect*

GM Higher

<https://gmhigher.ac.uk/>

*Hello Future*

Perspectives & Prospects. The educational ambitions and intentions of young white British males from five disadvantages areas in North West England

<https://www.hellofuture.ac.uk/wp-content/uploads/Perspectives-and-prospects-The-educational-ambitions-and-intentions-of-young-white-British-males-from-five-disadvantaged-areas-in-N.W.-England.pdf>

*Higher Education Policy Institute (HEPI)*

The white elephant in the room: ideas for reducing racial inequalities in higher education

<https://www.hepi.ac.uk/wp-content/uploads/2019/09/The-white-elephant-in-the-room-ideas-for-reducing-racial-inequalities-in-higher-education.pdf>

*Higher Education Statistics Agency (HESA)*

HE Graduate Outcomes Data

<https://www.hesa.ac.uk/data-and-analysis/graduates>

*Higher Education Statistics Agency (HESA)*

Graduate Outcomes

<https://www.hesa.ac.uk/innovation/outcomes>

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Boys to Men: The underachievement of young men in higher education – and how to start tackling it

<https://www.hepi.ac.uk/wp-content/uploads/2016/05/Boys-to-Men.pdf>

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Wave 1 Initial Findings- Briefing No.4. Mental Health and Wellbeing

<https://cosmostudy.uk/publications/mental-health-and-wellbeing>

*Office for Students*

Access and Participation Plan Dashboard

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

Addressing Barriers to Student Success (ABSS) programme

[ABSS project - University of Exeter - Office for Students](#)

Equality of Opportunity Risk Register

<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/about-the-equality-of-opportunity-risk-register/>

Evaluation in Access and Participation

[What's the evidence? - Office for Students](#)

Financial Support Evaluation Toolkit

[Financial support evaluation toolkit - Office for Students](#)

Insight 13. Schools, attainment and the role of higher education

<https://officeforstudents.org.uk/media/24ac9501-234f-4f34-bf44-edb13e5282c5/insightbrief-13-schools-attainment-and-the-role-of-higher-education.pdf>

Regulatory Notice 1

<https://www.officeforstudents.org.uk/publications/regulatory-notice-1-access-and-participation-plan-guidance/>

Regulatory Advice 6

<https://www.officeforstudents.org.uk/publications/regulatory-advice-6-how-to-prepare-your-access-and-participation-plan-effective-practice-advice/>

Strategic relationships with schools and raising attainment

[Strategic relationships with schools and raising attainment - Office for Students](#)

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Cost of living and higher education students, England

<https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/bulletins/costoflivingandhighereducationstudentsengland/30januaryto13february2023>

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Building Belonging in Higher Education. Recommendations for developing an integrated institutional approach

<https://wonkhe.com/wpcontent/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf>

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A sense of belonging at university: student retention, motivation and enjoyment

<https://www.tandfonline.com/doi/abs/10.1080/0309877X.2021.1955844>

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Parental Influence: the key role played by parents in their children's decisions about routes and pathways post-18

<https://www.accesshe.ac.uk/yYdIx0u7/Parental-Influence-Report-2015-FINAL-1-JULY-00000003.pdf>

*ResearchGate*

How Peer Mentoring Can Help Universities Promote Student Success in a Post-COVID19 Pandemic World

[https://www.researchgate.net/publication/358013984\\_How\\_Peer\\_Mentoring\\_Can\\_Help\\_Universities\\_Promote\\_Student\\_Success\\_in\\_a\\_Post-COVID19\\_Pandemic\\_World](https://www.researchgate.net/publication/358013984_How_Peer_Mentoring_Can_Help_Universities_Promote_Student_Success_in_a_Post-COVID19_Pandemic_World)

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What Works to Tackle Mental Health Inequalities in Higher Education

<https://cfey.org/reports/2022/05/what-works-to-tackle-mental-health-inequalities-in-higher-education/>

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Self-Efficacy and Education and Instruction

[https://link.springer.com/chapter/10.1007/978-1-4419-6868-5\\_10](https://link.springer.com/chapter/10.1007/978-1-4419-6868-5_10)

*TASO*

Evidence Toolkit

<https://taso.org.uk/evidence/toolkit/>

Financial Support (post-entry)

<https://taso.org.uk/intervention/financial-support-post-entry/>

Impact Evaluation with Small Cohorts.

<https://taso.org.uk/evidence/evaluation-guidance-resources/impact-evaluation-with-small-cohorts/>

Mentoring, Counselling, Coaching and Role Models (post-entry)

<https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/>

Self-Assessment Toolkits

<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/>

[TASO -Report\\_Impact-evaluation-with-small-cohorts\\_methodology-guidance\\_Secured-1.pdf \(SECURED\)](#)  
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Theory of Change Resources

<https://taso.org.uk/intervention/information-advice-and-guidance/>

Understanding the impact of interventions to address inequality in the student experience

<https://taso.org.uk/wp-content/uploads/Summary-report-Understanding-gaps-in-the-student-experience-TASO.pdf>

*The Sutton Trust*

New polling on the impact of the cost of living crisis on students.

<https://www.suttontrust.com/wp-content/uploads/2023/03/Student-cost-of-living->

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Attainment Raising: A Toolkit

<https://www.officeforstudents.org.uk/media/05c8aa08-8ff7-46c0-9374-90a2f89574b0/attainment-raising-a-toolkit-final-accessible.pdf>

Barriers and facilitators to University access in disadvantaged UK adolescents by ethnicity: a qualitative study

<https://www.tandfonline.com/doi/full/10.1080/0309877X.2022.2086037>

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Starting the Conversation: UCAS Report on Student Mental Health

<https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-reports#starting-the-conversation-ucas-report-on-student-mental-health%E2%80%93june-2021>

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The 2023 Student Mindset, A look into the mindset of current applicants and potential applicants,

<https://www.ucas.com/file/435551/download?token=VUdIDVFh>

*UCAS*

Where Next? What Influences the Choices School Leavers Make?

<https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-reports#where-next-what-influences-the-choices-school-leavers-make%E2%80%93april-2021>

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Widening Access and Participation

<https://www.ucas.com/advisers/help-and-training/guides-resources-and-training/tools-and-resources-help-you/widening-access-and-participation#analysis>

*Universities UK*

Being the First One: attending university as a first generation student

<https://www.universitiesuk.ac.uk/latest/insights-and-analysis/being-first-one-attending-university>

*Universities UK*

Black, Asian and minority ethnic student attainment at UK universities #Closingthegap

<https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bamestudent-attainment.pdf>

*UPP Foundation*

On course for success? Student retention at university

<http://www.smf.co.uk/wp-content/uploads/2017/07/UPP-final-report.pdf>

*WonkHE*

The Four Foundations of Belonging at University

[The four foundations of belonging at university | Wonkhe](#)

# Fees, investments and targets

2025-26 to 2028-29

Provider name: Bury College

Provider UKPRN: 10001005

## Summary of 2025-26 entrant course fees

\*course type not listed

### Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

**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, all Full-time courses charged same rate	N/A	8250
Foundation degree	N/a, all Full-time courses charged same rate	N/A	8250
Foundation year/Year 0	*	N/A	*
HNC/HND	N/a, all Full-time courses charged same rate	N/A	8250
CertHE/DipHE	N/a, all Full-time courses charged same rate	N/A	8250
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, all Part-time courses charged same rate	N/A	4180
Foundation degree	N/a, all Part-time courses charged same rate	N/A	4180
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	N/a, all Part-time courses charged same rate	N/A	4180
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: Bury College

Provider UKPRN: 10001005

### 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	£65,000	£67,000	£69,000	£71,000
Financial support (£)	NA	£45,000	£47,000	£49,000	£50,000
Research and evaluation (£)	NA	£5,000	£5,000	£5,000	£5,000

**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 (£)	£20,000	£21,000	£22,000	£23,000
Access activity investment	Post-16 access activities (£)	£40,000	£41,000	£42,000	£43,000
Access activity investment	Other access activities (£)	£5,000	£5,000	£5,000	£5,000
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£65,000</b>	<b>£67,000</b>	<b>£69,000</b>	<b>£71,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>20.5%</b>	<b>20.6%</b>	<b>20.2%</b>	<b>20.2%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£65,000</b>	<b>£67,000</b>	<b>£69,000</b>	<b>£71,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£40,000	£42,000	£44,000	£45,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£5,000	£5,000	£5,000	£5,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£45,000</b>	<b>£47,000</b>	<b>£49,000</b>	<b>£50,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>14.2%</b>	<b>14.4%</b>	<b>14.3%</b>	<b>14.2%</b>
Research and evaluation investment	Research and evaluation investment (£)	£5,000	£5,000	£5,000	£5,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.6%	1.5%	1.5%	1.4%

# Fees, investments and targets

2025-26 to 2028-29

Provider name: Bury College

Provider UKPRN: 10001005

## 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
Increase the access rate of Male learners in Higher Education at the College to 33% by 2028	PTA_1	Access	Sex	Male	Female	Data provided by the Office for Students has identified main gaps in performance together with associated risks to equality of opportunity in terms of accessing HE at Bury College. Using 4-year aggregate data for 2018/19-2021/22 as baseline (also to reduce potential for individual year fluctuations) shows Male access to Bury College at 24.4% v sector average of 43% (gap of 18.6%), and has been selected as a priority target for this plan.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage	24.4	26	28	30	33
	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
Increase the Continuation rate of Male learners in Higher Education at the College to 83% by 2028	PTS_1	Continuation	Sex	Male	Female	Data provided by the Office for Students has identified main gaps in performance together with associated risks to equality of opportunity in terms of continuing in HE at Bury College. Using 4-year aggregate data for 2017/18-2020/21 as baseline (also to reduce potential for individual year fluctuations) shows continuation at Bury College among Male learners at 75% v sector average of 88.3% (gap of 13.3%) and has been selected as a priority target for this plan.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage	75	77	79	81	83
Increase the Continuation rate of Younger learners in Higher Education at the College to 87% by 2028	PTS_2	Continuation	Age	Young (under 21)	Mature (over 21)	Data provided by the Office for Students has identified main gaps in performance together with associated risks to equality of opportunity in terms of continuing in HE at Bury College. Using 4-year aggregate data for 2017/18-2020/21 as baseline (also to reduce potential for individual year fluctuations) shows continuation at Bury College among Younger learners at 81.6% v sector average of 92.4% (gap of 10.8%) and has been selected as a priority target for this plan.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage	81.6	82	83	85	87

