SOUTH WEST COLLEGE

WIDENING ACCESS AND PARTICIPATION PLAN

2024/25 – 2026/27

PART ONE

WIDENING ACCESS AND PARTICIPATION PLAN 2024/25 – 2026/27

Institutions are required to submit information under each of the headings below. Please see the guidance notes for help in completing this return.

1.1 Please provide a high level outline of your institution's Widening Participation policy in Higher Education and how this fits in with the institution's strategic direction.

(As per previous submission)

South West College's Strategic Framework for Higher Education (HE) is outlined in the College Development Plan 2022-23 and aims to work towards embedding the principles of the Department for Economy's Higher Education strategies which builds upon the 'Economic Recovery Action Plan': 'A 10x Economy', 'Trade and Investment for a 10x Economy', 'Tourism Recovery Action Plan', and 'Skills Strategy for Northern Ireland'. The College continues to focus on developing Foundation Degrees in priority areas for economic development, with special focus on STEAM curriculum. In addition, the Higher Level Apprenticeship (HLA) provision at Southwest College also reflects several sectoral documents such as Securing our Success, 10X, NI Skills Barometer, and the Sub regional Skills Barometer; each of which are well understood by College Senior Managers, Middle Managers and Course Directors. This approach ensures that the College is aligning its HE provisions and development with strategy. Southwest College is fully committed to attracting, recruiting, and retaining the most able students from the most diverse backgrounds. Our Widening Access and Participation Plan builds on past achievements and experience and addresses the key challenges set out by the Department for the Economy. Research and statistical analysis shows that deprivation levels across the south west region of Northern Ireland varies within specific areas and is relative to different measures.

The following key points have informed the College's Widening Access and Participation framework:

1. Income and employment deprivation are evident across all areas of the south west region.

2. There are specific wards in the south west region which rank among the highest levels of deprivation within Northern Ireland.

3. Within several wards there is a particularly high level of education, skills, and training deprivation, with results within the top 20% most educationally deprived wards in Northern Ireland.

4. Unemployment within the region shows signs of inadequate opportunities, skills shortages, and a lack of imbedded economic activity.

5. 27% of the unemployed in the region are between the ages of 16-24 and youth unemployment is a particular concern.

6. Census data shows that out of the 34,500 people in the region who have a Level 4 qualification or above, 60% are female while just 40% are male; this highlights a need to support males in Higher Education.

7. The Crossroads Young Carer Group has found that one in six people in Northern Ireland are a career, while almost 9,000 children provide care, and the College recognises its role in supporting and encouraging young carers in the region to participate in Higher Education.

Through its Higher Education Strategy, the College aims to provide a quality learning experience in a supportive environment. We value the diversity of our student body and have a strong record in Widening Participation. Our plan focusses on the future, developing outreach initiatives, tailored academic and support services and financial support to maintain and widen participation.

1.2 What is your view of the success record of your institution in relation to recruitment, retention and progression for Widening Participation students?
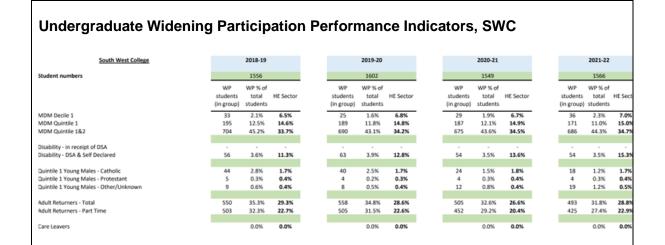
SWC has faced numerous challenges to its HE recruitment in recent years. Factors such as competitive entry tariffs, restrictive arrangements in provision, public perception of some awards e.g. Foundation Degrees, and decreasing FE enrolments, make for an increasingly competitive landscape. Despite this, SWC has continued to review its HE curriculum to ensure that it is responding to the needs of the local economy and through the development of new partnerships such The Open University, has been able to ensure that it offers a suite of economically relevant provision that supports Equality, Diversity and Inclusion (EDI) and promotes widening participation.

In 2021/22, 11% of students who participated in Higher Education at South West College were from areas which are the most economically deprived in Northern Ireland (Quintile 1).

In 2021/22, 33.3% of students who participated in higher education at South West College resided in Quintile 2, compared with 2.4% who resided in Quintile 5.

Students from quintiles 1 and 2 make up 44.3% of the total students who participated in Higher Education at South West College in 2021/22.

To summarise, 2021/22 enrolment data shows that South West College continues to recruit Higher Education students from areas which are most economically deprived in NI (quintiles 1&2 – 44.3%).

Undergraduate Widening Participation Performance Indicators, SWC

South West College	2018-19			2019-20			2020-21			2021-22		
Student numbers	1556			1602			1549			1566		
	WP students (in group)	WP % of total students	HE Sector	WP students (in group)	WP % of total students	HE Sector	WP students (in group)	WP % of total students	HE Sector	WP students (in group)	WP % of total students	HE Sect
MDM Decile 1	33	2.1%	6.5%	25	1.6%	6.8%	29	1.9%	6.7%	36	2.3%	7.0%
MDM Quintile 1	195	12.5%	14.6%	189	11.8%	14.8%	187	12.1%	14.9%	171	11.0%	15.0%
MDM Quintile 1&2	704	45.2%	33.7%	690	43.1%	34.2%	675	43.6%	34.5%	686	44.3%	34.7%
Disability - in receipt of DSA	-	-	-	-	-	-	-	-	-	-	-	-
Disability - DSA & Self Declared	56	3.6%	11.3%	63	3.9%	12.8%	54	3.5%	13.6%	54	3.5%	15.3%
Quintile 1 Young Males - Catholic	44	2.8%	1.7%	40	2.5%	1.7%	24	1.5%	1.8%	18	1.2%	1.7%
Quintile 1 Young Males - Protestant	5	0.3%	0.4%	4	0.2%	0.3%	4	0.3%	0.4%	4	0.3%	0.4%
Quintile 1 Young Males - Other/Unknown	9	0.6%	0.4%	8	0.5%	0.4%	12	0.8%	0.4%	19	1.2%	0.5%
Adult Returners - Total	550	35.3%	29.3%	558	34.8%	28.6%	505	32.6%	26.6%	493	31.8%	28.8%
Adult Returners - Part Time	503	32.3%	22.7%	505	31.5%	22.6%	452	29.2%	20.4%	425	27.4%	22.9%
Care Leavers		0.0%	0.0%		0.0%	0.0%		0.0%	0.0%		0.0%	0.0%

Performance by deprivation

In 2021/22, final year higher education enrolments from the most deprived quintile (Quintile 1) had a retention rate of 91%. This was an increase of 3% from the previous year, which one would suggest is a result of a return to face-to-face teaching and engagement with reduced restrictions around Covid 19. Retention rate among Quintile 2 was 92%. The retention rate for final year enrolments from quintiles 1 and 2 combined was 92%. This represents a three percent difference when compared with the retention rates of quintiles 3 to 5 (95%). The highest retention rate aligns to Quintile 5 (100%).

The achievement rate for final year higher education enrolments from the most deprived quintile was 83% in 2021/22. This was a reduction of 2% from the previous year and 9% from 2020/21 which again is deemed to be a result of the impact of Covid 19. The achievement rate among Quintile 2 remained at 88%. The achievement rate for final year enrolments from Quintiles 1 and 2 combined was 86% which is similar to the achievement rates of Quintiles 3 to 5 (87%) and is comparable to the achievement rates of quintiles 1 and 2 in 2020/21 (87%). The highest achievement rate aligns to Quintile 4 (91%).

The success rate for final year higher education enrolments from the most deprived quintile was 75% in 2021/22. This was an increase of 1% from the previous year, however, it represents a reduction of 14% from 2019/20. The success rate among quintile 2 was 81% which is a reduction of 1% from the previous year and 8% from 2019/20. Again, one would suggest that such reductions can be correlated with the impact of Covid 19. The success rate for final year enrolments from Quintiles 1 and 2 combined was 78% which represents a 6% reduction in comparison to the success rates of quintiles 3 to 5 (84%). This is comparable to the success rates of quintiles 1 and 2 in 2020/21 (78%) and represents an 11% percent difference when compared with the success rates of quintiles 1 and 2 in 2019/20 (89%). The highest success rate aligns to Quintile 5 (90%)

Performance rates of SWC final year regulated enrolments of Northern Ireland domiciled students by relative deprivation quintile in 2020/21

Deprivation Quintile	Final Year Enrolments	Final Year Completers	Retention Rate	Achievements	Achievement Rate	Success Rate
Quintile 1 Most Deprived	96	87	91%	72	83%	75%
Quintile 2	278	256	92%	226	88%	81%
Quintile 3	330	306	93%	266	86%	81%
Quintile 4	97	90	93%	78	91%	80%
Quintile 5 Least Deprived	21	21	100%	19	89%	90%
Unknown	25	24	96%	23	95%	92%
Total	847	784	93%	684	88%	81%

Young protestant males from areas of high deprivation
In 2021/22, 2.7% of students who participated in higher education at the South West College were young (under 20 years of age) males from Quintile 1. 1.2% were young Catholic males, while 0.3% were young Protestant males and 1.2% were young males with other/unknown religious background.

Persons with disabilities
3.5% of students who participated in Higher Education at South West College in 2021/22 declared a disability.

Adult Learners (Age 25 and over)
31.8% of the total students participating in higher education at South West College in 2021/22 were adult learners, aged 25 and over.
27.4% of the students participating in part-time higher education, were adult learners, aged 25 and over. The census 2021 data for the Local Government Districts of Fermanagh and Omagh and Mid Ulster, shows that the proportion of the working age population aged 25 to 64 was 51%.

1.3 Please outline the Widening Participation aims, objectives and targets for the next 3 years for your institution.

You will need to provide details on key target groups within Access to Success, anticipated expenditure and the measures of success – your response should include a description of your approach to targeting, as well as the areas targeted for improvement over the next 3 years. You may wish to add to the projection tables below to report on your own institution's specified target groups if not already included in Access to Success.

South West College's Widening Access and Participation Plan (WAPP) and Strategy aims to address discrepancies in the take-up of Higher Education opportunities between different underrepresented groups in the south west region. These groups, who are most able but less likely to participate in Higher Education, include perspective students from disadvantaged backgrounds, lower household incomes and other groups who face barriers

in accessing Higher Education. The principal features of the SWC WAPP plan 24-25/25-26 will focus on several key objectives that include:

- Access
- Transition
- Financial support
- Academic mentoring and support
- Health and well-being
- Employability.

Access

The College Governing Body and Senior Management Team are committed to ensuring that there is fair access to Higher Education for students from all backgrounds and that the College provides the appropriate information so that students can make informed decisions about their future. In order to promote participation in Higher Education, the College will continue to offer broad enrichment, information, and progression programmes throughout the life cycle of the Widening Access and Participation Plan to groups from feeder schools, local communities, local industry and within the College, through online and on-campus activities.

Transition

The College acknowledges that the transition to Higher Education can be challenging for students. The College's academic and student support teams will continue, in this new plan, to offer a comprehensive academic mentoring and pastoral support programme for the duration of the programme of study.

Financial support

As part of the College WAPP plan, there is in place a well-established bursary scheme which Higher Education students are made aware of at induction point. This initiative is welcomed by students who fall below the threshold income level. In addition, the College also offered a reduced tuition fee for students who were undertaking a full-time course in Health Care Practice. This initiative has been particularly important post COVID to support the undersupply of labour in the NHS. In addition, the College has rebranded its scholarship initiative to "The South West College Higher Education Community Scholarship" and increased its scholarship offer from three to five from 2022/23.

Academic mentorship

The College has appointed specific staff who provide academic mentoring support to Higher Education students on commence of their course. This cross-campus academic mentorship

scheme is available to all Higher Education students on full-time, part-time and Higher-Level Apprenticeship provision. Students who are in receipt of a college bursary will be offered this support over other Higher Education students. The initiative provides support in areas such as academic skills, academic development, research skills, assignment writing, and examination preparation.

Health and well-being

In addition to our academic mentoring programme, students can also access other support services such as counselling, mindfulness, and other health and well-being related support.

Employability

Academic and support staff at South West College actively encourage Higher Education students to think about the next steps of their career. We support students to develop the necessary skills, knowledge, experience and confidence to achieve their personal goals. The College's Higher Education Academic Board monitors and co-ordinates the delivery and further development of the 2024-25/25-26 WAPP plan. The main operational objectives of the South West College Widening Participation Strategy are to:

- Continue to target students from low socio-economic backgrounds. Target/milestone: Maintain and increase full time entrants (recognising current recruitment data).
- Review the existing Higher Education course profile in relation to its relevance and attractiveness to non-traditional students.
- Continue to implement the Higher-Level Apprenticeship framework with a specific focus on adults, industry-based learners, as well as young people seeking high level vocational education and technical skills.
- Continue to develop additional access courses with progression to Foundation Degrees. This action will specifically target adult learners in work and unemployed.
- Expand the College's Level 6 Honour Degree programmes to facilitate rural demand for Higher Education in the South West region.
- Expand Higher Level apprenticeships at level 6.
- Develop flexible models of teaching and learning that widens access and increases participation in Higher Education.
- Collaborate with industry partners to encourage lifelong learning within the workforce that develops and upskills individuals.
- Continue to enhance the portfolio of widening participation outreach activity offered by the College, which may include partnership initiatives with other Higher Education Institutions.
- Continue to oversee the development and delivery of Higher Education support services which is appropriate to learners from under-represented backgrounds.

- Continue to work towards supporting an increase in participation of underrepresented groups and develop effective monitoring and evaluation tools. The College will seek further guidance from the Department for the Economy (DfE) regarding the measurement criteria that should be used to capture accurate and appropriate data for monitoring.
- Further develop a college culture and understanding of widening participation in relation to age, race, gender, social class, disability.

1.3 (a) TARGETS

You will note that the tables numbered (i) to (vi) below have been pre populated with your institution's average enrolment for the last 3 years. You are now required to insert numerical targets for each of the groups identified across the **3 years 202425 – 2026/27**. These groups are regarded as being under represented in Access to Success.

(i) Group: **MDM Quintile 1**
Outcome: **To increase participation of those from NI MDM Q1**

(As per previous submission)

AVERAGE (based on 4 years 2018-2022)	Targets/Outcome		
4 Year Average		2024/25	2025/26	2026/27
	NUMBER OF STUDENTS			

(ii)   Group: **Students with a Disability**
        Outcome: **To increase the number of students who declare a disability**

(As per previous submission)

AVERAGE (based on 4 years 2018-2022)	Targets/Outcome		
4 Year Average	**NUMBER OF STUDENTS**	**2024/25**	**2025/26**	**2026/27**

(iii)   Group: **Students with a Disability**
        Outcome: **To increase the number of students in receipt of DSA**

(As per previous submission)

AVERAGE (based on 4 years 2018-2022)	Targets/Outcome		
4 Year Average	**NUMBER OF STUDENTS**	**2024/25**	**2025/26**	**2026/27**

(iv)   Group: **Young Males from Quintile 1**
        Outcome: **To increase participation of young males from NI MDM Quintile 1**

(As per previous submission)

AVERAGE	Targets/Outcome

(based on 4 years 2018-2022)				
4 Year Average **XX**	**NUMBER OF STUDENTS**	**2024/25**	**2025/26**	**2026/27**

(v) Group: **Adult Learners**

Outcome: **To increase the number of adult learners participating in HE**

AVERAGE (based on 4 years 2018-2022)	**Targets/Outcome**		
4 Year Average **XX**	**NUMBER OF STUDENTS**		
		2024/25	**2025/26**	**2026/27**

As HESA data is largely incomplete for the following area, the figure that you provided in a previous WAPP for 2020/21 has been inserted as a base line.

(vi) Group**: Number of Care Experienced enrolments**
Outcome: **To increase the number of enrolments for those from a care background**

(As per previous submission)

BASE YEAR	**Targets/Outcome**		
		2024/25	**2025/26**	**2026/27**
Not available	**Number**			

1.3(b) The following tables have been provided for you to now insert any other **'specific'** institutional targets. These may be different to those groups identified in 1.3(a) or may relate to targets other than enrolments. In all cases you will need to identify the group and highlight what the target outcome will be e.g. outreach, retention etc.

(i)

Group:

Outcome:

Baseline (statistical or % participation last year monitored)	Targets/Outcome		
		2024/25	2025/26	2026/27
	Number			
	Percentage			

(ii)

Group:

Outcome:

Baseline (statistical or % participation last year monitored)	Targets/Outcome		
		2024/25	2025/26	2026/27
	Number			
	Percentage			

(iii)

| Group: |
| Outcome: |

Baseline (statistical or % participation last year monitored)	Targets/Outcome		
		2024/25	**2025/26**	**2026/27**
	Number			
	Percentage			

1.3(c) Please now outline the estimated 'direct' expenditure required to meet the identified objectives in the table below. You may wish to refer to Part 2 of the guidance notes in "How to Complete your Widening Access and Participation Plan" for a definition of direct spend. Whilst we appreciate that figures for later years are only indicative we do require estimations inserted in each of the categories.

Activity	Estimated Spend 2024/25 (£)	Estimated Spend 2025/26 (£)	Estimated Spend 2026/27 (£)
Bursaries	**59100**	**53000**	**53000**
Scholarships	13500	8100	8100
Other financial Support		18000	
Outreach		31000	
Retention		42000	
Research Activity		0	

Staffing/ Administration		19100	
TOTAL		**171200**	

1.4 List below the key programmes/projects financed from additional student fees that will contribute towards your institution's performance.
(Please refer to the appropriate section of the guidance notes before completing.)

(As per previous submission)

Southwest College intends to continue widening access and participation student support services during 2023/24 and 2025/26, to ensure that Higher Education students from under-represented groups are supported to encourage participation in courses at the point of recruitment and admission. Key activities of this programme will include:

- Pre-entry induction workshops targeted at applicants from areas of low socio and economic deprivation, which focus on accessibility issues such as finance, time-management, learning support systems.
- One-to one tailored support to students requiring additional support to ensure participation. For example, transition meetings and guidance regarding Disabled Student Allowance (DSA) application process, and liaison with external organisations such as Cedar, MENCAP & Education Board Transition Officers.
- In-year financial hardship clinics and advice sessions which provide specialist advice and guidance to students from areas of low socio and economic deprivation.
- Continue to use our well-established referral system to ensure easy and effective access to existing support provided by experienced personnel such as our Safeguarding Officer, Student Counsellor, Student & Learning Support Officer, and the Higher Education Academic Tutor.
- The Widening Access & Participation Learning Resource Mentoring Scheme was introduced in 2018/19. The initiative has been enhanced with the appointment of an associate lecturer who provides academic mentorship across all campuses and will continue for the academic years 2023/24 and 2025/26. Key elements of the scheme include:
(a) Dedicated support and access to a wide range of quality resources in student-centred areas which enhance the learning experience of students identified as coming from widening access and participation target groups. This will consist of an integrated suite of practical workshops and online presentations in a range of areas to include study skills, referencing, report writing, employability skills and mentoring support.
(b) A Higher Education Academic Support and Student Engagement Programme was introduced in the College in 2013 and has been tailored to meet the specific needs of non-traditional Higher Education learners and under-represented groups in Higher Education. This initiative will promote widening access & participation to learners who are experiencing difficulties in

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academic matters that may have a negative impact on their progression and their ability to complete assessments and coursework.
- Widening Access & Participation Financial Support Measures In 2023/24 and 2025/26 the South West College Bursary Scheme will target and assist under-represented and disadvantaged widening access and participation target groups. Bursaries are designed to assist students with course-related costs such as books, equipment, childcare, and travel. All bursaries will be means tested and to be eligible for bursaries students must meet the following criteria:
  1. The student residual family household income as assured by South West College, Student Finance or the EU Customer Service team must not be greater than £19,203.
  2. Students must be a permanent resident in Northern Ireland.
  3. Students must be registered on a full-time undergraduate course leading to a First degree, Foundation Degree or Higher National Diploma.
- The College as part of its WAPP plan wishes to offer three community scholarships targeted at students who reside within quintiles one and two of the South West College catchment area. There is a clear application process and the bursary for each successful applicant will cover their tuition fees for the three-year duration of their studies that will enable them to achieve a Foundation Degree (full-time) plus a one-year Honours Top Up Degree.
- Southwest College under its Widening access and participation plan is keen in recommencing its RISE outreach plan where SWC staff engage with community groups and feeder schools to promote participation to Higher Education courses that raises aspiration and student attainment.

1.5 Please provide a short summary of how your activities link to the key actions within Access to Success.

(As per previous submission)

The College's 2023/24 and 2025/26 WAPP plan will specifically target under-represented groups identified within the Access to Success strategy. Specifically:

1. Key Action 4 3. The College marketing campaigns will support a centralised awareness and outreach campaign to the College's widening access and participation activities as outlined in Access to Success, with a particular focus on MDM quintile 1 and young protestant males.
2. Key Action 8 5. The Widening Access & Participation Learning Resource Mentoring Scheme will support work-based learners supported by APEL which is a key theme within the strategy. The College's APEL systems are already developed, and the College intends to continue to promote this to all prospective students.
3. These support initiatives will also improve retention and progression and associated attendance by actively monitoring attendance.
4. Key Action 9 8. The Widening Access & Participation Student Support Services and academic mentoring will support students from low participation / high deprivation neighbourhoods and adult learners, particularly work-based learners, providing additional support for students in sustaining participation and improving attainment.

5.Key Action 10 10. The widening access & participation financial support measures will further support students from low deprivation areas and supports the development of philanthropic bursaries.

1.6 How do you plan to communicate information on the availability of financial and other assistance to students?

(As per previous submission)

All full-time and part-time students receive a comprehensive induction programme at the point of recruitment and admission to a Higher Education programme; during which, all students are provided with detailed information regarding all financial and support mechanisms. The College operates a tutorial policy and system for all students across levels. In order to prepare Level 3 and Level 5 Foundation degree students for the transition to the next level of Higher Education, financial information and other student support services is provided within weekly tutorials. All information that is related to the College's widening participation strategy such as outreach initiatives and bursary/scholarship schemes, and APEL will be promoted on the College website and within college promotional material. Potential students from college widening participation target groups will also be informed of the support initiatives through the admissions process and policy.

1.7 How do you plan to monitor progress against the targets and the achievement of outcomes?

(As per previous submission)

The College has a well-established Higher Education Academic Board that meets four times per year and consists of all senior managers of the College and Heads of Faculty. The board is responsible for the review and monitoring of the College Widening Access and Participation Plan against set targets for initiatives, associated outreach activities, bursary arrangements, recruitment, retention, and success of students from the identified socio and economic groupings. The committee also reflects on the effectiveness of activities against set targets, with a view to implementing improvements the subsequent year.

1.8 Please provide an additional evaluation on how you think your institution is performing or provide us with relevant documents in line with section 1.8 of the guidance document.

(Full details on how to complete this section are in the guidance notes)

In order to ensure consistency across institutions we would ask that you use the Kirkpatrick Model for this exercise. The concept is that individual institutions will learn from this self-evaluation and obtain evidence to influence future widening participation activity and plans. You may evaluate the institution's widening participation activity as a whole, or evaluate individual projects.

The following sub headings should help focus your response. The Department expects that most institutions will be able to evaluate widening participation activity to at least Level 3 (as below).

(As per previous submission)

Level 1 Evaluation – Reactions
What participants thought and felt about the programme
As in previous years, students have indicated through student and staff consultative meetings and snatch and grab feedback that they greatly value the Widening Access and Participation initiatives that South West College operates. The provision of bursaries is most welcome as it provides financial support that enables students to use to support their studies. The Higher Education Academic Support programme is specifically designed to support WAPP Higher Education students. This scheme has now been further enhanced with the appointment of a fulltime associate lecturer level who now operates across all campus's and offers a service during the day and in the evenings**.**

Level 2 Evaluation - Learning
The resulting increase in knowledge or capability
Bursaries provided to Higher Education WAPP students reduces financial burden and enables them to purchase resources that helps to further develop their knowledge and skills within their programme of study. The academic support advisors provide individual one to one support to WAPP students in the areas of study skills, academic referencing, assignment writing and examination preparation. This support also provides an understanding to students of the progression of knowledge and skills as is illustrated in their programme specifications and that meets the requirements of the FHEQ. This support also encourages the development of students' confidence.
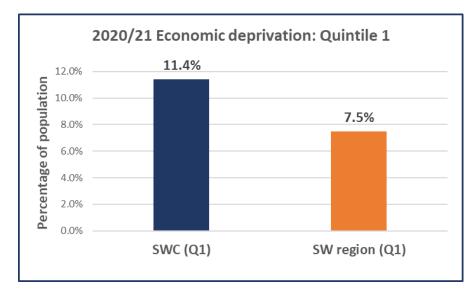
Level 3 Evaluation – Transfer
Behaviour - extent of behaviour and capability improvement and implementation/application
Academic and career support activities provided for WAPP Higher Education students have improved academic achievement and retention. This has been measured at academic examination boards. In addition, students have confirmed that the support provided by the academic advisors has greatly prepared them for

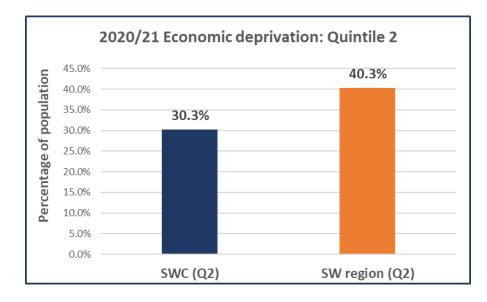the significant work-based learning component of the College's Foundation Degrees.

Level 4 Evaluation- Results
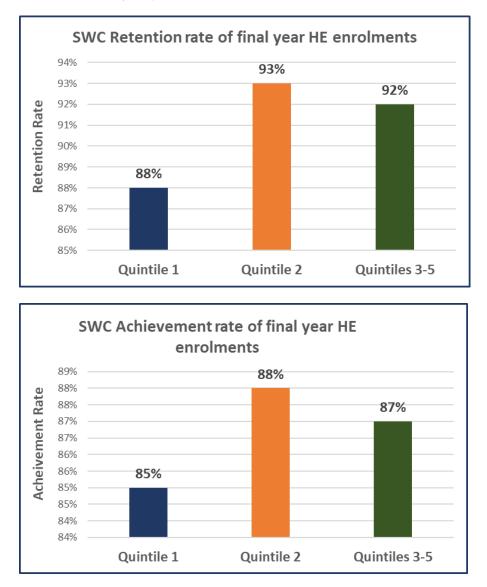*Results- the effects resulting from performance*
Overall, the senior management of Southwest College considers the Widening Access and Participation initiatives currently in place to be effective in attracting and supporting disadvantaged groups into Higher Education. The data provided indicates that the College is preforming well against the set targets. The WAPP plan and associated initiatives are revised quarterly at the Higher Education Academic Board (HEAB) and feedback from students is also sought.

Recruitment by deprivation

2020/21 Economic deprivation: Quintile 1

2020/21 Economic deprivation: Quintile 2

To summarise, 2020/21 enrolment data shows that South West College continues to recruit Higher Education students from areas which are most economically deprived in NI (quintiles 1&2 – 41.7%).

Performance by deprivation

Young protestant males from areas of high deprivation

In 2020/21, 2.5% of students who participated in higher education at the South West College were young (under 20 years of age) males from Quintile 1. 1.5% were young catholic males, while 0.2% were young protestant males and 0.8% were young males with other/unknown religious background.

According to Census 2011* data, 1.12% of the south west region population residing in Quintile 1 were young males, aged 18 to 19 years, who were either Catholic or brought up as Catholic, while 0.10% were young males who belonged to or were brought up in Protestant and Other Christian denominations. A further 0.03% were young males who neither belonged to, nor had been brought up in, a religion.

Analysis of college data shows that the proportion of young protestant males from areas of high deprivation participating in higher education at South West College compares favourably to the population profile of the south west region.

Persons with disabilities

3.3% of students who participated in Higher Education at South West College in 2020/21 declared a disability.

Adult Learners (Age 25 and over)

31.5% of the total students participating in higher education at South West College in 2020/21 were adult learners, aged 25 and over.

28.4% of the students participating in part-time higher education, were adult learners, aged 25 and over. The census 2011* data shows that the proportion of the working age population aged 25 to 64 was 51.94%.

*Census 2021 data expected by spring/summer 2023

PART TWO

WIDENING ACCESS AND PARTICIPATION PLAN
Forward Plan 2024-2025

Part 2 is the forward plan for the institution in the academic year 2024/25. Institutions are required to submit information under each of the headings below. Please see Section 2 of the Guidance notes for help with completing this return

2   **Estimated Fee Income**

2.1   **Level of Fees**

Please provide details of the fees to be charged in relation to each of the course types you identify in the table below:

a) Fees charged at the maximum higher fee

Courses with a fee of £4,750		Additional fee income per student (*£4,750 max fee minus *£1,870 standard fee)	Estimated Number of students in 2024/25	Estimated additional fee income
Course Type	Fee (£)			
Bsc SocialWork Y	£4,750.00	£2,880.00	15	£43,200.00
Bsc Social Work Y	£4,750.00	£2,880.00	15	£43,200.00
Bsc Computing S	£4,750.00	£2,880.00	22	£63,360.00
Bsc Construction	£4,750.00	£2,880.00	17	£48,960.00
BA Media Art and	£4,750.00	£2,880.00	13	£37,440.00
		Total Students	82	
Estimated Total additional fee income from students charged the maximum higher fees				£236,160.00

b) Fees charged above standard but below the maximum higher fee

Courses with a standard fee of at least *£1,870 but less than *£4,750		Additional fee income per student	Estimated Number of students in 2024/25	Estimated additional fee income
Course Type	Fee (£)			
Foundation Degre	£2,700.00	£830.00	230	£190,900.00
Foundation Degre	£2,700.00	£830.00	190	£157,700.00
		-£1,870.00		£0.00
		-£1,870.00		£0.00
		-£1,870.00		£0.00
		Total Students	420	
Estimated Total additional fee income from students charged the maximum higher fees				£348,600.00

2.2   **Summary – Total Estimated Additional Fee Income for all students in 2024/25 i.e total at 2.1(a) plus total at 2.1(b)**

Total Estimated Additional fee income:	£584,760.00

2.3 Estimated Direct Expenditure on bursaries and other direct financial support targeted at Widening Participation Students in 2024/25
[See Guidance notes for 2.3 before completing] Add additional groups as neccessary

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203 If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount	Bsc Social Work Yr 1	12	£475.00	£5,700.00
	Bsc Social Work Yr 2	12	£475.00	£5,700.00
	Bsc Computing/Constr	10	£475.00	£4,750.00
	BA Media Arts /Film	2	£475.00	£950.00
	Foundation Degree	130	£300.00	£39,000.00
Other low income groups If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount	HND	10	£300.00	£3,000.00
				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other -eg Care Leavers				£0.00
Other -please insert				£0.00
Total Bursary Spend (£)		176		£59,100.00

(b) Scholarships

Target Groups	Course Type	No of Students	Scholarship Amount per student (£)	Total Scholarship Amount (£)
Students with household income up to £19,203				£0.00
Other low income groups				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas	Foundation Degree	5	£2,700.00	£13,500.00
Care Experienced				£0.00
Other - please insert				£0.00
Total Scholarship Spend (£)		5		£13,500.00

(c) Other Direct Financial Support
(e.g fee waivers, discounts, accomodation, etc)

Target Groups (insert below)	Nature of Support	No of Students	Other Amount per student (£)	Total Other Amount (£)
Students with household income up to £19,203				£0.00
Other low income groups				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other - eg Care Leavers				£0.00
Other - please insert				£0.00
Total 'Other' Direct Financial Spend (£)		0		£0.00

2.4 Estimated Direct Expenditure on Outreach Activities in 2024/25 aimed at Widening Participation students

(i)

Name of Programme/Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	See Appendix:	
Brief description of activity *If not already included in Section 1.4*			
Target Outcomes (Should be quantifiable)			
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Other Activity Type			

22

Name of any collaborative partner		

(ii)				
	Name of Programme/Project			
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
	Target Groups			
	Estimated Expenditure (£)	£0.00	See Appendix:	
	Brief description of activity *If not already included in Section 1.4*			
	Target Outcomes (Should be quantifiable)			
	Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		Ongoing		
	Other Activity type			
	Name of any collaborative partner			

(iii)

Name of Programme/Project	
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	
Target Groups	
Estimated Expenditure (£)	£0.00 See Appendix:
Brief description of activity *If not already included in Section 1.4*	
Target Outcomes (Should be quantifiable)	
Activity: New or Ongoing i.e undertaken last year	New Please insert an 'X' as appropriate in either the NEW or ONGOING box Ongoing
Other Activity type	
Name of any collaborative partner	

(iv)	Name of Programme/Project			
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
	Target Groups			
	Estimated Expenditure (£)	£0.00	See Appendix:	
	Brief description of activity *If not already included in Section 1.4*			
	Target Outcomes (Should be quantifiable)			
	Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
		Ongoing		
	Other Activity type			
	Name of any collaborative partner			

(v)

Name of Programme/Project				
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising				
Target Groups				
Estimated Expenditure (£)	£0.00		See Appendix:	
Brief description of activity *If not already included in Section 1.4*				
Target Outcomes (Should be quantifiable)				
Activity: New or Ongoing i.e undertaken last year	New			Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing			
Other Activity type				
Name of any collaborative partner				

2.5 Estimated 'Direct Expenditure' on Post Entry Retention Activities aimed at Widening Participation students in 2024/25

(i)

Name of Programme/Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	See Appendix:	
Brief description of activity *If not already included in Section 1.4*			
Target Outcomes (Should be quantifiable)			
Activity: New or Ongoing i.e undertaken last year	New		Please insert an 'X' as appropriate in either the NEW or ONGOING box
	Ongoing		
Other Activity type			
Name of any collaborative partner			

(ii)

Name of Programme/Project	
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	
Target Groups	
Estimated Expenditure (£)	£0.00 See Appendix:
Brief description of activity *If not already included in Section 1.4*	
Target Outcomes (Should be quantifiable)	
Activity: New or Ongoing i.e undertaken last year	New / Ongoing — Please insert an 'X' as appropriate
Name of any collaborative partner	

(iii)

Name of Programme/Project				
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising				
Target Groups				
Estimated Expenditure (£)	£0.00		See Appendix:	
Brief description of activity *If not already included in Section 1.4*				
Target Outcomes (Should be quantifiable)				
Activity: New or Ongoing i.e undertaken last year	New			Please insert an 'X' as appropriate
	Ongoing			
Name of any collaborative partner				

2.6 Estimated 'Direct Expenditure' on Research Activity aimed at improving the institutions Widening Participation policy in 2024/25

(i)

Title of Research Activity			
Research Target Group			
Estimated Expenditure (£)	£0.00	See Appendix:	
Description Brief description of research programme			
Expected Research Outcomes			

2.7 Estimated 'Direct' Expenditure on Staffing and Administration in 2024/25

Staffing and Administration costs should be attributed to an individual programme/project and included in the relevant tables above. However where costs <u>cannot</u> be attributed to an individual programme/project they should be included in the table below. Such costs should be kept to a minimum and should not exceed 10% of the total estimated direct expenditure.

Estimated Direct Expenditure	£
Estimated apportionment of Administration costs not already attributed to an activity	
Estimated 'other' costs please specify below	
Total:	£0.00

2.8 Summary of all Estimated Direct Financial Expenditure in 2024/25

Estimated Direct Expenditure	£
Estimated amount of additional fee income to be spent on bursaries *i.e this will be a total that detailed at 2.3(a)*	£59,100.00
Estimated amount of additional fee income to be spent on scholarships *i.e this will be a total of that detailed at 2.3(b)*	£13,500.00
Estimated amount of additional fee income to be spent on 'other' financial support' to students *i.e this will be a total of that detailed at 2.3(c)*	£0.00
Estimated amount of additional fee income to be spent on outreach *i.e this will be a total of that detailed at 2.4*	£0.00
Estimated amount of additional fee income to be spent on post entry retention activities *i.e this will be a total of that detailed at 2.5*	£0.00
Estimated amount of additional fee income to be spent on research activity *i.e this will be a total of that detailed at 2.6*	£0.00
Estimated amount of additional fee income to be spent on Staffing and Administration *i.e this will be a total of that detailed at 2.7*	£0.00
Total estimated direct expenditure(£)	£72,600.00
Total estimated direct expenditure as a proportion of additional fee income %	12.42%

2.9 Estimated 'Indirect' Expenditure on Widening Participation infrastructure and broader student support for Widening Participation students in 2024/25

Please detail any other expenditure that is not direct expenditure from additional fee income in the table below. You are advised to read the Guidance notes for 2.9 before completing this part.

Description of Expenditure	Amount (£)
Higher Education Career Advice and additional support	£14,148.00
Total Expenditure (£)	£14,148.00

PART 3

WIDENING ACCESS AND PARTICIPATION PLAN
Monitoring Report for 2021/22 Widening Access and Participation Plan
Part 3 is the monitoring report for academic year 2021/22 and will be the actual spend incurred – you will wish to refer to your WAPP for 2021/22 to complete this section of the form

3   Additional Fee Income

3.1   Total Additional Fee Income in 2021/22 (please detail in the table below)

Total Actual additional fee income (£)	£590,635.00
Estimated additional fee income (£)	£650,945.00
Variance	(£60,310.00)

Please provide a written explanation of the variance in the table below
(only required where variance is +/-10%):

3.2   Level of fees
Please provide details of the fees charged for 2021/22 in relation to each of the course types you identify in the table below.
(a) Fees charged at the maximum higher fee
Please include Sandwich year and 1st-3rd year students - fees will therefore vary

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2021/22	Total additional fee income 2021/22
Bsc Social Work Yr 1	£4,530.00	£2,745.00	15	£41,175.00
Bsc Social Work Yr 2	£4,530.00	£2,745.00	15	£41,175.00
Bsc Construction/Sport/	£4,530.00	£2,745.00	53	£145,485.00
BA Visual Media	£4,530.00	£2,745.00	14	£38,430.00
Additional fee income from students charged the maximum higher fee (£)			97	£266,265.00

(b) Fees charged above standard but below the maximum higher fee
Please include Sandwich year and 1st-3rd year students - fees will therefore vary

Course type (Insert Below)	Fee (£)	Additional fee income per student (£)	Number of students in 2021/22	Total additional fee income 2021/22
Foundation Degree	£2,600.00	£815.00	351	£286,065.00
HND	£2,600.00	£815.00	47	£38,305.00
		-£1,785.00		£0.00
Additional fee income from students charged the maximum higher fee (£)			398	£324,370.00

3.3 Actual 'Direct Expenditure' on bursaries and other direct financial support targeted at Widening Participation Students in 2021/22

In the following sections you are required to provide a comparison summary of the activity and actual expenditure in 2021/2022 against that profiled in your institution's WAPP. You will need to explain any 'variances' identified in the tables 3.3 to 3.6

(a) Bursaries

Target Groups	Course Type	No of Students	Bursary Amount per student (£)	Total Bursary Amount (£)
Students with household income up to £19,203 *If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount*	Bsc Social Work Yr 1	9	£450.00	£4,050.00
	Bsc Social Work Yr 2	11	£440.00	£4,840.00
	Bsc (Hons)	17	£450.00	£7,650.00
	Foundation Degree/HND	102	£300.00	£30,600.00
				£0.00
				£0.00
Other low income groups *If there are different bursary amounts (e.g. Yr1/ Yr 2/ different fee levels), please indicate number of students in receipt of each amount, rather than an average or "up to" amount*				£0.00
				£0.00
				£0.00
				£0.00
				£0.00
Adult Learners				£0.00
Students with Disabilities				£0.00
Young Males from low participation areas				£0.00
Other –eg Care Leavers				£0.00
Other –please insert				£0.00
Total		139		**£47,140.00**

Estimated bursary expenditure as detailed in your 2021/22 WAPP (£)	£82,510.00
Actual bursary expenditure for 2021/22 (£)	£47,140.00
Variance between estimated and actual bursary spend	(£35,370.00)
	-42.87%

Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:

The college over estimated number of students that would apply and qualify for the bursary due to effects of covid

(b) Scholarships

Target Groups (insert below)	Number of students	Scholarship Amount per student(£)	expenditure 2021/22 (£)
Students with household income up to £19,203			£0.00
Other low income groups			£0.00
Care Leavers			£0.00
Adult Learners			£0.00
Students with Disabilities			£0.00
Young Males from low participation areas	1	£2,600.00	£2,600.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
Total	1		£2,600.00

Estimated Scholarship expenditure as detailed in your 2021/22 WAPP (£)	£15,600.00
Actual Scholarship expenditure for 2021/22 (£)	£2,600.00
Variance between estimated and actual Scholarship spend	(£13,000.00)
	-500.00%

Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:
Only 1 student met the criteria

(c) Other Actual Direct Financial Support in 2021/22
(e.g. Fee waivers, discounts, accommodation etc)

Target Groups (insert below)	Number of students	Other Amount per student(£)	Total Other expenditure 2021/22 (£)
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
[insert group]			£0.00
Total	0		£0.00

Estimated Other expenditure as detailed in your 2021/22 WAPP (£)	£0.00
Actual Other expenditure for 2021/22 (£)	£0.00
Variance between estimated and actual Other spend	£0.00
	#DIV/0!

Please provide an explanation of any Variance between your Estimated and Actual Spend if less than/greater than 10% in the box below:

3.4

'Actual' Direct Expenditure on Outreach Activities in 2021/22 aimed at Widening Participation students

Note 1: Institutions are not required to exhaustively list each and every activity and where possible activity should be grouped together e.g. by theme

Note 2: Relevant administration costs should be included in the expenditure against that activity.

Note 3: The Actual expenditure should be an overall total of the activities you have grouped together however a detailed breakdown of this expenditure should be provided as an Appendix.

Outreach Activities

(i)

Name of Programme/ Project	
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	
Target Groups	

Estimated Expenditure (£)		Actual Expenditure (£)	

Target Outcomes (Should be quantifiable)	
Actual Outcomes (Should be quantifiable)	

	Variance	£0.00

Explanation of any variance identified (if less than/greater than 10%):

(ii)

Name of Programme/ Project	
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	
Target Groups	

Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00

Target Outcomes (Should be quantifiable)	
Actual Outcomes (Should be quantifiable)	

	Variance	£0.00

Explanation of any variance identified (if less than/greater than 10%):

(iii)	Name of Programme/ Project	HE Academic Support Programme		
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	An integrated suite of practical workshops and on-line presentations provided in a range of areas including study skills, referencing, report writing, emplpyability skills and job interview prep		
	Target Groups			
	Estimated Expenditure (£)	£12,615.00	Actual Expenditure (£)	£13,100.00
	Target Outcomes (Should be quantifiable)			
	Actual Outcomes (Should be quantifiable)			
			Variance	£485.00
	Explanation of any variance identified (if less than/greater than 10%):			

(iv)	Name of Programme/ Project			
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
	Target Groups			
	Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
	Target Outcomes (Should be quantifiable)			
	Actual Outcomes (Should be quantifiable)			
			Variance	£0.00
	Explanation of any variance identified (if less than/greater than 10%):			

(v)

Name of Programme/ Project	
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	
Target Groups	
Estimated Expenditure (£)	£0.00
Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)	
Actual Outcomes (Should be quantifiable)	
Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):	

(vi)

Name of Programme/ Project	
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	
Target Groups	
Estimated Expenditure (£)	£0.00
Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)	
Actual Outcomes (Should be quantifiable)	
Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):	

(vii)

Name of Programme/ Project	
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising	
Target Groups	
Estimated Expenditure (£)	£0.00
Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)	
Actual Outcomes (Should be quantifiable)	
Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):	

3.5 **'Actual' Direct Expenditure on Post Entry Retention Activities aimed at Widening Participation students in 2020/21**

Retention Activities

(i)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
		Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(ii)

Name of Programme/ Project			
Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising			
Target Groups			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Outcomes (Should be quantifiable)			
Actual Outcomes (Should be quantifiable)			
		Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):			

(iii)	Name of Programme/ Project				
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising				
	Target Groups				
	Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00	
	Target Outcomes (Should be quantifiable)				
	Actual Outcomes (Should be quantifiable)				
				Variance	£0.00
	Explanation of any variance identified (if less than/greater than 10%):				

(iv)	Name of Programme/ Project				
	Activity type/s: Pre-Entry e.g. Aspiration Raising, Attainment Raising				
	Target Groups				
	Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00	
	Target Outcomes (Should be quantifiable)				
	Name of any collaborative partner				
				Variance	£0.00
	Explanation of any variance identified (if less than/greater than 10%):				

3.6

'Actual' Direct Expenditure on Research Activities aimed at Widening Participation students in 2021/22

Title of Research Activity			
Research Target Group			
Estimated Expenditure (£)	£0.00	Actual Expenditure (£)	£0.00
Target Research Outcomes			
Actual Research Outcomes			
		Variance	£0.00
Explanation of any variance identified (if less than/greater than 10%):			

3.7 'Actual' Direct Expenditure on Staffing and Administration in 2021/22

Staffing and Administration costs should be attributed to an individual programme/project and included in the relevant tables above. However where costs cannot be attributed to an individual programme/project they should be included in the table below. Such costs should be kept to a minimum and should not exceed 10% of the total estimated direct expenditure.

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual apportionment of Administration costs	£0.00	£0.00
Total Actual Direct expenditure (£)	£0.00	£0.00

3.8 Summary of 'Actual' Financial Expenditure in 2021/22

Actual Direct Expenditure	Estimated (£)	Actual (£)
Actual spend on bursary support to students (£) *this will be a total of that detailed at table 3.3(a)*	£82,510.00	£47,140.00
Actual amount of additional fee income spent on scholarships (£) *this will be a total of that detailed at 3.3(b)*	£15,600.00	£2,600.00
Actual amount of additional fee income spent on other direct support (£) *this will be a total of that detailed at table 3.3(c)*	£0.00	£0.00
Actual amount of additional fee income spent on outreach (£) *this will be a total of that detailed at table 3.4*	£41,035.00	£42,085.00
Actual amount of additional fee income spent on retention and success (£) *see table 3.5*	£0.00	£0.00
Actual amount of additional fee income spent on research (£) *see table 3.6*	£0.00	£0.00
Actual amount of additional fee income spent on Staffing and Administration (£) *see table 3.7*	£11,870.00	£11,988.00
Total Direct expenditure committed in 2021/22 (£)	£151,015.00	£103,813.00
Total Direct expenditure committed in 2021/22 (%)	23.20%	17.58%
Total Underspend in 2021/22 (£) (if appropriate)		£0
Total Underspend carried forward from 2021/22 (£) (if appropriate)		£0.00
Total Underspend to be reallocated in 2021/22 (£)		#VALUE!

The Department is keen to report on all activities undertaken to support Widening Participation and will require 'Indirect' expenditure to be included in 3.9.

Actual 'Indirect' Expenditure on Widening Participation infrastructure and broader student support for Widening Participation students in 2021/22

Please detail any other expenditure that is not direct expenditure from additional fee income in the table below. You may add additional rows as necessary.

3.9

Description of Expenditure	Amount (£)
Higher Education Career Advice and additional support	£13,893.00
Total Actual Indirect Expenditure (£)	£13,893.00

The Department is interested in measuring participation rates of various groups and how you see these changing over the years.

3.10 What were your institution's target outcomes and milestones as identified in your WAPP for 2020/21 and have these been achieved?

(i) Group: Quintile 1 (FT & PT)
Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	The challenginging HE in FE lanscape impacted HE recruitment; particularly where inflated A-Level grades resulted in Universities accepting students that would normally have progressed to FE Colleges.
217	171	

(ii) Group: Disability: Self Declared (FT & PT)
Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	The impact of lower HE in FE recruitment resulted in fewer students, therefore reducing the number of students who declared a student disability
77	54	

(iii) Group: Disability: in receipt of DSA (FT & PT)
Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	The impact of lower HE in FE recruitment resulted in fewer students, therefore reducing the number of students who were in receipt of DSA.
50		

(iv) Group: Young Males from Quintile 1 (FT & PT)
Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	Outcomes in this category were not achieved due to the recruitment preasures within the HE in FE enviornment. During COVID and due to inflated grades, traditional HE in FE students secured places at University.
65	41	

(v) Group: Adult Learners (FT & PT)
Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	During COVID part-time recruitment in particular fell. This aligns to reduced enrolments of adult learners who mostly study part-time.
605	493	

(vi) Group: Care Experienced
Target/Milestone: To increase enrolments

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	Students have not declared their status in this grouping.
0	0	

(vii) Group:
Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	

(viii) Group:
Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	

(ix) Group:
Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	

(x) Group:
Target/Milestone:

Target	Actual	Please provide an explanation where a target has not been achieved
2021/22	2021/22	