

The Oldham College

Access and participation plan 2025-26 to 2028-29

University Campus Oldham (UCO), the Higher Education (HE) campus of The Oldham College, hereafter referred to as the College, is in the heart of Oldham Town Centre and places the local community at the centre of its global vision. Our commitment is to provide excellent educational provision through creative, engaging and collaborative practice that will foster students' independence and academic identity. The College aims to develop graduates who are driven and ambitious individuals, equipped for industry, with the autonomy and capacity to think critically and take responsibility for their own lifelong learning, personal and professional development. The College is committed to delivering high quality, transformative HE courses that are informed by research and are embedded with professional experiences to encourage all students to feel challenged, intellectually stimulated and to become committed academic citizens and advocates for the College and the wider regionⁱ.

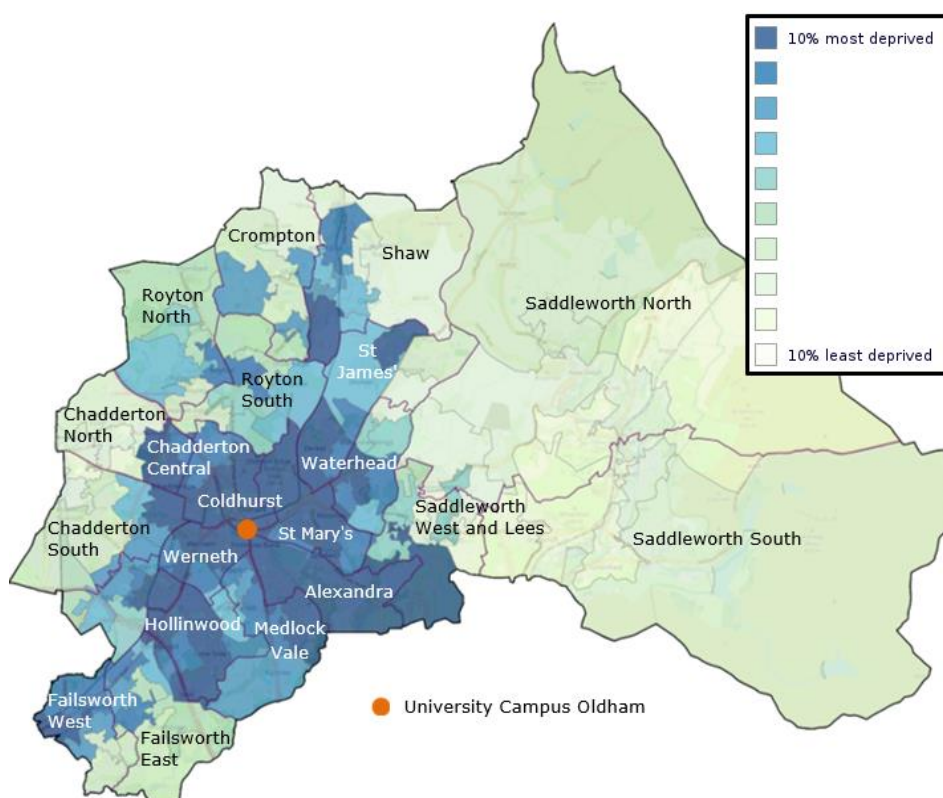
The College works with six awarding partners to deliver its HE provisions; University of Huddersfield, Sheffield Hallam University, University of Central Lancashire, Open University, CMI and Pearson. This range of partners has provided an opportunity to refresh and update the curriculum in recent years, whilst responding to employers' needs. In 2020/21, the Office for Students (OfS) official statistics, as signed off by the Accountable Officer, show that the College had 552 HE FTE students, with 514 HE FTE students registered on undergraduate programmes relevant to TEF. The College currently offers a mix of courses which include preparatory years, foundation degrees, three-year Honours degrees, Top Up degrees, Higher Nationals (including Higher Technical qualifications), a full suite of Teaching Education qualifications, Masters in Education, and Professional qualifications. UCO is led by the Assistant Principal for HE and Higher Skills, who is part of the College Senior Management Team. Reporting to the Assistant Principal are three Faculty Leads, the Head of HE Quality and Registry, and the Head of Student Support and Wellbeing Services. UCO comprises 28 academic staff, 2 Academic Development Lecturers, and 6 specialist part time staff. There are 13 members of HE professional staff who have specialist roles across; Careers and Employability (1), Disability and Wellbeing (3), Quality (2), Library (4) and Academic Services (3). The College is an OfS registered provider, subscribes to the Quality Assurance Agency (QAA), and the Office of the Independent Adjudicator (OIA). The College also subscribes to Advance HE, the Mixed Economy Group (MEG), the National Education Opportunities Network (NEON), and the National Association of Student Money Advisors (NASMA).

Oldham is one of 55 identified cold spots in the country, where school outcomes are the weakest, that have been designated as an Education Investment Area (EIA). The EIA's form part of the government's "levelling up" white paper, where "*education will be at the heart of major new reforms*" to give "*every child and adult the skills they need to fulfil their potential, no matter where they live*".ⁱⁱ The Oldham Economic Review has revealed that "*between 2005 and 2020 there has been a marked reduction in the numbers of adults who have no qualifications...and comparative skills performance at all levels remain low compared to other boroughs, while employment remains a problem. There is a higher proportion of economically inactive residents and above average numbers on incapacity*".

benefit...There is a strong concentration of lower levels of skills achievement, and low incomes, in specific neighbourhoods. Pay levels and household incomes are also low in these places.”ⁱⁱⁱ As articulated in the Oldham College Strategic Plan 2019 – 2024, “technical and professional education and training delivered in new ways is the key to resolving the education and skills problem of the country, the City region and the town. Put at its simplest, it provides more directly useful, economically relevant and affordable routes to developing high skills, than our current system. More learners need to choose technical and professional pathways at 16 and 18, and they need more options of which pathway is best (university or work based) to acquire high skilled qualifications. The same options need to be extended to adults, who are seeking to up-skill and re-skill. The demand for change is coming from both education policymakers and from employers and for towns like Oldham, making this change work well is going to be critically important. At this time there is a growing acknowledgement that the 50 per cent of young people and adults who do not follow the residential university pathway to high skilled qualifications need a different model of provision - and those who do follow the established route need more choice”.^{iv}

Our size and shape of provision data^v between 2017/18 to 2020/21 notes that 97.1% of our full-time undergraduates lived locally to our campus prior to entry, followed closely by our part-time undergraduates (96.2%), full-time postgraduates (94%), and part-time postgraduates (89.9%). Our internal data shows for the same four-year aggregate (2017/18 to 2020/21) that 63% of HE students enrolled lived within the Oldham Borough. The majority of these lived in the wards of Coldhurst (13%), Medlock Vale (8%), and St Mary's (8%)^{vi}. The Indices of Deprivation (IMD Ranks 2019) highlight levels of deprivation in Oldham to be among the highest in the country, with 4 wards in Oldham having at least one rank in the lowest 1% nationally. The Oldham Council Indices of Deprivation 2019 report notes that “Oldham has a significant proportion of wards within the most deprived 10% or 20% in England on almost all of the measures within IMD... Half of wards are in the most deprived 20% in England overall, as well as in domains on Crime, Employment, Income, Education Skills & Training, and Health...Drilling down further, Alexandra, Coldhurst, St. Mary's and Werneth wards all have at least one rank in the 1% most deprived nationally...for Adult Skills, as in 2015, Coldhurst shows

the most deprived position nationally (of 7180 wards), and St. Mary's 7th worst.”^{vii} Our size and shape of provision data also notes that 84.3% of our full-time undergraduates were flagged as either within deprivation quintile (IMD) Quintile 1 or Quintile 2, 53% higher than the average of 31.3% for all OfS registered providers. The map to the right shows the Multiple Indices of Deprivation



2019 for the Wards of Oldham, in location to UCO. For the same four-year aggregate (2017/18 to 2020/21), 43% of students enrolled on our HE courses had a 'high grade' English GCSE, and 36% had a 'high grade' Maths GCSE, on entry. Only 9% reported at enrolment that one of their parents had studied for a Higher-Level qualification.^{viii}

The OfS size and shape of provision data also demonstrates, over the period of the 2017/18 to 2020/21 academic years, that 65.6% of full-time students were over the age of 21 on entry, compared to 21.9% across all OfS registered providers. It is not contentious to suggest that as mature students they are less likely to have recent experience of education, and are not traditional students who go into HE at the age of 18 after being in further education. This is further demonstrated over the 4-year aggregate, which shows we have a higher rate of students from TUNDRA quintile 1 and 2 areas for both full time (47.1%) and part time (39.2%) undergraduate courses, compared to all OfS registered providers (22.3% and 33.3% respectively).

The socio-economic landscape outlined above illuminates how the College provides crucial provision and opportunities to its local communities that are vital for improvement. The flexible, responsive, creative approach the College takes to HE Curriculum development and delivery means it is able to adapt to the changing educational environment; it values and promotes diversity in its student body and places students and their needs as top priorities. Occupying a niche in the HE market, by providing small class sizes and a welcoming, supportive, inclusive learning environment for all students, the College successfully engages non-traditional students across the spectrums of age, ethnicity, academic qualifications and family commitments. Moreover, the excellent level of personal support attracts students who may not traditionally aspire to progress to higher level study or who choose not to travel for their education. This is particularly important in Oldham where access to HE is below the national average, with areas of extreme poverty, and where for many of the local residents English is not the primary language spoken at home.

Whilst we have made some reassuring progress in our current plan, we are acutely aware of the need to widen the focus and improve Equality of Opportunity for a broader range of underrepresented groups. The plan demonstrates our commitment to address equality of opportunity at each stage of the student lifecycle, maximising positive and transformative outcomes for those most at risk of not experiencing equality of opportunity in higher education.

Risks to Equality of Opportunity

As a result of completing a comprehensive assessment of performance, the College has identified several indications of risk, for both current and prospective students, at various stages of the student lifecycle. The assessment is predominantly based on the Office for Students Access and Participation data dashboard, and supported by TEF metrics to further inform progression findings. Through comparing our data with the national context, we are better able to understand whether the manifestations of risk are nationally significant or provider specific. A summary of the assessment of performance can be found in Annex A.

Having considered key intersections of disadvantage or underrepresentation, and comparing provider data with the national picture, we have consulted the OfS EORR and have selected the following as key risks to equality of opportunity:

Risk 2.1: Evidence gathered through recent internal KPI's shows the number of students declaring Care Leaver or Care Experienced status has declined significantly from the 3% reported in 2019/20

to 0% in 2023/24. In addition, retention of Care Leavers/Care Experienced students has dropped significantly from 89% in 2020/21; the current best-case forecast for 2023/24 attainment is 50%. The assumption is that there has been a decline in students either actively disclosing care experience or applying from a care experienced background; evidence suggests this could be a function of insufficient prior knowledge, limited access to good information and guidance, and internal application procedures.

Risk 2.2: While the percentage of students enrolled at the College previously eligible for free school meals over the 4-year aggregate is double the national average (39.7% and 19.2%, respectively), the time series data for the College shows a decrease in the number of students participating. Completion rates are lower at the College for this group compared to the national picture (73.8% and 83.1% respectively). The same is true for attainment; over the four-year aggregate, the College shows 50% attainment for students who were previously eligible for free school meals, compared to 72.1% nationally. Evidence suggests students in this category face financial difficulties while on course; this may impact their capacity to commute to campus or, in some cases, the pressure to take on paid employment will limit the ability to engage sufficiently with study.

Risk 2.3: The percentage of young students continuing in and completing their studies at the College is lower than the national average (84.3% versus 92.4% and 59.9% versus 82.5% respectively). Evidence suggests that due to their lived educational experience, students within the bracket of 21 and under are likely to have been impacted by the Covid 19 pandemic, having completed key stages 4 and 5 level study through years 2019-2023. The lifecycle stage of risk for this cohort is mainly on course and could correlate with internal data regarding the continuation and retention of young white male students. This age band will also be impacted by the challenges outlined in Risk 2.2; internal KPIs show that 49.7% of young entrants during the years 21/22 to 23/24 were from a disadvantaged postcode area.

Risk 2.4: Whilst students who reported a disability had a higher attainment rate at the College than those who did not, this rate was lower compared with the national picture. Over the four-year aggregate, the College shows 64.9% attainment for students with a reported disability, compared to 79.7% nationally. As the percentage of students enrolled at the College with a reported disability is slightly higher than the national average (21.7% compared to 16.7%, over the four-year aggregate), this is a key area of risk. Evidence suggests that more students declaring a disability are citing Mental Health and this has led to a recent increase in declarations. When analysing internal data reports on engagement with support services, there were 2080 completed 1:1s, email/telephone interactions and group sessions in the 23/24 academic year, with 1697 of these being held with staff regarding mental health issues or counselling sessions, making up nearly 82% of support delivered across disability and wellbeing services.

Risk 2.5: According to TEF metrics, other undergraduate positive progression is lower at 38.1% compared with 50.8% for first degree. This refers to Level 4 and 5 courses including FdA, FdSc, HNC, HND and Cert Ed. Evidence suggests there is a need for wider Level 6 provision to ensure that all students have the opportunity to study at Level 6 or above in a subject relevant to their chosen career.

Risk 2.6: Students at the College who were previously eligible for free school meals were 14.8ppt less likely to progress on to a positive outcome, than their peers. Evidence suggests there is a need for a clear focus on career aspirations and employability for students from lower income families throughout their studies, to ensure they are prepared for progression to highly skilled employment.

The target related to this risk aims to make ambitious progress on closing this gap, but it is not expected to be closed over the life of this plan.

Objectives

Objective 3.1: Oldham College will increase the proportion of students that declare Care Leaver or Care Experienced in each intake by 1% per annum to rise above the pre-pandemic level of 3% by 2029, through working in partnership with organisations that support Care Experienced and Care Leavers to provide information and guidance that will address insufficient knowledge, increase opportunity and improve transition from prior learning environments. PTA_1

Objective 3.2: Oldham College will increase the proportion of students previously eligible for free school meals accessing Higher Education to pre-pandemic levels of 40% or above by 2029 PTA_2

Objective 3.3: Oldham College will improve the success of students under 21 at the time of enrolment through raising continuation incrementally by 0.2pp in 25/26 then 0.5pp annually to reach 86% by 2029 and through raising completion by 0.3pp in 25/26, 0.5pp in years 26/27 and 27/28 achieving 83% by 2028. This will be achieved through transition activity and through implementing revisions of the 2024-25 bursary and hardship fund schemes to ensure the offer is fit for purpose and maximises the continuation and attainment of underrepresented groups. PTS_1, PTS_2

Objective 3.4: Oldham College will increase the proportion of students eligible for Free School meals that complete their studies to 85% by 2029 through enhanced academic and financial support. This will be achieved through transition activity and through implementing revisions of the 2024-25 bursary and hardship fund schemes to ensure the offer is fit for purpose and maximises the continuation and attainment of underrepresented groups. PTS_3

Objective 3.5: Oldham College will raise the attainment of students eligible for Free School meals to 65% by 2029 through enhanced academic and financial support. This will be achieved through transition activity and through implementing revisions of the 2024-25 bursary and hardship fund schemes to ensure the offer is fit for purpose and maximises the continuation and attainment of underrepresented groups. PTS_4

Objective 3.6: Oldham College will raise attainment for students with a reported disability from 64.9% to 75% by 2029. It will do this by encouraging early and detailed disclosure of disability at application stage to ensure accuracy in the figures reported and by determining the nature of support needed through the separation of Disability and Mental Health reporting. PTS_5

Objective 3.7: Oldham College will close the positive progression gap by 10ppt for other undergraduate courses when compared to first degree. This will be achieved through the proposed validations of Top Up Honours programmes, the College will provide suitable progression routes from Higher National, HTQ and Foundation degree courses thereby offering high quality Level 6 study opportunities to the local community, who may otherwise not have the opportunity to access higher education. PTP_1

Objective 3.8: Oldham College will close the positive progression gap by 10ppt for students previously eligible for free school meals when compared with their peers at the College. This will be achieved through career focused IAG and the embedding of graduate attributes and

employability within the curriculum to maximise preparedness for highly skilled employment.
PTP_2

Intervention strategies and expected outcomes

Intervention strategy 1: Access for underrepresented groups – Care Experienced

Objectives and targets: Oldham College will increase the proportion of students that declare Care Leaver or Care Experienced in each intake by 1% per annum to rise above the pre-pandemic level of 3% by 2029 through working in partnership with organisations that support Care Experienced and Care Leavers.

The activities in this section relate to school, college and care provider interaction. They will be aimed at increasing both skills and knowledge and providing information and guidance that will impact on perceptions of higher education.

Risks to equality of opportunity:

Consultation with staff and students and consideration of current practice against the Equality of Opportunity Risk Register identified Knowledge and skills (Risk 1), Information and guidance (Risk 2), Perception of Higher Education (Risk 3), Limited choice of course type and delivery mode (Risk 5), Ongoing impacts of Coronavirus (Risk 9), Cost pressures (Risk 10) as potential risks for Care Experienced or Care Leavers.

Activity	Inputs	Outcomes	Cross intervention strategy?
IAG tailored to Care Experienced students: • Targeted information delivered at Open Events • Career Advisor Event <i>New activity</i> <i>EORR Risks 1,2,3</i>	Marketing Officer hours Proportion of marketing budget for IAG materials Event budget	Increased enquiries from potential Care Experienced applicants. Increased HE applications from Care Experienced students. Increased declarations from Care Experienced applicants	IS 2
Aspiration raising activity targeted at schools and colleges with Care Experienced students.	Marketing Officer hours HE Academic staff contact hours	Positive student and staff event feedback Increased knowledge and skills to support application	IS2

• Bespoke aspiration raising sessions, twice per year, working with FE colleagues, local colleges and Schools <i>New activity</i> • Continued activity with UniConnect partners – to include 1 activity per year targeted at aspiration raising. <i>Existing activity</i> <i>Collaborative activity with UniConnect partners</i> <i>EORR Risk 1,2,3</i>		to higher education and raise aspiration. Longer term impact on applications for higher education.	
Promote financial support available for students with low household income. Implement revision of financial support schemes <i>Revision of existing activity</i> <i>EORR Risk 1,2,3,10</i>	Marketing HE management Finance Team	Increased declarations from Care Experienced applicants Increased applications for financial support from Care Experienced students with a low household income. Financial support relevant and fit for purpose	IS2

Total cost of activities and evaluation for intervention strategy:

£30,000

Summary of evidence base and rationale:

Through research around access to higher education for students with Care Leaver and Care Experienced status we have assessed current practice and have identified further or enhanced activity. As a whole institution, we currently hold the NNECL quality mark, so data at entry for students declaring care experienced status, therefore Type 2 data is available for students at entry, as either direct applicants or UCAS. This data shows that there has been a steady decline in the number of care experienced students applying to study at the College, where the number of students declaring is nominal and not recognised as significant within data. Furthermore, the low levels of care experienced engagement in higher education are supported by findings by the Department for Education (2023) and the Office for Students (2020) which detail that entry to higher level study is much lower for students declaring care experience than those who do not. For further detail please see Annex B.

Evaluation

All aspects of the intervention strategy will be evaluated based on monitoring enquiry and application numbers for students declaring care experienced status. This is predominantly Type 2 evidence, linking activity with improved outcomes. Attendance at targeted events and improved stakeholder relationships with virtual schools in the surrounding boroughs, will enable us to act responsively and continue to make enhancements in this area during the lifespan of the plan. As stated in the TASO Toolkit^{ix}, causal relationships are difficult to evidence in this area and as the activities identified in this strategy largely relate to targeting, revising or enhancing current practice, we will seek Type 1 evidence through survey and focus group feedback. Impact will be reported annually to senior management and governors through the Access and Participation Steering Group, exploring overall impact and that of individual activities.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Marketing activity and IAG	Increased enquiries from potential Care Experienced applicants. Increased HE applications from Care Experienced students. Increased declarations from Care Experienced applicants	Type 2 - Monitoring of enquiry and application rates from those declaring Care Experienced Type 1 – attendance figures for events	Monitoring through the Access and Participation Steering Group Reporting to HE Curriculum, Quality and Standards Committee Reporting to Board of Governors
Aspiration raising activity	Positive student and staff event feedback Increased knowledge and skills to support application to higher education and raise aspiration. Longer term impact on applications for higher education.	Type 1- narrative supported by research Type 2- staff and student surveys measuring satisfaction	
Financial support activity	Increased enquiries and applications for financial support from Care Experienced students with a low household income. Financial support relevant and fit for purpose	Type 2 - Monitoring of enquiry and application rates from those declaring Care Experienced	

Intervention strategy 2: Access for underrepresented groups – Free School Meals

Objectives and targets: Oldham College will increase the proportion of students previously eligible for free school meals accessing Higher Education at University Campus Oldham to pre-pandemic levels of 40% or above by 2029 (Objective 2).

The activities in this section relate to school, college and community group interaction. They will be aimed at increasing both skills and knowledge and providing information and guidance that will impact on perceptions of higher education. Oldham College already undertakes outreach activity through school visits, open events and taster sessions led by the College's school liaison team, however the activities identified below are focused on Higher Education.

Risks to equality of opportunity: Consultation with staff and students and consideration of current practice against the Equality of Opportunity Risk Register identified Knowledge and skills (Risk 1), Information and guidance (Risk 2), Perception of higher education (Risk 3), Limited choice of course type and delivery mode (Risk 5), Ongoing impacts of the Coronavirus pandemic (Risk 9) and Cost pressures (Risk 10) as potential impacts on access for students eligible for free school meals. Mental health (Risk 8) was also considered a risk, resulting in some overlap with Intervention Strategy 5 (Disability)

Activity	Inputs	Outcomes	Cross intervention strategy?
Marketing activity and IAG tailored to students from low-income families likely to have been eligible for free school meals (FSM). To include: • Development of targeted marketing materials and open events • Targeted information delivered at Open Events • Career Advisor Event <i>New activity</i> <i>EORR Risk 2,3.</i>	HE and Adult Marketing Officer hours Proportion of marketing budget Event budget School Liaison team hours (10%)	Increased enquiries from potential applicants eligible for FSM. Increased HE applications from applicants eligible for FSM. Viable attendance at targeted Open Events	IS_1
Aspiration raising activity targeted at schools with high proportions of FSM students. • Bespoke aspiration raising sessions, twice per year, working with FE colleagues, local colleges and Schools	Marketing Officer hours HE Academic staff contact hours	Positive student and staff event feedback Increased knowledge and skills to support application to higher education and raise aspiration.	IS_1

Continued activity with UniConnect partners – to include 1 activity per year targeted at aspiration raising for FSM students <i>New activity</i> <i>EORR Risk 2,3.</i>		Longer term impact on applications for higher education.	
Promote financial support available for students with low household income. Implement revision of financial support schemes <i>Revision of existing activity</i> <i>EORR Risk 1,2,3,10</i>	Marketing HE management	Increased enquiries from potential applicants eligible for FSM. Increased application from applicants eligible for FSM. Financial support relevant and fit for purpose	IS_1
Hosting of events in partnership with Community initiatives including The Brilliant Club and Parent Power <i>Existing activity</i> <i>EORR Risk 1,2,3</i>	HE Head of Support HE Academic staff hours HE Professional Services Staff hours Hospitality costs Resources for activities	Increased enquiries from potential applicants eligible for FSM. Increased application from applicants eligible for FSM.	-
Programme development and revalidation - New HNC and HND development across priority areas identified in strategic curriculum plans - Validation of new provision to include FT, PT and hybrid options. <i>Existing activity</i> <i>EORR Risk 5</i>	HE Staff Team – development HE Curriculum Management Planning meetings Validation costs	Increased enquiries from potential applicants eligible for FSM. Increased application from applicants eligible for FSM.	-

Total cost of activities and evaluation for intervention strategy:

£50,000

Summary of evidence base and rationale:

The TASO Toolkit (TASO, 2023) and further research around access to higher education for students eligible for free school meals were explored to assess current practice and identify further or enhanced activity. We have generated our own Type 1 narrative research through findings from tutorial records and survey comments in addition to Type 2 data arising from financial support records in the planning of activities. Through student consultation we have identified the need for clearer guidance regarding bursary eligibility and better promotion of the financial support offer available to encourage prospective students to see Higher Education as a viable option. Consideration of this narrative has informed the revision of the 2024-25 bursary and hardship schemes to maximise accessibility and fitness for purpose.

It is expected that pre-entry IAG and aspiration raising activities will help to increase access for those previously eligible for free school meals, although it is noted that these are more effective when targeted, delivered early and linked to other activity (TASO, 2023). For further detail please see Annex B.

Evaluation

All aspects of the intervention strategy will be evaluated based on monitoring enquiry and application numbers for entrants previously eligible for free school meals. This is predominantly Type 2 evidence, linking activity with improved quantitative outcomes. Attendance at targeted events and improved stakeholder relationships with schools and community groups in the surrounding local area will enable us to act responsively and continue to make enhancements in this area during the lifespan of the plan. As stated in the TASO Toolkit, causal relationships are difficult to evidence in this area and as the activities identified in this strategy largely relate to targeting, revising or enhancing current practice we will seek Type 1 evidence through survey and focus group feedback. Impact will be reported annually to senior management and governors through the Access and Participation Steering Group, exploring overall impact and that of individual activities.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Marketing activity and IAG	Increased enquiry and application from applicants eligible for FSM.	Type 2 - Monitoring of enquiry and application rates from those eligible for FSM Type 1 – attendance figures for events	Monitoring through the Access and Participation Steering Group Reporting to HE Curriculum, Quality and Standards Committee
Aspiration raising activity	Increased intention to progress to higher education.	Type 1 – narrative supported by research	Reporting to Board of Governors
Knowledge and skills	Good' or 'excellent' student and staff event satisfaction rates.	Type 2 – staff and student surveys	

development activity	Increased knowledge and skills to support application to higher education and raise aspiration.	measuring satisfaction and self-reported impact	
Financial support	Increased enquiry and application from applicants eligible for FSM.	Type 2 - Monitoring of enquiry and application rates from those eligible for FSM	
Programme development	Increased enquiry and application from applicants eligible for FSM.	Type 2 - Monitoring of enquiry and application rates from those eligible for FSM	

Intervention strategy 3: Success of underrepresented groups – Under 21 and FSM

Objectives and targets:

- Oldham College will improve the success of students under 21 at the time of enrolment through raising continuation incrementally by 0.2pp in 25/26 then 0.5pp annually to reach 86% by 2029 PTS_1
- Oldham College will improve the success of students under 21 at the time of enrolment through raising completion by 0.3pp in 25/26, 0.5pp in years 26/27 and 27/28 achieving 83% by 2028. PTS_2
- Oldham College will increase the proportion of students eligible for Free School meals that complete their studies to 85% by 2029. PTS_3
- Oldham College will raise the attainment of students eligible for Free School meals to 65% by 2029. PTS_4

The activities outlined in this intervention will also positively impact students that are Care experienced.

Risks to equality of opportunity: Consultation with staff and students and consideration of current practice against the Equality of Opportunity Risk Register identified Insufficient academic support (Risk 6), Insufficient personal support (Risk 7) and Cost pressures (Risk 10) as potential impacts on completion and attainment for students eligible for free school meals. There is correlation with all these risks regarding continuation and completion for students that are under 21 at the time of enrolment. Mental health (Risk 8) was also considered a risk, resulting in some overlap with Intervention Strategy 5 (Disability)

Activity	Inputs	Outcomes	Cross intervention strategy?
Development of Academic Skills offer which addresses the gap in academic skills seen in under 21s from vocational backgrounds	HE Academic Staff Hours HE Academic Support hours	Positive transition through Higher Education from prior learning environments	IS1 IS2 IS5

which can be offered as a standalone module and as part of the summer school offer. Development of Summer School offer for applicants to ensure support is in place, students understand what is expected of them academically and their course aligns with job aspirations, leading to a strong start in HE. <i>New activity</i> <i>EORR Risk 6,7</i>	HE Careers officer hours		
Promote financial support available for students with low household income. Bursary payments for students meeting eligibility criteria Cost of Living payments for students meeting eligibility criteria <i>Revision of existing activity</i> <i>EORR Risk 10</i>	Bursary cost Bursary administration Cost of Living fund Cost of Living fund administration	Increased relevant applications for financial support Improved access to relevant financial support	-
Implement revision of financial support schemes <i>Revision of existing activity</i> <i>EORR Risk 10</i>	Marketing HE management Finance Director	Eligibility criteria for Bursary is appropriate and relevant for student population Mode of delivery for bursary allowance is viable, relevant and fit for purpose Less stigma attached to financial support through change of language	-
Implementation of the Universities UK: Stepchange Self-Assessment Tool to gain a robust understanding of mental health support across the institution, through support services, teaching, learning, assessment and	HE Management Team HE Student body Integrated Student Support Services HE Student Support Services Human Resources	Improved access to support systems externally, through the NHS. Students will experience effective transition into and meaningful progression from HE.	IS_5

including working with NHS services Cross college collaborative working to ensure sharing of best practice. Staff and student working group: Staff responsibility for different sections of the toolkit. Students invited to participate with opportunities for well managed peer support <i>New activity</i> <i>EORR Risk 7</i>	Working group hours	Increased retention, achievement and attainment for targeted students. Students will experience improved sense of community and belonging.	
Resilience Toolkit Development of resources to promote personal resilience for targeted students. Targeted resilience sessions within the tutorial scheme and through specific small group sessions. To give students access to more trauma informed trained staff to deliver small group or individualised resilience workshops which consider related trauma. <i>New activity</i> <i>EORR Risk 7,8,12</i>	HE Support Staff Resources Physical resources: TISUK trauma cards, emotion cards, general stationary costs. Training 2 support staff in Trauma Informed practice through completion of the TISUK Diploma in Trauma and Mental Health Informed Schools and Communities. £1,595 (no VAT) per delegate.	Improve student resilience, impacting on retention, achievement and attainment. Improve self-advocacy and efficacy in targeted students, empowering them to succeed.	IS_5

Total cost of activities and evaluation for intervention strategy:

£150,000

Summary of evidence base and rationale:

Through consistent and robust At-Risk monitoring, we have identified anecdotally that non-continuation is largely a result of financial pressures impacting the ability to engage, confidence in academic ability and personal circumstances. Emerging evidence detailed in the TASO Toolkit (2023) supports the theory that post-entry financial support can have a positive impact on both retention and completion in higher education. Student feedback that we have gathered through Student Panels and surveys affirms that sustained and immediate access to both academic and

personal support can increase confidence and reduce consideration of non-continuation. This intervention strategy is based on Type 2 and Type 1 evidence.

Type 1 narrative research generated internally in addition to Type 2 data arising from financial support records has supported the planned activities. Through student consultation we have identified the need for clearer guidance regarding bursary eligibility and payments, in addition to students having greater autonomy over how the funds can be spent. Consideration of this narrative has resulted in the decision to revise the 2024-25 bursary and hardship schemes to minimise the stigma arising from purely means testing (Baars, Mulcahy & Bernardes, 2016)^x and maximise accessibility and fitness for purpose.

Evaluation

This intervention strategy will be evaluated as a whole through the monitoring of non-continuation data in addition to the monitoring of individuals deemed to be At Risk of non-continuation or completion and the subsequent reporting of findings. Information related to At Risk students is a combination of Type 1 evaluation and Type 2 data analysis which allows for the collecting of information in relation to reasons for non-continuation and completion.

For activities identified in this strategy that relate to targeting, revising or enhancing current practice such as financial support we will seek Type 1 evidence through survey and focus group feedback to support the findings from data monitoring. Impact will be reported annually to senior management and governors through the Access and Participation Steering Group, exploring overall impact and that of individual activities.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Development of Academic Skills offer which addresses the gap in academic skills seen in under 21s from vocational backgrounds which can be offered as a standalone module and as part of the summer school offer. Development of Summer School offer for applicants to ensure support is in place, students understand what is expected of them academically and their course aligns with job	Positive transition into Higher Education from prior learning environments	Type 2 – Staff and Student Surveys to measure impact of academic interventions and monitoring of improvements in academic attainment. Type 1 – Attendance figures at events.	Monitoring through the Access and Participation Steering Group Reporting to HE Curriculum, Quality and Standards Committee Reporting to Board of Governors

aspirations, leading to a strong start in HE.			
Promote financial support	Increased relevant applications for financial support Improved access to relevant financial support		
Implement revision of financial support schemes EORR Risk 3, Risk 10	Eligibility criteria for Bursary is appropriate and relevant for student population Mode of delivery for bursary allowance is viable, relevant and fit for purpose Less stigma attached to financial support through change of language		
Implementation of the Universities UK: Stepchange Self-Assessment Tool to gain a robust understanding of mental health support across the institution,	Improved access to support systems externally, through the NHS. Students will experience effective transition into and meaningful progression from HE. Increased retention, achievement and attainment for targeted students. Students will experience improved sense of community and belonging.		
Resilience Toolkit Development of resources to promote personal resilience for targeted students.	Improve student resilience, impacting on retention, achievement and attainment. Improve self-advocacy and efficacy in targeted students, empowering them to succeed.		

Intervention strategy 4: Attainment of students with a reported disability

Objectives and targets: Oldham College will raise attainment for students with a reported disability from 64.9% to 75% by 2029. PTS_5

Activity within this objective will also contribute to the increased continuation and attainment for students who are care experienced, students eligible for free school meals and students from areas of deprivation due to the intersectionality of the interventions.

Risks to equality of opportunity: Through consultation with staff and students and considering the Equality of Opportunity Risk Register, it has been identified that the majority of areas of risk could impact disabled students at some point during their journey in Higher Education. Notably Knowledge and skills (Risk 1), Information and guidance (Risk 2), Perception of higher education (Risk 3), Limited choice of course and delivery model (Risk 5), Insufficient personal support (Risk 7), Mental Health (Risk 8), Cost pressures (Risk 10), Progression from higher education (Risk 12).

Activity	Inputs	Outcomes	Cross intervention strategy?
Development of data tracking which will disseminate Disability data to track mental health disclosures separately from physical and medical disability data. - Development of data systems to track mental health and other disability data separately. - Working group set up to develop systems with Disability Officer and Wellbeing Officer to oversee the collation and correct recording of data in a timely manner. - This is a new activity as current data covering student mental health disclosures is included in wider disability data reporting, making it difficult to ascertain needs and put in place timely interventions.	HE Management staff HE Support Staff hours Data Services Team hours Working group hours	This will provide more comprehensive data which will allow for more targeted interventions to be put in place. More robust support systems in place to improve retention, achievement and overall attainment for students.	-

This will be an internally collaborative project between data, support services and HE management team. <i>New activity</i> <i>EORR Risks 7,8</i>			
Funded Dyslexia assessments <i>Existing activity</i> <i>EORR Risks 7,8,10</i>	Cost of assessments £300 per assessment	Timely diagnosis to alleviate stress and barriers to learning that could lead to unnecessary stress and impact negatively on mental health	-
Implementation of the Universities UK: Stepchange Self-Assessment Tool - Gain a robust understanding of mental health support across the institution, through support services, teaching, learning, assessment and including working with NHS services, so improvements can be made. - Across college collaborative working to ensure sharing of best practice. - Developing opportunities for well managed peer support and improved sense of community and belonging for students. - A working group to be set up with staff taking responsibility for different each	HE Management Team HE Student body Intergrated Student Support Services HE Student Support Services Human Resources Working group hours	This will improve access to support systems externally, through the NHS. More effective transition into HE and meaningful progression from higher education. Increased retention, achievement and attainment for targeted students.	

sections of the toolkit. Students will actively be invited to participate in this working group. <i>New activity</i> <i>EORR Risks 1,2,3,7,8,12.</i>			
Resilience Toolkit • Development of resources to promote personal resilience for targeted students. • Targeted resilience sessions within the tutorial scheme and through specific small group sessions. • To give students access to more trauma informed trained staff to deliver small group or individualised resilience workshops which consider related trauma. <i>New activity</i> <i>EORR Risks 7,8,12</i>	HE Support Staff Resources Physical resources: TISUK trauma cards, emotion cards, general stationary costs. Training 2 support staff in Trauma Informed practice through completion of the TISUK Diploma in Trauma and Mental Health Informed Schools and Communities. £1,595 (no VAT) per delegate.	Improve student resilience, impacting on retention, achievement and attainment. Improve self-advocacy and efficacy in targeted students, empowering them to succeed.	

Total cost of activities and evaluation for intervention strategy:

£120,000

Summary of evidence base and rationale:

Oldham College has been successful over several years in recruiting disabled students to programmes and successfully supporting students' individual needs, which in many cases has led to students progressing into highly skilled graduate roles and further study. This is evident through data which shows 21.7% of students enrolled at the College have declared a disability or mental health difficulty, which is higher than the national average for disabled students at 16.7%. Furthermore, rates for continuation and completion show there is no discernable gap at the College between those who reported a disability and those who did not (Annex B).

However, since the Covid-19 pandemic, we have now noticed a greater number of students declaring mental health difficulties as their primary disability which is in line with the current

support landscape nationally. Through consultation with staff and students, considering the Equality of Opportunity Risk Register and investigating the evidence base for risks and interventions, it has been identified that nearly all areas of risk 1-12 could impact disabled students at some point during their journey in Higher Education. This is discussed in further detail in Annex B, highlighting the need for support at all steps of the student journey for those disclosing a disability and/or a mental health condition. Furthermore, through the increase in mental health disclosures, which has been seen nationally (Annex B), there is a clear focus on mental health support and the embedding of good support across all areas of the College.

Evaluation

This intervention strategy will be evaluated primarily through the monitoring of attainment data in addition to the monitoring of individuals deemed to be At Risk due to issues relating to disability and/or mental ill health. Information related to At Risk students is a combination of Type 1 evaluation and Type 2 data analysis which allows for the collecting of information in relation to reasons for non-continuation and completion. Furthermore, data will be collected at entry for students disclosing a disability or mental health condition with entry data initially informing support services of the provision for the academic year. For activities identified in this strategy that relate to targeting, revising or enhancing current practice such as financial support through further evaluation through Type 2 empirical enquiry for pre and post intervention strategies and referrals to external support systems to measure student engagement, progression and completion.

Impact will be reported annually to senior management and governors through the Access and Participation Steering Group, exploring overall impact and that of individual activities.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Development of data tracking and systems: - Disseminating of Disability data - Tracking of mental health and other disability data - Working group with Disability Officer and Wellbeing Officer	This will provide more comprehensive data which will allow for more targeted interventions to be put in place. More robust support systems in place to improve retention, achievement and overall attainment for students	Type 2 - Monitoring of enquiry, application rates, continuation and completion data from those disclosing a disability and/or mental health difficulty.	Monitoring through the Access and Participation Steering Group Reporting to HE Curriculum, Quality and Standards Committee Reporting to Board of Governors
Funded Dyslexia assessments	Timely diagnosis to alleviate stress and barriers to learning that could lead to unnecessary stress	Type 2, individual success data for students following diagnosis. Type 1, monitoring of progress through 1 to 1 tutorial records.	

	and impact negatively on mental health		
Implementation of the Universities UK: Stepchange Self-Assessment Tool	This will improve access to support systems externally, through the NHS.	Type 2 – staff and student surveys measuring satisfaction and impact.	
Cross college collaborative working to ensure sharing of best practice.	More effective transition into HE and meaningful progression from higher education.	Type 2 – Empirical Enquiry monitoring referral rates to NHS and external support services and student engagement with these.	
Staff and student working group	Increased retention, achievement and attainment for targeted students		
Resilience Toolkit Development of resources to promote personal resilience for targeted students.	Improve student resilience, impacting on retention, achievement and attainment.	Type 1 – Evidence of attendance at tutorials delivering Resilience Toolkit.	
	Improve self-advocacy and efficacy in targeted students, empowering them to succeed	Type 1/Type 2 – Trauma Informed research literature will inform the trauma informed approaches used by staff within 1:1 support, allowing for evaluation of success at end of intervention.	

Intervention strategy 5: Progression to a positive outcome – Other Undergraduate and FSM

Objectives and targets: Oldham College will close the positive progression gap by 10ppt for other undergraduate courses when compared to first degree

Oldham College will close the positive progression gap by 10ppt for students previously eligible for free school meals when compared with their peers at the College

Risks to equality of opportunity: Through consultation with staff and students and considering the Equality of Opportunity Risk Register, it has been identified that the risk areas for progression to a positive outcome for both groups are Limited choice of course and delivery model (Risk 5), Insufficient personal support (Risk 7), Mental Health (Risk 8), Cost pressures (Risk 10), Progression from higher education (Risk 12).

Activity	Inputs	Outcomes	Cross intervention strategy?
Employer Network Networking events for employers in local area Virtual networking events <i>New activity</i> Staff affiliation with professional networks Course or Institution affiliation with professional network <i>Increased existing activity EORR Risk 12</i>	Event costs HE Careers officer HE Academic staff hours Professional network fee (individual) Professional network fee (course or institution)	Closer alignment between curriculum and industry Staff knowledge of industry remaining current and relevant Learning environments replicate those in industry Graduates are better prepared for working in industry Increased percentage of graduates progressing to meaningful employment	
Embedding of Graduate Attributes through curriculum and HE tutorial scheme and effective use of ALM to ensure students develop workplace standard skills and that work set designed to prepare them for real world work experiences. <i>Existing activity EORR Risk 7,12</i>	HE Careers Officer HE Academic Staff hours	Greater development of Graduate Skills Graduates are better prepared for working in industry Increased percentage of graduates progressing to meaningful employment	
Applied Learning Model - students Research projects linked with industry Placements as part of module delivery Employer set live briefs as part of module delivery Employer workshops and guest speakers <i>Existing activity EORR Risk 12</i>	HE Academic Staff hours Guest Speaker fees Visiting Lecturer fees	Closer alignment between curriculum and industry Greater development of Graduate Skills Graduates are better prepared for working in industry Increased percentage of graduates progressing to meaningful employment	
Applied Learning Model – staff HE Academic staff proposals for ALM (annual) Faculty Lead review and authorisation of individual ALM proposals Group or Individual Training agreed as part of ALM	HE Academic staff hours – minimum two days Faculty Lead hours Training budget Travel costs	Closer alignment between curriculum and industry Staff knowledge of industry remaining current and relevant Learning environments replicate those in industry Graduates are better prepared for working in industry	

Individual or group ALM project completion and reflection Work shadowing in Industry (where appropriate) <i>Existing activity</i> <i>EORR Risk 12</i>		Increased percentage of graduates progressing to meaningful employment	
Programme development and revalidation New HNC and HND development across priority areas identified in strategic curriculum plans • Validation of new provision to include FT, PT and hybrid options. <i>New activity</i> <i>EORR Risk 5,12</i>	HE Staff Team – development HE Curriculum Management Planning meetings Validation costs	Increased number of Level 6 students Increased number of Honours graduates in local area Increased number of graduates progressing to Masters or other Post graduate study Increased percentage of graduates progressing to meaningful employment	
Alumni 3-year graduate careers advice. - Careers advice specifically catering for autistic students as informed by the National Autistic Society and Ambitious About Autism. - Working with local initiatives to ensure students are work ready. E.g. Working Wardrobe for the loan of suits and business wear for interviews. <i>Existing activity</i> <i>EORR Risk 7,8,10,12</i>	HE Careers and Graduate Outcomes Officer hours. Module Leader hours	Increased number of Level 6 students graduating into highly skilled and meaningful employment. Increased number of graduates entering the workforce being aware of the support which is available to them. Students preparing for entering the workforce and building resilience and realistic goals into their next steps after higher level study.	

Total cost of activities and evaluation for intervention strategy:

£150,000

Summary of evidence base and rationale:

For the groups highlighted in this strategy, we have identified outcomes that are lower when compared with peers; the rationale for IS5 is to work towards closing the specified gaps, so that all students, regardless of characteristic or background, progress to highly skilled employment or further study. We have considered that success is not always defined solely by the level of employment following completion of study and recognise that for some students there are other factors in measuring the distance travelled and what can be deemed a successful outcome.

Evaluation

This intervention strategy will be evaluated largely on Type 2 evidence taken from Graduate Outcomes data with Type 1 evidence gathered through feedback from sessions around graduate attributes and career-based workshops. Feedback will also be sought through the Graduate survey and contact with the Careers and Graduate Outcomes Officer, to ascertain the destinations of students during the first three years after graduation. This will also be evaluated through Type 1 evidence of student experience through the Applied Learning Model and the engagement of industry professionals and specialists in facilitating real world work experiences through a variety of different approaches. Impact will be reported annually to senior management and governors through the Access and Participation Steering Group, exploring overall impact and that of individual activities.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Employer Network Networking events for employers in local area Virtual networking events Staff affiliation with professional networks Course or Institution affiliation with professional network Artist in Residence scheme for alumni? Development of Associate Lecturer scheme?	Closer alignment between curriculum and industry Staff knowledge of industry remaining current and relevant Learning environments replicate those in industry Graduates are better prepared for working in industry Increased percentage of graduates progressing to meaningful employment	Type 2 – Graduate Outcomes Survey Type 1 – Feedback from tutorials and workshop sessions.	Monitoring through the Access and Participation Steering Group Reporting to HE Curriculum, Quality and Standards Committee Reporting to Board of Governors
Embedding graduate attributes to improve graduate outcomes – through the ALM and through the tutorial scheme	Greater development of Graduate Skills Graduates are better prepared for working in industry Increased percentage of graduates progressing to meaningful employment	Type 1 – feedback through ALM activity and tutorials. Type 2 – Empirical to measure impact of ALM interventions	

Applied Learning Model - students Research projects linked with industry Placements as part of module delivery Employer set live briefs as part of module delivery Employer workshops and guest speakers	Closer alignment between curriculum and industry Greater development of Graduate Skills Graduates are better prepared for working in industry Increased percentage of graduates progressing to meaningful employment	Type 2 – Empirical to measure impact of ALM interventions	
Applied Learning Model – staff HE Academic staff proposals for Applied Learning Model (annual) Faculty Lead review and authorisation of individual Applied Learning models Group or Individual Training agreed as part of ALM Individual or group ALM project completion Work shadowing in Industry (where appropriate)	Closer alignment between curriculum and industry Staff knowledge of industry remaining current and relevant Learning environments replicate those in industry Graduates are better prepared for working in industry Increased percentage of graduates progressing to meaningful employment	Type 2 – Empirical to measure impact of ALM interventions	
Programme development and revalidation New HNC and HND development across priority areas identified in strategic curriculum plans • Validation of new provision to include FT, PT and hybrid options.	Increased number of Level 6 students Increased number of Honours graduates in local area Increased number of graduates progressing to Masters or other Post graduate study Increased percentage of graduates progressing to meaningful employment	Type 1 – Data on internal application rates, completion and attainment.	
Alumni 3 year graduate careers advice. - Career advice supported by National Autistic Society and Ambitious About Autism. - Collaborative practice with local initiatives to ensure students are work ready. E.g. Working	HE Careers and Graduate Outcomes Officer hours. Module Leader hours	Type 1 – Graduate Outcomes Survey Type 2 – student feedback on awareness of graduate attributes.	

Wardrobe for the loan of suits and business wear for interviews.			
Embedding of Graduate Attributes through curriculum to ensure students develop workplace standard skills and that work set designed to prepare them for real world work experiences.			

Whole provider approach

Oldham College has approximately 500 Higher Education students within the scope of this plan. By contrast, the Further Education provision at Oldham College extends to 4000+ students from within the metropolitan borough. Oldham College is committed to delivering outstanding vocational education for everyone and to provide a learning environment that is accessible to all. The College is committed to ensuring the equality of opportunity for all who learn and work here; we respect and positively value differences in race, religion & belief, gender, sexual orientation, disability and age, with over 60 languages spoken across the campuses. The make-up of the student body already represents a fruitful strategy of widening participation, making a difference to the lives of local residents, offering higher education opportunities to the local community to upskill or enter employment.

The College has a range of cross-institutional services and infrastructures including Finance, Marketing, IT and School Liaison. Where cross-institutional services or teams exist, the provisions of this plan will be delivered by service specialists alongside other College activities.

All Oldham College Higher Education provision is administered through a dedicated University campus, with bespoke support services, distinct staffing and distinct accommodation. By this means, the College will ensure that APP activities are embedded as broadly as possible.

Student representation in the evaluation and review of this APP will be sought through volunteers and nominations. The student group has been made up of representatives from a range of Higher Education programmes and has a composition representative, in number and personal characteristics, of the whole student body.

The diversity within the student group in tandem with well-established policy and staff practice is sufficient to ensure that the requirements of the Equality Act 2010 will be met in the implementation of this plan. Oldham College was the first FE College to be awarded the Rainbow Flag Award, a national quality assurance framework, which focuses on LGBT+, inclusion and visibility^{xi}. Additionally, Oldham College has secured the National Network for the Education of Care Leavers (NNECL)^{xii} Quality Mark, demonstrating our support for the inclusion and success of students with care experience and who are estranged. The College runs an EDI Steering Group,

which develops and implements activities and strategies to achieve the College's Equality and Diversity Action Plan, covering both College staff and students. All EDI activity at the College is overseen by a lead EDI Governor.

Oldham College is committed at all levels to widening access and participation. This commitment has clearly defined target groups and expected outcomes that are shaped by evidence and aligned with other strategies, including those relating to equality, diversity and inclusion; learning and teaching; and business and community engagement.

While the delivery of this plan will be distributed across different individuals and working groups, overall responsibility for managing the delivery, evaluation and review of this Plan will be rest with the Higher Education Management team (HEM) of University Campus Oldham. Monitoring and evaluation will be a responsibility shared between the Student Group and the Curriculum, Quality and Standards committee.

Student consultation

Student consultation took place in two key stages before submission. In the first instance students participated in an online focus group meeting outlining the OfS expectations for the Access and Participation Plan, the data explored, the Equality of Opportunity Risk Register and identified risks, and the resulting targets including potential intervention strategy activity. Through discussion the students gave feedback on the identified risks and targets.

Students made useful and reflective comments on the proposed targets and draft activities, confirming they agreed with the rationale for the choice of objectives and that the proposed objectives were appropriate and aspirational. Students agreed that the likely risks on the Equality of Opportunity Risk Register related to each of the targets and provided suggestions on additional activities that would support the intervention strategy and potentially heighten the positive impact. The information was shared electronically with the core student group allowing for further feedback opportunities to continue throughout the process of planning and finalising intervention strategies.

In particular, it was noted by the student group that it would be beneficial for the College to consider wider outreach and more targeted marketing of courses. Current marketing is designed to deliver a generic message regarding reskilling and retraining and the ability to study HE locally, however students felt this message needed to connect more with potential applicants through a more personal tone of voice and for visual content to illustrate course content. They also felt more messages should be delivered regarding the financial, personal and academic support benefits of studying Higher Education at Oldham College, to improve perceptions.

Students gave clear and constructive feedback regarding financial support based on their own experiences. They shared ideas for revisions to the 2024-25 bursary, and the branding of the hardship scheme, noting how a change in name would reduce stigma while the flexibility to use bursary payments for resources, travel and other course related costs, would be more purposeful than the current model of providing a digital device. This has informed the revised financial support strategy outlined within this plan which will be implemented from 2025-26.

Students will have the opportunity to continue engaging in the monitoring and evaluation of the Access and Participation Plan while in active study or as alumni. They will be asked to review and evaluate the individual intervention strategies, alongside the monitoring and reporting that takes place through the Steering Group in relation to the overall plan. In addition, students will be

engaged in some of the activity outlined where relevant and appropriate, for example through providing IAG at Open events or as part transition activity. Representatives will feed into research activity outlined in the evaluation plan.

Evaluation of the plan

The College Access and Participation Steering Group will implement and monitor the impact of the Access and Participation Plan. The Group will meet four times per year, reporting quarterly against targets and progress to the HE Curriculum, Quality and Standards Committee. These findings will be reported quarterly to the Board of Governors (October, December, March, and June) and an annual impact summary will be reported in December each year. The plan will be published via a dedicated section on the Oldham College website, and findings from evaluation activity, particularly those regarding progress and impact, which will be published in December each year.

As noted in Annex A, some of the data available is limited or impacted through small cohort numbers which, in some instances, reduces the ability to monitor and evaluate effectively. The College is committed to improving data collection, particularly in relation to access and participation.

We will use TASO's Monitoring and Evaluation Framework (MEF) to measure and determine the impact of each intervention. For the interventions in our plan to succeed in creating positive change, we recognise the need for a culture change in our evaluation activity. The overarching aim across our evaluation activity is to ensure progression, particularly regarding the collection of evidence to measure impact. The majority of our evaluation is currently Type 1 (narrative) and we recognise the need to move towards further Type 2 (empirical). All evaluation activity regarding data capture will be conducted internally; our MIS team will be tasked with expanding the reporting mechanisms within our internal systems to gather wider Type 2 evidence such as reporting on the access and success of care experienced individuals.

Operational delivery and evaluation of interventions will be monitored continuously and assessed at key points during the academic year so that adjustments can be agile and timely. Course teams will be open and explicit regarding any circumstances impacting the activity and will escalate issues to the access and participation working group (APWG).

The APWG will lead the sharing of findings internally so that staff are aware of impact and can support students accordingly to reach full potential. The group will conduct a review following each semester following assessment boards to monitor success and will chart progress in access areas annually. Impact at course level will be summarised within the annual evaluation report (AER).

As evidence emerges through monitoring of access, attainment and completion raising activity, we will share findings externally through the GM Higher network and with our partner Universities. As a widening participation college, we are research active members of the Mixed Economy Group (MEG). We regularly attend AoC training, conference and regional group sessions and are committed to the wider sharing of evaluation findings in order to improve the experience of all students from underrepresented groups.

Provision of information to students

Oldham College are compliant with the requirements of consumer protection legislation and the Competition and Markets Authority Consumer Law Advice for HE Providers. Information is

provided to UCAS and other key organisations in adherence to timelines to populate applicant-facing web services.

The College is committed to the transparent provision of information regarding admissions and enrolments on our website in line with regulatory requirements. Information for current and prospective students regarding fees and any additional costs for the duration of their course are detailed within the HE prospectus and website along with additional information on the financial support available. Further information including eligibility criteria and processes for applying for financial support is available on the relevant section of the College website^{xiii}.

Information, advice and guidance (IAG) on tuition fees and financial support for higher education students is available through advice events and open days for prospective students. This activity is supported by the College marketing team.

All full-time applicants with offers are offered opportunity to attend interviews or applicant events, where information regarding the fees and the financial support available through the College can be discussed further. Where applicants have declared a disability or mental health condition, the individual is invited to meet with a member of our Support Services team to discuss the support available and ensure that their needs can be met, and any reasonable adjustments can be made.

Bursary Scheme

The scheme aims to support retention of our 'at risk' student groups identified in the plan by alleviating financial hardship, which is a significant barrier for many students during their studies.

Bursary Amount: £500 non-repayable bursary.

Eligibility Criteria:

- New full-time first-year students in Higher National (Level 4) Foundation Degree or Full Undergraduate Degree.
- Household income not exceeding £26,000 per year.
- Minimum attendance rate of 85%.
- Income assessment through Student Finance England.

Application Process: No separate application required; assessment integrated with the maintenance loan application through Student Finance England.

Disbursement: Two equal instalments of £250, paid directly to students' bank accounts in January and May 2026, contingent upon continued eligibility.

Cost of Living Support Fund

The Cost of Living Support Fund aims to support students who face unforeseen and significant financial hardship, to allow them to complete and succeed in their studies.

Applications are assessed under an additional needs method that looks at the difference between reasonable expenditure and expected income. Applications are treated as 'non-standard' if a student has unforeseen circumstances that may require emergency financial help. Students should explain in their application, why they are applying to the Fund. Applications to the Fund are assessed based on need and banded into three categories:

<u>Band</u>	<u>Maximum payment</u>
• Band A: E.g. short-term need, bridging support until loan payment etc	£100
• Band B: E.g. Unforeseen urgent costs, immediate safety need etc	£300
• Band C: E.g. Significant unforeseen change in personal circumstances	£1,500

Applicants for the Cost of Living Support Fund need to demonstrate genuine and unforeseen financial hardship and may be required to provide evidence of household income and outgoings. Payments made to students, may be either a short-term loan, or a grant, depending on the circumstances. If a student receives support from the Hardship Fund but subsequently leaves their course of study, they may be required to repay any monies received. Students can apply for this at any point during an academic year, dependent on individual circumstances.

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

Oldham College has identified gaps in outcomes for various groups, across all three lifecycle stages, and a number of risks. We have taken the decision to focus on full time cohorts as this is by far the largest mode and therefore where we can effect most change.

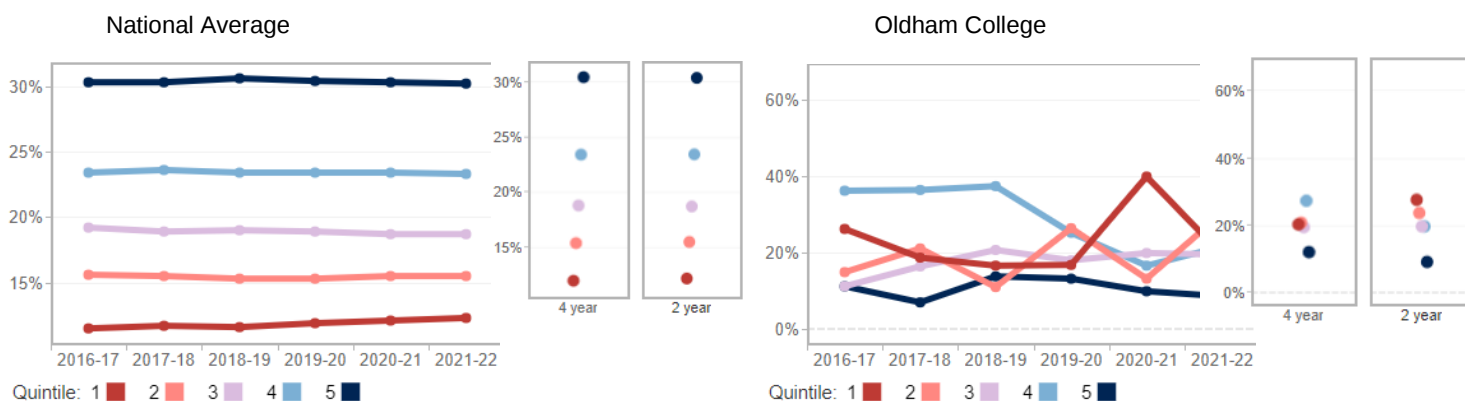
A thorough analysis of the data available via the OFS Access and Participation data dashboard was completed, using aggregate data where available, in order to identify the largest gaps. The analysis took into consideration statistical uncertainties, particularly where groups were low in number, and emerging trends. It is noted that the data available from the Access and Participation data dashboard for the Oldham College suffers from having low denominators for some splits and indicators. To ensure informed decision making and compare with the most recent picture we also undertook analysis of internally held data, and we reviewed the TEF data dashboard metrics to check for gaps for any characteristics and intersections not included on the Access and Participation data dashboard.

The following conclusions can be drawn from analysis of the available data sets published via the Access and Participation dashboard and the TEF metrics dashboard.

Mode and Level – Full Time, All Undergraduates

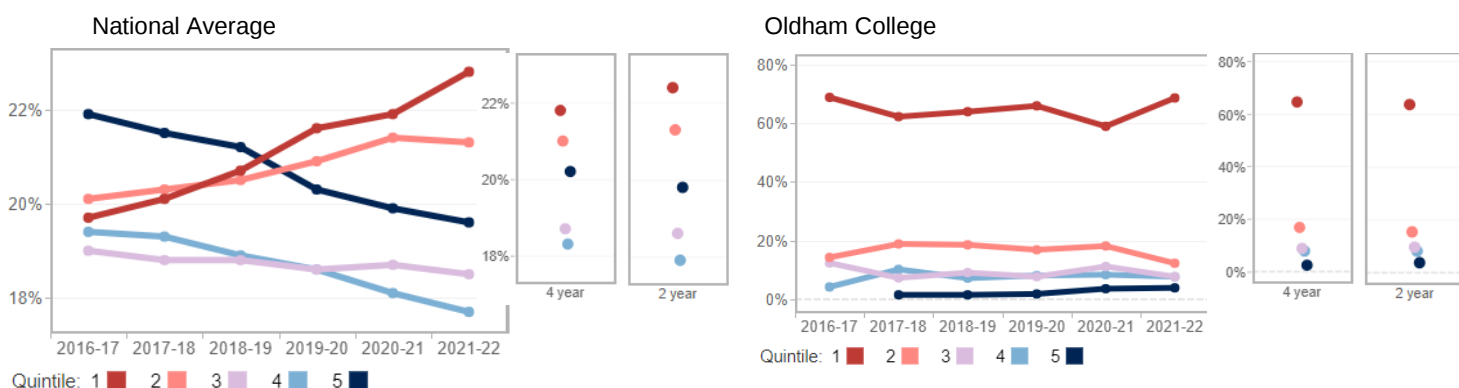
Student Lifecycle Stage – Access

TUNDRA: Indicator values for young (under 21) entrants



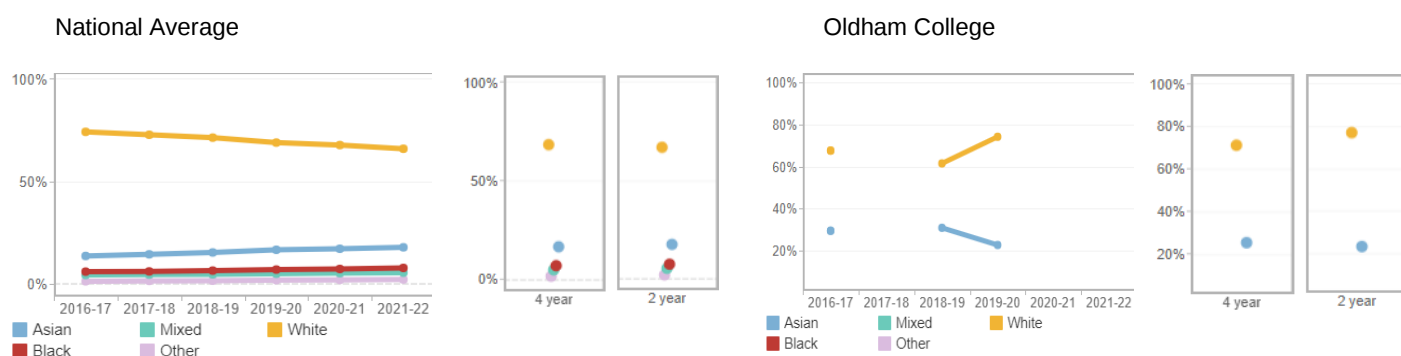
The time series data for the College shows an even mix of young students participating from the different TUNDRA quintiles, compared to the national figure which shows participation decreasing from high (5) to low (1) quintiles. Inverseley to that national data, the four year aggregate shows the College's lowest participation was from TUNDRA quintle 5 at 12.1%, compared to 30.4% nationally. Over the latest two year aggregate, over half the College's intake of students has been from TUNDRA quintles 1 and 2, totalling 51.3% of all our young enrolments.

Deprivation (IMD 2019): Indicator values for entrants



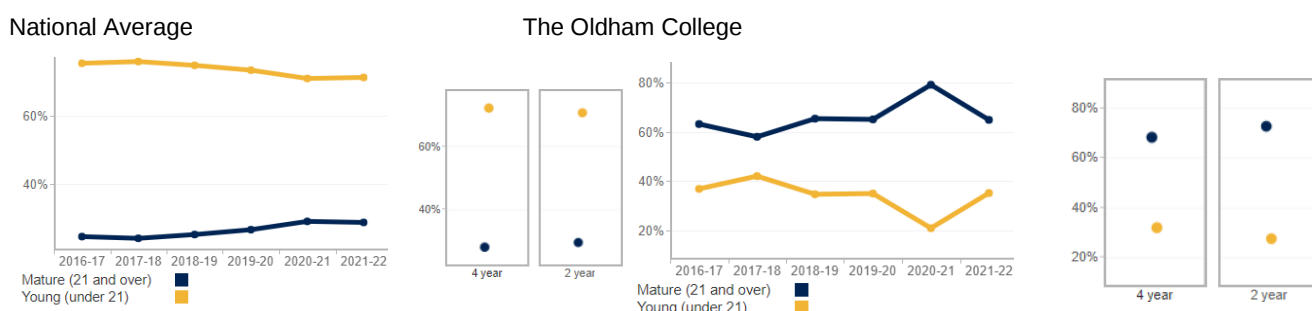
The majority of students enrolled at the College are from Deprivation (IMD 2019) quintile 1 (64.5%, compared to 21.8% nationally, over the four year aggregate). Participation from the different Deprivation (IMD 2019) quintiles has remained static at the College over the time series.

Ethnicity: Indicator values for entrants (18-year olds only)



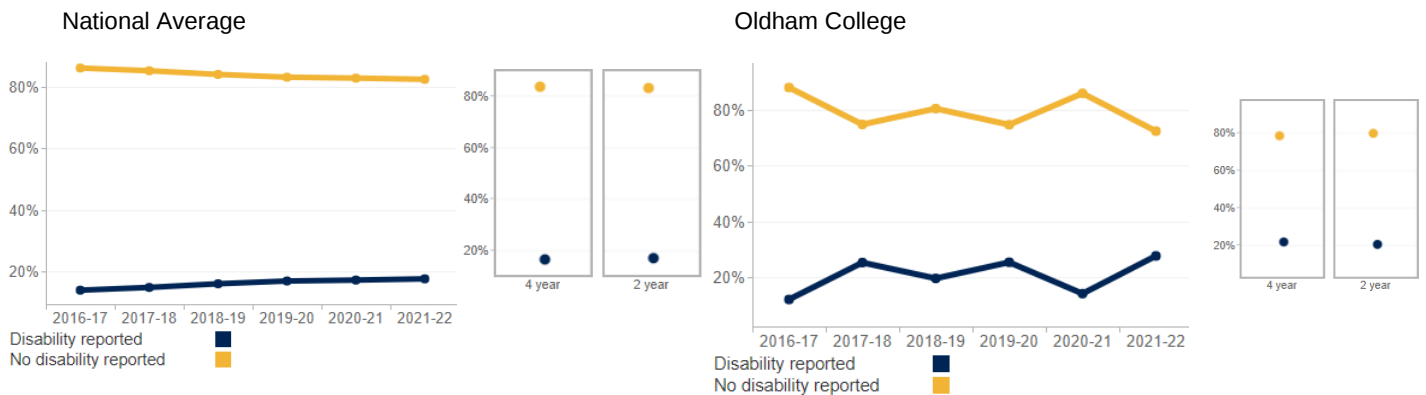
From the data available, the percentage of White 18 year old students enrolled at the College was in line with the national average (71.1% and 68.2% respectively). The percentage of Asian 18 year old students enrolled at the College was above the national average (25.3% and 16.9% respectively). Although not shown within the data graphs above due to small numbers at the College, the remaining 18 year old students participating from either a Black, Mixed, or Other ethnicity, totalled 3.6%, compared nationally to 14.9%.

Age: Indicator values for entrants



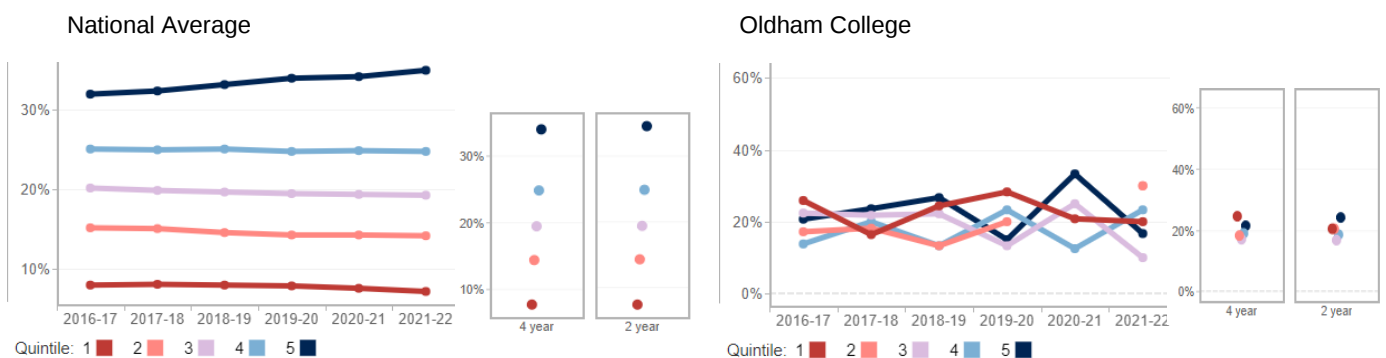
Students enrolled at the College, when split by young and mature, are an inverse of a national picture. Over the four-year aggregate, the percentage of mature students participating at the College was 68%, compared to 27.7% nationally.

Disability reported: Indicator values for entrants



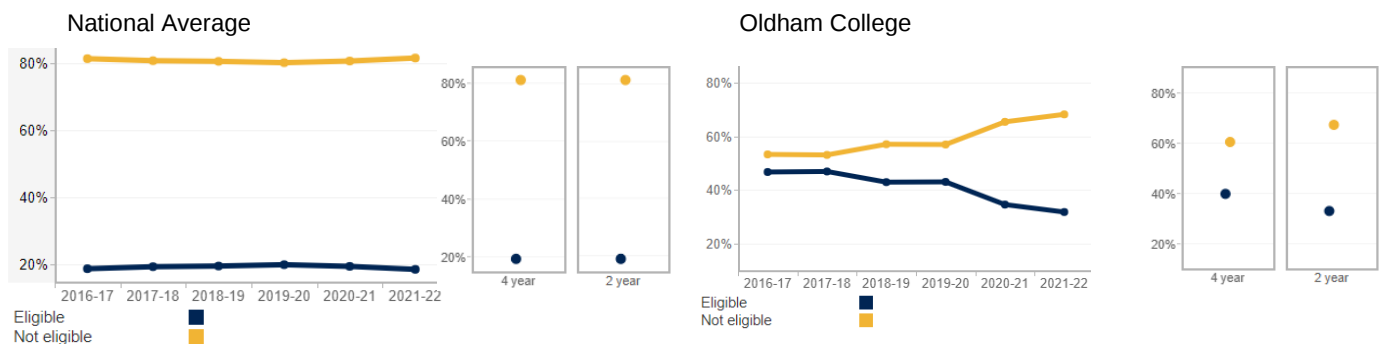
The percentage of students enrolled at the College with a reported disability is slightly higher than the national average (21.7% compared to 16.7%, over the four-year aggregate).

ABCS quintile: Access indicator values



The time series data for the College shows an even mix of students from ABCS quintiles young, compared to the national figure which shows participation decreasing from high (5) to low (1) quintiles. Inverseley to that national data, the four year aggregate shows the College's highest participation was from ABCS quintile 1 at 24.5%, compared to 7.6% nationally.

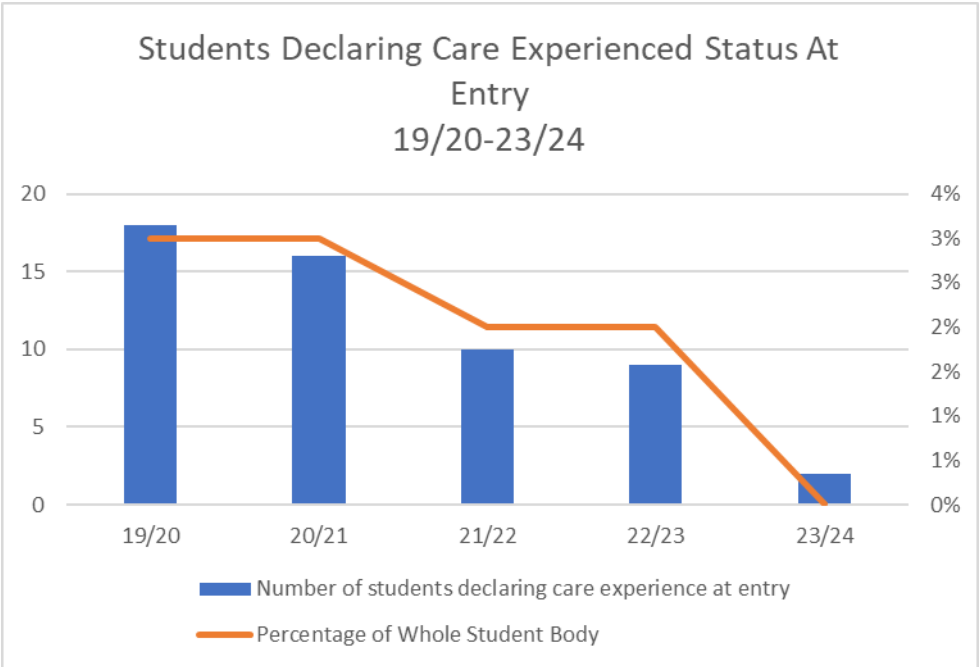
Eligibility for Free School Meals: Indicator values for entrants



The percentage of students enrolled at the College previously eligible for free school meals over the 4-year aggregate is double the national average (39.7% and 19.2%, respectively). The time series data for the College shows a decrease in the number of students participating.

Risks to Equality of Opportunity and resulting targets - Access:

Risk 2.1: Evidence gathered through recent internal KPI's shows the number of students declaring Care Leaver or Care Experienced status has declined significantly from the 3% reported in 19/20 to 0% 23/24. In addition, retention of Care Leavers/Care Experienced students has dropped significantly from 89% in 20/21; the current best-case forecast for 23/24 attainment is 50%. The assumption is that there has been a decline in students either actively disclosing care experience or applying from a care experienced background; evidence suggests this could be a function of insufficient prior knowledge, limited access to good information and guidance and internal application procedures.



PTA_1 - To increase the proportion of students that declare Care Leaver or Care Experienced in each intake by 1pp per annum to rise above the pre-pandemic level of 3% by 2029 through working in partnership with organisations that support Care Experienced and Care Leavers.

Risk 2.2: While the percentage of students enrolled at the College previously eligible for free school meals over the 4-year aggregate is double the national average (39.7% and 19.2%, respectively), the time series data for the College shows a decrease in the number of students participating. Completion rates are lower at the College for this group compared to the national picture (73.8% and 83.1% respectively). The same is true for attainment; over the four-year aggregate, the College shows 50% attainment for students who were previously eligible for free school meals, compared to 72.1% nationally. Evidence suggests students in this category face financial difficulties while on course; this may impact their capacity to commute to campus or in some cases the pressure to take on paid employment will limit the ability to engage sufficiently with study.

PTA_2 - To increase the proportion of students previously eligible for free school meals accessing Higher Education at Oldham College to pre-pandemic levels of 40% or above by 2029.

Mode and Level – Full Time, All Undergraduates

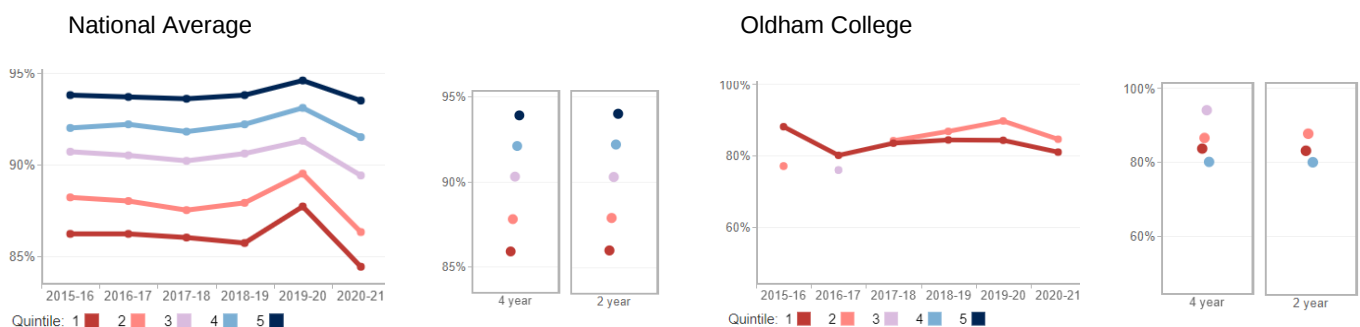
Student Lifecycle Stage – Continuation

TUNDRA: Continuation indicator values for young (under 21) students



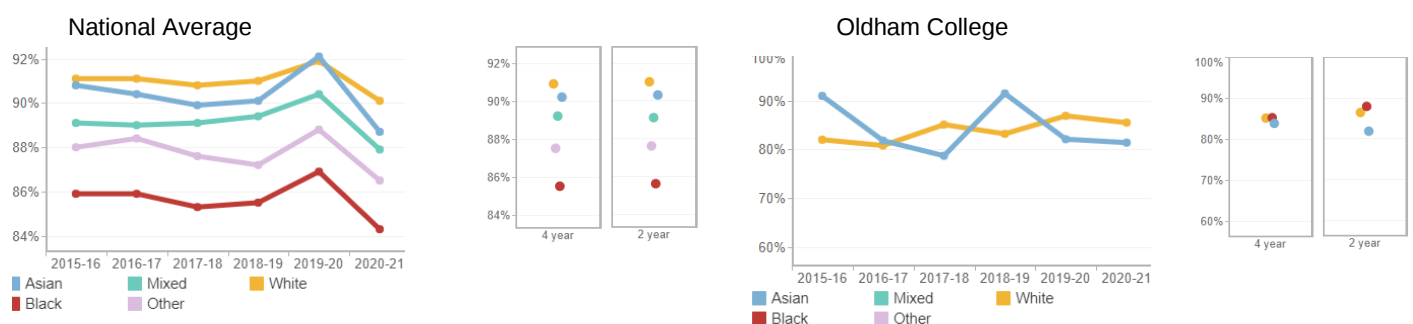
No continuation time series data is available for the College for TUNDRA due to low numbers. However, the aggregate data shows that the continuation percentages for young students across all TUNDRA quintiles are lower than those of national figures.

Deprivation (IMD 2019): Continuation indicator values



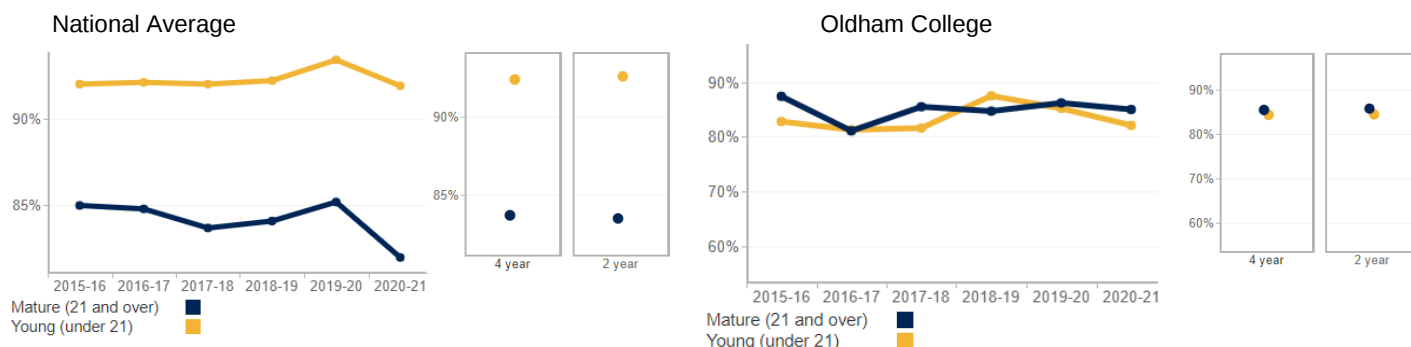
The four-year aggregate data shows that continuation from Deprivation IMD (2019) quintile 3 was higher at the College than the national average (94% and 90.3% respectively). The continuation percentages for all other quintiles reported for the College were below those of the national averages, with the largest gap being for quintile 4 (80% and 92.1% respectively).

Ethnicity: Continuation indicator values



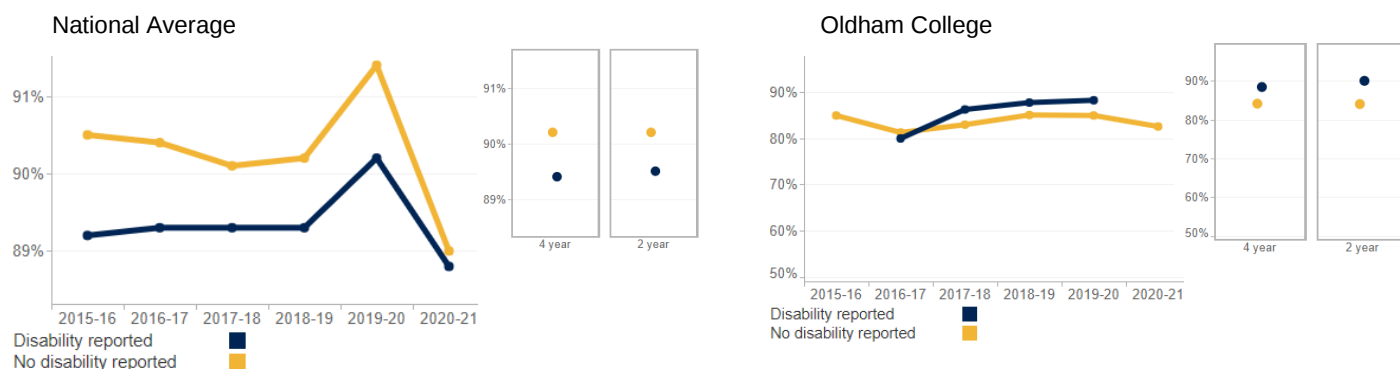
From the data available, the percentage of Black students continuing in their studies at the College was in line with the national average (85.2% and 85.5% respectively). However, the percentage of students continuing in their studies at the College is lower for both White and Asian students, compared to the national average - White by 5.8 percentage points (85.1% versus 90.9%), and Asian by 6.4 percentage points (83.8% versus 90.2%).

Age: Continuation indicator values



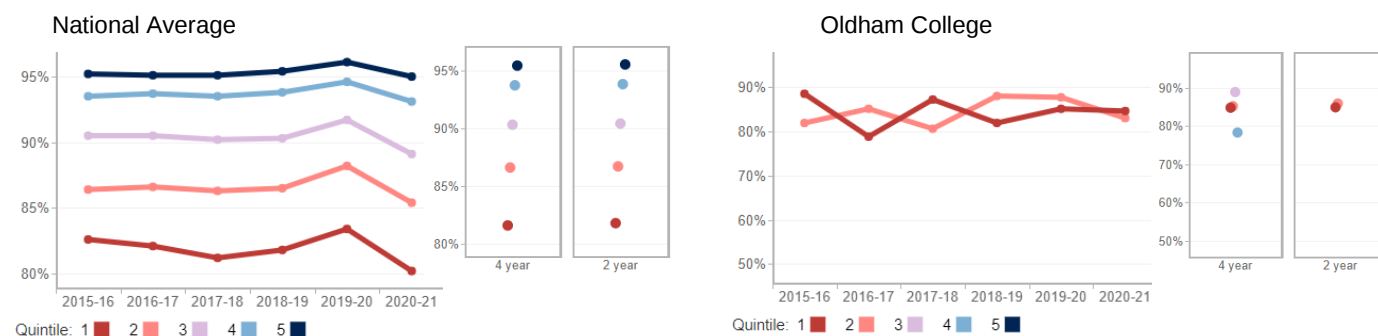
The percentage of young students continuing in their studies at the College is lower than the national average (84.3% versus 92.4%), however the percentage of mature students is higher (85.4% versus 83.7%). There is no continuation age gap at the College.

Disability reported: Continuation indicator values



Continuation for disabled students at the College is in line with the national average (88.4% versus 89.4%).

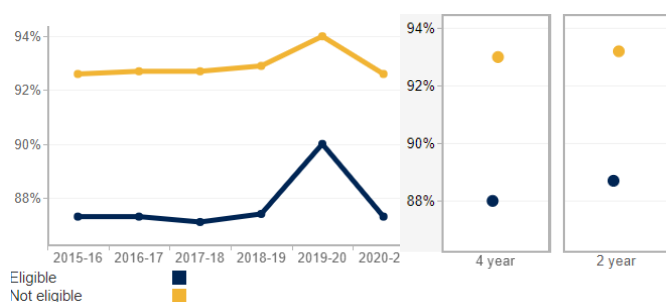
ABCS quintile: Continuation indicator values



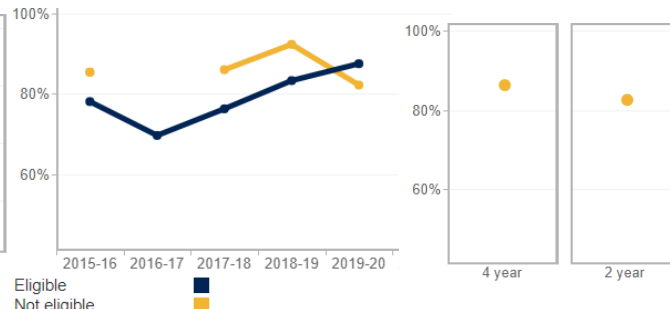
From the data available, continuation for quintiles 1, 2, and 3 are in line with the national figures. However continuation for quintile 4 at the College is below that of the national average (78.3% and 93.7% respectively).

Eligibility for Free School Meals: Continuation indicator values

National Average



Oldham College



Due to limited timeline data and lack of aggregate data, it is difficult to ascertain the exact disparity of continuation at the College for those students previously eligible for free school meals, compared to the national average. However, from the timeline data it does appear that continuation is improving at the College year on year.

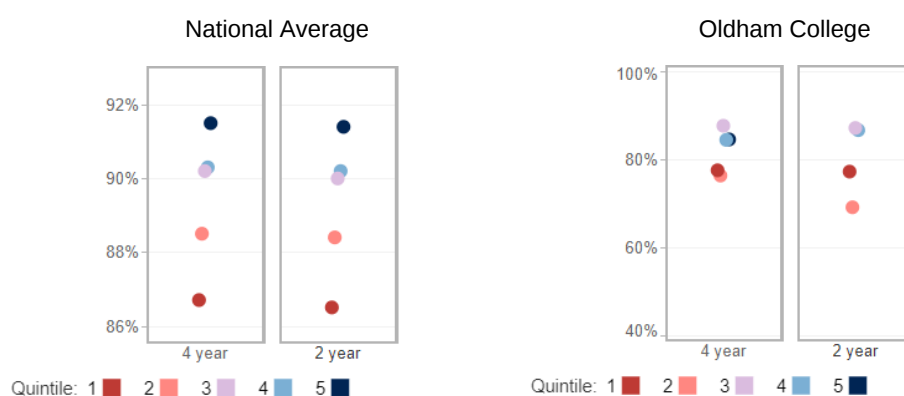
Care Experienced: Continuation indicator values

Internal KPI's detail that continuation and completion for Care Experienced students is lower than those who have not. It also shows significant numbers of this minority student group are not continuing study and attaining qualifications in relation to the numbers declaring care experience at entry.

Mode and Level – Full Time, All Undergraduates

Student Lifecycle Stage – Completion

TUNDRA: completion indicator values for young (under 21) students

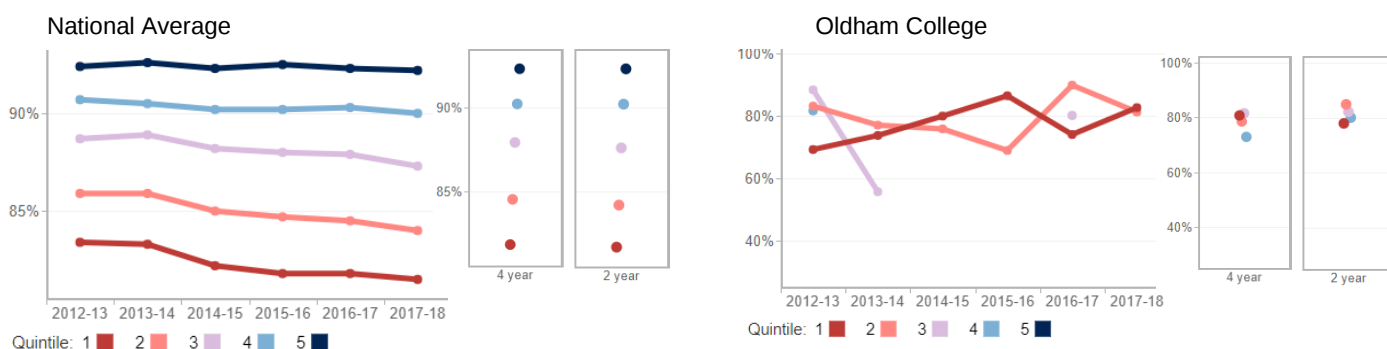


The College's continuation for the TUNDRA indicator is similar to that of the national picture, with students in quintiles 3,4, and 5 more likely to complete. As can be seen from the information below, the College's largest gaps were for quintiles 1 and 2, at -9.3 percentage points, and -12.3 percentage points respectively.

	National	OC	+/-
Quintile 1	86.7%	77.4%	-9.3
Quintile 2	88.5%	76.2%	-12.3
Quintile 3	90.2%	87.5%	-2.7

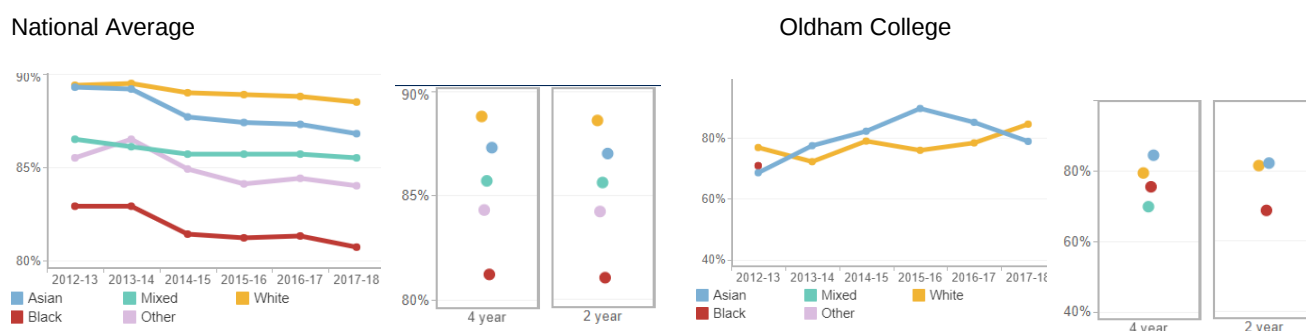
Quintile 4	90.3%	84.3%	-6
Quintile 5	91.5%	84.4%	-7.1

Deprivation (IMD 2019): Completion indicator values



The completion percentages for all quintiles reported for the College over the four-year aggregate for Deprivation IMD (2019) were below those of the national averages, with the largest gap being for quintile 4 (72.9% and 90.2% respectively).

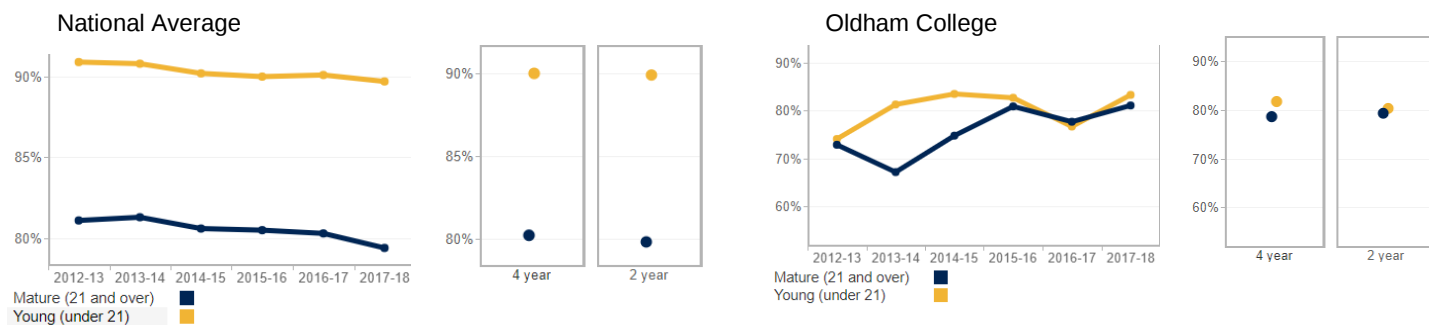
Ethnicity: Completion indicator values



The completion percentages for all ethnicities reported for the College over the four-year aggregate were below those of the national averages. As can be seen from the information below, the College's largest gaps were for Mixed and White students, at -15.9 percentage points, and -9.5 percentage points respectively.

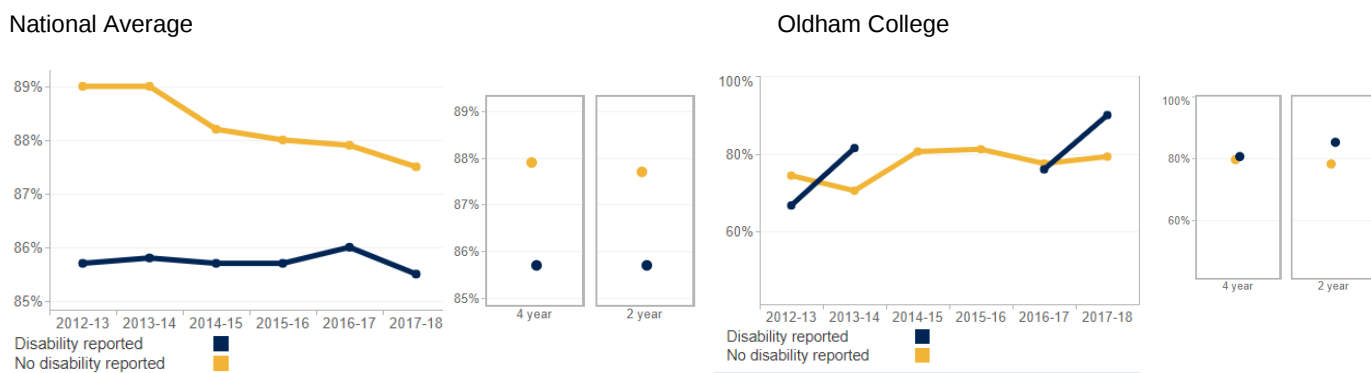
	National	OC	+/-
Asian	87.3%	84.3%	-3
Black	81.2%	75.4%	-5.8
Mixed	85.7%	69.8%	-15.9
White	88.8%	79.3%	-9.5

Age: Completion indicator values



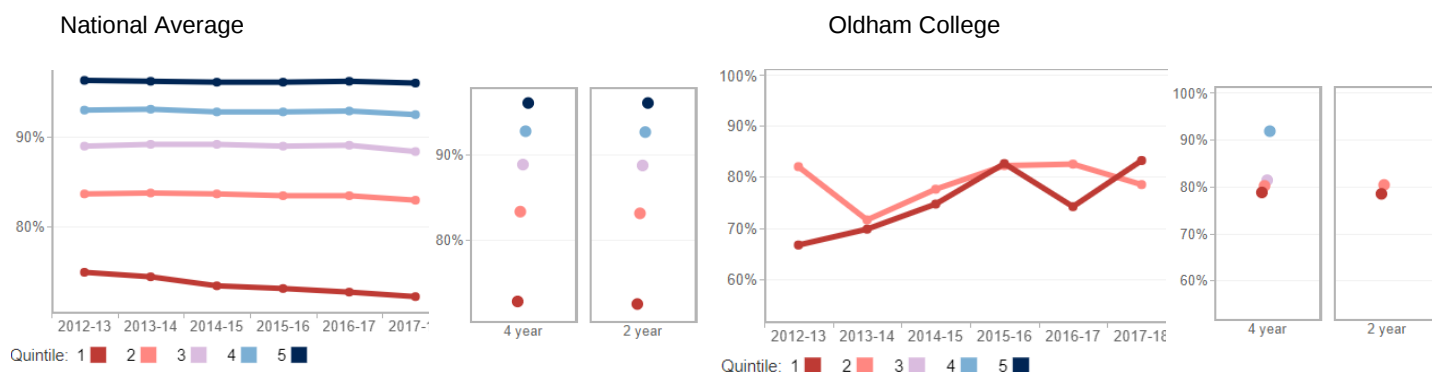
The percentage of both young and mature students completing their studies at the College is lower than the national averages (81.7% versus 90%, and 78.6% versus 80.2% respectively). There is no current completion age gap at the College.

Disability reported: Completion indicator values



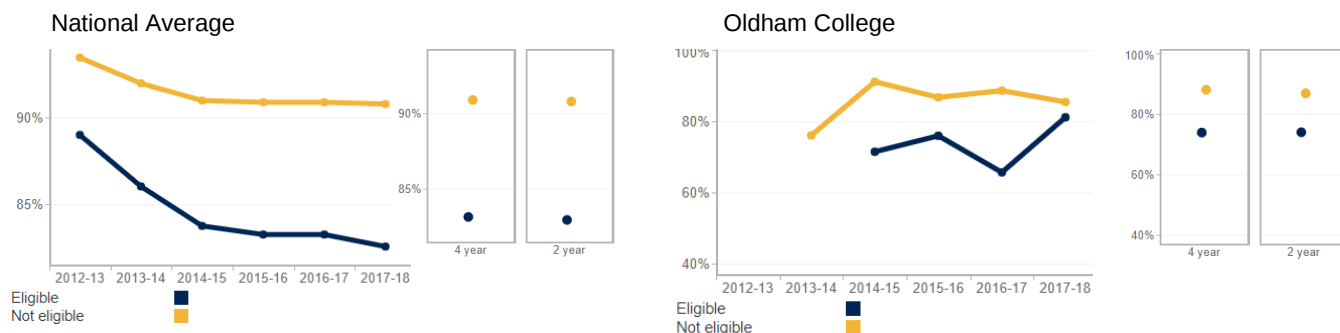
Students who reported a disability had a slightly lower completion rate, compared with the national picture. Over the four year aggregate, the College shows 80.7% completion for students with a reported disability, compared to 85.7% nationally. There is no discernable completion gap at the College between those who reported a disability and those who did not.

ABCS quintile: Completion indicator values



Completion rates at the College for ABCS are more equal across quintiles than the national picture, with quintiles 1, 2, and 3 having similar completion rates. However, students in these quintiles at the College had lower completion rates than those in quintile 4, who performed more in line with the national figure.

Eligibility for Free School Meals: Completion indicator values

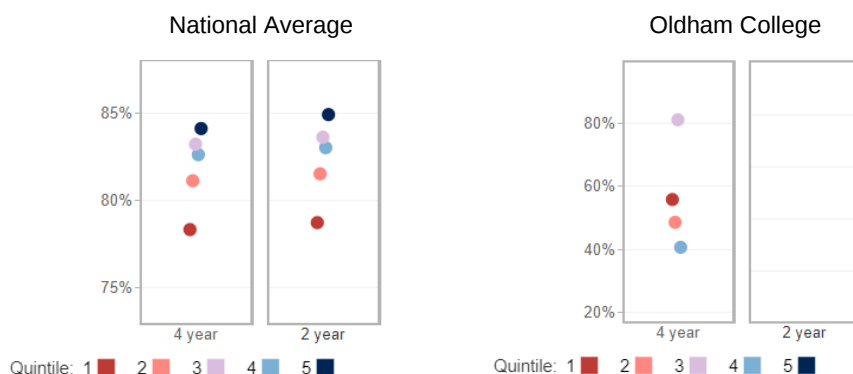


Completion rates are lower at the College for students previously eligible for free school meals compared to the national picture (73.8% and 83.1% respectively).

Mode and Level – Full Time, All Undergraduates

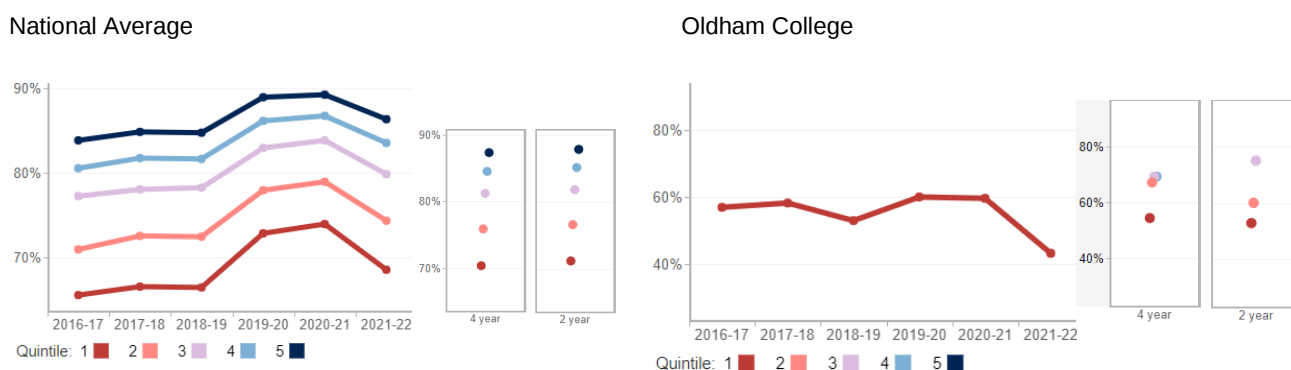
Student Lifecycle Stage – Attainment

TUNDRA: Attainment indicator values for young (under 21) students



Attainment for young students is lower than the national average across all TUNDRA quintiles at the College, compared to the national picture. The largest gap is for those in TUNDRA quintile 4, over the four year aggregate, with attainment at the College 40.5%, compared to 82.6% nationally.

Deprivation (IMD 2019): Attainment indicator values

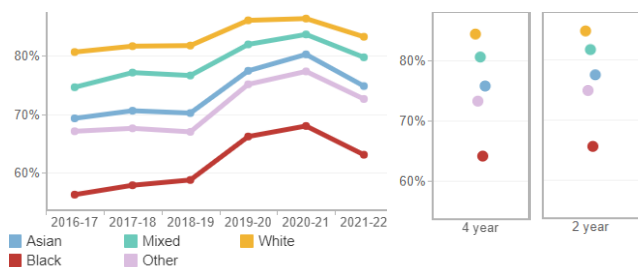


There are smaller gaps at the College for attainment for the different Deprivation (IMD 2019) quintiles, however all quintiles are below the national average. As can be seen from the information below, the College's largest gaps were for quintiles 1 and 4, at -16 percentage points, and -15.3 percentage points respectively.

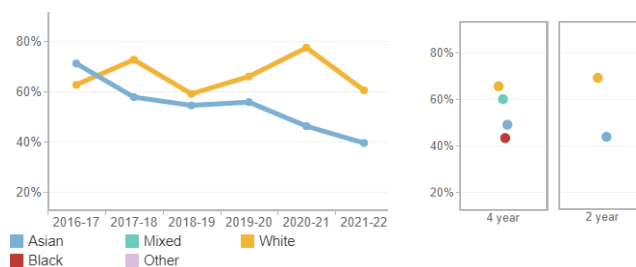
	National	OC	+/-
Quintile 1	70.4%	54.4%	-16
Quintile 2	75.9%	67.1%	-8.6
Quintile 3	81.2%	69.2%	-12
Quintile 4	84.5%	69.2%	-15.3

Indicator – Ethnicity: Attainment indicator values

National Average



Oldham College

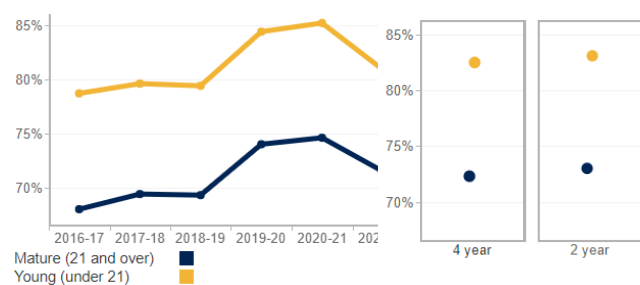


As can be seen from the information below, the College's largest gap for attainment by ethnicity was for Asian students, at -26.7 percentage points, compared to the national average.

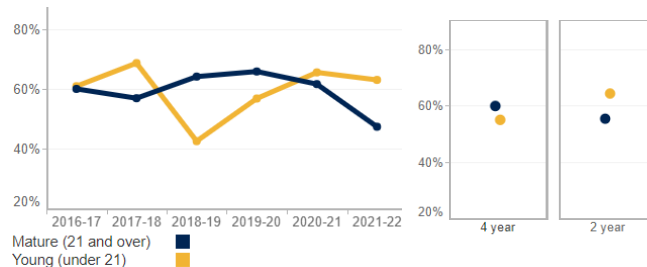
	National	OC	+/-
Asian	75.7%	49%	-26.7
Black	64.1%	43.3%	-20.8
Mixed	80.5%	60%	-20.5
White	84.3%	65.5%	-18.8

Age: Attainment indicator values

National Average

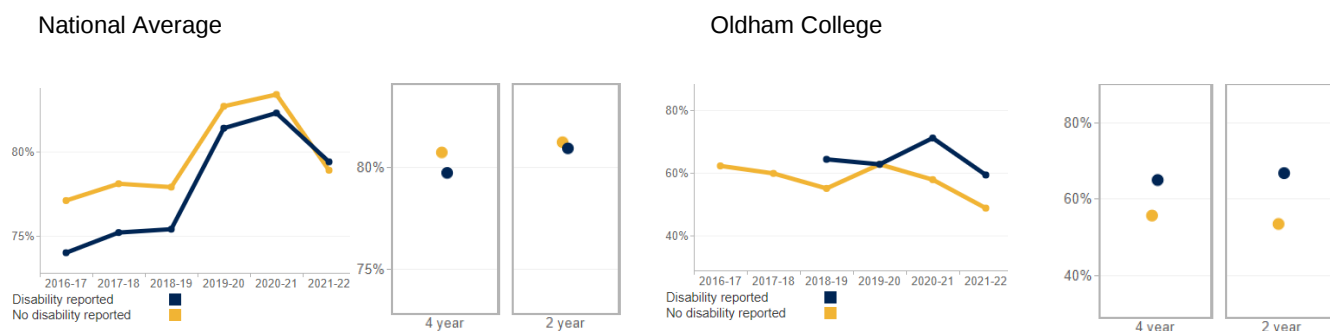


Oldham College



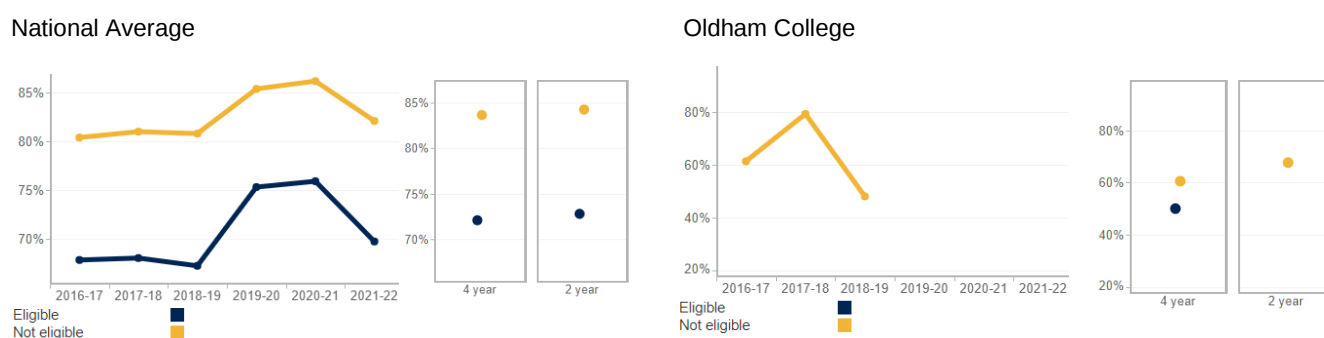
The percentage of both young and mature students completing their studies at the College is lower than the national averages (59.9% versus 82.5%, and 72.3% versus 80.2% respectively). There is no current completion age gap at the College.

Disability reported: Attainment indicator values



Students who reported a disability had a lower attainment rate, compared with the national picture. Over the four year aggregate, the College shows 64.9% attainment for students with a reported disability, compared to 79.7% nationally. Students who reported a disability had a higher attainment rate at the College than those who did not.

Eligibility for Free School Meals: Attainment indicator values



Students at the College who were previously eligible for free school meals had lower attainment rate, compared with the national picture. Over the four year aggregate, the College shows 50% attainment for students who were previously eligible for free school meals, compared to 72.1% nationally.

Risks to Equality of Opportunity and resulting targets - Success:

Risk 2.3: The percentage of young students continuing in and completing their studies at the College is lower than the national average (84.3% versus 92.4% and 59.9% versus 82.5% respectively). Evidence suggests that due to their lived educational experience, students within the bracket of 21 and under are likely to have been impacted by the Covid 19 pandemic, having completed key stages 4 and 5 level study through years 2019-2023. The lifecycle stage of risk for this cohort is mainly on course and could correlate with internal data regarding the continuation and retention of young white male students. This age band will also be impacted by the challenges outlined in Risk 1.2; internal KPIs show that 49.7% of young entrants during the years 21/22 to 23/24 were from a disadvantaged postcode area.

PTS_1 To improve the success of students under 21 at the time of enrolment raising continuation from 84.3% to 86% by 2029.

PTS_2 To improve the success of students under 21 at the time of enrolment by raising completion from 81.7% to 83% by 2028.

PTS_3 To increase the proportion of students eligible for Free School meals that complete their studies to 85% by 2029.

PTS_4 To raise the attainment of students eligible for Free School meals to 65% by 2029.

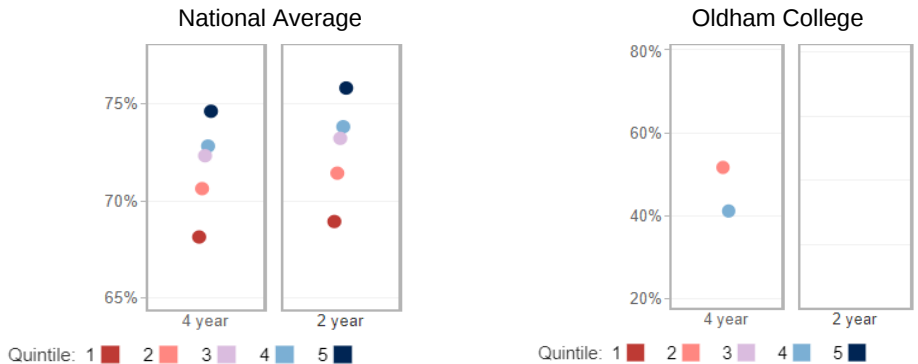
Risk 2.4: Whilst students who reported a disability had a higher attainment rate at the College than those who did not, this rate was lower compared with the national picture. Over the four-year aggregate, the College shows 64.9% attainment for students with a reported disability, compared to 79.7% nationally. As the percentage of students enrolled at the College with a reported disability is slightly higher than the national average (21.7% compared to 16.7%, over the four-year aggregate), this is a key area of risk. Evidence suggests that students declaring a disability are citing Mental Health and this has led to a recent increase in declarations. At entry for the academic year 23/24 showed that 34% of students declaring a difficulty at entry were disclosing a mental health condition, whereas compared to early data for declarations at entry for 24/25, 47% of applicants with a disability are citing mental health within their disclosure.

PTS_5 To raise attainment for students with a reported disability from 64.9% to 75% by 2029.

Mode and Level – Full Time, All Undergraduates

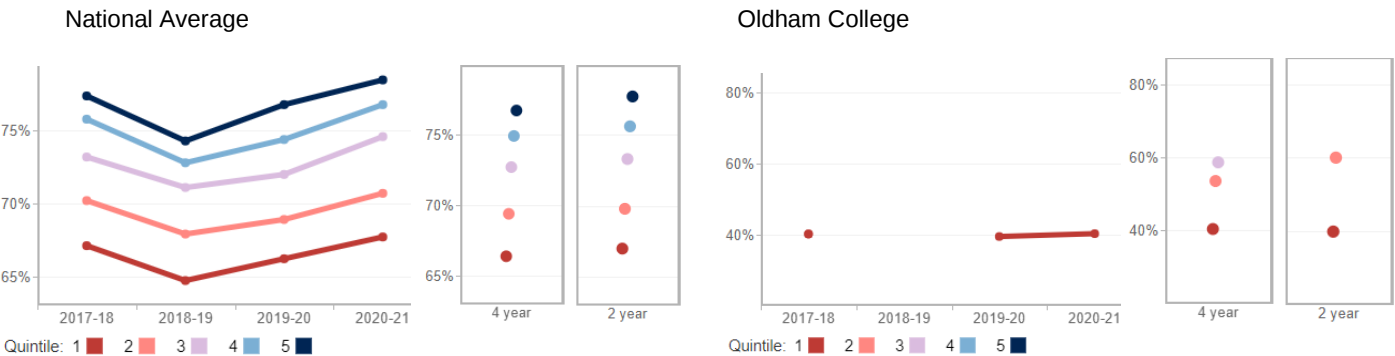
Student Lifecycle Stage – Progression

TUNDRA: Progression indicator values for young (under 21) students



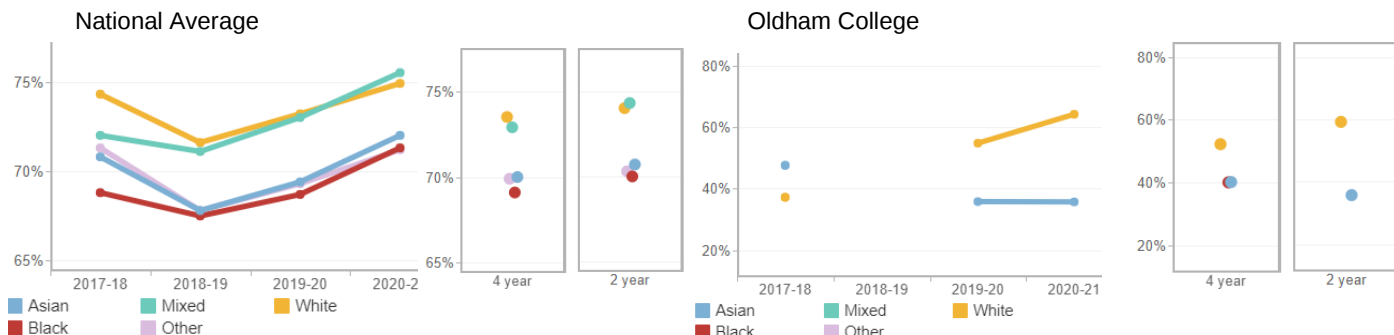
Data for TUNDRA is limited for the College, due to small numbers, with only quintiles 2 and 4 reportable at the 4 year aggregate level. Both quintiles have lower percentages of students progressing into a positive outcome, compared to the national picture.

Deprivation (IMD 2019): Progression indicator values



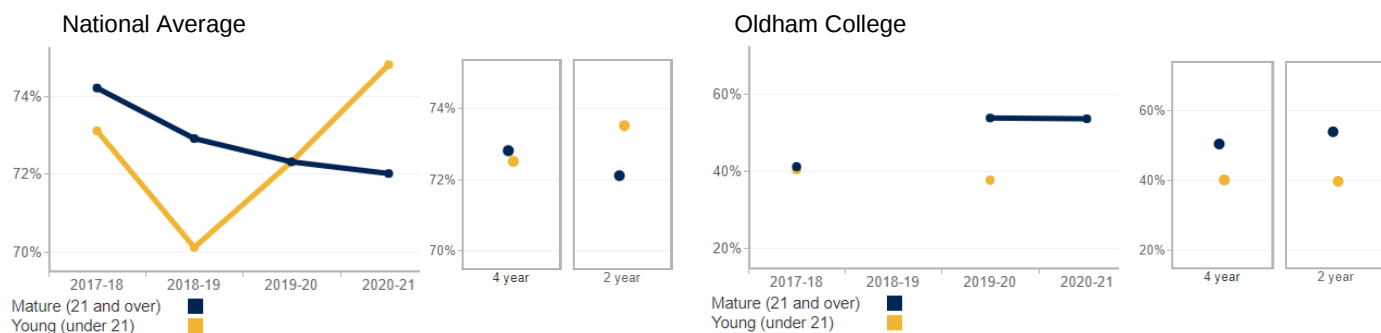
Again, data for Deprivation (IMD 2019) is limited for the College, due to small numbers, with only quintiles 1, 2 and 3 reportable at the 4 year aggregate level. Students from all 3 quintiles have lower percentages of students progressing into a positive outcome, compared to the national picture.

Ethnicity: Progression indicator values



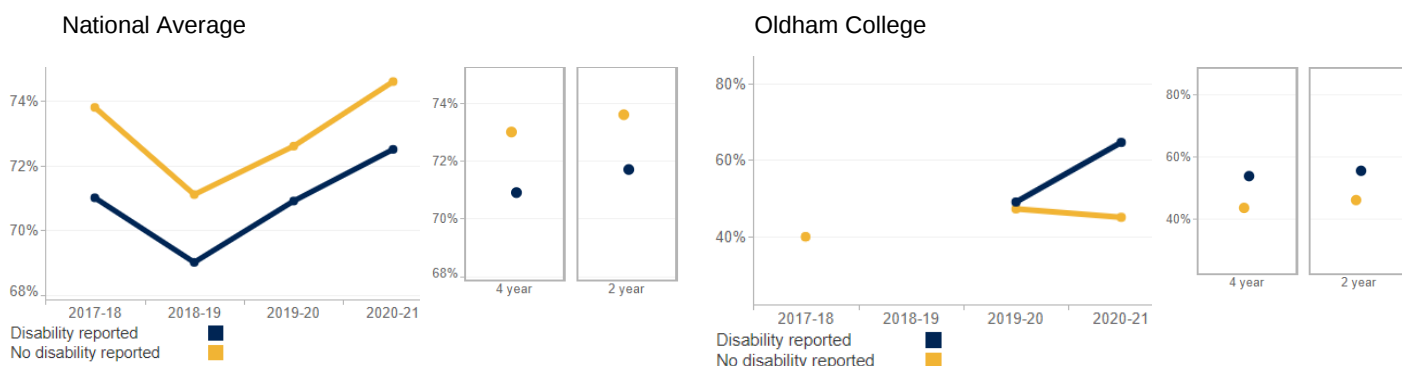
Again, data for Ethnicity is limited for the College, due to small numbers. At the 4 year aggregate level, students from all ethnicities have lower percentages progressing into a positive outcome, compared to the national picture.

Age: Progression indicator values



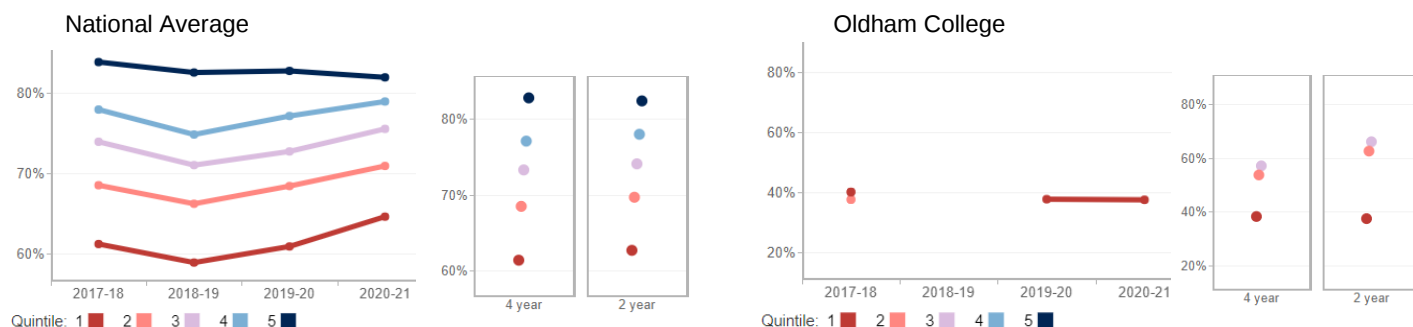
Mature students at the College were 10.3% more likely to progress on to a positive outcome, than their young peers. We will continue to monitor this gap.

Disability reported: Progression indicator values



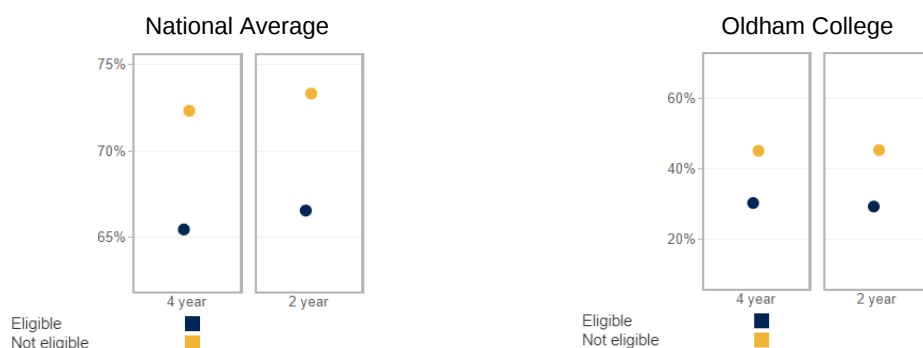
Students at the College who reported a disability were 10.2% more likely to progress on to a positive outcome, than their peers. This is an inverse of the national picture, and closing other progression gaps will also limit this one.

ABCS quintile: Progression indicator values



Data for ABCS is limited for the College, due to small numbers, with only quintiles 1, 2 and 3 reportable at the 2 and 4 year aggregate level. Students from all 3 quintiles have lower percentages of students progressing into a positive outcome, compared to the national picture.

Eligibility for Free School Meals: Progression indicator values



Students at the College who were previously eligible for free school meals were 14.8% less likely to progress on to a positive outcome, than their peers.

Risks to Equality of Opportunity and resulting targets - Progression:

Risk 2.5: According to the TEF data dashboard metrics included below, other undergraduate positive progression is lower at 38.1% compared with 50.8% for first degree. This refers to Level 4 and 5 courses including FdA, FdSc, HNC, HND and Cert Ed. Evidence suggests there is a need for wider Level 6 provision to ensure that all students have the opportunity to study at Level 6 or above in a subject relevant to their chosen career.

PTP_1 Close the positive progression gap by 10ppt for other undergraduate courses when compared to first degree by 2029

Risk 2.6: Students at the College who were previously eligible for free school meals were 14.8ppt less likely to progress on to a positive outcome, than their peers. Evidence suggests there is a need for a clear focus on career aspirations and employability for students from lower income families throughout their studies to ensure they are prepared for progression to highly skilled employment. The target related to this risk aims to make ambitious progress on closing this gap, but it is not expected to be closed over the life of this plan.

PTP_2 Close the positive progression gap by 10ppt for students previously eligible for free school meals when compared with their peers at the College by 2029

TEF Data Dashboard

The following data are taken from the TEF Data Dashboard.

Continuation

The Oldham College (Full-time)

Note: High benchmark values (above 95%) are highlighted in yellow.

Student, subject and study characteristic split indicators: Continuation (Full-time)

Split indicator type	Split indicator	Denom- inator	Indicator value (%)	Difference from benchmark (ppt)											Proportion of statistical uncertainty distribution			Contribution to own benchmark (%)	Survey response rate (%)
				-25	-20	-15	-10	-5	0	5	10	15	20	25	Materially below benchmark	Broadly in line with benchmark	Materially above benchmark		
Overall indicator	Overall indicator	850	84.2												0.0%	86.8%	13.1%	1.4	[N/A]
Time series	Year 1 (earliest)	210	81.2												19.0%	73.3%	7.7%	3.3	[N/A]
	Year 2	200	83.8												4.0%	68.3%	27.8%	3.5	[N/A]
	Year 3	210	85.6												0.4%	39.9%	59.7%	1.8	[N/A]
	Year 4 (most recent)	230	85.8												2.0%	70.8%	27.2%	2.1	[N/A]
Type of partnership	Taught by this provider	850	84.2												0.0%	86.8%	13.1%	1.4	[N/A]
Level of study	Other undergraduate	560	82.6												0.8%	78.1%	21.2%	2.0	[N/A]
	First degree	300	87.1												1.2%	73.9%	24.9%	0.3	[N/A]
Course type	Other undergraduate level 4	110	81.1												3.7%	31.6%	64.7%	5.7	[N/A]
	Other undergraduate level 5+	450	83.0												3.4%	83.0%	13.6%	1.0	[N/A]
Age on entry	Under 21 years	320	83.8												2.0%	81.0%	16.9%	1.1	[N/A]
	21 to 30 years	310	81.9												2.2%	68.3%	29.5%	1.4	[N/A]
	31 years and over	230	87.7												0.5%	37.6%	61.9%	4.4	[N/A]
Disability	Disability reported	180	86.4												0.4%	33.4%	66.2%	1.8	[N/A]
	No disability reported	680	83.6												0.4%	92.5%	7.1%	1.6	[N/A]
Ethnicity	Asian	230	83.8												0.4%	44.7%	54.9%	4.4	[N/A]
	Black	70	84.1												6.9%	34.5%	58.6%	1.3	[N/A]
	Mixed	30	90.0												0.5%	5.6%	93.9%	3.2	[N/A]
	Other	[low]	[low]												[low]	[low]	[low]	[low]	[N/A]
	White	520	84.1												1.5%	91.9%	6.6%	2.3	[N/A]
Sex	Female	570	86.8												0.0%	55.9%	44.1%	1.9	[N/A]
	Male	280	78.8												16.2%	77.0%	6.8%	1.1	[N/A]
ABCS quintile	Q1	440	83.3												0.3%	55.6%	44.0%	2.1	[N/A]
	Q2 or Q3	370	85.6												1.5%	77.0%	21.6%	0.5	[N/A]
	Q4 or Q5	50	81.6												83.5%	15.2%	1.2%	1.2	[N/A]
Deprivation quintile (IMD)	Q1 or Q2	700	84.2												0.0%	69.3%	30.7%	1.5	[N/A]
	Q3, Q4 or Q5	150	84.8												7.2%	69.1%	23.7%	4.1	[N/A]
Domicile	UK	850	84.2												0.0%	86.7%	13.3%	1.4	[N/A]
Eligibility for free school meals	Eligible	130	78.9												38.3%	55.2%	6.5%	4.7	[N/A]
	Not eligible	160	88.3												0.1%	21.0%	78.9%	1.3	[N/A]
Subject: Business and management	Business and management	190	80.9												9.7%	64.0%	26.3%	0.7	[N/A]
Subject: Design, and creative and performing arts	Creative arts and design	110	81.1												47.1%	45.9%	7.0%	1.1	[N/A]
	Performing arts	50	82.0												20.4%	39.8%	39.8%	2.5	[N/A]
Subject: Education and teaching	Education and teaching	160	85.7												33.9%	60.8%	5.4%	1.1	[N/A]
Subject: Engineering, technology and computing	Computing	40	[DPH]												[DPH]	[DPH]	[DPH]	[DPH]	[N/A]
	Engineering	[low]	[low]												[low]	[low]	[low]	[low]	[N/A]
Subject: Law and social sciences	Health and social care	60	[DPH]												[DPH]	[DPH]	[DPH]	[DPH]	[N/A]
	Sociology, social policy and anthropology	80	80.9												40.1%	44.9%	14.9%	2.1	[N/A]
Subject: Natural and built environment	Architecture, building and planning	[low]	[low]												[low]	[low]	[low]	[low]	[N/A]
Subject: Natural and mathematical sciences	Sport and exercise sciences	[low]	[low]												[low]	[low]	[low]	[low]	[N/A]
Subject: Nursing, allied health and psychology	Allied health	90	81.3												34.0%	50.3%	15.8%	1.3	[N/A]
	Psychology	60	91.2												0.3%	10.4%	89.4%	0.5	[N/A]
				-25	-20	-15	-10	-5	0	5	10	15	20	25					
				Difference from benchmark (ppt)															

Completion

The Oldham College (Full-time)												Note: High benchmark values (above 95%) are highlighted in yellow.						
Student, subject and study characteristic split indicators: <i>Completion (Full-time)</i>																		
Split indicator type	Split indicator	Denom- inator	Indicator value (%)	Difference from benchmark (ppt)										Proportion of statistical uncertainty distribution			Contribution to own benchmark (%)	Survey response rate (%)
				-20	-15	-10	-5	0	5	10	15	20	Materially below benchmark	Broadly in line with benchmark	Materially above benchmark			
Overall indicator	Overall indicator	830	77.8											0.1%	80.3%	19.7%	1.5	[N/A]
Time series	Year 1 (earliest)	210	74.3											74.6%	25.1%	0.3%	3.5	[N/A]
	Year 2	200	78.3											5.1%	62.1%	32.8%	3.4	[N/A]
	Year 3	220	81.4											0.1%	18.7%	81.3%	2.6	[N/A]
	Year 4 (most recent)	200	77.3											0.8%	39.0%	60.2%	6.0	[N/A]
Type of partnership	Taught by this provider	830	77.8											0.1%	80.3%	19.7%	1.5	[N/A]
Level of study	Other undergraduate	400	78.2											0.0%	1.0%	99.0%	2.1	[N/A]
	First degree	430	77.5											77.8%	22.2%	0.0%	1.1	[N/A]
Course type	Other undergraduate level 4	160	78.0											0.0%	0.7%	99.3%	3.0	[N/A]
	Other undergraduate level 5+	240	78.3											0.1%	15.6%	84.3%	1.4	[N/A]
Age on entry	Under 21 years	310	81.6											0.0%	31.3%	68.7%	2.6	[N/A]
	21 to 30 years	300	75.8											0.6%	38.7%	60.7%	1.9	[N/A]
	31 years and over	220	75.4											30.9%	62.0%	7.1%	4.1	[N/A]
Disability	Disability reported	90	76.3											12.4%	47.3%	40.4%	2.9	[N/A]
	No disability reported	730	78.0											0.1%	80.5%	19.4%	1.8	[N/A]
Ethnicity	Asian	210	84.0											0.0%	0.1%	99.9%	5.4	[N/A]
	Black	60	72.9											43.8%	37.4%	18.8%	4.0	[N/A]
	Mixed	40	70.0											44.7%	32.2%	23.0%	6.6	[N/A]
	Other	[low]	[low]											[low]	[low]	[low]	[low]	[N/A]
	White	460	76.2											10.5%	86.0%	3.5%	2.5	[N/A]
Sex	Female	570	78.7											10.5%	88.4%	1.1%	2.2	[N/A]
	Male	260	76.0											0.0%	11.4%	88.6%	1.3	[N/A]
ABCS quintile	Q1	430	75.6											0.0%	14.2%	85.8%	1.9	[N/A]
	Q2 or Q3	320	78.6											50.4%	49.0%	0.6%	0.8	[N/A]
	Q4 or Q5	40	89.7											6.0%	39.3%	54.7%	3.9	[N/A]
Deprivation quintile (IMD)	Q1 or Q2	650	78.6											0.0%	32.9%	67.1%	2.0	[N/A]
	Q3, Q4 or Q5	150	73.1											63.8%	34.3%	1.8%	2.9	[N/A]
Domicile	UK	800	77.5											0.0%	74.8%	25.2%	1.6	[N/A]
	Non-UK	30	86.7											60.2%	27.9%	11.9%	1.4	[N/A]
Eligibility for free school meals	Eligible	110	75.2											18.7%	53.5%	27.7%	6.6	[N/A]
	Not eligible	150	86.7											0.0%	7.9%	92.1%	2.7	[N/A]
Subject: Business and management	Business and management	210	77.2											0.0%	0.0%	100.0%	1.0	[N/A]
Subject: Design, and creative and performing arts	Creative arts and design	100	79.2											10.6%	47.0%	42.4%	1.0	[N/A]
	Performing arts	30	[DPH]											[DPH]	[DPH]	[DPH]	[DPH]	[N/A]
Subject: Education and teaching	Education and teaching	130	78.4											97.2%	2.8%	0.0%	1.5	[N/A]
Subject: Humanities and languages	English studies	[low]	[low]											[low]	[low]	[low]	[low]	[N/A]
Subject: Law and social sciences	Health and social care	70	84.7											0.2%	4.2%	95.7%	4.7	[N/A]
	Law	[low]	[low]											[low]	[low]	[low]	[low]	[N/A]
	Sociology, social policy and anthropology	70	80.9											9.7%	34.7%	55.6%	1.1	[N/A]
Subject: Natural and built environment	Architecture, building and planning	[low]	[low]											[low]	[low]	[low]	[low]	[N/A]
Subject: Natural and mathematical sciences	Sport and exercise sciences	[low]	[low]											[low]	[low]	[low]	[low]	[N/A]
Subject: Nursing, allied health and psychology	Allied health	100	77.9											62.4%	33.4%	4.2%	1.5	[N/A]
	Psychology	100	67.4											96.2%	3.7%	0.1%	2.6	[N/A]
				-20	-15	-10	-5	0	5	10	15	20						
Difference from benchmark (ppt)																		

Progression

The Oldham College (Full-time)

Note: High benchmark values (above 95%) are highlighted in yellow.

Student, subject and study characteristic split indicators: *Progression (Full-time)*

Split indicator type	Split indicator	Denom- inator	Indicator value (%)	Difference from benchmark (ppt)										Proportion of statistical uncertainty distribution			Contribution to own benchmark (%)	Survey response rate (%)
				-40	-30	-20	-10	0	10	20	30	40		Materially below benchmark	Broadly in line with benchmark	Materially above benchmark		
Overall indicator	Overall indicator	250	44.9											99.5%	0.5%	0.0%	4.6	42.5
Time series	Year 1 (earliest)	100	40.8											99.7%	0.3%	0.0%	4.7	53.9
	Year 2	40	[RR]											[RR]	[RR]	[RR]	[RR]	23.2
	Year 3	100	47.9											83.0%	15.2%	1.8%	5.2	49.0
Type of partnership	Taught by this provider	250	44.9											99.5%	0.5%	0.0%	4.6	42.5
Level of study	Other undergraduate	120	38.1											97.0%	2.9%	0.1%	6.6	47.7
	First degree	130	50.8											96.2%	3.7%	0.1%	2.9	38.8
Course type	Other undergraduate level 4	[low]	[low]											[low]	[low]	[low]	[low]	[low]
	Other undergraduate level 5+	110	38.2											94.9%	4.9%	0.2%	7.8	47.9
Age on entry	Under 21 years	100	39.2											97.0%	2.9%	0.1%	5.0	46.2
	21 to 30 years	100	48.2											76.5%	21.1%	2.4%	15.1	38.3
	31 years and over	50	49.0											94.8%	4.7%	0.6%	12.4	45.0
Disability	Disability reported	80	49.4											70.7%	24.0%	5.3%	11.1	48.2
	No disability reported	170	42.8											99.5%	0.5%	0.0%	5.5	40.2
Ethnicity	Asian	90	41.8											84.8%	13.5%	1.7%	14.2	46.2
	Black	[low]	[low]											[low]	[low]	[low]	[low]	[low]
	Mixed	[low]	[low]											[low]	[low]	[low]	[low]	[low]
	White	140	47.6											98.5%	1.5%	0.0%	5.2	40.8
Sex	Female	170	41.8											99.9%	0.1%	0.0%	6.2	43.8
	Male	80	51.8											31.2%	40.1%	28.7%	9.9	39.8
ABCS quintile	Q1	150	38.5											99.6%	0.4%	0.0%	4.8	44.7
	Q2 or Q3	80	49.3											91.8%	7.4%	0.7%	4.6	40.2
	Q4 or Q5	[low]	[low]											[low]	[low]	[low]	[low]	[low]
Deprivation quintile (IMD)	Q1 or Q2	210	41.6											99.8%	0.2%	0.0%	6.6	42.2
	Q3, Q4 or Q5	40	65.1											12.0%	21.9%	66.1%	7.2	44.9
Domicile	UK	250	44.9											99.5%	0.5%	0.0%	4.6	42.5
Eligibility for free school meals	Eligible	40	28.6											98.1%	1.6%	0.3%	10.7	43.2
	Not eligible	60	44.8											86.2%	11.3%	2.5%	6.7	46.6
Geography of employment quintile	Q1	[low]	[low]											[low]	[low]	[low]	[low]	[N/A]
	Q2 or Q3	230	44.1											99.7%	0.3%	0.0%	4.6	[N/A]
	Q4 or Q5	[low]	[low]											[low]	[low]	[low]	[low]	[N/A]
Subject: Business and management	Business and management	50	39.3											71.3%	19.9%	8.7%	4.7	44.2
Subject: Design, and creative and performing arts	Creative arts and design	30	38.6											97.1%	2.3%	0.6%	2.5	42.1
	Performing arts	20	41.1											67.5%	16.8%	15.7%	4.8	46.9
Subject: Education and teaching	Education and teaching	50	55.1											51.6%	28.7%	19.7%	6.0	42.9
Subject: Engineering, technology and computing	Computing	[low]	[low]											[low]	[low]	[low]	[low]	[low]
Subject: Law and social sciences	Health and social care	[low]	[low]											[low]	[low]	[low]	[low]	[low]
	Sociology, social policy and anthropology	20	37.5											76.5%	13.8%	9.7%	12.6	42.6
Subject: Nursing, allied health and psychology	Allied health	30	43.6											99.8%	0.2%	0.0%	6.4	42.5
	Psychology	[low]	[low]											[low]	[low]	[low]	[low]	[low]
				-40	-30	-20	-10	0	10	20	30	40						
				Difference from benchmark (ppt)														

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

This appendix aims to set out why we have decided to target the gaps and risks that we have and why others will be monitored for future consideration. The evidence base for each strategy demonstrates the efficacy of our planned and implemented strategic measures in closing gaps, increasing representation and providing equality of opportunity for underrepresented groups throughout the life of our plan.

Student Lifecycle Stage: Access

The College's recruitment strategy is aligned to its Access and Participation Plan, with a specific intention of providing a route for students from Oldham and the surrounding area to enter HE locally and be provided with a supportive environment to progress through Level 4, 5 and 6. Both Intervention strategies 1 and 2 are focused elements within this approach.

Intervention Strategy 1

Includes:

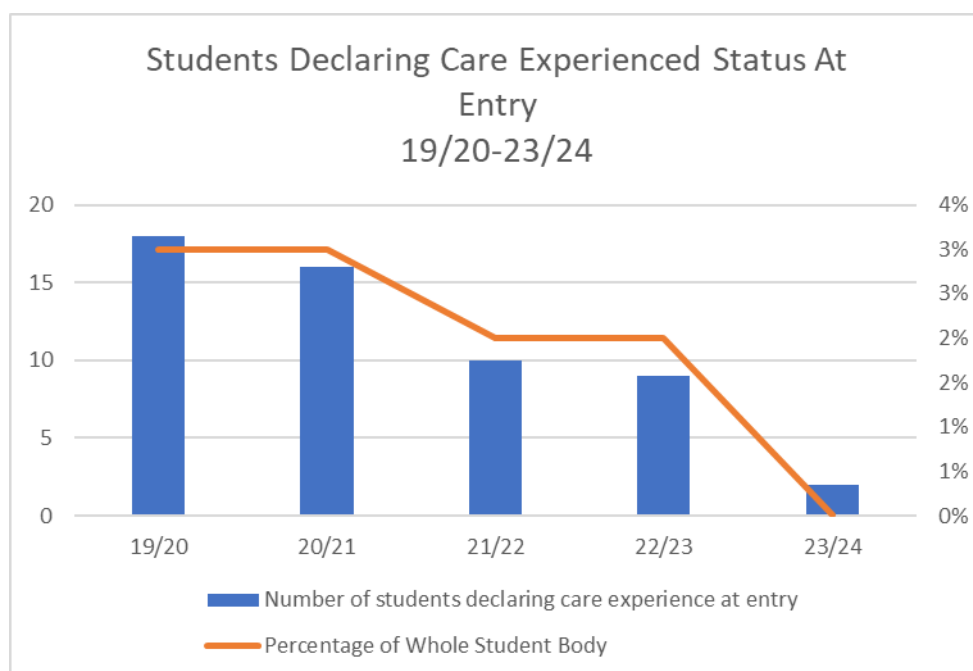
- Pre-entry aspiration raising activity and IAG
- Pre-entry study and soft skill support
- Promotion of financial support

Risk 2.1 Evidence gathered through recent internal KPI's shows the number of students declaring Care Leaver or Care Experienced status has declined significantly from the 3% reported in 19/20 to 0% 23/24. In addition, retention of Care Leavers/Care Experienced students has dropped significantly from 89% in 20/21; the current best-case forecast for 23/24 attainment is 50%. The assumption is that there has been a decline in students either actively disclosing care experience or applying from a care experienced background; evidence suggests this could be a function of insufficient prior knowledge, limited access to good information and guidance and internal application procedures.

PTA_1 To increase the proportion of students that declare Care Leaver or Care Experienced in each intake by 1pp per annum to rise above the pre-pandemic level of 3% by 2029 through working in partnership with organisations that support Care Experienced and Care Leavers.

Objective 3.1 Oldham College will increase the proportion of students that declare care leaver or care experienced in each intake by 1% per annum to rise above the pre-pandemic level of 3% by 2030 through working in partnership with organisations that support Care Experienced and Care Leavers.

Recent internal data shows the number of students declaring Care Leaver or Care Experienced status has declined significantly from the 3% reported in 19/20 to 0% 23/24. Evidence gathered through internal KPI's suggests that there has been a decline in students either actively disclosing Care Experience or applying from a Care Experienced background; this could be a function of insufficient prior knowledge, limited access to good information and guidance and internal application procedures.



The College already has made a significant commitment to support the education and outcomes of Care Experienced students through gaining the NNECL Care Leavers Quality Mark (Silver). NNECL is a national charity who support and empower people with care experience to thrive and achieve their full educational potential. Currently only 14% of people with Care Experience progress to higher education. To achieve our shared ambition, for more young people with care Experience to consider, access and flourish through further and higher education into fulfilling careers, NNECL connects and empower professionals, with the goal of enabling more people with care experience to access and progress successfully through further and higher education.

Through our NNECL membership / Quality Mark accreditation and ongoing collaboration with NNECL, we are proactively committed to improving the educational outcomes for people with care experience. This collaborative approach offers a strategic lever to addressing institutional, regional and national equality gaps and actively encourages institutions to engage with and monitor their students. Crucially, working with NNECL directly addresses the sector-wide risks that may affect people with care experience, and their opportunities to access and succeed in higher education.

Through this NECCL collaboration, the College has adapted the Higher Education application form to capture disclosures of care experience early, naming a Care Experienced Lead Staff Member and offering specific support routes for Care Experienced and Estranged students. All this information is well documented on the Become Charity Propel website (Propel by Become, The Oldham College, 2023)^{xiv} and through the College's HE webpage (University Campus Oldham, 2023)^{xv}. In addition to this work, UCO participates in the GM Higher Care Experienced Education Network as part of the OfS Uni Connect programme. This approach will enable us to use data and knowledge to identify the challenges learners may be experiencing and provide timely and personalised support to maximise success and progression in higher education.

Despite this work happening, it is clear from recent internal KPI's that there has been a decline in students either actively disclosing Care Experience or applying from a care experienced background and that there is a need to improve perceptions through building greater awareness. The assumption is that this will be improved over the life of the plan through offering more targeted internal and external progression activities and Care Experience lead events so that young people are aware of

all aspects of the HE offer, and have an improved perception of Higher Education, particularly the opportunity to study locally. In addition, greater links will be forged through virtual schools for local authorities so effective IAG can be put in place. The College will also explore collaborative projects and the opportunity to support other initiatives such as the Support for Creative Futures programme being developed by Pinc College.

Furthermore, these interventions are supported by wider research. In the Department for Education publication, Widening Participation in Higher Education: (DofE 2020)^{xvi} states that entry to higher education is much lower for young people who have been in care. Furthermore, evidence also states that in 2017-18 entrants, the continuation rate of care experienced students was 5.6 percentage points lower nationally than for students who had not been in care. (Office for Students, 2020)^{xvii}.

Retention of Care Leavers has dropped significantly over the reporting period (On Course). Whereas during reporting period 20/21, the retention of Care Leavers/Care Experienced students was 89%, the current best-case forecast for 23/24 is 50% retention and achievement although this is based on extremely low numbers. This could indicate the need for more robust support systems being put in place for students whilst continuing and completing study at the college which early disclosure would maximise the success of. The College has elected not to set a target regarding continuation for Care Experienced students at this time but will continue to review success rates as numbers grow.

Through outreach activities and providing information and guidance this will address insufficient knowledge, increasing opportunity and improving transition from prior learning environments. To improve the internal progression and transition of Care Leavers from FE to HE, more robust support systems will be put in place for students whilst continuing and completing study at the college including the sharing of relevant and necessary information that will support the student journey.

Intervention Strategy 2

Includes:

- Pre-entry aspiration raising activity and IAG
- Pre-entry study and soft skill support
- Promotion of financial support
- Collaboration with community initiatives
- Programme development

Risk 2.2 While the percentage of students enrolled at the College previously eligible for free school meals over the 4-year aggregate is double the national average (39.7% and 19.2%, respectively), the time series data for the College shows a decrease in the number of students participating. Completion rates are lower at the College for this group compared to the national picture (73.8% and 83.1% respectively). The same is true for attainment; over the four-year aggregate, the College shows 50% attainment for students who were previously eligible for free school meals, compared to 72.1% nationally. Evidence suggests students in this category face financial difficulties while on course; this may impact their capacity to commute to campus or in some cases the pressure to take on paid employment will limit the ability to engage sufficiently with study.

PTA_2 To increase the proportion of students previously eligible for free school meals accessing Higher Education at Oldham College to pre-pandemic levels of 40% or above by 2029

Objective 3.2: Oldham College will increase the proportion of students previously eligible for free school meals accessing Higher Education at University Campus Oldham to pre-pandemic levels of 40% or above by 2029 PTA_2

The approach to this strategy is similar to that for Intervention Strategy 1; as stated in the TASO Toolkit (2023), improving students' expectations – the belief that they will attend HE – may be a more effective avenue for widening participation. Our assumption is that there is a need to improve perceptions of Higher Education through building greater awareness and that offering more targeted internal and external progression activities will help those from lower income families or previously eligible for free school meals make a more informed choice for their future progression. Effective IAG and robust links with schools and colleges are at the centre of this strategy including the promotion of financial support, ensuring this support is accessible, relevant and fit for purpose.

While the IAG included in this strategy is intended to address the issues faced by those from disadvantaged and under-represented groups it is fair to assume it is likely to be delivered to a whole class or group. The pre-entry activities included in both IS1 and IS2 initially include open events and campus visits followed by summer schools and subject tasters. In addition to group taster sessions offered to school and college groups, we have recently trialled 'A Taste of...' sessions which enable potential applicants to book to join an existing class, allowing them to experience a taste of their chosen subject in action. They are able to spend time in the subject base room with a member of the teaching team and current students while sampling course content.

We recognise that, as the TASO Toolkit (2023) suggests, aspirations should be considered as a product of socio-economic status, prior attainment, and other background characteristics, rather than something which can be 'raised' in isolation. As such, the IAG activities included in both Access related strategies are very much based on a multi-intervention outreach approach.

Intervention strategy 2 also includes promotion of a revised financial support offer, the background work for which is captured in greater detail in the evidence base for IS3. We recognise that financial IAG pre-entry has a direct influence during the on-course stage of the student lifecycle and that *school*-based initiatives designed to make the prospect of attending HE seem more feasible may therefore be more effective in raising attainment than those designed to raise aspirations (Boxer et al., 2011)^{xviii}.

Student Lifecycle Stage: Success

Oldham College provides a suite of higher education courses and are aligned with employers' needs in Oldham and the Greater Manchester area. We recognise that students need to be equipped with the technical and academic knowledge within their fields of study, but that this should be supported by the development of general skills for life and work.

Intervention Strategy 3

Includes:

- On course study and soft skill support
- Mental Health support
- Financial Support
- Resilience Toolkit

Risk 2.3 The percentage of young students continuing in and completing their studies at the College is lower than the national average (84.3% versus 92.4% and 59.9% versus 82.5% respectively). Evidence suggests that due to their lived educational experience, students within the bracket of 21 and under are likely to have been impacted by the Covid 19 pandemic, having completed key stages 4 and 5 level study through years 2019-2023. The lifecycle stage of risk for this cohort is mainly on

course and could correlate with internal data regarding the continuation and retention of young white male students. This age band will also be impacted by the challenges outlined in Risk 1.2; internal KPIs show that 49.7% of young entrants during the years 21/22 to 23/24 were from a disadvantaged postcode area.

PTS_1 To improve the success of students under 21 at the time of enrolment raising continuation from 84.3% to 86% by 2029.

PTS_2 To improve the success of students under 21 at the time of enrolment by raising completion from 81.7% to 83% by 2028.

PTS_3 To increase the proportion of students eligible for Free School Meals that complete their studies to 85% by 2029.

PTS_4 To raise the attainment of students eligible for Free School Meals to 65% by 2029.

Objective 3.3: Oldham College will improve the success of students under 21 at the time of enrolment through raising continuation incrementally by 0.2pp in 25/26 then 0.5pp annually to reach 86% by 2029 and through raising completion by 0.3pp in 25/26, 0.5pp in years 26/27 and 27/28 achieving 83% by 2028. This will be achieved through transition activity and through implementing revisions of the 2024-25 bursary and hardship fund schemes to ensure the offer is fit for purpose and maximises the continuation and attainment of underrepresented groups. PTS_1, PTS_2

Objective 3.4: Oldham College will increase the proportion of students eligible for Free School Meals that complete their studies to 85% by 2029 through enhanced academic and financial support. This will be achieved through transition activity and through implementing revisions of the 2024-25 bursary and hardship fund schemes to ensure the offer is fit for purpose and maximises the continuation and attainment of underrepresented groups. PTS_3

Objective 3.5: Oldham College will raise the attainment of students eligible for free school Meals to 65% by 2029 through enhanced academic and financial support. This will be achieved through transition activity and through implementing revisions of the 2024-25 bursary and hardship fund schemes to ensure the offer is fit for purpose and maximises the continuation and attainment of underrepresented groups. PTS_4

Over the latest available two-year aggregate, over half the College's intake of under 21 entrants has been from TUNDRA quintiles 1 and 2, totalling 51.3% of all our young enrolments. Therefore, any target and objective that aims to improve opportunity for our under 21 students needs to take into account the needs of those from lower socio-economic backgrounds. Certainly, students at the College who were previously eligible for Free School Meals had a lower attainment rate, compared with the national picture. Over the four-year aggregate, the College shows 50% attainment for students who were previously eligible for Free School Meals, compared to 72.1% nationally.

On reviewing attainment for young students across all TUNDRA quintiles at the College, compared to the national picture, the largest gap over the four-year aggregate is for those in TUNDRA quintile 4. Attainment at the College for this group is 40.5%, compared to 82.6% nationally, however this relates to a small number of students and is not considered a viable enough risk to address. It is expected that these students may benefit from the strategies intended to support other attainment.

The OfS data dashboard shows that the percentage of young students that continue in and complete their studies at the College over the reporting period is lower than the national average (84.3% versus 92.4% and 59.9% versus 82.5% respectively).

There is an assumption that due to the lived educational experience of students within the bracket of 21 and under, this group will have been impacted by Covid 19 restrictions as they will have and completed their studies through the pandemic at key stages 4 and 5. Student feedback that we have gathered through Student Panels and surveys affirms that sustained and immediate access to both academic and personal support can increase confidence and reduce consideration of non-continuation. This intervention strategy is based on Type 2 and Type 1 evidence.

Through consistent and robust At-Risk monitoring, we have also anecdotally identified that non-continuation is largely a result of financial pressures impacting the ability to engage, confidence in academic ability and personal circumstances. Cases include students from lower income families particularly where younger students may need to engage in paid work to contribute to the household income. Emerging evidence detailed in the TASO Toolkit (2023) supports the theory that post-entry financial support can have a positive impact on both retention and completion in higher education.

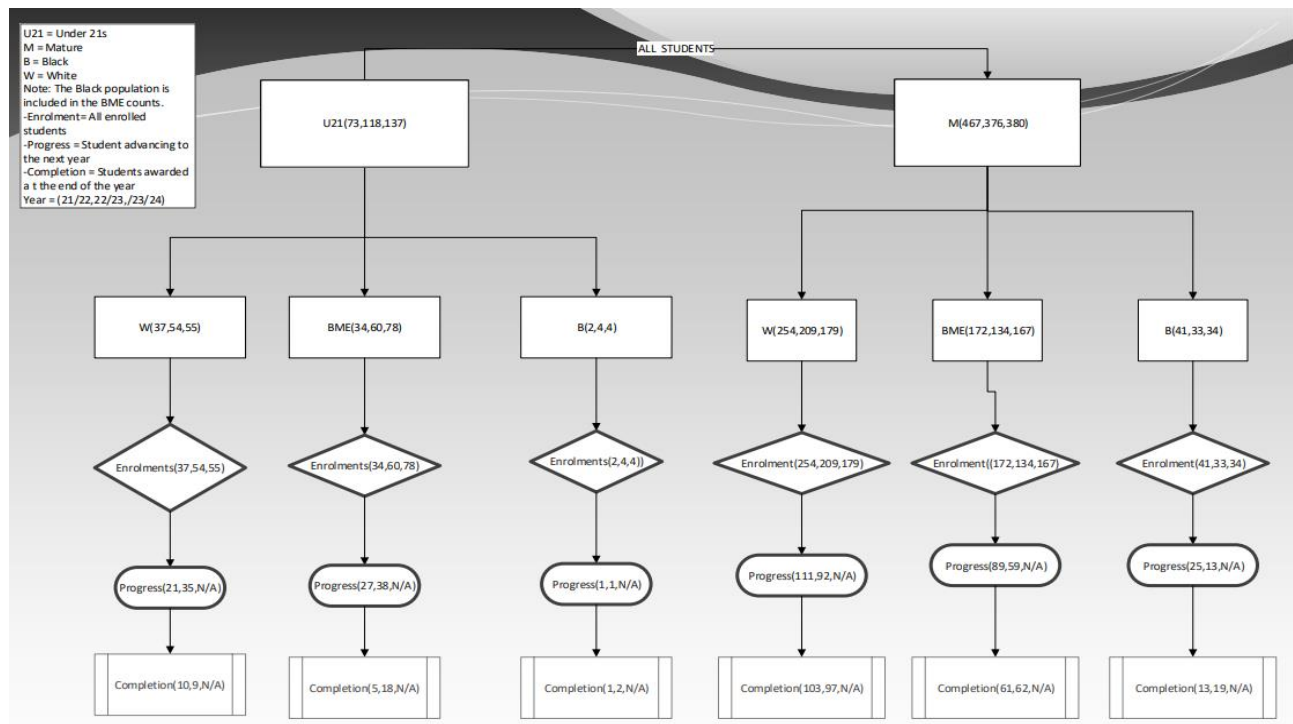
The College is committed to raising the attainment of students enrolling on a Higher Education course aged under 21 and will aim to bring this in line with the national average by 2029 through planned transition and summer school activity, and through providing continuing students with a robust support system including financial assistance where eligibility criteria is met.

Type 1 narrative research generated internally in addition to Type 2 data arising from financial support records has supported the planned activities. Through student consultation we have identified the need for clearer guidance regarding bursary eligibility and payments in addition to students having greater autonomy over how the funds can be spent. Consideration of this narrative resulted in the decision to revise the bursary and hardship schemes already in place to minimise the stigma arising from purely means testing (Baars, Mulcahy & Bernardes, 2016) and maximise accessibility and fitness for purpose. Eligibility for the bursary scheme was previously based on postcode areas; the College has already committed to a change of criteria, outlined in the plan, realising that the risk of contextual indicators is that they focus on increasing the number of participants from deprived areas whether or not individuals themselves are disadvantaged and that needs-based bursaries can overcome financial barriers to participation (TASO Toolkit 2023).

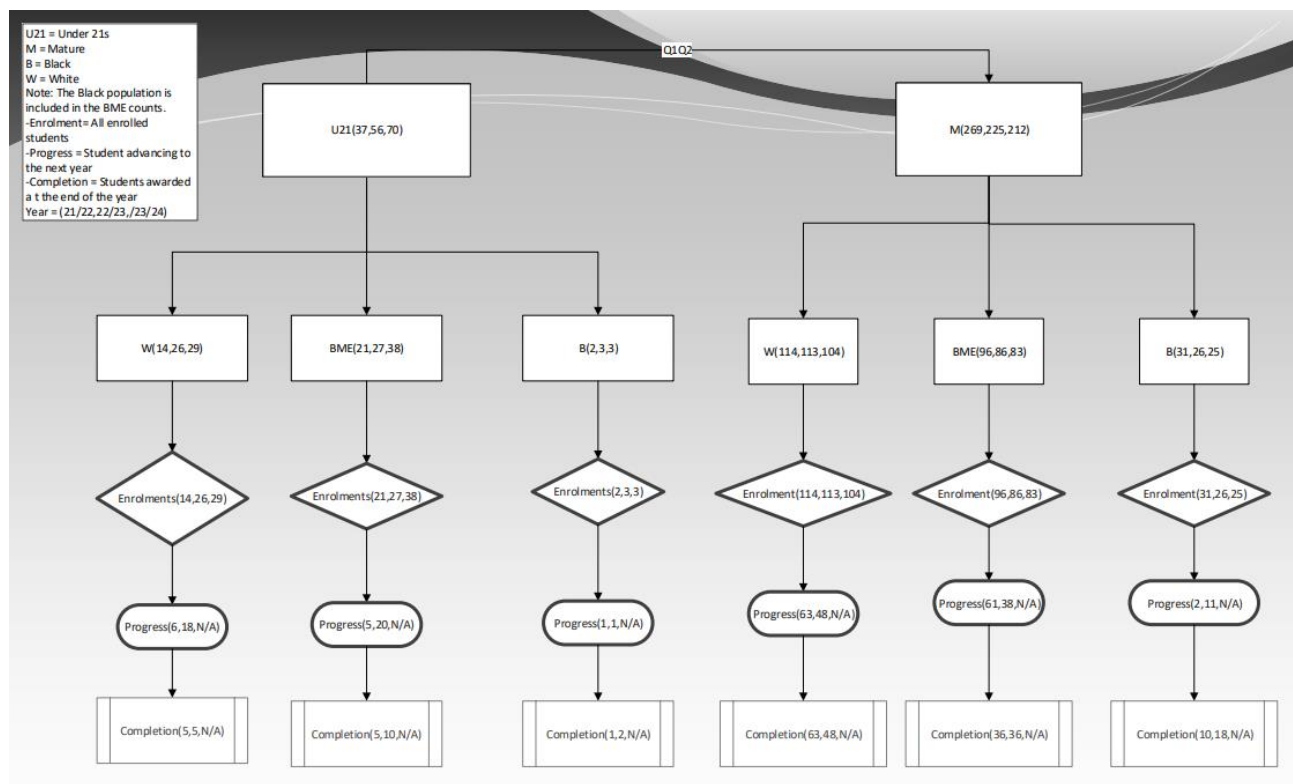
In addition to the targets set, the College will monitor the percentage of enrolled students from a low-income household or previously eligible for Free School Meals annually to measure any decline or increase in the need and demand for financial support. We will subsequently continue to ensure the need for financial support can be met and that this will be provided fairly and in a purposeful and responsive manner.

This will be achieved through application of the revised eligibility criteria and implementation of the revised schemes, resulting from a review evaluating the impact and fairness of the way financial support had been offered and provided. Impact of the revised policies will be measured by analysing retention and achievement statistics for those eligible for bursary payments and by reviewing case studies of those in receipt of cost of living payments, bearing in mind that as stated in the TASO Toolkit (2023), financial support is likely to be most effective where it is need-based rather than merit-based and part of a broader programme of engagement with students.

Breakdown of Oldham College HE Student Population by age, ethnicity



Further breakdown of Oldham College HE Student Population by age, ethnicity, and areas of deprivation



Intervention Strategy 4

Includes:

- Development of internal systems to improve data tracking
- Funded Dyslexia assessments
- Implementation of Self-Assessment
- Resilience Toolkit

Risk 2.4: Whilst students who reported a disability had a higher attainment rate at the College than those who did not, this rate was lower compared with the national picture. Over the four-year aggregate, the College shows 64.9% attainment for students with a reported disability, compared to 79.7% nationally. As the percentage of students enrolled at the College with a reported disability is slightly higher than the national average (21.7% compared to 16.7%, over the four-year aggregate), this is a key area of risk. Evidence suggests that students declaring a disability are citing Mental Health and this has led to a recent increase in declarations. When analysing internal data reports on engagement with support services, there were 2080 completed 1:1s, email/telephone interactions and group sessions in the 23/24 academic year, with 1697 of these being held with staff regarding mental health issues or counselling sessions, making up nearly 82% of support delivered across disability and wellbeing services.

PTS_5 To raise attainment for students with a reported disability from 64.9% to 75% by 2029.

Objective 3.6: Oldham College will raise attainment for students with a reported disability from 64.9% to 75% by 2029. It will do this by encouraging early and detailed disclosure of disability at application stage to ensure accuracy in the figures reported and by determining the nature of support needed through the separation of Disability and Mental Health reporting. PTS_5

The percentage of students enrolled at the College with a reported disability is slightly higher than the national average (21.7% compared to 16.7%, over the four-year aggregate). Continuation is in line with the national average (88.4% versus 89.4%) and completion slightly lower; over the four-year aggregate, the College shows 80.7% completion compared to 85.7% nationally. There is no discernible completion gap at the College between those who reported a disability and those who did not.

Whilst students who reported a disability had a higher attainment rate at the College than those who did not, this rate was lower compared with the national picture. Over the four-year aggregate, the College shows 64.9% attainment for students with a reported disability, compared to 79.7% nationally.

Through consultation with staff and students and considering the Equality of Opportunity Risk Register, and the findings of the Higher Education Commission in the report Arriving at Thriving (2020)^{xix}, it has been identified that nearly all areas of risk 1-12 could impact disabled students at some point during their journey in Higher Education. Knowledge and Skills and Information and Guidance (Risk 1 and Risk 2) could be impacted due to not having correct IAG regarding Disabled Students Allowance and other funding prior to considering HE. Additionally, Perception of Higher Education (Risk 3) could impact disabled students who feel that the traditional, residential model of HE is not suitable for them whereas the format of delivery of courses at college focusses on studying closer to home, with smaller class sizes and smaller campuses, which can work better for some students. Dependent on the course chosen, students may face a placement module or that a course may not run within a small provision. This can be due to the limited resources available within HE in FE, therefore disabled students may be impacted by limited choice of course and delivery model

(Risk 5). Students may also face insufficient personal support (Risk 7) due to the demands of on campus support services, which can ultimately impact on overall student mental health and students disclosing a disability, including pre-existing mental health condition (Risk 8). The cost pressures for a student with a disability, including mental health conditions are higher (Higher Education Commission 2020) in addition to progression from higher education being more difficult for students declaring a disability (Risk 12).

Oldham College has already undertaken some work in regard to Trauma Informed practice, training a member of staff as a practitioner to support students. This has seen results in students building resilience through putting in place alternative psychological interventions, based more around the model of cognitive behaviour therapies and offers an alternative approach to person centred counselling (Worsley, Pennington, and Corcoran 2020)^{xx}.

Through trauma informed training and use of these approaches, the implementation of stress management interventions can be facilitated through the development of the Resilience Toolkit. This will focus on the findings from Dyrbye et al. (2017)^{xxi} and Petersen (2013)^{xxii} which find that by developing stress management and resilience interventions which run throughout the year, will allow students to address issues such as burnout, quality of life and happiness whilst studying. This would then harbour a self-awareness for students and facilitate peer support through the delivery of these sessions. Additionally, findings from Rackoff et al. (2022)^{xxiii} Suggest that students developed greater resilience and stress management skills through access online support and resources, enhancing the need for sessions to include online, self-directed study options and resource banks which students can use to develop skills further. Furthermore, evidence now suggest that although Trauma Informed approaches have been traditionally used with younger children, that they also work with older students in a HE setting (Henshaw, 2022)^{xxiv}

For current internal support services, one of the areas of focus is to build collaborative relationships with external mental health support providers within the local area and allow for students to self-assess and refer to support which will work for them as needed, whilst ensuring duty of care and due diligence is upheld through good information sharing and cross collaborative practice.

This intervention will target students who experience mental health difficulties whilst studying, to access a more robust range of services within their local areas which could assist in developing self-advocacy and self-efficacy by developing a culture of choice in the support service offer.

Currently, there is some practice of cross collaborative practice with local mental health and general support initiatives, such as Mind and Pathfinder. However, there is little collaboration with NHS services both in Oldham and surrounding boroughs, therefore, this would benefit students greatly if these services could be referred into or consulted on ongoing mental health difficulties or crisis interventions which may present.

Good practice can be modelled on the findings from the OfS Mental Health Challenge Competition (2019), in particular the project undertaken at another local HEI, The University of Manchester. Here, they developed integrated regional student mental health support, offering a 'single designated mental health care pathway', with access routes through existing university services. (OfS, 2019)^{xxv}. Additionally, through following guidance and the findings from the Universities UK Minding Our Future report (2018)^{xxvi}, this greater informs the college of the wider difficulties faced by students and how integrating with NHS services is paramount to improving mental health support for students. This is why the implementation of the Universities UK self-assessment tool, Stepchange: Mentally

Healthy Universities^{xxvii}, will allow for focussed work on these areas as well as improving services and embedding of mental health support across the institution.

Student Lifecycle Stage: Progression

Oldham College is a relatively small HE provider delivering a mix of degrees, foundation degrees, and Higher National qualifications. We have considered that success is not always defined solely by the level of employment following completion of study and recognise that for some students there are other factors in measuring the distance travelled and what can be deemed a successful outcome. We are, however, committed to the enhancement of graduate attributes with the aim of increasing opportunities for routes to highly skilled employment for students from Oldham and the surrounding area, enabling them to enter HE locally in their chosen subject and be provided with a supportive and aspirational environment to progress through Level 4, 5 and 6.

Intervention Strategy 5

Includes:

- Development of internal systems to improve data tracking
- Implementation of Self-Assessment
- Resilience Toolkit

Risk 2.5: According to TEF metrics, other undergraduate positive progression is lower at 38.1% compared with 50.8% for first degree. This refers to Level 4 and 5 courses including FdA, FdSc, HNC, HND and Cert Ed. Evidence suggests there is a need for wider Level 6 provision to ensure that all students have the opportunity to study at Level 6 or above in a subject relevant to their chosen career.

PTP_1 To close the positive progression gap by 10ppt for other undergraduate courses when compared to first degree by 2029

Risk 2.6: Students at the College who were previously eligible for Free School Meals were 14.8ppt less likely to progress on to a positive outcome, than their peers. Evidence suggests there is a need for a clear focus on career aspirations and employability for students from lower income families throughout their studies to ensure they are prepared for progression to highly skilled employment. The target related to this risk aims to make ambitious progress on closing this gap, but it is not expected to be closed over the life of this plan.

PTP_2 To close the positive progression gap by 10ppt for students previously eligible for Free School Meals when compared with their peers at the College by 2029.

Objective 3.7: Oldham College will close the positive progression gap by 10ppt for other undergraduate courses when compared to first degree. This will be achieved through the proposed validations of Top Up Honours programmes, the College will provide suitable progression routes from Higher National, HTQ and Foundation degree courses thereby offering high quality Level 6 study opportunities to the local community, who may otherwise not have the opportunity to access higher education.

Objective 3.8: Oldham College will close the positive progression gap by 10ppt for students previously eligible for Free School Meals when compared with their peers at the College. This will be achieved through career focused IAG and the embedding of graduate attributes and employability within the curriculum to maximise preparedness for highly skilled employment.

Oldham College will provide a route for students from Oldham and the surrounding area to enter HE locally and be provided with a supportive environment to progress through Level 4, 5 and 6. Through the proposed validations of Top Up Honours programmes, the College will provide suitable progression routes from Higher National, HTQ and Foundation degree courses thereby offering high quality Level 6 study opportunities to the local community, who may otherwise not have the opportunity to access higher education. Oldham College will ensure all students can study at Level 6 or above in a subject relevant to their chosen career.

Through analysing TEF metrics data, we have identified two graduate outcome areas that are lower when compared with the wider cohort. Firstly, this data reveals that other undergraduate positive progression is lower at 38.1% compared with 50.8% for first degree. This refers to Level 4 and 5 courses including FdA, FdSc, HNC, HND and Cert Ed. In addition, Students at the College who were previously eligible for Free School Meals were 14.8ppt less likely to progress on to a positive outcome, than their peers.

As a result, the rationale for IS5 is to work towards closing the specified gaps, so that all students, regardless of characteristic or background have the opportunity to progress to highly skilled employment or further study.

In line with the University Campus Oldham (UCO) Teaching, Learning and Assessment Strategy 2020 – 2025 and the current strong drive for providers to equip students with a plethora of transferable skills to facilitate their journey into industry, we have adopted and embedded an Applied Learning Model at every level. This allows students to put theory into practise and to develop the key skills required to progress into a graduate role within a range of industries. The model focuses on the following:

Graduate Attributes: Our goal is to develop holistically rounded graduates who can compete in the labour market to find jobs they love, acknowledging that this is often outside of the field of the students' degree subject. To do this, we have developed a Graduate Attributes Framework; students will be able to access and apply these attributes to the challenges in their lives, to finding meaningful employment, to the workplace and holistically in their wider personal development.

Skills & Qualities : Our Core Skills Framework outlines the skills which we expect students to develop during their studies to enable them to be successful in progressing to graduate-level roles in a range of fields both related and unrelated to their degree subject; resilience, communication, leadership, commercial awareness, working with others, self-awareness & emotional intelligence, self-motivation & initiative, career management, digital & technical, planning, organisation & time management.

Placements and Projects: To align with and strive towards achieving and maintaining the highest levels of best practice and standards, we require each HE course to adopt either a Placement, Project or Research option.

As stated in the TASO toolkit, there is mixed evidence for generic employability skills workshops, suggesting that a more targeted approach (i.e., subject or area specific) is more effective for improving graduate outcomes. Through embedding graduate attributes to improve graduate outcomes, through the Applied Learning Model and through the tutorial scheme, this should lead to more positive graduate outcomes and students entering highly skilled employment. This can be delivered through the undergraduate offer of one-to-one sessions with a trained careers

professional about their personal ambitions and the steps necessary to achieve them, in addition to practical work on interview skills and CV writing. Through the tutorial scheme and employment focussed events, students will be able to attend talks with industry professionals, seminars and workshops, to generate ideas and focus ON career pathways. Furthermore, students are supported through the alumni offer of career support for 3 years after graduation, where they will have access to one-to-one sessions with a trained career professional. This approach can be evidenced through the findings of Percy and Emms (2020)^{xxviii} who found that, six months after graduating, those who found their current role through their university's career IAG services were earning more on average than those who had not found their role in this way. The approaches to support must be considered with specialist support being offered to disabled students and non-traditional students who may have different life experiences and barriers to entering highly skilled employment (Eimer & Bohndick 2021)^{xxix}.

Annex C: Targets, investment and fees

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- ⁱ Oldham College HE Teaching, Learning and Assessment Strategy, p1. Unpublished. Held on the Oldham College SharePoint.
- ⁱⁱ FE Week '55 'education investment areas' named for £3k teacher retention payments', 1 Feb 2022. Available at <https://schoolsweek.co.uk/55-education-investment-areas-named-for-3k-teacher-retention-payments/>
- ⁱⁱⁱ 'Levelling up Oldham, The Oldham Economic Review of Economic Transformation and Civic Pride', March 2022, p12. Available at <https://oerb.org.uk/wp-content/uploads/2022/04/LevellingUpOldhamFullReportFinal.pdf>
- ^{iv} Oldham College Strategic Plan 2020/25. Unpublished. Held on the Oldham College SharePoint.
- ^v <https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/>
- ^{vi} UCO Governors Summary Report, October 2021, Appendix A. Unpublished. Held in the HE Quality Drive.
- ^{vii} Indices of Deprivation 2019 - Oldham Council, pp 3-4. Available at [Indices of Deprivation 2019 - Oldham Council](#)
- ^{viii} Analysis of enrolment data, November 2022. Unpublished. Held in the HE Quality Team management drive.
- ^{ix} <https://taso.org.uk/evidence/toolkit>
- ^x <https://www.cfey.org/wp-content/uploads/2016/07/The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf>
- ^{xi} <https://www.rainbowflagaward.co.uk/>
- ^{xii} <https://www.nnecl.org/>
- ^{xiii} <https://www.uco.oldham.ac.uk/>
- ^{xiv} [Become \(becomecharity.org.uk\)](#)
- ^{xv} [Care Experienced and Estranged Student Support | University Campus Oldham - University Campus Oldham](#)
- ^{xvi} Department for Education (2020) Official Statistics Widening Participation in Higher Education Available at: [Widening participation in higher education: 2020 - GOV.UK \(www.gov.uk\)](#)
- ^{xvii} Office for Students (2020) Differences in student outcomes – further characteristics. Annex B Differences in student outcomes – further characteristics Care experience. London. OGL
- ^{xviii} Boxer, P., Goldstein, S.E., DeLorenzo, T., Savoy, S. and Mercado, I., 2011. Educational aspiration–expectation discrepancies: Relation to socioeconomic and academic risk-related factors. *Journal of adolescence*, 34(4), pp.609-617.
- ^{xix} <https://www.policyconnect.org.uk/media/2211/download#:~:text=This%20report%20examines%20the%20challenges,of%20bureaucratic%20and%20financial%20burdens.>
- ^{xx} Worsley, J., Pennington, A., & Corcoran, R. (2020) What interventions improve college and university students' mental health and wellbeing? A review of review-level evidence. <https://whatworkswellbeing.org/wp-content/uploads/2020/03/Student-mental-health-full-review.pdf>
- ^{xxi} Dyrbye, L.N., Shanafelt, T.D., Werner, L., Sood, A., Satele, D. and Wolanskyj, A.P. (2017) The impact of a required longitudinal stress management and resilience training course for first-year medical students. *Journal of general internal medicine*, 32(12), 1309-1314. doi:10.1007/s11606-017-4171-2
- ^{xxii} Petersen, T.J., (2013) Evaluation of a Stress Management Program for Newly Matriculated First-Generation College Students: A Randomized Controlled Trial. Ohio University. http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1375377440
- ^{xxiii} Rackoff, G.N., Fitzsimmons-Craft, E.E., Taylor, C.B., Eisenberg, D., Wilfley, D.E. and Newman, M.G. (2022) A randomized controlled trial of internet-based self-help for stress during the COVID-19 pandemic. *Journal of Adolescent Health*, 71(2), pp.157-163. doi:10.1016/j.jadohealth.2022.01.227
- ^{xxiv} Henshaw, L.A. Building Trauma-Informed Approaches in Higher Education. *Behav. Sci.* (2022), 12, 368. <https://doi.org/10.3390/bs12100368>

^{xxv} Office for Students (2019) Collaborative approaches between higher education and the NHS to support student mental health. Available at: [Collaborative approaches between higher education and the NHS to support student mental health - Office for Students](#)

^{xxvi} Universities UK, Minding Our Future: Starting a Conversation About the Support of Student Mental Health (2018). London, Creative Commons

^{xxvii} Universities UK, Stepchange :Mentally Healthy Universities (2020), London, Creative Commons

^{xxviii} Percy, C. & Emms, K. (2020) Drivers of early career success for UK undergraduates: an analysis of graduate destinations surveys. London, Edge Foundation.

^{xxix} Eimer, A. & Bohndick, C. (2021) How individual experiential backgrounds are related to the development of employability among university students. *Journal of Teaching and Learning for Graduate Employability*. 12 (2), 114–130.

Fees, investments and targets

2025-26 to 2028-29

Provider name: The Oldham College

Provider UKPRN: 10006770

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	8000
Foundation degree		N/A	8000
Foundation year/Year 0		N/A	5760
HNC/HND		N/A	6500
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	8000
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	BA, BSc	N/A	6000
First degree	BA/BScTop Up	N/A	4000
Foundation degree		N/A	5334
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	3250
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	4000
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: The Oldham College

Provider UKPRN: 10006770

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£105,000	£110,000	£115,000	£120,000
Financial support (£)	NA	£92,000	£99,000	£106,000	£113,000
Research and evaluation (£)	NA	£19,000	£22,000	£27,000	£28,000

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 (£)	£10,000	£10,000	£10,000	£10,000
Access activity investment	Post-16 access activities (£)	£20,000	£20,000	£20,000	£20,000
Access activity investment	Other access activities (£)	£75,000	£80,000	£85,000	£90,000
Access activity investment	Total access investment (£)	£105,000	£110,000	£115,000	£120,000
Access activity investment	Total access investment (as % of HFI)	13.8%	12.3%	10.7%	10.9%
Access activity investment	Total access investment funded from HFI (£)	£20,000	£20,000	£20,000	£20,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£80,000	£87,000	£94,000	£101,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£12,000	£12,000	£12,000	£12,000
Financial support investment	Total financial support investment (£)	£92,000	£99,000	£106,000	£113,000
Financial support investment	Total financial support investment (as % of HFI)	12.1%	11.0%	9.8%	10.3%
Research and evaluation investment	Research and evaluation investment (£)	£19,000	£22,000	£27,000	£28,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	2.5%	2.5%	2.5%	2.5%

Fees, investments and targets

2025-26 to 2028-29

Provider name: The Oldham College

Provider UKPRN: 10006770

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the proportion of students that declare care leaver or care experienced in each intake by 1pp per annum to rise above the pre pandemic level of 3% by 2029 through working in partnership with organisations that support care experienced and care leavers.	PTA_1	Access	Care experienced students	Care experienced students		Recent internal data shows the number of students declaring Care Leaver or Care Experienced status has declined significantly from the 3% reported in 19/20 to 0% 23/24. Evidence gathered through internal KPI's suggests that there has been a decline in students either actively disclosing care experience or applying from a care experienced background.	No	Other data source (please include details in commentary)	2022-23	Percentage points	0	1	2	3	3
To increase the proportion of students previously eligible for free school meals accessing Higher Education at Oldham College to pre pandemic levels of 40% or above by 2029	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible		The percentage of students enrolled at the College previously eligible for free school meals over the 4-year aggregate is double the national average (39.7% and 19.2%, respectively). The time series data for the College shows a decrease in the number of students in the group participating, particularly since 2019, while the national picture has remained static. Oldham College will increase participation of those previously eligible for FSM to pre pandemic levels of 40% or above.	No	The access and participation dashboard	2021-22	Percentage	36	37	38	39	40
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To improve the success of students under 21 at the time of enrolment raising continuation from 84.3% to 86% by 2029.	PTS_1	Continuation	Age	Young (under 21)	Other (please specify in description)	Oldham College will improve the success of students under 21 at the time of enrolment through raising continuation incrementally by 0.2pp in 25/26 the 0.5pp annually to reach 86% by 2029	No	The access and participation dashboard	2020-21	Percentage	84.3	84.5	85	85.5	86
To improve the success of students under 21 at the time of enrolment by raising completion from 81.7% to 83% by 2028.	PTS_2	Completion	Age	Young (under 21)	Other (please specify in description)	Oldham College will improve the success of students under 21 at the time of enrolment through raising completion by 0.3pp in 25/26, 0.5pp in years 26/27 and 27/28 achieving 83% by 2028.	No	The access and participation dashboard	2017-18	Percentage	81.7	82	82.5	83	83

