Craven College
Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Craven College is a small General Further Education College, with an Aviation and Land-based specialism, based in the market town of Skipton, North Yorkshire. The location is close to East Lancashire and West Yorkshire and students are drawn from both areas. The College operates over five teaching and administration sites, with HE being delivered at the Aireville and neighbouring Auction Mart campuses in Skipton and The Aviation Academy based at Leeds Bradford Airport. The Aireville Campus comprises of four teaching buildings including part of the Yorkshire and Humber Institute of Technology, a café, and the Animal Management Centre. The Auction Mart Campus next to a working Cattle Mart, includes land-based teaching facilities, the Craven Arena (Equine teaching facilities) and the College's commercial business development through Tyro Training. This environment provides a close connection to the agricultural, conservation and land-based industries based at Craven Cattle Mart which enhances the provision of the 3 land-based degrees offered at the College. The Aviation Degree Programmes make up around a third of the total HE provision. These courses are based at Leeds-Bradford Airport which enables strong collaboration with the airport, airlines and other supporting businesses. As well as work experience and job opportunities the College has recently developed a short L5 micro-credential to meet staffing demands within the airport.

The College has offered Higher Education for over 20 years with several validating partners and currently offers six Foundation Degrees with Top-ups validated by the University of Hull, a small number of Higher National Certificates and Diplomas and some Level 4 and 5 Apprenticeship provision. The College does not provide accommodation and the majority of HE students live locally and commute from home, there are a few students from further afield on the Aviation Programmes and they usually use private student accommodation in Leeds or Bradford. In 2023-24 the College had around 3000 full and part-time students across 15 sector subject areas. HE student numbers are usually around 80 but it is in the College's strategic plan to expand HE provision particularly with industry related courses at L4 and L5.

The diversity of the College in terms of ethnicity and deprivation is unrepresentative of that found in Craven District and North Yorkshire. As previously mentioned, many FE and HE students are drawn from East Lancashire and West Yorkshire. The diversity of Craven College (FE and HE) is increasing with a 15% non-white British population. This is above Craven district figures at 3.1% and North Yorkshire at 5.8% (UK Census, 2021). White British is the College's largest ethnic group at 85% followed by Asian/Asian British at 11%. The Asian population has increased by 2pp over the last three years, whilst the White British population has declined by 2pp in the College as a whole. Whilst Craven ranks highly at 275th most income-deprived local authority (IMD Deciles, 2019), learners from this area represent just 5% of the current 2023-24 cohort. The largest cohort is from Bradford at 42%, which is the 27th most income-deprived local authority in England (ONS, 2023). Bradford also lags 11pp on both Level 2 and Level 3 national attainment (Department of Education, 2023) Over half of our students (56%) are in the lower social deprivation bands, with 18% in the most deprived (0-10%). Often, students are the main or significant contributor to their household income and are working to support their families alongside their studies. The College FE and HE provision also includes a significant proportion of students with mental health needs and the College is a first-choice provider for the local authority for High Needs transition.

Given the size of the College and limited staffing resources the Access part of the plan will focus on strategies to raise aspirations within our own L3 community and in timetabling and structuring of HE courses to enable more mature students to work or care alongside study. HE entry requirements for courses are accessible at 64 UCAS points and mature students without formal L3 qualifications are encouraged to apply and complete an interview and short entry task. The 2023-24 NSS survey revealed a 90% positivity score for teaching and academic support, however, the accessible entry requirements often mean that students require more academic support to reach their full potential and there is provision within the proposed plan to enhance support particularly for those with a mental health need.

2: Risks to equality of opportunity

The small numbers of students at Craven College means that most data by student characteristic has been aggregated and is unavailable in National data sets such as the Office for Students' Access and Participation Dashboard. Percentage outcomes can vary greatly from year to year with the addition of only 1 or 2 students, thus, the College has focused on internal data, student focus groups and staff experience to identify the key risks. The details of the assessment are set out in Annex A. The Equality of Opportunity Risk Register (EORR) has been used together with regional and internal insights to identify possible causes that will be addressed in the plan.

Risk 2.1
A lower proportion of students with a minority ethnic background gain a 2:1 or above in comparison to students of a white background. Evidence suggests that factors contributing to this are cost pressures and insufficient targeted academic and personal support especially around English as a second language.

Risk 2.2
A lower proportion of students from the lowest socio-economic groups (using the Indices of Multiple Deprivation 2019) gain a 2:1 or above in comparison to students from a higher socio-economic group. Evidence suggests that this is due to financial pressures, poor digital access, mental health, insufficient academic and time management skills resulting in more capped grades.
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Risk 2.3
Attrition rates are higher for students with indications of risk. Evidence suggests that contributing factors are financial pressures including the need to work and mental health issues.

Risk 2.4
Progression to HE (to all institutions) is lower than the national figure for 18 year olds (UCAS data). Focus group evidence suggests that is due to lack of understanding and guidance around student finance and available course options, anxiety at moving away, lack of understanding of support available and perceptions of Higher Education.

Risk 2.5
Progression to further graduate study and graduate level employment is lower than the OfS benchmark. This is partially due to the vocational aspects of courses offered but evidence also suggests lack of knowledge of available opportunities, lack of information and guidance and poor recognition of existing skills.
Other characteristics analysed but not deemed to be a risk were declared disability and mature students that make up around 40% of the cohort each year. There are relatively low numbers of minority ethnic HE students at Craven College, but this varies by course, with the lowest proportion on Animal and Equine Programmes. These programmes attract lower numbers nationally and it was deemed beyond the scope of this plan given the limited resources available.

3: Objectives

3.1 Increase the percentage of ethnic minority students gaining high grades (2:1 or Merit and above) thus reducing the percentage point gap between minority ethnic and white students to 15 percentage points by 2028-29. This will be achieved through financial support, targeted study skills, changes to the academic misconduct process and actions to reduce barriers related to English as a second language.

3.2 Increase the percentage of those from the lowest socioeconomic groups gaining high grades (2:1 or Merit and above) thus reducing the percentage point gap between those from IMD quintile 1 and 2 and IMD quintile 3,4 and 5, to 15 percentage points by 2028-29. This will be achieved through financial support, additional study skills, authentic assessment, digital support, timetables (allow work and study) and mental health support.

3.3 Reduce Attrition rates for all students to 6% by 2028-29, through targeted study skills support, academic integrity training, digital support, mental health and personal support and guidance. This objective is for all students as the numbers are too low to assess by individual characteristic, however, in 23-24, 72% of those withdrawing or failing had at least one characteristic indicating risk to opportunity.

3.4 To increase percentage of FE students applying for L4 study from 37% to 44% by 2028-29 by working with current FE students and parents to raise aspirations, provide information about finance, support and further study and application support and guidance.

3.5 Increase the number of students progressing to graduate level jobs from 48% to 60% by 2028-29 through targeted career programmes and workshops promoting further study.

4 Intervention strategies and expected outcomes.

Intervention strategy 1: Support with digital poverty

Objectives and targets

This strategy will partially address objective 3.2 to reduce the percentage gap in gaining high grades between the lowest and highest socioeconomic groups PTS-2 (Target reference number) and may contribute to objective 3.3 to reduce attrition rates PTS-3.

Risks to equality of opportunity

This intervention strategy addresses Craven risks 2.2 and 2.3 that a lower proportion of students from the lowest socio-economic groups gain a 2:1 and higher rates of attrition for students with indications of risk. It addresses EORR risks **Cost pressures** and **Capacity issues.**

Related objectives and targets

This may contribute to improving progression objective 3.5 (improved IT Literacy may lead to greater confidence and progression to Higher Level employment) and supports targets PTP-1

Related risks to equality of opportunity

Although not identified as a College risk internal student voice indicates that improved access to IT and skills development may support mature students in their studies particularly those over 40 as a small number have expressed concern about IT skills and familiarity with packages used for assessment such as PowerPoint. In addition, EORR Risk **Academic support** may be reduced as students will be able to access online study support material.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Access to Laptops	Provide access to laptops in college through the provision of laptop banks. **Existing Activity** Purchase 6 laptops for 3 years then replacement programme for loan to qualifying students (Low income or specific need) for the duration of their study with IT support. **New Activity**	£9000 to purchase and set up and 3 days staff time.	Improved access to IT providing equality of access and improving academic outcomes.	
IT Training	Provide targeted online training through: - Collated bank of online training courses and self-help guides developed on HE Team. This can be supported by face-to-face support by the study support team. **Enhanced Activity** Students to complete an initial IT survey (e.g. JISC IT survey) to identify areas of strength and weakness and give clear pointers to the self-help guides and online courses. **New Activity** Introduction to teams and Microsoft 365 provided pre-enrolment**. Existing Activity** Review curriculum to embed digital skills **New Activity**	Tutorials and staff time 96 hours based on 60 students	Develop self-**efficacy** Improved IT skills building confidence leading to improved academic outcomes and progression to employment.	IS6 IS3

Total cost of activities and evaluation for intervention strategy

The total cost of the intervention strategy to the nearest £1000 including monitoring and evaluation is £18,000.

Summary of evidence base and rationale

Developed through an analysis of student feedback, internal requests for IT equipment and reference to Butcher J., & Curry G. (2022) Digital poverty as a barrier to access. *Widening Participation and Lifelong Learning* and the Lloyds Bank Essential Digital Skills Report 2021. Further detail in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Access to Laptops	Improved access to IT providing equality of access and improving academic outcomes.	Uptake of laptops from laptop banks. Number of laptops loaned to HE students and feedback from those students.	Reported into the internal HE Operation meeting for monitoring.
IT Training	Improved IT skills building confidence leading to improved academic outcomes and progression to employment.	Initial digital survey to be repeated at the start of year two and comparisons drawn. Record of engagement with Team IT activities. Empirical Type 2	Reviewed and shared with Ed Tec lead to identify useful resources. Surveys collated to provide high level information to assess levels and patterns of IT skills and drive further curriculum development and support. Reported to HE Operation meeting.

Strategy 2 Mental Health Support

Objectives and targets

This strategy will enhance the support services offered to students and aims to build knowledge of individual support strategies that they can utilise to build resilience and confidence. This will contribute towards objective 3.1 to reduce awarding gaps between minority ethnic and white students PTS-1. Objective 3.2 to increase the percentage of those from the lowest socioeconomic groups gaining high grades PTS-2 and 3.3 to reduce attrition rates PTS-3.

Risks to equality of opportunity

This intervention strategy will target the risks that minority ethnic, students from areas of multiple deprivation and those with multiple risk characteristics may not experience equality of opportunity in relation to Personal Support, Mental Health, Ongoing impacts of coronavirus and Academic support and Cost Pressures**.**

Related objectives and targets

This intervention strategy also partially addresses the objective to increase progression to further study, PTP1 and supports Intervention strategy 4. Related risks that could be mitigated by enhanced mentor support and early intervention are **cost pressures** and **capacity issues.**

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
HE Mentor Training	Annual training to ensure that College mentors are familiar with specific HE support within the College and external signposting. **New Activity**	20 staff hours to produce and deliver annual update.	Increased confidence of Mentor team to offer HE/adult learner specific advice**.** Improved advice and support for students that may resulting in higher continuation and attainment.	**ITS4**
Resilience Workshops	Develop and deliver resilience training within group tutorials. **New Activity**	Development of workshop material and delivery –100 hours staff time External staff training course/refresher course	Tutorial pack developed and delivered to all students**.** Techniques and strategies may increase self-efficacy and reduce the impact of stress related mental health issues on completion rates and grades.	

Enhanced monitoring and early intervention	Develop enhanced monitoring to flag early indicators of risk such as failure to engage with online resources, tutor concern, absence or additional circumstances applications. Students discussed mid semester and signposted to appropriate skills or mental health support. **Enhanced Existing Activity**	Report writer to develop metrics. Staff time to hold mid semester reviews and signpost students 100 hours.	System to monitor engagement and flag at risk students. Early support may reduce the escalation of issues that result in students disengaging. Improved retention and module grades. Students will feel supported and part of a community that cares. Contributing to improved retention and module grades.	**ITS3**
College Counselling Service	Students can be referred to College Counsellors for 10, 1-hour sessions. **Existing but expanded availability**	Counsellor time based on 15 students.	Students receive counselling quickly within the College. Students feel supported and more likely to remain on course contributing to improved outcomes.	
Events and activities to build social capital.	Extra-curricular cross course events such as team building activities. Offered at no cost to students increase accessibility **New Activity.**	Staff time, transport and activity fees.	Increased confidence and resilience, increased sense of belonging and community which will support completion and attainment. Improved social and team building skills enhance progression opportunities.	

Total cost of activities and evaluation for intervention strategy

The total cost of the intervention strategy to the nearest £1000 including monitoring and evaluation is £25,000.

Summary of evidence base and rationale

Internal analysis of mitigation, extension and student withdrawal forms all indicate that mental health issues are a significant factor in under achievement. A brief literature review was undertaken including studies using early intervention metrics at Keele University (Rimmington, ND) and Resilience micro credentials at Aberdeen University Irwin *et al.* (2022). Further details are outlined in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
HE Mentor Training	Trained staff Improved student support	Post training feedback from mentors regarding confidence in offering HE advice. Collate feedback from students accessing the service. Type 1	Feedback from students presented to HE Operation Meeting for discussion - Internal
Resilience Workshops	Tutorial resource pack Delivery to all HE students Increased self-efficacy and improved strategies to cope with mental health issues.	Pre and post questionnaires. Number of students declaring Mental Health issues on additional circumstances and withdrawal forms. Type 2 but numbers too low to report.	Results of the evaluations will relate to low numbers but data will be analysed and discussed internally when reviewing the activity and presented to the HE Operation Meeting for discussion and HE Academic Board for information.
Enhanced monitoring and early intervention	Systemised monitoring of engagement and flagging of at risk students. Improved continuation rates and module grades.	Number of students identified. Monitoring of Programme outcomes. Type 1	Data will be analysed and discussed internally when reviewing the activity and presented to the HE Operation Meeting for discussion and HE Academic Board for information.

Counselling	Students receive College counselling quickly Students feel supported and more likely to remain on course contributing to improved outcomes.	Due to low numbers and anonymity, numbers accessing the service can be collated but not individual outcomes.	Reviewed as part of an overall review of the strategy reported internally to the HE Operation meeting and Academic Board.
Social capital extra-curricular events	Increased confidence and resilience, sense of belonging and community which will support completion and attainment.	Post activity feedback reflecting on impact. Type 1	Reviewed as part of an overall review of the strategy reported internally to the HE Operation meeting and Academic Board. Extra-curricular activities evaluated and reported in the Validating partners annual report.

Strategy 3 Targeted Academic skills and Academic integrity support

Objectives and targets

This intervention strategy will build the academic skills of students and contribute towards a reduction in cases of Academic misconduct or fails at first attempt thus contributing towards a reduction in the following awarding gap and increased course completion targets. The strategy will support achievement of the following targets.

- Increase the percentage of ethnic minority students gaining high grades (2:1 or Merit and above) PTS 1
- Increase the percentage of those from the lowest socioeconomic groups gaining high grades (2:1 or Merit and above) PTS 2
- Reduce attrition rates for all students to 6% by 2028-29 PTS 3

Risks to equality of opportunity

This intervention strategy will target the risks that minority ethnic, students from areas of multiple deprivation and those with multiple risk characteristics may not experience equality of opportunity in relation to **Personal support, Academic support and Ongoing impact of coronavirus.**

Related objectives and targets

This intervention strategy also partially addresses the objective to increase progression to further study, and target PTP1 as students may have more confidence in their academic ability and increased aspirations.

Related risks to equality of opportunity

Related risks that could be mitigated by enhanced mentor support and early intervention are **Cost pressures and Capacity issues.**

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Skills booster	Students identified following semester 1 as failing, being close to a border line or identified through academic misconduct are offered 5, 1-hour extra skills booster sessions. **Revised existing activity funded through APP**	Curriculum staff time 3 delivery groups 15 hours.	Less fails at first attempt, improved academic confidence and individual grade improvement.	
Academic integrity course	Development of online academic integrity resources and short online course. Students reported for a first academic misconduct offence due to poor academic practice could initially be referred to an academic integrity course rather than capping their grade.	Curriculum and Business support staff time to develop resources and monitor uptake and completion 50 hours.	Improved grades and fewer grades capped at 40% due to repeated academic misconduct. Reduced resubmissions reduce workload, stress and anxiety.	IS2 IS1
English as 2nd language support	Collation of resources and online courses to support students with Academic writing and understanding and additional 1:1 support. **New Activity**	Curriculum and Business support staff time to collate resources and offer 1:1 sessions. Staff time 50 hours.	Higher grades and reduction in repeat academic misconduct hearings (due to writing software) resulting in fewer resit tasks and capped marks	IS2 IS1
Study skill support staff	HE trained study skills support staff available for Face to Face and appointments via Teams. TEAMS appointments reduce the need to travel to Campus thus reducing inequality for those with cost pressures, disability and caring responsibilities. **Existing funded activity**	0.2 salaried position not funded through APP.	Reduced anxiety, improved module grades, Degree awards and continuation rates. Feeling supported by the College	IS2

Total cost of activities and evaluation for intervention strategy

The total cost of the intervention strategy to the nearest £1000 including monitoring and evaluation is £9000.

Summary of evidence base and rationale

The number of students with specific characteristics are low thus the minority ethnic students have been aggregated into one group and the attrition targets are for all students. Internal data found that many academic misconduct cases resulted from poor academic practice, or the use of translation software and interventions have been designed to meet this need. The TASO Toolkit stated limited evidence of causal impacts from support programmes so student feedback and internal analysis of grades before and after existing booter sessions were used to enhance existing practice. Further discussion of the rationale for chosen activities are in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Skill Booster Sessions	Improved Academic skills and confidence Improved module grades	Comparison between module grades prior to and after the intervention for group involved and the rest of the student cohort. Type 2	APP Summary reported into Academic Board - internal
Academic integrity course	Fewer repeat cases of academic misconduct Reduced resubmissions reducing overall workload and stress/anxiety Improved module grades	Reduction in repeat cases of academic misconduct.	APP Summary reported into Academic Board - internal
Online resources supporting English as 2nd language	Fewer referrals to Academic misconduct, improved grades Greater confidence in own skills	Monitor online engagement. Student feedback. Type 1	APP Summary reported into Academic Board - internal
Study skill support staff	Increase sense of belonging, support reduces anxiety, improved grades.	Monitor engagement with study support and student feedback in focus groups. Type 1	Reported to HE Operation meeting for discussion - internal

Strategy 4 Financial Support

Objectives and targets

This strategy will provide financial support for students with low incomes or those suffering hardship. This will contribute towards objectives 3.2 to increase the percentage of those from the lowest socioeconomic groups gaining high grades (2:1 or Merit and above) PTS-2 and 3.3 to reduce attrition rates as analysis of reasons for withdrawal often indicate that financial pressures impact on mental health PTS-3.

Risks to equality of opportunity

This intervention strategy addresses the following Craven risks to equal opportunity 2.1, 2.3 and 2.4 which are that a lower proportion of minority ethnic students and those from the lowest socio-economic groups (using the Indices of Multiple Deprivation 2019) gaining high grades and that those with multiple characteristics are more likely to withdraw from their course. This may, in part be due to EORR **Risk11: Capacity issues** and **Risk 10: Cost pressures.**

Related objectives and targets

This intervention strategy also partially addresses the objective 3.4 to increase the percentage of FE students applying to Higher Education PTA-1 as information about bursaries is often requested at open evenings.

Related risks to equality of opportunity

Related risks that could be mitigated by financial support are EORR Risk 8 Mental Health, Risk 2 Information and Guidance, Risk 3 Perception of Higher Education.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Raising awareness of financial support available	Admissions Team to check all eligible students have applied for a maintenance loan – if not inform tutors and support students with their application. Information about HE support to be available in handbooks, on the Student internet and TEAMS sites and a Bursary flow chart to be displayed in common rooms. Mentors and tutors to be aware of the support available and signpost students Early intervention, those students highlighted through UCAS/loan applications to be followed up **New Activity**	Staff input 30 hours	All eligible students are aware of the maintenance loan and have applied. Increase in applications for bursaries from eligible students.	ITS5 ITS2 Mentor training ITS3 Enhanced monitoring

Financial Support	Financial support is available to all Higher Education students enrolled onto courses of 120 credit or more, subject to the eligibility criteria below. Part time students would be eligible for the same funding pro-rata over their course. Amounts and thresholds to be reviewed annually and variations submitted if adjustments are made. Amounts will be reviewed in relation to cost of living changes and the income thresholds will align with North Yorkshire free school meal threshold (£16190) (Lunch and graduation bursary) and SFE Parental contribution Threshold (£25,000). All bursaries excluding the Care leaver's bursary need to be applied for annually. **Free breakfast and lunch** at the onsite cafes available to all students with **a** household income below £16190. **Specialist Equipment Bursary** will refund students with a household income of up to £25,000 for 100% of a purchase up to £400. The equipment requested must be approved by the course tutor and an application submitted before purchase. **Care Leavers Bursary** Paid to students that left local authority care in the 2 years prior to enrolment, as a non means tested bursary £800. This will be paid for each year of study, payable in 2 instalments in October and February. The February payment is dependent on attendance of 90% (unless evidence of extenuating circumstances supplied). **Craven HE Bursary** Available to HE students with an annual household income below £25,000. Two payments of £400 October and February. The	Staff time to administer and advise 0.2 salaried post. Fund 14% of approved fee uplift. (60 students)	Students experience fewer financial barriers, reducing anxiety and enabling them to engage in academic and extra-curricular activities contributing to increased continuation. Students are able to own specialised clothing and equipment increasing inclusion and ability to succeed. Removes the barrier to attend graduation or having to attend without a gown allowing greater inclusion and feeling of community particularly for students graduating with an FD or HNC that may return to Top up. Graduation photographs and success stories can be shared to increase awareness that HE is possible for students from all backgrounds.	ITS1

	second payment is dependent on attendance of 90% (unless evidence of extenuating circumstances supplied).			
	HE Hardship Fund One off discretionary payments decided on presented evidence up to £300, open to all HE students. **Graduation Bursary** Covers graduation ticket, gown and photography package available on application to students with a household income below £16190. **Reviewed and enhanced activity**			
Develop shorter courses	Develop portfolio of mini credentials, 1 and 2 year courses such as HTQ, HNC/D Cert HE and Foundation Degrees to reduce initial financial and time commitment. Allow students to drop off and rejoin programmes after completing a year. Promote Recognition of Prior Learning and assist students to complete applications and progress from other institutions or return to learning**.** **Ongoing strategy refocussed**	Staff input to research, initiate and validate courses. 80 hours Promotion and extra support with RPL 20 hours	Increase Access to Higher Education due to reduced commitment and flexible study years.	
Timetable to allow work	Compress Full time timetables to two days per week and match to School holidays. **Ongoing activity**	No additional costs	Students with caring responsibilities can access education. Reduces financial pressures allowing students to combine part time work and study and transport costs are reduced	

Total cost of activities and evaluation for intervention strategy

The total cost of the intervention strategy to the nearest £1000 including monitoring and evaluation is £27000.

Summary of evidence base and rationale

Narrative and numerical evidence collated from Student services, the bursary team and student formal and informal feedback. Open day conversations and progression tutorials within College indicate that financial anxiety is a barrier to progression to HE and clearly accessible information can reduce this. The College has also found that students misunderstand or fail to apply for financial support. Further discussion of evidence and the rationale for chosen activities can be found in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Awareness Raising	Increased successful bursary applications.	Monitor applications before and after awareness raising activities Compare uptake against student characteristic data. Type 2	Annual internal review of bursaries between HE and Student Services Department overview of strategy reported to HE Operation Meeting.
Financial support	Improved student continuation and achievement. Increased participation at Graduation.	Anonymised student comments in focus groups and collated from tutorials. Bursary application records assessed by student characteristic. Type 1	Summary reported to HE Operation Meeting for discussion and reported to Academic Board as part of APP monitoring.
Develop short**er** courses	Improved Offer	Uptake of new courses and progression records.	Offer reviewed and reported on internally within Business planning.
Timetable to allow work and caring.	Ongoing recruitment of mature students with caring responsibilities.	Monitor numbers of enrolments and continuation of mature students	Overall summary of intervention reported to Academic Board as part of APP monitoring.

Strategy 5 Raising skills, knowledge and aspirations of FE students.

Objectives and targets.

This intervention strategy will increase awareness of HE level study amongst current Craven College FE students and their parents/guardians and provide supported workshops to complete UCAS, DSA and Loan applications.

This will meet Objective 3.4 to increase the percentage of FE students applying for L4 study from 37% to 44% by 2028-29 by working with current FE students and parents to raise aspirations, provide information about finance, support and further study and application support and guidance.PTA-1

Risks to equality of opportunity

This will address Craven College risk 2.4 that Progression to HE (to all institutions) is low amongst FE students at Craven College. It will also address the following risks to equality of opportunity outlined in the Ofs EORR. **Risk 1 Knowledge and Skills, Risk 2 Knowledge and Guidance, Risk 3 Perception of Opportunity and Risk 4 Application Success Rate.**

Related objectives and targets

Related to ITS4 Financial support that aims to ensure that students are aware of bursaries and correctly apply for the maintenance loan.

Related risks to equality of opportunity

May reduce **risk 10 Cost pressures** if students claim the maintenance loan, and other support before starting their HE studies. Reduce the impact of cost barriers for students requiring diagnostic assessments.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Discover Uni event	Event for FE students, parents and progressing HE students. Evening of workshops supported by visiting Universities examples include finance, support, DSA, moving away, applying for a Masters/PhD. **New event to College**	Funded through College Careers budget support by HE Team 24 hours.	Increase the proportion of first-generation FE students applying through UCAS Increase knowledge of parents (many are non-graduates) to improve knowledge and skills and perceptions of university.	**ST6**
Financial and UCAS Drop-in workshops	Class tutorial sessions to introduce UCAS and Student Finance process. Followed by individual drop-in sessions. Student applications monitored and areas of low participation targeted.	Tutorials funded through FE funding. Additional workshops and monitoring funded via APP 70 hours.	Increase in accurately completed UCAS and Student Finance applications	**ST4**
Ready for Uni	Develop and deliver a series of tutorial / workshop sessions for L3 students. Could include Student Mind "know before you go" resources, budgeting, moving away and academic skills.	To develop and deliver 0.2 FTE	Students prepared to progress with greater knowledge, skills and understanding. Improved transition, continuation and attainment	

Diagnostic Assessment Support	**Diagnostic Assessment support.** The College support staff are not qualified to conduct DSA dyslexia diagnostic assessments. For students that have accepted a firm offer and require a diagnostic assessment for a DSA application the College will conduct an initial screening and if it is found that there is a need the student will be able to undertake and reclaim the cost of their external diagnostic assessment.	Staff time initial assessment and external screening costs estimated on 6 students.	Remove financial barrier for students with specific learning disability enabling support during study. Reduction in students that are eligible but have not applied for DSA.	**Supports ST3**

Total cost of activities and evaluation for intervention strategy

The total cost of the intervention strategy to the nearest £1000 including monitoring and evaluation is £15,000.

Summary of evidence base and rationale

Internal FE monitoring reveals that 39% of L3 students (excluding Access to HE) apply to study at HE Level and internal focus groups with current mature students revealed that key barriers to them not applying at 18 was lack of information, encouragement at school and perceptions of Higher education. A significant number (around 10% of students) fail to apply for maintenance loans usually due to a lack of understanding, this leads to financial pressures and anxiety. The TASO toolkit indicated that there is no causal evidence demonstrating the impact of aspiration raising work but it did find that initiatives to make HE study more feasible could be effective. See Annex B

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Discover Uni event	Increased UCAS Applications from FE Craven students Increased parental knowledge.	Record applications started before and after the event and record annual UCAS applications compared to benchmark 2023-24. Feedback forms following event Type 2	Internal summary produced by careers and admissions team and used to evaluate and improve.
Financial and UCAS Drop-in workshops	Increased understanding of student finance and accurately completed applications	Record number attending workshops Reduction in numbers of internal progressors failing to apply for the maintenance loan Type 1	Internal summary report reviewed annually.

Get ready for Uni	Students prepared to progress. Improved transition, continuation and attainment	Pre and post questionnaires. Type 2.	Reviewed internally by tutorial team.
Diagnostic Assessment Bursary	Cost no longer a barrier, more eligible students aware of the bursary and to have applied for DSA prior to the course Reduction in students that are eligible but have not applied for DSA.	Record number applying for the bursary and record students that are eligible for DSA but have not applied prior to the Course starting	Summary of bursary uptake reported to HE Operation Meeting for discussion and reported to Academic Board as part of APP monitoring.

Strategy 6: Raising progression to graduate level jobs and further study.

Objectives and targets

Progression of students to graduate level jobs and further study is below the OfS threshold for all groups and in the College End of Course Survey 2023-24 only 74% agreed that the course had improved their career prospects. This strategy aims to address objective 3.5 to increase the number of students progressing to graduate level jobs from 48% to 60% through targeted career programmes and workshops promoting further study.PTP-1

Risks to equality of opportunity

This strategy aims to address OfS EORR **Risk 12: Progression from higher education** and the Craven risk 2.5 that progression to further graduate study and graduate level employment is lower than the OfS benchmark. Small cohorts make this difficult to evaluate in terms of individual characteristics, but it is assumed that students may experience better outcomes if they studied elsewhere. Consequently, the strategy aims to improve outcomes for all and thus improve outcomes for first generation students, minority ethnic and mature students studying at the College and those with multiple characteristics.

Related objectives and targets

Objectives 3.1, 3.2 that raise attainment for minority ethnic and those from lowest socioeconomic groups and 3.3 that aims to reduce attrition rates will improve opportunities for progression to further study and professional graduate level employment.

Related risks to equality of opportunity

Lack of clear role models and success stories may reduce number of FE students wishing to progress, EORR Risk 3: Perception of higher education.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Discover Uni event	Covered in Strategy 5. Whole College evening, participating University speakers to include information or specific talks on opportunities to progress to specialised top-ups or Master Level Courses	Inputs in St5	Increased knowledge of opportunities for further study**.**	**St5**
Bespoke workshops and guest speakers	Careers service to offer bespoke workshops which could include recognising transferrable skills (mature students), LinkedIn profiles or setting up your own business. These to be followed by offer of individual IAG. **Enhanced Activity**	Staff time to develop, deliver and evaluate workshops. 0.2 salaried post. Expenses guest speakers	Greater recognition of existing transferable skills and career opportunities, leading to applications to higher level jobs. Individual IAG and LinkedIn profile sessions build confidence and enhance knowledge of opportunities and networks.	
Employability Team – Passport to Success	Develop College Employability TEAM site Passport to Success to include more material aimed at progressing HE students. **New activity 25-26**	Careers Team input costed under workshops.	Improved progression as students guided to independently research career and further study opportunities. Improved skills such as CV writing, developing LinkedIn profiles etc. leading to greater progression to graduate jobs.	

World of Work Week (WOW week)	Build on successful **WOW weeks** offered at the Aviation Academy and invite guest speakers to promote alternative careers that build on skills gained in vocational degrees e.g. teaching or social work (Young Children's Learning and Development). **Enhanced existing activity**	Staff time 60 hours and visitor expenses.	Opportunities to network with professionals raising awareness of career opportunities.	

Total cost of activities and evaluation for intervention strategy

The total cost of the intervention strategy to the nearest £1000 including monitoring and evaluation is £13,000.

Summary of evidence base and rationale

The OfS data dashboard for progression and internal data from End of Course Surveys indicate lower progression to graduate jobs for all students. Many courses are vocationally focused and students' progress into related work such as Nursery workers or Animal care. The intervention strategy actions were developed with reference to the TASO toolkit. Further details in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Discover Uni event	Increased knowledge of opportunities	Student feedback forms following event Type 1.	Internal summary produced and evaluated by Careers and HE Team.
Bespoke workshops	Recognition of existing transferable skills leading to applications to higher level jobs. Increased confidence and enhanced knowledge of opportunities and networks.	Student feedback collected in focus groups and number of 1:1 sessions booked. Type 1	Internal evaluation and review, summary update presented to HE Operation meeting for discussion.
Employability Team – Passport to Success	Improved progression. Improved CV writing and LinkedIn profiles leading to greater progression to graduate jobs.	Number of students engaging with the site and focus group feedback. Type1	Internal evaluation and review, summary update presented to HE Operation meeting for discussion.
World of Work Week (WOW week)	Opportunities to network with professionals raising awareness of career opportunities.	Focus group feedback and staff overview in Course Progress reviews. Type 1	Recorded in Course Progress reviews, overview presented in university partner Annual Monitoring reports.

5: Whole provider approach

Craven College is a small general FE College with approximately 3000 students of which around 60 (24-25) are studying Higher Education Qualifications. There is an HE manager and Quality Officer, but all other services are cross-institutional such as the Learning Hub (Library), Marketing, Study Support, Careers and Student services support. In all cases it is essential that the specific needs of HE students are recognised, and the APP aims to build staff knowledge, resources and delivery to meet the needs of HE students and reduce risks to equality of opportunity. The plan was developed by the HE manager with input from Student Services, Admissions, IT, Marketing and the Careers Team. The MIS team have developed specific PowerBi dashboards to enable the monitoring of progress against targets and these will be developed and refined through the life of the plan.

Progress against targets will be reported for discussion at the HE Operation meetings and reported for information to the HE Academic Board that meets three times per year. Both meetings include Academic staff, student representation and managers from student facing services and business support.

Activities to increase access to Higher Education will focus on internal FE students and aims to increase progression to all HE institutions. These activities involve all areas of the College including teaching staff, mentors, admissions, marketing and careers staff working with students of all ages and levels across all of our campuses.

The College has recently reviewed its strategic plan and vision and the new Strapline: "Unlocking potential, changing lives" and the strategic objective to "Provide an outstanding student journey to maximise potential" both summarise the aims of the APP to remove barriers to equality of opportunity and maximise the potential of all students. The College has signed the AOC's Equity, Diversity, and Inclusion Charter and the College's Equality, Diversity and Inclusion Policy is based on the Equality Act 2010, and the Equality Act 2010 (Statutory Duties) Regulations 2011. Within the policy the College states that it will seek positively to remove conditions and barriers which place people at a disadvantage and will actively promote equality for all and celebrate diversity. This work is regarded as the responsibility of all staff, learners, governors, visitors and partner organisations of the College.

6: Student consultation

All students were invited to contribute to the production of the plan (2023-24), however, no responses were received. In April 2024, 3 informal focus groups were held within student tutorials, these explained the purpose of the plan and used targeted questions to gain insights into student experiences, barriers to learning and suggested strategies. In one focus group 9 of the 12 students were the first to attend university and of these many had not followed a traditional route or were more mature. The students highlighted, poor advice at school or not realising that Higher level study was an option. Students were also asked about the impact of current mental health and bursary support. All students felt that these had been helpful but should be expanded further particularly the expansion of mental health support services and the current bursary offer to include all years of study and to allow for the purchase/loan of IT equipment. All student groups highlighted

financial pressures and the need to work as significant barriers to learning. Students were offered the opportunity to contribute further in a private setting, but none chose to do so.

Existing student feedback mechanisms including course questionnaires, course focus groups and informal discussions with tutors were also used to develop the plan and the College Careers team collated information from L3 students about their perceived barriers to progressing to further Higher study and this has been used in the development of intervention strategy 5.

Once the plan is approved the full copy and summary will be available to all students on the website. Targeted focus groups will be used to gain feedback on their experience of the intervention strategies and student representatives will be invited to the Academic Board and Higher Education Operation Meetings where APP data and reviews of strategies are an agenda item for discussion.

7: Evaluation of the plan

To aid with the production of this plan the College has developed specific PowerBi dashboards that allow the student data to be analysed in terms of APP characteristics, retention, success and grades. This will be developed during the duration of the plan and will allow for easier evaluation of the data. Individual strategies will be monitored as outlined in the previous sections and a summary reported annually to the Academic Board. An evaluation of study support and employability actions will be summarised and reported in the Institutional Review and Enhancement Report for Hull University (Validating, Collaborative Partner). The University of Hull have several Collaborative partner Colleges and areas of good practice and strategies for improvement are collated and shared throughout the network. The HE team will also continue to research and review sector best practice and where appropriate refine the existing intervention strategies.

It is recognised that the activities within intervention strategies may need to change in response to ongoing evaluation, student responses and evidence from further research and sector best practice but the underlying commitment to remove barriers to equal opportunity will remain central to HE delivery.

8: Provision of information to students

Information on fees and bursaries are provided prior to entry on the College website, at Open Evenings and through contacting the Customer Services Team. A keeping warm email communication to those that have accepted offers also provides links to financial, DSA and student support information. Once at the College, information is provided verbally at induction and within the HE Student Handbook and a link to bursary information is provided on the HE student TEAM. Students complete an induction checklist that includes bursary information and a follow up question to check awareness is asked in Semester 1 focus groups. A Bursary application flow chart is on display within the student common rooms and student mentors are available to give advice at both the Aviation Academy and Skipton sites. All tutors are aware of the bursaries and signpost students where needed.

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

The College has a small HE cohort which has been below 100 for the previous two years, this makes it difficult to see trends for individual characteristics as the small numbers result in one or two students significantly changing a percentage outcome. However, the small numbers mean that staff have detailed knowledge of individual students and cohorts and this internal knowledge base as well as aggregated data has been used when constructing the plan.

Due to the number of students the resources available are limited and intervention strategies have been targeted where they can have a larger impact or are more economic for example the Access work will take place within our own FE student body.

In 23-24, twenty-two students identified as minority ethnic, the majority studying the Aviation Programmes at the Aviation Academy. Other than white there is no majority ethnic group thus, due to the low numbers the evidence has been aggregated into Minority Ethnic and White.

	21/22	22/23	23/24
Minority Ethnic	22	25	17
White	77	68	62
Minority Ethnic % of Cohort	22%	27%	22%

This is lower than the National rate in 21-22 which saw 33% Minority Ethnic students enrol at Low tariff institutions (Department of Education 2023). However, this has not been highlighted as a risk due to the uneven spread across courses with the majority of Minority Ethnic students enrolling onto Aviation Programmes, lower recruiting courses such as Applied Equine Management Programme are reflective of the industry in the locality. Change on this scale is beyond the plan but the College supports initiatives to raise the ethnic diversity of Land-based courses and representation is fully considered in the development and teaching of courses.

Performance for Minority ethnic students is identified as a Risk (Risk 2.1). In 2022-23 the gap in performance (Merits or 2:1 and above) was 43%, this had reduced to 27% in 23-24 but no Minority Ethnic students gained a Distinction or 1st classification. Minority Ethnic students also made up the majority of the students found guilty of Academic misconduct (8 of 10 students) which resulted in work being capped at a pass thus reducing overall achievement. Records from the meetings show overreliance on software often in an attempt to improve their written style. Intervention Strategy 3 aims to develop academic writing skills and understanding of academic integrity.

Access for mature students is not considered a risk with 42.9 % of students classed as mature in the 22-23 cohort. This is probably due to the opportunity to study close to home and the compressed full-time timetable that requires attendance on two days per week, excluding local school holidays. In addition, entry requirements are low at 64 UCAS points, and mature students without L3 qualifications are considered following an interview and written assessment. There is no consistent trend that this group achieves less well than younger students although results for 23/24 indicate a 10% gap in achievement in high grades. Many of these students were also minority

ethnic and it is thought that this was the more significant characteristic and should be addressed through intervention strategy 3.

Due to cohort sizes, there is limited multiple deprivation data published on the OfS dashboard and when our internal HE data is analysed the low numbers means that percentage trend data tends to have a very spiky profile. As covered in the introduction the College draws students from East Lancashire and Bradford which means that over half of the student body at the College (56%) are in the lower social deprivation bands, with 18% in the most deprived (0-10%), in addition the majority are on vocational courses. It has been decided that strategies aimed at raising aspirations, skills, knowledge and progression to HE amongst our own L3 cohort should increase access from quintiles 1 and 2, intervention strategy 5.

Barriers to retention and achievement were identified through analysis of the Student induction barrier report, applications for bursaries, extensions and extenuating circumstances. Applications for bursaries in 23-24 showed that 61% were from Polar Quintiles 1 and 2 and 50% were mature students, 56% had multiple indicators of risk. Further informal feedback from students and tutors particularly at the Aviation Academy indicate that students are prioritising work over study and attendance to ease financial pressures and this has impacted achievement. Strategies (3 and 4) to expand the bursary scheme and to offer support with time management aim to support students with OfS EORR Risks 7 and 10.

As part of the College's induction programme all students are invited to complete an online profile that includes a section on barriers to learning. Of the 78 students in 2023-24 invited to complete the survey only 22 completed it, this in itself is an initial indication of low engagement and several students that either withdrew or under achieved had not completed this initial exercise, intervention Strategy 3.

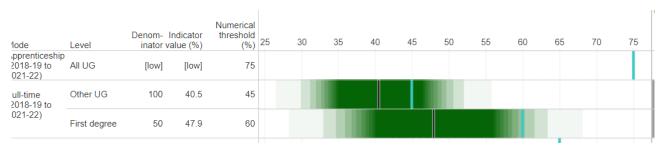| Barrier	Students declaring a barrier	Intervention Strategy
IT and Access to Broadband	24%	1
Financial worries	24%	4
Mental Health Issues	33%	2
Poor time management	24%	3
Multiple Barriers	29%	1-4

Access to adequate IT and broadband provision was highlighted as an issue during COVID 19 with students living in rural areas with poor provision or in households where devices were shared with other family members. As well as being highlighted as a barrier in the induction report students have also reported trying to complete work on phones as this is their only internet access. The College has invested in laptop lockers which allow students to borrow laptops within college, however, these cannot be kept overnight and College Learning hubs close at 5:00 and over weekends and holidays. This leaves a significant difference in access to students from less affluent backgrounds or with caring responsibilities at home and may contribute to lower achievement. Strategy 1 aims to reduce this barrier and risk.

Nationally it is recognised that the number of students declaring a mental health need is increasing with a 2022 survey by the mental health charity Student Minds, finding that 57% of respondents self-reported a mental health issue. Analysis of applications for extensions, additional circumstances, reasons for withdrawal and reasons given for absence, point to this having a significant impact on students managing their work (54% of all applications for extensions and additional consideration 2022-2024 cited mental health as a contributing factor). However, extending deadlines leads to further pressures particularly in Semester 2 and strategy 2 aims to build on support already given and allow students to develop strategies to improve their mental health and wellbeing.

Students are positive about the mental health support already provided by the College with an NSS positivity score for mental health support of 87%. In 23-24 12 students (15% of the HE cohort) accessed the College counselling service and intervention strategy 2 will support and expand the current counselling service.

The majority of L3 students at the College are studying vocational qualifications, whilst many of these can lead directly to work there are a significant number of students that could progress to Higher Education but have limited experience or knowledge of this option OfS, EORR risks 1-3. In 2023-24, 140 UCAS applications were completed following a series of application tutorials and workshops. The percentage of vocational students completing applications (excluding Access to HE courses which are much higher) was 37% compared to the National figure for 18 year olds of 41.3% in 2024 (UCAS data) The APP intervention strategy 5 will expand the number of open workshops and events to raise knowledge and challenge perceptions will be developed under the Discover Uni banner. Within the HE student body there are a number of students with financial pressures that have not applied for their maintenance loan. These were all students progressing from L3 at the College who have parents with no experience of university or the application process. The APP has introduced interventions (strategy 5) to expand the financial advice and workshops available to students and parents and will also monitor loan applications and check in with students that have not applied.

Progression of degree students to graduate level jobs and further study is below the OfS threshold for all groups and 201/22 Graduate Outcomes indicate that 40% proceed to medium skilled and professional occupations.

Craven College data OfS Data dashboard

Numbers completing surveys are too low to divide by characteristic or course but the College End of Course Survey 2023-24 showed that 82% of students agreed that the course had improved their career prospects although this was higher than previous years it is still an area of weakness. NSS 23-24 results for the question "How well has your course developed your knowledge and skills that you think you will need for your future?" was 93% but this may reflect the vocational nature of the qualifications which lead to careers in the Animal, Equine, Early Years and Aviation Industry but not necessarily at the level and pay expected for a graduate. Intervention strategy 6 aims to increase numbers progressing to medium skilled, professional qualifications and further study.

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.

Intervention strategies were informed through reference to literature, participation in collaborative groups including the Humber Outreach Programme working with University of Hull partner Colleges and a regional informal Association of Colleges group. Within College, strategies were developed by staff through a Theory of Change session using Advanced HE Change Buster game (Austen et al. 2019). Student input is outlined in student consultation section.

Intervention Strategy 1: Digital Poverty

Digital Poverty within the student population can result from a combination of limited access to devices, difficulties accessing reliable internet connections either due to finance or location (an issue within the College's rural catchment) and a lack of confidence or skills. This mirrors findings from research such as Richardson *et al.* (2023).

According to Butcher & Curry (2022) the digital barriers experienced by students can intensify inequalities experienced by lower income students impacting their independence, access to supportive technology, successful attainment and the development of the digital skills required for graduate progression. Internal evidence discussed during a Theory of change staff development session listed further barriers, including the sharing of devices within a household with children's homework being prioritised and completing work on mobile phones. Students also lack the time or finance to travel to the College to work on non-teaching days.

As well as impacting the completion of work, information about addition financial support, study skills support and careers information are all available online further impacting equality of opportunity for students. In addition, mature students can lack the digital confidence and skills to utilise programmes used on courses such as Microsoft Word, PowerPoint and Excel which increases the time it takes them to complete assignments. Research by the Open University Butcher and Curry (2022) found that those with limited digital literacy were unlikely to complete study although support in sessions could mitigate this. Time to support IT skills within modules and the additional support provided by the intervention strategy would reduce this risk to equality of opportunity. The strategy may also reduce Craven risk 2.5 (EORR risk 12 Progression from Higher Education) as according to Lloyds bank (2021) Essential Digital Skills report only 74% of those earning up to £13,500 per year have essential digital skills when compared to 95% of those earnings over £75,000.

The proposed College digital intervention strategy is partially based on experience gained with FE and HE students during the COVID pandemic, student feedback and evidence from literature. Evaluation of the impact of a digital poverty bursary at the Open University demonstrated that students were more likely to persist in their studies and progress (Butcher and Curry, 2022). As previously outlined, the College has banks of laptops that can be loaned for the day, these banks are heavily subscribed and allow students that might have used a phone to fully participate in sessions. The College has a limited number of old laptops for long term loan and students that have used them in the past have progressed and reported feeling more included. Intervention strategy 1 aims to build a pool of laptops ring fenced for HE students on a rolling replacement, the number of devices is based on previous evidence of demand. The loan of devices will also ensure that all students can access the extra online support available.

Intervention Strategy 2: Mental Health Support

National student mental health data indicates that rates of poor mental health are increasing (Lewis and Bolton, 2023) and this is evidenced at Craven through tutorial, mitigation and withdrawal records.

A review of using engagement analytics to target early intervention at Keele University (Rimmington, ND) demonstrated that "student engagement data was a key indicator for proactive and early identification of at-risk students". Once identified, this triggered personalised support from a simple text to more in-depth interventions. At Craven, the first indications that students are not engaging fully may be following first submissions and currently extra study skills support is not triggered until the results of semester 1 in February. Communications following early intervention and signposting to support may foster a greater feeling of inclusion Summers (2024) and prevent students from withdrawing from their course (Pedlar et al. 2022).

The use of purchased analytical dashboards such as those used at Keele University are beyond the means of the College, however, small student groups should enable a simpler tracking of engagement and risk rating to be developed.

There is currently limited evidence on the TASO tool kit around the impact of mental health strategies on attainment, however, there is support in the literature for the impact of an improved sense of belonging (Pedlar 2022) and wellbeing. Although not fully evaluated work at Aberdeen University by Irwin *et al.* (2022) developed a micro credential in resilience that was co-created with students and aimed to develop resilience through strategies to protect and support mental and physical wellbeing. Intervention strategy 2 aims to complete further research to create and deliver resilience workshops.

Research by Pedler et al (2022) explores the importance of student's sense of belonging in increasing engagement, confidence and motivation, all of which contribute to more successful outcomes. Students at Craven College study on compressed timetables and over 3 campuses which limits the opportunities for social interaction and an "HE feel". The development of cross-curricular team building activities will allow different groups to mix and should develop a sense of belonging as well as developing transferable skills of relevance to employment.

Counselling services are already provided by the College and students have stated that they value the service, however, relatively low numbers and anonymity make it difficult to analyse the impact on academic achievement, however, the TASO toolkit indicates that counselling and mentoring has a small positive impact on student outcomes.

Intervention Strategy 3: Academic skills and integrity support

Study skills development is already built into all programmes, however, internal data suggests that students particularly minority ethnic students are failing to achieve high grades due to a lack of academic skills. The TASO Toolkit provides limited evidence of causal impacts from support programmes. The skills booster sessions already offered to students show mixed impacts on grades, however, student feedback was positive and all attending students remained on course. This strategy aims to signpost students to specific support earlier in the academic year (linked to intervention strategy 2), especially following academic misconduct cautions. It is thought that this will reduce the amount of resit and capped work thus improving confidence, reducing stress and

increasing attainment. The development of online and face to face support will offer a range of engagement opportunities to suit individual students.

Intervention Strategy 4: Financial Support

The TASO Toolkit indicates that financial support during studies can have a small positive impact on retention and completion. There is only limited evidence that financial support aids with attainment by allowing students to reduce work hours, and at Craven College the amounts provided would be too low to allow this to happen.

The current bursary system has been reviewed both in terms of the amounts awarded and the criteria used. The achievement bursary has been renamed the Craven Bursary to reflect the fact that it is a means tested bursary and not awarded for academic achievement. The hardship fund is to be expanded to cover the increasing number of mature students experiencing financial difficulties. The income thresholds have been selected to align with North Yorkshire Free meals eligibility (Free lunches and Graduation bursary) and the threshold for parental contribution to student finance, £25,000 for remaining means tested bursaries.

A key part of intervention strategy 4 is the plan to promote the bursaries and provide more help with completion as a review of 23-24 revealed that half of bursary applications started were not completed.

Intervention Strategy 5: Raising skills, knowledge and aspirations of FE students.

The College already works with local schools but given the limited funding available, the APP will have greater impact working to raise the skills, knowledge and aspirations of our own vocational student population. Vocational students as a group, are less likely to proceed to HE and according to Dilnot (2023) are generally less likely to succeed at Higher Education. Working with our own students will allow longer term interventions to be delivered.

Whilst the TASO toolkit indicates that there is no causal evidence demonstrating the impact of aspiration raising it does state that initiatives that make the prospect of HE seem more feasible may be more effective in raising attainment than those aiming to raise aspirations (Boxer et al. 2011 in TASO toolkit). In 2023-24 the College introduced UCAS and Finance workshops and this intervention strategy will expand and develop these workshops and support the getting ready for Uni sessions and Discover Uni events. Currently there is limited analysis of the characteristics of Craven students applying through UCAS or choosing employment and this will be researched further during the plan.

Strategy 6: Raising progression to graduate level jobs and further study.

According to the TASO (2022) report into equality gaps in employment the current evidence base is limited when looking at interventions targeted at disadvantaged groups and their causal impact. Currently progression outcomes at the College have not considered background but progression to further study and professional roles each year is around 40% (Graduate Outcomes Survey 23-24) for the aggregated student body. Proposed interventions will be targeted at the whole student body to reduce inequalities with graduates from other institutions, but future analysis of impact will include student background where numbers allow.

Work experience is a well-evidenced intervention, however, many of our students already work within the industry and the vocational nature of the courses offered include authentic and work-related assessments. Focus group feedback indicates that the majority of students do not wish to undertake work experience due to limited time (current employment or caring responsibilities), but they have indicated that they would like more information about wider career opportunities within their chosen fields. The expansion of the successful World of Work weeks, run at our Aviation Academy, to cover all curriculum areas and the use of guest speakers and profiles from previous students should raise awareness of the range of career and further study opportunities available.

TASO (2022) states that there is evidence to support the effectiveness of information, advice and guidance (IAG) and the APP will fund the College careers Team to develop and offer bespoke workshops including career adaptability and transferable skills particularly targeted to mature students, that in the College's experience, often fail to recognise the value of previous work. These sessions will be followed by an offer of individual 1:1 IAG sessions.

Although there is less evidence (TASO, 2022) for technology based support, current students have requested information about where to look for jobs, interview techniques and information tailored to graduates and the APP will fund the development of the Employability Microsoft TEAM site "Passport to Success" to include more material aimed at progressing HE students

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

Provider name: Craven College

Provider UKPRN: 10001743

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to maximum fees limits set in the regulations the college reserves the right to increase student fees annually in line with the Consumer Price Index.

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	7750
Foundation degree		N/A	7750
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	7750
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

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

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Craven College

Provider UKPRN: 10001743

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	£15,000	£17,000	£20,000	£20,000
Financial support (£)	NA	£15,000	£17,000	£19,000	£19,000
Research and evaluation (£)	NA	£9,000	£9,000	£9,000	£9,000

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 (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£15,000	£17,000	£20,000	£20,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£15,000**	**£17,000**	**£20,000**	**£20,000**
Access activity investment	*Total access investment (as % of HFI)*	**14.0%**	**13.7%**	**13.9%**	**13.9%**
Access activity investment	**Total access investment funded from HFI (£)**	**£15,000**	**£17,000**	**£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 (£)	£13,000	£15,000	£16,000	£16,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£2,000	£2,000	£3,000	£3,000
Financial support investment	**Total financial support investment (£)**	**£15,000**	**£17,000**	**£19,000**	**£19,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**14.0%**	**13.7%**	**13.2%**	**13.2%**
Research and evaluation investment	Research and evaluation investment (£)	£9,000	£9,000	£9,000	£9,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	8.4%	7.3%	6.3%	6.3%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Craven College

Provider UKPRN: 10001743

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase the proportion of College FE vocational students accessing Higher Education	PTA_1	Access	Other	Other (please specify in description)		The majority of L3 students at Craven College study vocational qualifications. These are a group that are less likely to access and suceed in HE. This target uses the baseline internal data for 2023 24 UCAS applications excluding Access to HE courses.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	37%	38%	40%	42%	44%
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the percentage of minority ethnic students achieving highgrades and thus reduce the percentage gap between minority ethnic and white students.	PTS_1	Attainment	Ethnicity	Not specified (please give detail in description)	White	The target aggregates all minority ethnic students due to the very small cohort size of individual ethnicities. The baseline is a 2 year aggregate of internal data (22-23 & 23-24), as data is supressed on National databases. Results include Topups, Foundation Degrees, HNCs and HNDs.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage points	35	30	25	20	15
Reduce the gap in attainment rates between the lowest socio-economic groups (using the Indices of Multiple Deprivation 2019) and students from a higher socio economic group	PTS_2	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	The baseline is a 2 year aggregate of internal data (22-23 & 23-24), as data is supressed on National databases. Results include Topups, Foundation Degrees, HNCs and HNDs.	No	Other data source (please include details in commentary)	2022-23	Percentage points	34	30	25	20	15
Reduce student attrition rates for all students	PTS_3	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	The number of non continuing students is too low to analyse by individual characteristic, however, 72% of non-continuing students in 23-24 had at least one risk characteristic (internal data). Target will apply to attrition of the whole cohort.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	14	12	10	8	6
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone

Increase progression to further study or management and professional occupations for all student groups.	PTP_1	Progression	Intersection of characteristics	Other (please specify in description)	N/A	Progression to further study and graduate roles is below the Ofs threshold. The number of students is too low to statistically assess this by individual characteristics and is not reported on the APP dashboard. Progression of the student body as a whole will be used as a measure. The starting point will be taken from the Ofs outcomes dashboard for first Degrees (2018-19 to 21-22)	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	48	50	54	58	60
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														