

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Bishop Auckland College is located in south west Durham in a semi-rural location. It is a prominent educational institution known for a diverse range of courses and commitment to student success. With a strong emphasis on community engagement and lifelong learning, Bishop Auckland College continues to play a vital role in the educational landscape of the region, empowering individuals to achieve their ambitions and contribute positively to society.

Bishop Auckland College's strategic priority is to "Creating positive change through education and learning" and it takes pride in its partnerships with local employers, industries and validating partners, ensuring that its curriculum aligns with workforce needs and provides students with relevant skills for their future careers. We work directly with our validating partner, The Open University (OUVP), to address 'cold spots' in the higher education landscape of our local area. We offer a range of degree programmes (BA/BSc/ Foundation degrees and Level 6 'top ups') on a full or part-time basis delivered through this partnership and alongside Pearson Higher Nationals and Higher Apprenticeships. Currently over 190 students are engaged on level 4, 5, 6 or 7 programmes. 80% of our HE students are on a full-time programme or a Higher Apprenticeship. We currently deliver 6 different degree-level programmes to over 130 students. In addition, we also deliver higher level professional qualifications (eg. Advice & Guidance, Teacher Training and Leadership & Management). 73% of our HE student cohort have L3 vocational qualifications (mainly BTECs) on entry. Approximately 70% of our HE cohort have studied a L3 qualification at Bishop Auckland College.

Qualification levels across County Durham as a whole are below those both regionally and nationally, with 35.9% of adults qualified to NVQ4 or above, north east 39.6% and nationally 47.3%. Earnings are 90% of that elsewhere in the UK and job density at 0.64 is well below the national rate of 0.87, consequently unemployment is higher than national levels (NOMIS 2024). Despite the most recent English Indices of Multiple Deprivation 2019 Statistical Release indicating that the north east is in the seventh decile in terms of deprivation, when considered at ward level the College is at the heart of an area with deprivation in the top 10% nationally.

Set within this context, the College has developed its higher education portfolio to offer an articulated progression route in each of its curriculum areas. The semi-rural nature of the area means that public transport arrangements can present a barrier to students wishing to access higher education on a non-residential basis at one of the area's city-based universities. The College provides a local solution to this issue and support with transport costs.

The travel to learn pattern results in a core catchment area for the College that centres on the towns of Bishop Auckland, Shildon and Newton Aycliffe. The wider catchment area embraces towns such as Staindrop, Barnard Castle, Spennymoor, Crook, Wolsingham, Ferryhill and Sedgfield, all within the south of County Durham.

Our HE Strategy has a clear focus on delivering high quality academic, professional and technical programmes which clearly align to employer demand and student needs in the North East region. The College's curriculum has been informed by a range of identified national, regional and local skills priorities, including, from the 2023/24 year onwards, those

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

priorities set out in the North East Local Skills Improvement Plan (LSIP). The LSIP is focused on the skills requirements of businesses across County Durham, Sunderland, Gateshead and South Tyneside. In May 2024, the North East Combined Authority (NECA) was formed as part of the North East devolution deal bringing together two LSIP areas. It is anticipated during the lifespan of this Access & Participating Plan, that these LSIPs will form to create one for the newly formed area and be supported by a Skills Strategy from NECA. In addition, the College works within the combined authority area of Tees Valley and, as such, considers its contribution to the Tees Valley LSIP.

Over the years, Bishop Auckland College's HE provision has increased in size and range and we currently have 194 students studying, 162 full-time (FT) and 32 part-time (PT). In 2023/24, most (+70%) of our HE students are mature, aged 21 or over, and the majority of the College's HE students are recruited from widening participation neighbourhoods. As a community-based College, 93% of Bishop Auckland College's HE students reside within County Durham, the remaining 7% reside in the neighbouring Tees Valley area. Consequently, Bishop Auckland College ensures that its strategy is fully consistent with the needs of the regional economy by designing and delivering a 'career driven' HE curriculum which focuses on offering and developing a range of undergraduate programmes, including apprenticeships, that support employers in achieving economic growth which in turn, contributes to overall regional and national prosperity.

Risks to equality of opportunity

Through careful analysis of our performance and by using the Equality of Opportunity Risk Register (EORR), we have identified groups of students at different parts of their learning cycle who are showing indicators of risk to equality of opportunity. We have identified four key areas of risk that we will address in our plan.

Our full assessment of performance is in **Annex A** of this document.

Risk 1: Fewer students under 21 years of **age** (*in comparison to those of 21+*) **access** HE programmes at BAC (FT/UG).

Our evidence suggests that factors contributing to this risk proceed the five years covered by our previous access and participation. There were less full time first degree/undergraduate programmes within our HE offer. Most students of 21 years and under would have progressed from further education to our small range of Pearson Higher National Certificates and Diplomas, and these student number were very low. Our HE curriculum offer has seen significant development over the past five years, seeing the introduction of five full time degree level programmes, and this has led to a broader range of options and pathways to higher study, mainly for our internally progressing students. However, these have not been promoted to younger students as well as those aged over 21, both internally within BAC and externally too.

Risk 2: Fewer students who disclose a **disability access** HE programmes at BAC (FT/UG). Our evidence suggests that factors contributing to this risk relate to the lack of detailed information provided to prospective applicants and current students to ensure that they are aware of our extensive reasonable adjustments, and support options available to them to enable them to have equal access to our range HE programmes, as those that do not have a

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

disability. This is in addition to a lack of information around our academic support (targeted study skills support classes for neuro divergent students), personal support and mental health issues (including specialist Mental Health and Wellbeing Mentor and Counsellor), and a need to continue to develop the flexibility of length, qualification types and study modes of our programmes. **It is worth noting that** where disability is disclosed for those accessing a FT other UG, the trend shows less access, until 22/23 where it is higher than those who do not disclose.

Risk 3: Comparing year on year data, there is an inconsistency for mature students of **age 21 and over continuing and completing** their chosen HE programme (FT/UG).

Our evidence suggests that factors contributing to this risk can be very similar to risk 2, where we have failed to ensure that all students are aware of our extensive student support services available to them to enable them to continue with their studies. This includes inconsistent inductions for students, leading to a lack of knowledge and information around how to access our academic support (targeted study skills support classes for neuro divergent students), personal support and mental health issues (including specialist Mental Health and Wellbeing Mentor and Counsellor), and the availability of our dedicated HE Student Liaison Mentor. Specifically, there appears to be a lack of understanding of the financial and study skills support available to them, as they often must fit their study around existing financial, employment or family commitments. On some programmes HE teachers are not swift enough in making an appropriate referral to our HE Student Liaison Mentor. Where students returning to study after an extended break, and intend to complete a professional level 4 and above qualifications, there often have gaps in their knowledge, especially in digital and academic study skills. In addition, some CEIAG lacks consistency, to ensure that all students are made aware of the flexibility of length, qualification types and study modes for our programmes, which still require further development too.

Risk 4: A lower number of students from **areas of multiple deprivation**, specifically quintile 1 and 2, **continue and complete** their chosen HE programme. (Both FT UG & Other UG)

Our evidence suggests that factors contributing to this risk can be very similar to risks 2 and 3, where we have failed to ensure that all students are aware of our extensive student support services available to them to enable them to continue with their studies. There are examples of insufficient academic and personal support (particularly in the transition from vocational level 3 courses). Too many students have a lack of knowledge and information of what support is available, and how to access it. There is a lack of consistency in small pocket of our HE provision, where programme team members fail to ensure that tutorials are used well to develop bespoke target setting, and the early involvement of our dedicated HE Student Liaison Mentor. This often limits early referral and intervention to specific services e.g. targeted study skills support, personal, mental health and wellbeing support. Also, personalised CEIAG to ensure that the student chooses the most appropriate length and mode of study. Cost pressures evidenced by increased take up of financial support packages and students reporting issues with assessment deadlines because of them needing to increase their hours of employment, the on-going impacts of coronavirus leading to need for increased academic and personal support and for some limited choice of course type and delivery mode for students to fit their study around employment or other commitments.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Objectives

Objective 1: Bishop Auckland College will increase the proportion of students **aged** 21 years and under who **access** and participate in full time first degree / undergraduate HE programmes by 10% by the 2027/28 academic year.

Achieved through increased marketing activity, both internally and externally. HE programme teams and our Student Progression Team to increase CEIAG activity, by promoting our HE offer to current level 3 students, and undertake a range of pre-entry aspiration raising workshops with local schools and sixth forms. Provision of increased study and broader skill support by reinforcing collaborative work with our local feeder schools, local community groups and the utilisation of our current UniConnect partnership, including widening programme choice and mode of study availability too.

Objective 2: Bishop Auckland College will increase the proportion of students who disclose a **disability** who **access** and participate in full time first degree / undergraduate HE programmes by 7% by the 2027/28 academic year.

Achieved through the development and implementation of our new website, which will allow a more innovative and interactive experience to prospect applicants, with broader accessible functionality. Information provided will be more explicit and give further detail of the broad range of support services. Our HE Development Coordinator will work with HE programme teams to identify wider programme choices and modes of study too. Our HE Student Liaison Mentor will offer additional support to prospective students to complete their application and work closely with student admissions and programme teams to establish individual students needs and make appropriate referrals where needed, this should lead to improved accessibility of the student recruitment processes.

Objective 3: Bishop Auckland College will improve the **continuation** and **completion** rates for mature students of **age** 21 and over studying on full time first degree / undergraduate programmes by 5% by the 2027/28 academic year.

Achieved through enhanced and consistent programme / college inductions for all HE students, reinforcing knowledge of how to access our academic, and mental health support services. Strengthening the dedicated support team infrastructure to provide further financial advice and guidance, as well as early referral and intervention to specific services e.g. targeted study skills support, personal, mental health, financial and wellbeing support. This can be achieved by a stronger and more consistent relationship between our dedicated HE Student Liaison Mentor and all HE Programme teams, to enable the swift referral, and intervention. Ensuring that mature students returning to study, where required have bespoke transitional learning and assessment to 'bridge' their knowledge and skills gaps, especially in digital and academic study skills. Better use of tutorials to develop bespoke target setting. And finally, improved monitoring and quality assurance of CEIAG to ensure that all students are aware of the flexibility of length, qualification types and study modes for our HE programmes.

Objective 4: Bishop Auckland College will improve the **continuation** and **completion** rates for students from **areas of multiple deprivation**, specifically quintile 1 and 2 studying on full time first degree / undergraduate, and full time other undergraduate HE programmes by 5% by the 2027/28 academic year.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Achieved through ensuring that all students are aware of our extensive student support services available to them, the early referral and involvement of our dedicated HE Student Liaison Mentor. This should lead to swift intervention of specific services e.g. targeted academic and study skills support, personal, mental health and wellbeing support. Also, additional financial advice and guidance, where possible personalised assessment deadlines, to facilitate increased paid hours of employment, and bespoke timetabling. Better use of tutorials to develop bespoke target setting, and personalised CEIAG to ensure that the student choose the most appropriate length and mode of study.

Intervention strategies and expected outcomes

Risks to equality of opportunity

Consultation with staff and students and consideration of current practice against the Equality of Opportunity Risk Register (EORR) identified that the following aspects relate to:

- Knowledge and skills required for access, continuation and completion of higher education programmes (**EORR Risk 1**)
- Detailed, accurate and easily accessible information, advice and guidance (**EORR Risk 2**)
- Awareness and perception of the higher education at BAC (**EORR Risk 3**)
- The current curriculum offer does not offer sufficient flexibility in terms of programme type, and modes of delivery, or students are not aware of exactly what is on offer (**EORR Risk 5**)
- Insufficient awareness of, or access to wider student support services including academic, personal, mental health (**EORR Risk 6, 7 & 8**)
- Due to financial pressures faced, many students need to access additional paid employment that may prevent them from continuation or completion of their chosen programme of study (**EORR Risk 10**)

To avoid repetition in each intervention strategy, these will be cross referenced within the activity table for each.

Intervention strategy 1: Increase **access** of students **aged** 21 years and under.

Objective and targets: Bishop Auckland College will increase the proportion of students **aged** 21 years and under who **access** and participate in full time first degree / undergraduate HE programmes by 10% by the 2027/28 academic year (**Objective 1**). The strategy will include collaborative activity across several internal college departments including school liaison, marketing and the Student Progression Team.

- Increase targeted marketing activity, aimed at students aged 21 years and under.
- Ensure consistently accurate, high quality and targeted provision of CEIAG.
- Further utilisation of our current UniConnect partnership to implement more targeted activities aimed at students aged 21 years and under, from within our local feeder schools and other further education providers.
- Focused programme development, revalidation and course approvals to offer a wider choice of programmes, levels and modes of study.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Intervention strategy 1: Increase **access** of students **aged 21 years and under**.

Objective and targets: Bishop Auckland College will increase the proportion of students **aged 21 years and under** who **access** and participate in full time first degree / undergraduate HE programmes by 10% by the 2027/28 academic year (**Objective 1**).

The strategy will include collaborative activity across several internal college departments including school liaison, marketing and the Student Progression Team.

- Increase targeted marketing activity, aimed at students aged 21 years and under.
- Ensure consistently accurate, high quality and targeted provision of CEIAG.
- Further utilisation of our current UniConnect partnership to implement more targeted activities aimed at students aged 21 years and under, from within our local feeder schools and other further education providers.
- Focused programme development, revalidation and course approvals to offer a wider choice of programmes, levels and modes of study.

Activity	Inputs	Outcomes	Cross Intervention
<p>Increase targeted marketing activity, aimed at student aged 21 years and under.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Ensure that all HE Programme information is easier to access via our website • Development of subject specific targeted marketing and promotional materials • Targeted HE specific open events (2 x per year) 	<ul style="list-style-type: none"> • Development and implementation of new college wide website • External Marketing Company (e.g. Social Company) to review and standardise all HE Programme related information. • Increase paid targeted social media promotional activity • Improve open events to ensure interactive and engaging activities for prospective students. • £1000 Incentive / Bursary Payment per student, split evenly between a cashback payment towards resources and other costs, and contribution to a 	<ul style="list-style-type: none"> • Increased enquires from students aged 21 years and under. • Increased applications from students aged 21 years and under. • Increased enrolments from students aged 21 years and under. • Increased attendance and participation numbers of students aged 21 years and under at open events 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

	student enhancement fund to alleviate any financial barriers in		
EORR Risk 3	relation to participation in additional activities e.g. trips, visit, excellence workshops, guest speakers		

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Ensure consistent and targeted provision of CEIAG to current internal FE students and external prospect applicants aged 21 years and under.</p> <p>This will include:</p> <ul style="list-style-type: none"> • 45 Minute bespoke 'aspiration raising' sessions for all current full-time level 3 students • Create a mentoring programme where current HE Students aged 21 and under work with our current full-time level 3 students • 45 Minute bespoke 'aspiration raising' sessions for local feeder schools and other further education providers • Collaborative workshop between HE programme teams and student progression coaches to ensure all staff are aware of our HE curriculum offer • Robust induction for all HE Students <p>EORR Risk 2 & 3</p>	<ul style="list-style-type: none"> • Student Progression Coaches to develop, plan and facilitate a range of bespoke interactive 'aspiration raising' sessions for all full-time level 3 students • Student Progression Coaches to develop, plan and facilitate a range of bespoke interactive 'aspiration raising' sessions for local feeder schools at least twice per academic year • Allocated termly protected time for HE programme teams to meet with Student Progression Coaches 	<ul style="list-style-type: none"> • Increased enquires, applications and enrolments from students aged 21 years and under, leading to an increased market share from local feeder schools. • Increased internal progressions from students aged 21 years and under. • Increased confidence and accuracy of CEIAG provided by HE Programme teams and Student Progression Coaches to potential internal and external applicants 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 3 / Objective 3 / Intervention Strategy 3 • Risk 4 / Objective 4 / Intervention Strategy 4
<p>Further utilisation of our current UniConnect partnership to implement more targeted activities aimed at student aged 21 years and under within our local</p>	<ul style="list-style-type: none"> • Free up specialist vocational tutors to develop, plan and facilitate a range of subject 	<ul style="list-style-type: none"> • All learning / subject areas offer 'Masterclasses' to students aged 21 years and under across all our local feeder schools. 	

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>feeder schools, and other further education providers.</p> <p>This will include:</p> <ul style="list-style-type: none">• Broaden the offer of Masterclasses offered under the UniConnect programme (<i>to increase potential external applicants</i>).• Better use of the UniConnect Programme to develop targeted activities to 'bridge the gap' where internal progression to HE Programmes are low e.g. Creative Industries and Health and Social Care. <p>EORR Risk 2 & 3</p>	<ul style="list-style-type: none">• specific interactive 'Masterclasses'. Monitor gaps in activity to raise aspirations for current FE students, utilising UniConnect funding.	<ul style="list-style-type: none">• All learning / subject areas offer across BAC organise and offer activities to students aged 21 years and under, raising their aspiration to progress into HE.	
--	--	--	--

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Focused programme development, revalidation and course approvals.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Complete the development and implementation of new HND in eSports • Revalidation of all programmes to include FT, PT, 'Top-Up' and hybrid options, plus where appropriate a Foundation Degree option <p>EORR Risk 5</p>	<ul style="list-style-type: none"> • Allocated time for subject specialist to develop new, and review existing HE programme to ensure they offer appropriate pathways to meet individual student needs. • Additional time for the current HE Development Coordinator to provide guidance and support HE Programme Teams to develop additional pathways to meet individual student needs. 	<ul style="list-style-type: none"> • All students choose the correct type of programme and mode of study. • Increased continuation rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those from IMD Q1 &Q2. • Increased completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those from IMD Q1 &Q2. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2 • Risk 3 / Objective 3 / Intervention Strategy 3 • Risk 4 / Objective 4 / Intervention Strategy 4
--	--	--	--

Summary of evidence base and rationale: Ainscow (2016), considers equity to be concerned with inclusion and fairness. He believes, it is a concept that can be used to guide the process of strengthening the capacity of an education system to reach out to all learners in the community. This means that the ethos of a learning provider should start with the belief that education is a fundamental human right and the foundation for a more equitable society. Research highlights the importance of ensuring that young adults experience a strong sense of belonging to them to apply, persist, and succeed (Bunting & Hill, 2021). Pre-entry CEIAG, aspiration raising, alongside the development of broader study and soft skills are often very successful activities to increase access, although it is noted that these are more effective when targeted and delivered early (TASO, 2023). Early interventions, such as pre-entry engagement and induction programs, significantly improve students' integration into HE (Thomas, 2012). Financial support can be a significant factor related to consideration of higher study, this can be deemed derogatory when purely means-tested (Baars, Mulcahy & Bernardes, 2016). In addition, changes to the mode of delivery and programme options will increase flexibility and choice, this will include full and part time options available for most programmes and introduce some blended learning options where possible to increase accessibility further and build on post-Covid good practice as encouraged by Imran et al. (2023). This intervention strategy is based on Type 2 and Type 1 evidence. For further detail please see **Annex B**.

Evaluation: The intervention strategy will be evaluated holistically based on the monitoring of enquiry, application and enrolment numbers for students aged 21 years and under. It will also consider their attendance at targeted events (both internal and external) and stakeholder

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

satisfaction related to these events. This is predominantly Type 1 & 2 evidence, linking activity with improved outcomes, as shown in the TASO Toolkit, and the activity mainly relates to targeting or enhancing current practice. Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing the holistic impact, and for specific individual activities too.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Increase targeted marketing activity, aimed at student aged 21 years and under.	Increased enquires from students aged 21 years and under. Increased applications from students aged 21 years and under. Increased enrolments from students aged 21 years and under. Increased attendance and participation numbers of students aged 21 years and under at open events	Type 2: Empirical - Monitoring and reporting of data for enquiries, applications, enrolments and attendance figures from Open Events.	Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing over impact, and for individual activities. An annual evaluative summary will be published within the Access and Participation section of our website.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Ensure consistent and targeted provision of CEIAG to current internal FE students and external prospect applicants aged 21 years and under.</p>	<p>Increased enquires, applications and enrolments from students aged 21 years and under, leading to an increased market share from local feeder schools.</p> <p>Increased internal progressions from students aged 21 years and under.</p> <p>Increased confidence and accuracy of CEIAG provided by HE Programme teams and Student Progression Coaches to potential internal and external applicants</p>	<p>Type 2: Empirical - Monitoring and reporting of data for enquiries, applications, enrolments and internal progressions.</p> <p>Type 1: Narrative – an explanation of how the additional protected/allocated time has improved the service and IAG provided, supported by the increased numbers of enquiries, applications, enrolments and internal progressions.</p>	
<p>Further utilisation of our current UniConnect partnership to implement more targeted activities aimed at student aged 21 years and under within our local feeder schools.</p>	<p>All learning / subject areas offer 'Masterclasses' to students aged 21 years and under across all our local feeder schools.</p> <p>All learning / subject areas offer across BAC organise and offer activities to students aged 21 years and under, raising their aspiration to progress into HE.</p>	<p>Type 2: Empirical – Number of Masterclasses offered, monitoring that all learning/subject areas offer them.</p> <p>Type 2: Empirical – Number of activities offered, student participation rates, monitoring that all learning/subject areas offer them.</p>	

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Focused programme development, revalidation and course approvals.</p>	<p>All students choose the correct type of programme and mode of study. Increased continuation rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those from IMD Q1 &Q2. Increased completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those from IMD Q1 &Q2.</p>	<p>Type 2: Empirical - Monitoring and reporting of data for continuation and completion rates compared to sector averages, and against the OfS minimum threshold.</p>
--	---	--

Intervention strategy 2: Increase the proportion of students with a **disability** who **access** HE Programmes.

Objectives and targets: Bishop Auckland College will increase the proportion of students who disclose a disability who access and participate in full time first degree / undergraduate HE programmes by 7% by the 2027/28 academic year. (**Objective 2**).

The strategy will include collaborative activity across several internal college departments including IT, marketing, HE Development and programme teams, and student services. To ensure that we can achieve:

- Increased innovative and interactive experience for external prospect applicants accessing our website.
- Easier navigation of our website to find detailed explicit Information giving further detail of our broad range of support services.
- Easy access for prospective students to our wide range of support services.
- Offer a wider choice of programmes, levels and modes of study.

Activity	Inputs	Outcomes	Cross Intervention
----------	--------	----------	--------------------

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Prospective applicants can easily navigate our website to find detailed and explicit Information about the wide range of support services that they can access, specifically focused around supporting those with disabilities.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Ensure information related to the wide range of support services offered, especially to those who disclose a disability is easily and readily available via our website • Targeted HE specific open events (2 x per year) <p>EORR Risk 2 / 3</p>	<ul style="list-style-type: none"> • Development and implementation of new college wide website • Student Services and HE Development Team to collaborate to review and further develop Information related to the wide range of support services offered, especially to those who disclose a disability. This is to be added to new website and reviewed at least annually. • Improve open events to ensure interactive and engaging activities for prospective applicants with better access for those who disclose a disability. 	<ul style="list-style-type: none"> • Increased enquires from prospective applicants who disclose a disability. • Increased applications from those who disclose a disability. • Increased enrolments from those potential applicants who disclose a disability. • Increased attendance and participation numbers of those who disclose a disability at open events. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 1 / Objective 1 / Intervention Strategy 1
---	--	---	--

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Ensure easy access to, and swift referrals for prospective students to our wide range of personal support services to improve their access to the student recruitment and admission processes.</p> <p>This will include:</p> <ul style="list-style-type: none">• Accessibility and flexibility of new website, and its functions including programme search, reading information around support services offered, and completing an online application form.• Personal support for potential applicants to complete applications face to face, and organise reasonable adjustments to the student admission process, including interview and induction. <p>EORR Risk 2 / 3 / 7</p>	<ul style="list-style-type: none">• Development and implementation of new college wide website.• Staff from Student Services, Student Progression Team and Student Admissions to have additional training to ensure that they are able to give full support to potential applicants who may have barriers to accessing our student admission process.	<ul style="list-style-type: none">• Increased enquires from prospective applicants who disclose a disability.• Increased applications from those who disclose a disability.• Increased enrolments from those potential applicants who disclose a disability.	
---	--	--	--

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Focused programme development, revalidation and course approvals.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Complete the development and implementation of new HND in eSports • Revalidation of all programmes to include FT, PT, 'Top-Up' and hybrid options, plus where 	<ul style="list-style-type: none"> • Allocated time for subject specialist to develop new, and review existing HE programme to ensure they offer appropriate pathways to meet individual student needs. • Additional time for the current HE Development Coordinator to provide guidance and support HE Programme Teams to 	<ul style="list-style-type: none"> • All potential applicants who disclose a disability choose the correct type of programme and mode of study. • Increased enquires from prospective applicants who disclose a disability. • Increased applications from those who disclose a disability. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 1 / Objective 1 / Intervention Strategy 1 • Risk 3 / Objective 3 / Intervention Strategy 3
<p>appropriate a Foundation Degree option</p> <p>EORR Risk 5</p>	<p>develop additional pathways to meet individual student needs.</p>	<ul style="list-style-type: none"> • Increased enrolments from those potential applicants who disclose a disability. 	<ul style="list-style-type: none"> • Risk 4 / Objective 4 / Intervention Strategy 4

Summary of evidence base and rationale: Data from the Higher Education Statistics Agency (HESA, 2023) indicates that disabled students remain underrepresented in HE institutions, and all too often, those who do experience lower continuation and completion rates compared to non-disabled. Although BAC is experiencing a very modest yet consistent increase in students declaring disabilities; however, the overall numbers still reflect significant room for improvement. To enhance engagement and accessibility for students with disabilities, a comprehensive approach is essential, embedding inclusive strategies throughout the application process. A crucial aspect of work is the development of accessible application platforms that comply with web accessibility standards. Treviranus (2018) highlights the importance of digital accessibility for students with various disabilities, noting that it allows them to navigate the application process independently. Additionally, institutions must provide alternative formats and personalised support, including assistive technologies and dedicated disability services, to assist students in navigating the complexities of applications (McLinden, 2020). Another essential activity training staff involved in admissions and support services in disability awareness and legal responsibilities under frameworks like the Equality Act 2010, ensuring appropriate adjustments and measures can be made for all prospective students (Pino & Mortari, 2014). Early engagement with students is also vital, as it facilitates the provision of clear and accessible information regarding support services, funding, and navigation of the admissions process (Seale, 2014). Implementing these strategies can significantly mitigate barriers to access, ensuring an inclusive learning environment that benefits not only

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

disabled students but the wider student population through diverse means of engagement, representation, and expression. This intervention strategy is based on predominantly Type 1 evidence. For further detail please see **Annex B**.

Evaluation: The intervention strategy will be evaluated as a whole based on monitoring enquiry and application numbers for students who disclose a disability, number of enquiries and those accessing our support services to make reasonable adjustments to enable them have a better experience during our recruitment processes, and stakeholder satisfaction related to these activities. This is predominantly Type 2 evidence, linking targeted activity to improve outcomes, as it is considered that causal relationships are difficult to evidence in this area, as shown in the TASO Toolkit, and the activity mainly relates to reviewing and enhancing current practice. Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing impact as a whole, and for individual activities.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Prospective applicants can easily navigate our website to find detailed and explicit Information about the wide range of support services that they can access, specifically focused around supporting those with disabilities.	<ul style="list-style-type: none">• Increased enquires from prospective applicants who disclose a disability.• Increased applications from those who disclose a disability.• Increased enrolments from those potential applicants who disclose a disability.• Increased attendance and participation numbers of those who disclose a disability at open events.	Type 2: Empirical - Monitoring and reporting of data for enquiries, applications, enrolments and attendance figures from Open Events.	Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing over impact, and for individual activities. An annual evaluative summary will be

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Ensure easy access to, and swift referrals for prospective students to our wide range of personal support services to improve their access to the student recruitment and admission processes.</p>	<ul style="list-style-type: none"> • Increased enquires from prospective applicants who disclose a disability. • Increased applications from those who disclose a disability. • Increased enrolments from those potential applicants who disclose a disability. 	<p>Type 2: Empirical - Monitoring and reporting of data for enquiries, applications, enrolments.</p>	<p>published within the Access and Participation section of our website.</p>
<p>Focused programme development, revalidation and course approvals.</p>	<ul style="list-style-type: none"> • All potential applicants who disclose a disability choose the correct type of programme and mode of study. • Increased enquires from prospective applicants who disclose a disability. • Increased applications from those who disclose a disability. • Increased enrolments from those potential applicants who disclose a disability. 	<p>Type 2: Empirical - Monitoring and reporting of data for enquiries, applications, enrolments.</p>	

Intervention strategy 3: Improve the **continuation** and **completion** rates for **mature** students.

Objectives and targets: Bishop Auckland College will improve **continuation** and **completion** rates for mature students of **age** 21 and over studying on full time HE programmes by 5% by the 2027/28 academic year. (**Objective 3**).

The strategy will include collaborative activity across a number of internal college departments including student services, HE development team, HE programme teams and the Student Progression Team. To ensure that we can achieve:

- Consistent college and programme level induction for all HE students.
- All HE students are aware of and know how to access wider academic, and mental health student support services.
- A stronger and consistent relationship between our dedicated HE Student Liaison Mentor and all HE programme teams.
- Improved monitoring and quality assurance of CEIAG.
- Offer a wider choice of programmes, levels and modes of study.
- Provide bespoke transitional learning and assessment to 'bridge' knowledge and skills gaps.
- HE Programme Teams make best use of tutorial session.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Activity	Inputs	Outcomes	Cross Intervention
<p>Enhanced and consistent college and programme level induction for all HE students.</p> <p>This will include:</p> <ul style="list-style-type: none"> All students receive a detailed HE Specific College Level Induction from the Student Services Team / HE Student Liaison Mentor All students receive a detailed Subject Specific Programme Level Induction from the Student Services Team / HE Student Liaison Mentor All students have tour of college facilities to ensure they know where, and how to access HE Dedicated learning spaces. 	<ul style="list-style-type: none"> Student Services, including HE Student Liaison Mentor, and HE Programme Teams to review, and update current college and programme level induction. Develop and implement a HE specific college wide student handbook. Current HE Student Ambassadors to offer peer support to new students. 	<ul style="list-style-type: none"> All HE students receive a consistent induction to the College. All HE Student are aware of the student support services that are available to them. Access, and referrals to the HE Student Liaison Mentor increase. Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those mature students of age 21 and over. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> Risk 2 / Objective 2 / Intervention Strategy 2 Risk 4 / Objective 4 / Intervention Strategy 4
<p>EORR Risk 6 / 7 / 8</p>			

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>All HE students are aware of, and know how to access wider academic, and mental health, financial student support services.</p> <p>This will include:</p> <ul style="list-style-type: none"> • All information is accurate, detailed, clear and explicit. • All information is available in a range of formats e.g. paper based, visual, verbal • All information is available from a range of sources e.g. website, student portal, VLE, student services, programme teams, HE Student Liaison Mentor, Social Media, Information posters and displays <p>EORR Risk 6 / 7 / 8</p>	<ul style="list-style-type: none"> • HE Student Liaison Mentor to provide a mandatory session within the induction, and repeat at least termly to reinforce/remind all students of the support services available. • Student services, including HE Student Liaison Mentor to review / develop information and ensure it is available in varied formats from varied sources. • £1000 Incentive / Bursary Payment per student, split evenly between a cashback payment towards resources and other costs, and contribution to a student enhancement fund to alleviate any financial barriers in relation to participation in additional activities e.g. trips, visit, excellence workshops, guest speakers 	<ul style="list-style-type: none"> • All HE Students are aware of the student support services that are available to them. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those mature students of age 21 and over. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2 • Risk 4 / Objective 4 / Intervention Strategy 4 • Risk 3 / Objective 3 / Intervention Strategy 3
<p>A stronger and consistent relationship between our dedicated HE Student Liaison Mentor and all HE programme teams.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Improved communication 	<ul style="list-style-type: none"> • Increase of hours for HE Student Liaison Mentor. HE Student Liaison Mentor to regularly check in with PLs/Programme teams via email or face to face. 	<ul style="list-style-type: none"> • All HE Students are aware of the student support services that are available to them. • All HE programme staff make swift referrals to the HE Student Liaison Mentor. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<ul style="list-style-type: none"> • Regular reviews and updates • Training and development 	<ul style="list-style-type: none"> • HE Student Liaison Mentor to diarise at least a termly formal review meetings with each programme leader. • HE Student Liaison Mentor to provide training to new PLs and members of the programme teams. 	<ul style="list-style-type: none"> • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those mature students of age 21 and over. 	<ul style="list-style-type: none"> • Risk 4 / Objective 4 / Intervention Strategy 4 • Risk 3 / Objective 3 / Intervention Strategy 3
<p>Improve monitoring and quality assurance of the provision of CEIAG to ensure consistency.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Quality Assurance (QA) reviews of CEIAG sessions provided by the Student Progress Team. • Quality Assurance (QA) reviews of CEIAG sessions provided by the HE Programme Teams. • HE Students to complete online 'satisfaction' surveys following CEIAG sessions. <p>EORR Risk 2</p>	<ul style="list-style-type: none"> • Quality Reviewers (QRs) to design a process to QA / review provision of CEIAG • Quality Reviewers to meet with members of the Student Progress and HE Programme teams to provide informal CPD around the review process of CEIAG. • QRs to schedule and carry out termly QA/Review of CEIAG provided by Student Progress and HE Programme teams. • Student Progression Coaches to design an online form to survey student satisfaction following provision of CEIAG. • Quality administration team to monitor student satisfaction surveys and present data to Director of HE. 	<ul style="list-style-type: none"> • Consistent high quality and accurate provision of CEIAG. • Student voice / consultation to ongoing review and improvement to CEIAG. • All students choose the correct type of programme and mode of study. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those mature students of age 21 and over. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 1 / Objective 1 / Intervention Strategy 1 • Risk 4 / Objective 4 / Intervention Strategy 4

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Focused programme development, revalidation and course approvals.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Complete the development and implementation of new HND in eSports • Revalidation of all programmes to include FT, PT, 'Top-Up' and hybrid options, plus where appropriate a Foundation Degree option <p>EORR Risk 5</p>	<ul style="list-style-type: none"> • Allocated time for subject specialist to develop new, and review existing HE programme to ensure they offer appropriate pathways to meet individual student needs. • Additional time for the current HE Development Coordinator to provide guidance and support HE Programme Teams to develop additional pathways to meet individual student needs. 	<ul style="list-style-type: none"> • All HE students choose the correct type of programme and mode of study. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those mature students of age 21 and over. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 1 / Objective 1 / Intervention Strategy 1 • Risk 2 / Objective 2 / Intervention Strategy 2 • Risk 4 / Objective 4 / Intervention Strategy 4
--	--	---	--

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Provide bespoke transitional learning and assessment to 'bridge' knowledge and skills gaps.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Programme Teams to develop a bridging programme / module that will enable all students to recap, develop specific knowledge and skills required. • HE Student Liaison Mentor to lead the development of a transitional programme to ensure that all HE students on all programmes have the necessary digital and academic study skills. 	<ul style="list-style-type: none"> • Increase of hours for HE Student Liaison Mentor. • Additional casual facilitator hours to oversee deliver subject specific content. HE Student Liaison Mentor to deliver generic academic study skills content. 	<ul style="list-style-type: none"> • All HE Students on a specific programme would have the subject related minimum knowledge and skills. All HE students on all programme have the required digital and academic study skills to be successful. Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates, including those mature students of age 21 and over. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 4 / Objective 4 / Intervention Strategy 4
EORR Risk 1			
<p>HE Programme Teams make best use of individual tutorial sessions.</p> <p>This will include:</p> <ul style="list-style-type: none"> • A termly rota of individual appointments. • Drop in / adhoc sessions available. • Online options, in addition to face to face meetings 	<ul style="list-style-type: none"> • Programme teams to schedule individual tutorial appointments as soon as there are signs of a reduction in progress. • Ensure that bespoke target setting is maximised to ensure that all HE student remain on track. • Early identification of progress issues and immediate referral to the HE Student Liaison Mentor. 	<ul style="list-style-type: none"> • All HE programme staff make swift referrals to the HE Student Liaison Mentor. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all fulltime undergraduates and full time other undergraduate 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2 • Risk 4 / Objective 4 / Intervention Strategy 4

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

EORR Risk 6 / 7 / 8		programmes, especially for those from IMD Q1 & Q2.	
---------------------	--	--	--

Summary of evidence base and rationale: Mature students, over 21, often face unique challenges when entering higher studies due to additional responsibilities such as work and family commitments, which can prevent their full engagement with studies (Hinton-Smith, 2012). At Bishop Auckland College, internal data reveals a relatively high proportion of mature students, but their continuation and achievement rates are slight less positive than those of younger students. Research by Bowl (2001) suggests that mature students are more likely to succeed if provided with flexible learning opportunities, such as shorter programmes (Fd/HNC/D), part-time options and bespoke timetables, as many juggle childcare and other responsibilities alongside their studies. Financial support, including adult learner loans and childcare assistance, also plays a crucial role in helping mature students persist and complete their studies (Schuetze & Slowey, 2002). Peer support networks are vital for helping mature students manage academic and life responsibilities, and providing designated spaces for them to build a supportive community can enhance their sense of belonging and motivation (Bunting & Hill, 2021; McGivney, 2004). Additionally, targeted academic support, such as study skills workshops and personalised learning and assessment, regular individual tutorials, helps address gaps in prior education and improve their academic performance (Johnson, 2022). For further detail please see **Annex B**.

Evaluation: This intervention strategy will be evaluated as a whole through monitoring of non-continuation, and non-completion and the reasons provided by individual students. This is predominantly type 1 and type 2 evidence, collecting information in relation to reasons for noncontinuation and non-completion will require further analysis. Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing impact as a whole, and for individual activities.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Enhanced and consistent college and programme level induction for all HE students.	<ul style="list-style-type: none"> • All HE students receive a consistent induction to the College. • All HE Students are aware of the student support services that are available to them. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation rates, significantly higher than expected OfS thresholds across for all full-time undergraduates, including those mature students of age 21 and over. 	<p>Type 1: Narrative – an explanation of how the improved HE student induction programme ensures that all students are aware of, and know how to access wider academic and personal student support services supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	<p>Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing over impact, and for individual activities.</p>
A stronger and consistent relationship between our dedicated HE Student Liaison Mentor and all HE programme teams.	<ul style="list-style-type: none"> • All HE Students are aware of the student support services that are available to them. • All HE programme staff make swift referrals to the HE Student Liaison Mentor. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation rates, significantly higher than expected OfS thresholds across for all full-time undergraduates, including those mature students of age 21 and over. 	<p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	<p>An annual evaluative summary will be published within the Access and Participation section of our website.</p>

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>All HE students are aware of, and know how to access wider academic, and mental health student support services.</p>	<ul style="list-style-type: none"> • All HE Student are aware of the student support services that are available to them. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation rates, significantly higher than expected OfS thresholds across for all full-time undergraduates, including those mature students of age 21 and over. 	<p>Type 1: Narrative – an explanation of how the easy it is for HE students to find about and access wider academic and personal student support services supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to</p>	
<p>Improve monitoring and quality assurance of the provision of CEIAG to ensure consistency.</p>	<ul style="list-style-type: none"> • Consistent high quality and accurate provision of CEIAG. • Student voice / consultation to ongoing review and improvement to CEIAG. All • HE students choose the correct type of programme and mode of study. • Increased continuation rates, significantly higher than expected OfS thresholds across for all full-time undergraduates, including those mature students of age 21 and over. 	<p>sector averages and against the OfS threshold.</p> <p>Type 1: Narrative – an explanation of how the consistently high quality and accurate CEIAG is provided to all HE Students regardless of source, and as result all student choose the correct supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	
<p>Focused programme development, revalidation and course approvals.</p>	<ul style="list-style-type: none"> • All HE students choose the correct type of programme and mode of study. • Increased continuation rates, significantly higher than expected OfS thresholds across for all full-time undergraduates, including those mature students of age 21 and over. 	<p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>Provide bespoke transitional learning and assessment to 'bridge' knowledge and skills gaps.</p>	<ul style="list-style-type: none"> • All HE Students on a specific programme would have the subject related minimum knowledge and skills. • All HE students on all programme have the required digital and academic study skills to be successful. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates, including those mature students of age 21 and over. 	<p>Type 1: Narrative – an explanation of how the transitional / bridging modules better prepare mature students return to study for the academic rigor of HE Programmes supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	
<p>HE Programme Teams make best use of individual tutorial sessions.</p>	<ul style="list-style-type: none"> • All HE programme staff make swift referrals to the HE Student Liaison Mentor. 	<p>Type 1: Narrative – an explanation of how the all HE students have an increased awareness of, and know how</p>	
	<ul style="list-style-type: none"> • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates and full time other undergraduate programmes, especially for those from IMD Q1 & Q2. 	<p>to access wider academic and personal student support services supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	

Intervention strategy 4: Improve **continuation** and **completion** rates for students from **areas of significant multiple deprivation**.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Objectives and targets: Bishop Auckland College will improve the **continuation** and **completion** rates for students from **areas of multiple deprivation**, specifically quintile 1 and 2 studying on full time first degree / undergraduate and full time other undergraduate HE programmes by 5% by the 2027/28 academic year. (**Objective 4**).

The strategy will include collaborative activity across several internal college departments including student services, HE development team, HE programme teams and the Student Progression Team. To ensure that we can achieve:

- All HE students are aware of and know how to access wider academic, and mental health student support services, including the provision of financial advice and guidance.
- A stronger and consistent relationship between our dedicated HE Student Liaison Mentor and all HE programme teams.
- HE Programme Teams make best use of tutorial session.

Activity	Inputs	Outcomes	Cross Intervention
----------	--------	----------	--------------------

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>All HE students are aware of, and know how to access wider academic, and mental health student support services, including the provision of financial advice and guidance.</p> <p>This will include:</p> <ul style="list-style-type: none"> • All information is accurate, detailed, clear and explicit. • All information is available in a range of formats e.g. paper based, visual, verbal • All information is available from a range of sources e.g. website, student portal, VLE, student services, programme teams, HE Student Liaison Mentor, Social Media, Information posters and displays <p>EORR Risk 6 / 7/ 8</p>	<ul style="list-style-type: none"> • HE Student Liaison Mentor to provide a mandatory session within the induction, and repeat at least termly to reinforce/remind all students of the support services available. • Student Finance Coordinator to provide a mandatory session within the induction, and repeat at least termly to reinforce/remind all students of the support services available • Student services, including HE Student Liaison Mentor to review / develop information and ensure it is available in varied formats from varied sources. • HE Programme teams to provide bespoke timetables, and personalised assessment deadlines to enable students to undertake increased paid hours of employment. • £1000 Incentive / Bursary Payment per student, split evenly between a cashback payment towards resources and other costs, and contribution to a student enhancement fund to alleviate any financial barriers in relation to participation in additional activities e.g. trips, visit, excellence workshops, guest speakers • Hardship funding availability to support with transport costs 	<ul style="list-style-type: none"> • All HE Students are aware of the student support services that are available to them. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates and full time other undergraduate programmes, especially for those from IMD Q1 & Q2. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2 • Risk 3 / Objective 3 / Intervention Strategy 3
--	--	--	--

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>A stronger and consistent relationship between our dedicated HE Student Liaison Mentor and all HE programme teams.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Improved communication • Regular reviews and updates • Training and development <p>EORR Risk 6 / 7/ 8/ 9 / 10</p>	<ul style="list-style-type: none"> • Increase of hours for HE Student Liaison Mentor. • HE Student Liaison Mentor to regularly check in with PLs/Programme teams via email or face to face. • HE Student Liaison Mentor to diarise at least a termly formal review meetings with each programme leader. • HE Student Liaison Mentor to provide training to new PLs and members of the programme teams. 	<ul style="list-style-type: none"> • All HE Students are aware of the student support services that are available to them. • All HE programme staff make swift referrals to the HE Student Liaison Mentor. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates and full time other undergraduate programmes, especially for those from IMD Q1 & Q2. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2 • Risk 3 / Objective 3 / Intervention Strategy 3
--	--	---	--

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

<p>HE Programme Teams make best use of individual tutorial sessions.</p> <p>This will include:</p> <ul style="list-style-type: none"> • A termly rota of individual appointments. • Drop in / adhoc sessions available. • Online options, in addition to face to face meetings <p>EORR Risk 6 / 7 / 8</p>	<ul style="list-style-type: none"> • Programme teams to schedule individual tutorial appointments as soon as there are signs of a reduction in progress. • Ensure that bespoke target setting is maximised to ensure that all HE student remain on track. • Early identification of progress issues and immediate referral to the HE Student Liaison Mentor. 	<ul style="list-style-type: none"> • All HE programme staff make swift referrals to the HE Student Liaison Mentor. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates and full time other undergraduate programmes, especially for those from IMD Q1 & Q2. 	<p>This intervention will also relate to:</p> <ul style="list-style-type: none"> • Risk 2 / Objective 2 / Intervention Strategy 2 • Risk 3 / Objective 3 / Intervention Strategy 3
---	---	--	--

Summary of evidence base and rationale: Students from areas of multiple deprivation face significant barriers to accessing and fully completing their higher education studies, including financial hardship, limited social capital, and lower prior attainment (Chowdry et al., 2013). The Index of Multiple Deprivation (IMD) identifies several communities within the DL14 postcode of Bishop Auckland as being among the top 20% most deprived in the UK (Ministry of Housing, Communities & Local Government, 2019). Data from the Office for Students (OfS) dashboard shows that students from these areas are less likely to access, continue, or complete their HE studies compared to their peers from more affluent areas. Providing financial support, such as hardship funds, travel subsidies, and bursary schemes, can help alleviate the financial pressures that often lead to dropout (Herbaut & Geven, 2020). Additionally, creating a sense of community through student-led groups, promoting and providing easy access to a wide range of support services, and mentorship programs can improve retention and academic achievement among students from deprived backgrounds (Mountford-Zimdars et al., 2015). This intervention strategy is based on Type 2 and Type 1 evidence.

For further detail please see **Annex B**.

Evaluation: The intervention strategy will be evaluated as a whole based on monitoring continuation and completing data, underpinned by OfS published data, and internal BAC data sets. We would also record and monitor reasons for students who do continue or complete their studies. This is predominantly Type 2 evidence, linking activity with improved outcomes. The activity mainly relates to targeting or enhancing current

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

practice. Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing impact as a whole, and for individual activities.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>All HE students are aware of, and know how to access wider academic, and mental health student support services, including the provision of financial advice and guidance.</p>	<ul style="list-style-type: none"> All HE Students are aware of the student support services that are available to them. Access, and referrals to the HE Student Liaison Mentor increase. Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates and full time other undergraduate programmes, especially for those from IMD Q1 & Q2. 	<p>Type 1: Narrative – an explanation of how the all HE students have an increased awareness of, and know how to access wider academic and personal student support services supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	<p>Impact will be reported annually to the BAC governing body, via HE Academic Board, and Curriculum and Quality Committee, analysing over impact, and for individual activities.</p>
<p>A stronger and consistent relationship between our dedicated HE Student Liaison Mentor and all HE programme teams.</p>	<ul style="list-style-type: none"> All HE Students are aware of the student support services that are available to them. All HE programme staff make swift referrals to the HE Student Liaison Mentor. Access, and referrals to the HE Student Liaison Mentor increase. Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates and full time other 	<p>Type 1: Narrative – an explanation of how the all HE students have an increased awareness of, and know how to access wider academic and personal student support services supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	<p>An annual evaluative summary will be published within the Access and Participation section of our website.</p>

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

	<p>undergraduate programmes, especially for those from IMD Q1 & Q2.</p>		
<p>HE Programme Teams make best use of individual tutorial sessions.</p>	<ul style="list-style-type: none"> • All HE programme staff make swift referrals to the HE Student Liaison Mentor. • Access, and referrals to the HE Student Liaison Mentor increase. • Increased continuation and completion rates, significantly higher than expected OfS thresholds across for all full-time undergraduates and full time other undergraduate programmes, especially for those from IMD Q1 & Q2. 	<p>Type 1: Narrative – an explanation of how the all HE students have an increased awareness of, and know how to access wider academic and personal student support services supported by.....</p> <p>Type 2: Empirical - Monitoring and reporting of data for continuations and completion rates, in comparison to sector averages and against the OfS threshold.</p>	

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Whole Provider Approach

Bishop Auckland College's overall aim is:

*“To Create **Positive Change** Through Education and Learning”*

This is achieved through strong foundations, which lead to an inspiring environment, ultimately allowing all of our students the chance to thrive.

This Access and Participation Plan is embedded in the College approach to management of its higher education provision.

It is the unique combination of five key features that informs the distinctive purpose and intent of Bishop Auckland College:

1. Inclusion lies at the heart of Bishop Auckland College
2. Bishop Auckland College is a unique, diverse and inclusive environment in which everyone is supported to grow and flourish.
3. Bishop Auckland College is integrated at the centre of the community Bishop Auckland College is seen as an anchor institution within the local community.
4. Impactful stakeholder engagement shapes all College activity
5. The College's partnerships with employers and other education, community and industry stakeholders are extensive, well-developed and productive.

Oversight of Higher Education at the College rests with the Academic Board, operating under the authority delegated to it by the Board of Governors. The Chair of Academic Board reports to the full Governing Body and its sub-committees throughout their meeting cycle. Key HE activities, including the implementation of this Access and Participation Plan, are included in these reports.

The College's Strategic Plan involves **five key features**:

People	Place	Partnerships	Performance	Pounds
Involves our workforce development strategy and our teaching, learning and assessment strategy.	Involves our estates and IT strategy and our marketing and growth strategy	Involves our curriculum and skills strategy and our Higher Education strategy.	Involves how well the college performs in terms of student outcomes and growth in student recruitment.	Involves how well the college performs in terms of financial health, income, savings and investments.

The College HE Strategy is a sub-strategy of the overall College Strategic Plan and focusses upon addressing the specific needs of the area, including the issues outlined in the introduction to this plan. Central to this strategy is to create a portfolio of programmes of study that are designed to support student progression into higher education and successful progression to further study or employment.

The aims of the HE strategy are to:

- Develop a higher education portfolio that leads to positive vocational outcomes for all students.
- Provide a flexible HE portfolio that represents good value for money for all students.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

- Maintain a high level of quality, both in terms of delivery, student outcomes and resources.
- Maintain positive growth in HE numbers through continuous programme development and review. • Engage effectively with students in all aspects of HE policy and process.
- Given the socio-economic structure of the County Durham, and the profile of the higher education student body at the College, the strategy supports students throughout their lifecycle. The investment outlined in this plan is designed to continue to underpin the strategy and support all students, particularly those from underrepresented groups.

Inclusion: Bishop Auckland College is an inclusive environment where everyone is supported to thrive. We are committed to ensure it is inclusive in all areas of our work, with all of our stakeholders, the community and throughout the student lifecycle, thus ensuring that all students reach their learning potential and achieve success on an appropriate course of study. The College aims to provide sensitive advice and guidance to all students prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner. Students are encouraged to disclose their needs at all stages of the student journey.

The College uses a range of strategies to offer an appropriate and flexible support programme, reducing barriers to learning. We regularly review the impact of interventions to ensure that staffing and funding is used to the best possible outcome and impacts positively on student achievement. It is recognised that barriers to learning can be caused by physical, cognitive, sensory, social, emotional and communication factors. Students are supported to develop insight into their own personal barriers and develop strategies and skills that will develop them into confident, independent students.

In accordance with the Equality and Diversity Act 2010, the College fulfils its duty to anticipate needs wherever possible, to make reasonable adjustments accordingly, and to treat all students on an individual basis.

As a College Based Higher Education provider, we have a unique position in the sector with reaching into communities and widening our reach at a localised level. As an organisation we are committed to being inclusive, promoting equality and diversity in a culture that actively values difference and recognises that people from all backgrounds and experiences can bring valuable insights into and enhance the Bishop Auckland College community.

Marketing Strategy: The College's Marketing Strategy and also the curriculum development process is rooted in providing an articulated progression route in each curriculum area from entry level to higher education. The gap analysis carried out each year considers recruitment, non-continuation and achievement of students. The action plan drawn from this gap analysis informs the marketing plan and leads to targeted campaigns whilst linking with current events.

The College Marketing Strategy takes into account that overall qualification levels of the

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

County Durham population are low compared with national data. This is the case across Level 2 and 3 however, in terms of higher-level studies, an even bigger gap is evident when looking at the proportions qualified at level 4 and above: for County Durham residents this is only 35.9%, compared with 39.6% for the north east region and 47.3% nationally (NOMIS, 2024). In all cases the proportions have increased over the past year however the gaps still remain. To address the issue at level 4 and above, Bishop Auckland College has made good progress with the implementation of its higher education strategy, which includes collaborative outreach work. This is designed to increase the number of people from the most deprived areas who progress into higher education in those target sectors for which there is high demand for skills. This provision is increasing the skill and qualification levels of local people who are otherwise at risk of becoming trapped in the cycle of low wage and insecure employment.

Recruitment does also currently evidence the traditional gender bias associated with certain vocational areas however the Marketing Strategy addresses these stereotypes and progress can be seen with recruitment of females to engineering and males in the early years programme. The College caters well to the needs of mature students and recruitment of this cohort is strong. Programmes are timetabled to meet the requirements of employed students and those with caring responsibilities as well as younger students. The College has attracted a low proportion student whose backgrounds are that of ethnic minorities, historically, however the proportion does mirror the local demographic profile. The Marketing Strategy identifies the importance of attracting students from all ethnic backgrounds and use of positive images and case studies is made to broaden its appeal to all. A wide range of marketing media is used, again to broaden reach and attract a diverse population.

Due regard to obligations under the Equality Act 2010: The College strives to develop an inclusive community culture in which fair and equal treatment is the basis, regardless of their background. We are committed to the development of non-discriminatory policies and practices providing an environment in which there is equality of opportunity for members of its community, whether required by legislation or not, in all aspects of its activities as an employer and a provider of education.

That said, to comply with the specific duties requested upon colleges by the Equalities Act 2010 Bishop Auckland College will:

- Publish information (primarily on its website) to demonstrate the College's compliance with the general equality duty.
- Prepare and publish equality objectives.
- Give due regard to the specific duties when developing, evaluating and reviewing policies.
- Give due regard to the specific duties when designing, delivering and evaluating services, including co-educational provision.

The Equality Statement and Policy applies to Governors, staff and students of the College which incorporates South West Durham Training Ltd and also includes partners, volunteers and visitors or contractors working in college sites. The Equality Statement and Policy sets out the College's commitment and intent as an equal and diverse employer and as a provider of education and training.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

The Equality and Diversity Statement and Policy are reviewed regularly and at least annually to ensure they reflect changes in legislation and their effective implementation. The Equality and Diversity Working Group takes the lead on ensuring compliance with the expectations of the Equality Act 2010 and the requirements of the Public Sector Equality Duty. All College services, programmes and operations, reflect a commitment to, and implementation of, equality, diversity and inclusion. This commitment is reflected in the College's core values of caring, ambition, respect, equality, excellence and resilience. The approach to the management of equality and diversity is monitored and reported upon to the Governing Body through the Equality and Diversity Committee.

The College has dedicated some of our strategic priorities to our obligations around the Equality Act 2010, as follows:

Strategic Priority 2: *Expert staff; inclusive teaching, assessment and support*

Inclusive and effective teaching, assessment and support mean that all students are engaged, inspired and enjoy learning. To address this strategic priority, these are the approaches we will take:

- Expert staff
- Inclusive teaching
- Exceptional support

Strategic Priority 3: Outstanding student outcomes: *Progress, achievement and positive destination rates reflect best-in-class performance for all areas of activity.*

We will achieve best-in-class student outcomes by taking the following approaches:

- Aspirations underpinned by the expectation of exceptional outcomes
- Prepare students for positive progression and future prosperity. This includes strengthened approaches to careers and employability support, with proactive brokerage of employment outcomes and other positive destinations for all students, including those with EHCPs, SEND, undiagnosed SEND needs and disadvantaged students.

The College aims to be a leading organisation in the promotion of equality and diversity and acknowledges that equality of opportunity and the recognition and promotion of diversity, are integral to its success.

Bishop Auckland College recognises its legal and moral obligations to:

- 1) Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010;
- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- 3) Foster good relations between people who share a protected characteristic and people who do not share it.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Financial support available with eligibility criteria: Key to meeting these obligations and supporting student success on programme, is the removal of barriers to engaging with the support. Access to financial support is open to all eligible HE students (full and part-time) via an application process. The allocation of the funds is based on UK residential requirements and seeks to focus the support provided by targeting the funds to those with greatest need and/or face significant social/caring challenges to engage in HE. We achieve this focussed approach by adopting a number of key criteria, notably a means tested assessment for allocation of funds.

The range of additional financial support provided through this plan, will assist in facilitating this action by removing some of the barriers to attendance that students face because of financial hardship.

This includes:

- **Student Enhancement Fund** – all HE students regardless of mode/subject of study and household income will be eligible for £500 per student, ringfenced annual for each year of their study. This is to cover costs associated with educational trips and visits as part of the student's HE programme, any relevant professional accreditation fees, masterclasses and workshops with specialists in respective HE programme areas.
- **Student Bursary** - all HE students regardless of mode/subject of study and household income will be eligible for a cash payment of £500 at the end of their first term annually for each year of their study to help pay for resources and equipment.
- **Student Hardship Fund** – where a HE student is suffering significant financial hardship they may be eligible for up to an additional £100 hardship payment per term (max 3 per year). This is based on an eligibility criteria including those students from a POLAR1 or POLAR2 postcode, and where they have a combined household income of less than £21,000 including receipt of allocation of any government financial supplementary schemes.
- **Subsidised meal options** – on presentation of their enrolment and college access card, all HE students, regardless of mode of study, household income are able to take advantage of a daily warm drink and toast to start their day. In addition, all HE students have access to a daily 'meal deal' offered at a reduced price. Other subsidised meal options are available where students have a combined household income of less than £21,000 including receipt of allocation of any government financial supplementary schemes.
- **Enhanced teaching, learning and assessment** – all HE students regardless of their subject specialism / chosen programme of study benefit from standard levels of teaching, academic and pastoral support significantly exceeding sector averages.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

This evaluation work has been refined and improved with the use of the OFS Financial Support Evaluation Toolkit and our own data analysis. The focus of this evaluation has served to allow us to understand the impact financial support was having on addressing the gaps within the success stage of the student lifecycle. Student surveys, focus groups and one to one interviews using the OFS Survey Tool of the Financial Support Evaluation Toolkit, demonstrated support had maximum sustained impact when focused towards the access and success investment. This evaluation has informed our change of investment to broad financial support to Access and Success investment in our 2020/21 Access and Participation Plan to counteract the negative impact experienced by students when faced with additional costs related to study; international visits, resources etc. This in no way removes Hardship funding which remains an essential element of the financial support available. However, the aim is to prevent students reaching a point where hardship funding is required.

Any financial support may differ due to the specific needs of each student's educational support needs, hardship and/or domestic circumstances (e.g. childcare needs).

In addition, the following are available through government schemes:

- Childcare Grant - The Childcare Grant helps full-time students with the cost of childcare during term times and holidays. The amount you receive will be dependent upon your household income and is based on 85% of your actual childcare costs (or a fixed amount) whichever is less. Further information is available at: [Childcare Grant: What you'll get - GOV.UK \(www.gov.uk\)](https://www.gov.uk/childcare-grant)
- Parents' Learning Allowance - This can help pay for course-related costs such as books, materials and travel if you have dependent children. The amount you receive will be dependent upon your household income. Further information available: [Parents' Learning Allowance: Overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/parents-learning-allowance)
- Adult Dependants' Grant - Under the current funding guidelines, students with a husband, wife, partner or another adult family member who is financially dependent on them may be eligible for a non-repayable grant. Further information available: [Adult Dependants' Grant: Overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/adult-dependants-grant)

Student consultation

The College is committed to the full consultation of its students in relation to all aspects of their experience at the College. All courses have an elected student representative for each year group, who are invited to course team meetings as a representative of the cohort. All student course representatives are invited to attend termly cross-college representative meetings which are chaired by the college Principal. Students elect the Student President and Deputy annually and together with the Principal, they make up the Student Leadership Team. This small but extremely important group discuss key issues and agree actions. The programme of formal College meetings, Equality and Diversity Working Group, Marketing Working Group, IT Working Group, HE Quality and Standards Committee and Corporate Board also include student representation. The Student Representative is a named elected member and is invited to attend all meetings or to submit items for discussion.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

The Student President receives an honorarium supported by the College and is an annually elected position. The Student President is supported by a deputy and a team of student ambassadors drawn from across the student population. In accordance with the policy on student consultation, this Access and Participation Plan has been made available to all HE students via the College VLE. In addition, student representatives have been provided with a copy and invited to comment. The Student President and student representatives provide the College with the College with a means to consult with the entire student population.

Evaluation of the plan

We have use the OfS self-evaluation toolkit to inform our evaluation strategy. We have set out our analysis of practice against the five point framework in the self-assessment tool, highlighting key features of our evaluative approach and methodology and identifying improvement in the following dimensions:

- 1) Our strategic context
- 2) Programme design
- 3) Evaluation design
- 4) Evaluation implementation
- 5) Learning from evaluation

At BAC, we have established systems in place and identified areas which require development to ensure a thorough and ongoing assessment of our APP and goals. We assess progress in relation to our plan by utilising the abilities, expertise, and knowledge of colleagues from throughout our organisation.

In relation to the central HE Office, the Vice Principal - Curriculum & Quality oversees the teams involved in Data and Admissions, Curriculum and Quality, and Student Recruitment. The Director of Quality & HE coordinates data collection and monitoring, and coordinates regular evaluations in weekly management meetings with all Directors of Curriculum and chaired by the Vice Principal - Curriculum & Quality.

Due to the size of our whole HE cohort, we don't have a separate APP working group, instead the APP and its targets are standing agenda items on both our HE Development Committee (attended by HE staff and chaired by the Vice Principal - Curriculum & Quality) and our HE Student Representative meetings (attended by dedicated HE student reps and chaired by the College's Principal/CEO). This standing agenda item sharply focuses the ongoing monitoring and evaluation of this APP and allows for more consistent formal evaluation.

In addition, Directors of Curriculum complete a departmental report analysing data from their own School in terms of the areas of HE data monitoring, and in particular, the goals of our APP. They bring and present these reports at a once-termly HE Quality and Standards meeting where they are held to account for their School's performance in those key areas. These reports are then fed up to HE Academic Board by the Director of Quality and Higher Education, and ultimately to governors in the College's overall Curriculum & Quality Committee which oversees all college operations.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

We have determined where the college stands to gain a stronger evaluation culture. For this, we must take a top-down strategy and create a more sophisticated intervention logic (based on well-recognised good-practice models) that can be communicated to all levels through our re-organised reporting and meeting structures. By re-focusing meetings on evaluation, we can provide a more comprehensive view of the impact over short-, mid-, and long-term timeframes. A formal skills audit will take place in 24-25 and will allow us to identify colleagues who have strong existing evaluative skills and strategies. This will then lead to internal and external development activities around evaluation to increase understanding and skill levels in this area, across all levels of management and governance.

We are increasingly plugged into wider external networks. In terms of formal collaboration, we work with Newcastle University and the North-East College network more broadly on the UniConnect project and collaborate on evaluating our activities. Our validating HE partner university (The Open University) also support us in evolving our evaluation practices. We are also currently reviewing and considering membership of AdvanceHE due to their extensive experience in evaluative practices and given that they have a College-Based Higher Education sub-group which allows for discussion with similar institutions around this very topic. If we were to join AdvanceHE, our membership would allow us greater access to resources on evaluation. We also regularly attend AoC (Association of Colleges) regional groups dedicated to College Based Higher Education, as well as regional and national conferences and training run by the Aoc, The Open University, UCAS, the OIA (Office of the Independent Adjudicator) and OfS.

We have used an evidence-based approach when designing our widening participation programme of activity, and it is designed with a clear rationale and understanding of the change that we aim to achieve. Consideration of key findings from literature available from the OfS, NOMIS, AoC, UniConnect, NSS, our local authorities, as well as our own student feedback mechanisms and key researchers in this area, have formed the evidence base for our programme design. Progress against each of the metrics will be compared year on year to provide a rich source of longitudinal data, both quantitative and qualitative to identify trends and highlight areas for future focus. By focusing on early intervention in our programme of activity between 2025-2029, support systems, financial support, and inclusive teaching practices, the College can improve access, continuation, and completion rates for students aged under 21, students with disabilities, mature students, and those from areas of multiple deprivation.

As a small HE provider most of our evaluation generated would fall within the Type 1 category, with some Type 2 evidence. We plan to continue to develop evaluation strategies over the lifespan of this APP, and also improve the reporting of this through our recently updated HE governance structure. TASO's methodology for impact evaluation for small cohorts is extremely useful for our context.

Comparative assessment of student performance and outcomes will be based on internal data sets throughout the year and externally produced data annually. We will continue to analyse student data at three points in the year using a combination of current student performance in assessment (formative and summative). The data provided is analysed according to the target outcome. Each of the target groups will be evaluated against performance relative to the current position; the student body as a whole; students without the protected characteristic that is the focus of the intervention strategy; and finally in relation to the target outcomes.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

The size of our HE student body, and in particular the size of the target groups of this plan, will make meaningful statistical analysis difficult. While a numerical measure will continue to be used to support decision making, the current forms of evaluating the effectiveness of measures to support students will form an integral and important part of the evaluation process.

Survey Tools - The current range of survey tools employed by the College will continue to be used to assist in assessing factors that affect academic performance. Specifically, module evaluation questionnaires and student satisfaction surveys. However, while the output from these surveys will provide some insight into general student perceptions, it will be limited to the views of the student population rather than the target groups.

In addition to the current range of survey tools, an additional survey will be added to any support processes accessed by students with protected characteristics, such as financial support, disability support, etc. All students that access these services, will be asked to participate in a satisfaction survey to identify their perceptions on whether the model meets their needs effectively. Selection of students for these groups will be based on College records as well as those that self-declare membership of the group.

Interview Tools - To address the specific challenge of the small data sets associated with the target groups, we will utilise a series of focus groups with students from these groups. The approach to data-gathering will utilise a semi-structured interview, using the questions from the standard College survey tools as a basis. This will enable comparison with the student body as a whole and will provide useful guidance on how effective these tools are at indicating student perceptions regardless of characteristic.

The interviews will also provide the opportunity to identify whether there are any specific aspects of the characteristic of the target group that are being overlooked by the survey tools. This information will be gathered through discussion to identify what in addition could be done to enhance student satisfaction in the areas identified in the survey.

Informal Feedback - The range of fora provided for informal student feedback will continue to be utilised to gather any ad-hoc data on student views and perceptions. It is anticipated that this approach will be important in addressing any gaps in information that may arise from the methodologies outlined above.

In each of the above approaches, the survey will focus upon the specific activities designed to support each aspect of the student lifecycle to provide the College with an understanding of the efficacy of the steps taken to support access, continuation, successful completion and progression.

The responsibility for monitoring the progress of this APP is shared across the College, with overall responsibility given to the Vice Principal – Curriculum and Quality and the Principal, as the Accountable Officer. The Director of Quality and HE is responsible for driving forward the commitments and targets set out in this Plan and providing termly monitoring reports for consideration by the College Senior Leadership and Management Team, HE Quality & Standards and HE Academic Board. SLMT is made up of the Principal and Senior Leaders from across college and meets monthly to monitor academic and business performance against targets set out in our Strategic Plan. For a number of years, we have closely monitored application and recruitment data. Access measures are monitored via SLMT and then Curriculum & Quality Committee, which is a sub-committee of our Corporate Board.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

This will monitor the applications and performance outcomes of the targeted groups within this Plan. Curriculum and Programme Leaders report their student progress data termly (continuation, completion and progression) at HE Quality and Standards (Curriculum Leaders) and Course Performance Reviews (Programme Leaders). From these meetings, good practice is shared across academic teams and interventions (when required) are actioned and dealt with in a timely manner to ensure robust strategies for improvement and gaps are identified, addressed and actions documented. Both the analysis and progress against any interventions are monitored closely against College Key Performance Indicators (KPIs) approved by the governors. The above monitoring arrangements enable senior managers and governors to identify whether the progress and targets contained in the Access and Participation Plan are being met, and where appropriate, to agree additional measures to ensure that these actions and targets will be achieved.

Provision of information to students

The College manages and monitors the information provided to students through the HE Quality and Standards Working Group. This ensures that information provided to students is accurate, timely and consistent. A student representative sits on the Working Group.

The Group reviews the content of all web and print based communications to ensure they are accurate, fit for purpose and comply with legal requirements. Specifically, this includes all information on:

- Course content, structure and length, location of study and the award made on successful completion
- Total cost of the course, including tuition fees and any essential costs
- Information relating to the payment of bursaries or other financial support
- Ensuring that students have access to all relevant policies both prior to application and after enrolment explaining what they will be charged for
- Arrangements for payment and rights of cancellation
- Complaints handling

All College staff engaged in any part of the recruitment process including those making offers to prospective students are trained in how to manage the process. They are aware of the importance of information being provided in an accurate, clear and timely fashion and the requirement that advice and guidance must be accurate and impartial. They are aware that information provided at this stage can influence student's decisions and consequently form part of the contract between the student and the College.

The College commits to maintaining the level of fee advertised at the time of enrolment and does not increase fees on an annual basis in line with inflation. Fees are explained in the College Fee Policy.

The College is committed to publishing clear, accurate and accessible information including fees, financial costs and the financial support available. The College ensures that staff providing financial advice to prospective and current students are fully informed of the financial implications for students at this institution and are able to advise students accurately and comprehensively. The College ensures its entry requirements, course information and modes of study are accurate and accessible to both existing and prospective students. This information is published on the College's website via its HE page. The College also promotes a range of HE communications, including social media and printed

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

media to refer students to the relevant HE information. The College ensures compliance with good practice on categories of information published on the website. The information provided to students is guided by the principles of accuracy, accessibility, clarity, timeliness and completeness. The College provides such information to UCAS and to the SLC in a timely fashion for incorporation in their databases each academic year, via our Course Management System, allowing students to begin applying for student finance. This ensures compliance to mandatory information required in relation to our such as UniStats. The College is committed to continuing to monitor and review information to ensure compliance with Consumer Protection Law as recommended by the Competition and Markets Authority.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

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

At Bishop Auckland College (BAC) our Higher Education (HE) population is relatively small in comparison to other large HE, or HE in FE institutions (HEIs). As a result, some of our data is suppressed when being published by Office for Students (OfS). Although we aim to ensure that all potential applicants and subsequently students have equality of opportunity at BAC, it can be challenging to analyse data to identify the potential risks to achieving this. It would not be reasonable to compare our data nationally, or against other larger HEIs. Therefore, our own internal data sets are crucial to identify risks that are contextualised to our provider. The table below shows a summary of our initial analysis of our own internal data sets, supported by OfS access and participation data dashboard.

Potential Risk to Student Groups	<u>Access</u>	<u>Continuation</u>	<u>Completion</u>	<u>Attainment</u>	<u>Progression</u>
	OfS Data Dashboard, up to 23/23 Mode of study: Full Time = 79% Level of study: First Degree = 50%	OfS Data Dashboard, up to 21/22 Mode of study: Full Time = 60% Level of study: First Degree / Other UG = both 30%	OfS Data Dashboard, up to 18/19 Mode of study: Full Time = 44% Level of study: Other UG = 44%	OfS Data Dashboard, up to 22/23 Mode of study: Full Time = 99% Level of study: First Degree = 99%	OfS Data Dashboard, up to 22/23 Mode of study: Full Time = 99% Level of study: First Degree = 99%
AGE	Fewer U21s (in comparison to 21+) access FT UG HE programmes at BAC. <i>Note: for FT Other UG U; accessing is much higher</i>	Inconsistency year on year of mature 21+ remain their chosen HE programme (FT/UG).	No issues for FT other UG for mature 21+ not achieving. For FT UG - Too many mature 21+ do not complete their chosen HE programme.	Published data on OfS access and participation dashboard only starts in 22/23. BAC Internal data sets do not show any significant differences	No data published on OfS access and participation dashboard / or suppressed.
DISABILITY	Fewer students who disclose a disability access HE programmes (FT/UG). <i>Note: FT Other UG, wh disability is disclosed a trend of less where it is less, uni 22/2 than those who do not.</i>	No issue with continuation, although a low number of students who disclose a disability access, HE at BAC, the vast majority continue with their studies. For both HE UG and other UG	BAC Internal data sets do not show any issues for those who disclose a disability completing either a FT UG or FT other UG HE Programme.	Published data on OfS access and participation dashboard only starts in 22/23. BAC Internal data sets do not show any significant differences	No data published on OfS access and participation dashboard / or suppressed.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

ETHNICITY	Fewer students from an ethnic minority background access HE programmes. <i>Note: same for FT Other UG.</i>	No issue with continuation, due to the low number of students from ethnic minority backgrounds access HE at BAC. For both HE UG and other UG	BAC Internal data sets do not show any issues for those students from ethnic minority backgrounds completing either a FT UG or FT other UG HE Programme.	Published data on OfS access and participation dashboard only starts in 22/23. BAC Internal data sets do not show any significant differences	No data published on OfS access and participation dashboard / or suppressed.
POLAR4 <i>Data not published on OfS dashboard - ABCS</i>	No issues, as internal BAC data shows that a significant number of students from POLAR4 Q1 & 2 access HE FT UG & Other UG programmes.	Fewer entrants from Q1&2 remain on their chosen HE FT UG programme, although still exceeds OfS threshold for B3. <i>Note: very similar for FT Other UG.</i>	No issues for FT other UG for POLAR4 Q1 & 2 not achieving. Too many POLAR4 Q1 & 2 do not complete their chosen HE FT UG programme.	No data published on OfS access and participation dashboard / or suppressed. BAC Internal data sets do not show any significant differences	No data published on OfS access and participation dashboard / or suppressed.
DEPRIVATION <i>(IMD 2019)</i>	The number of students from areas of multiple deprivation Q2 has seen a decline of 20%.	Fewer entrants from Q1&2 remain on their chosen HE FT UG programme, although still exceeds OfS threshold for B3. <i>Note: very similar for FT Other UG.</i>	Too many POLAR4 Q1 & 2 do not complete their chosen HE programme, for both FT UG & FT other UG.	No data published on OfS access and participation dashboard / or suppressed. BAC Internal data sets do not show any significant differences	No data published on OfS access and participation dashboard / or suppressed.
TUNDRA <i>Data not currently tracked at BAC.</i>	Fewer U21s from Q1 accessing HE programmes.	No data published on OfS access and participation dashboard / or suppressed.	No data published on OfS access and participation dashboard / or suppressed.	No data published on OfS access and participation dashboard / or suppressed.	No data published on OfS access and participation dashboard / or suppressed.

Further analysis: following an initial analysis of our internal data set, compared to those which are published on the OfS access and participation data dashboard. We then used to the Equality of Opportunities Risk Register (EORR) to underpin further assessment of risks related to our own context to ensure that we were considering the sector level potential risks too. Finally, we considered the size of our HE student population who were potentially impacted by the identified risks. This enabled us to identified the most pressing and significant risks to include in our new access and participation plan. Five risks were identified and are highlighted in the table above.

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

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

Introduction

Bishop Auckland College, as a key provider in the South Durham area, of higher education (HE) within a further education (FE) setting, is committed to enhancing student access, participation, continuation, and completion, particularly for students from underrepresented groups. The 2025-2029 Access and Participation Plan (APP) is designed in accordance with the Office for Students (OfS) framework, focusing on data- and research-driven strategies to support the achievement of these objectives. This literature review will explore the evidencebase used to inform the development of our intervention strategies designed to achieve the objectives of this APP.

Increasing The Proportion of Students Aged 21 Years and Under who Access and Participate in Full-Time Undergraduate (First Degree) programmes

Higher education provision in further education colleges (College-Based Higher Education) faces unique challenges in supporting students aged under 21, many of whom come from non-traditional educational backgrounds (Avis & Orr, 2016). Research suggests that nurturing a strong sense of belonging (Bunting & Hill, 2021) is key to encouraging younger students to apply, persist, and succeed. Thomas (2012) argues that early interventions, such as pre-entry engagement activities and induction programs, significantly improve students' likelihood of successful integration into HE environments.

A study by Plass & Pawar (2020) highlights the importance of flexibility within learning models in College-Based Higher Education, particularly for younger students who may require a more tailored approach to learning and support. Studies show that this approach helps accommodate varying levels of maturity, learning preferences, and external commitments. As such, Bishop Auckland College will commit to ensuring that clear communications and CEIAG is targeted towards, and provided to, potential applicants aged 21 years and under, highlighting our ability as a smaller HE provider to be flexible in our approaches to learning. Bishop Auckland College's data from the OfS dashboard reveals that while application rates for students aged under 21 for full-time first-degrees have remained steady over the past five years, they still remain too low in comparison with applications in the same age category for full-time other undergraduate programmes (such as our Pearson HNDs). Nationally, the progression rate of students aged under 21 from FE (and often therefore, more vocational) backgrounds into higher education studying first degrees is lower than their counterparts in school and college sixth forms. The data indicates that those progressing to HE from FE sector colleges do so at a lower rate (48.8%) than those progressing from sixth form colleges (70.7%) (DfE, 2021).

Research suggests that one successful strategy noted in the literature involves building strong partnerships between FE colleges and schools/sixth-forms (Sixth Form Colleges Association, 2023) to enhance early awareness of College-Based HE options (Sutton Trust, 2021). Mentoring schemes, particularly peer-led mentoring, have also been identified as an effective tool in supporting younger students and Bishop Auckland College commits to engaging with potential under 21 applications for first degrees during their 16-18 education

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

via a mentoring scheme of activities involving under 21-year-old current full-time first-degree students. Outreach activities such as summer schools, taster sessions, and collaboration with local community groups can also raise aspirations and awareness of HE opportunities among young people from disadvantaged areas (Kettley, 2007).

Additionally, offering financial support in the form of scholarships and bursaries can alleviate financial barriers, increasing both application and participation rates. UCAS highlights that these forms of support aim to diversify the student body by making higher education more affordable and accessible for low-income students, care leavers, and first-generation university students (UCAS, 2024).

Increasing the Proportion of Students with a Disability who Access Higher Education Programmes

The Higher Education Statistics Agency (HESA) data reveals that disabled students are underrepresented in HE settings, and those who do participate often face lower continuation and completion rates compared to non-disabled peers (HESA, 2024).

According to the OfS dashboard, Bishop Auckland College has seen a small but steady increase in the number of students with declared disabilities, though this is the case, the number of students in this category at the College remain too low and an area for improvement. Engaging and improving accessibility for students with disabilities in higher education requires a multifaceted approach, integrating inclusive strategies throughout the application process. One key strategy is the design and provision of accessible application platforms, ensuring compliance with web accessibility standards. Research by Treviranus (2018) emphasises that digital accessibility is crucial for students with disabilities, particularly those with visual, auditory, and mobility impairments, as it enables them to independently navigate the application process. Furthermore, institutions must proactively offer alternative formats and personalised support during the admissions process, such as assistive technologies or dedicated disability services, to help students manage the complexities of the application process (McLinden, 2020).

A second important strategy involves ensuring awareness and training among staff involved in admissions and support services. Staff should be trained in disability awareness and the legal obligations under frameworks such as the Equality Act 2010, ensuring that all prospective students receive appropriate accommodations (Pino & Mortari, 2014). Institutions should also prioritise early engagement with students, providing clear and accessible information on support services, funding, and accommodations available during the application and admissions stages (Seale, 2014). These strategies can significantly reduce barriers and promote equitable access to higher education for students with disabilities, thus allowing for a more inclusive learning environment by offering multiple means of engagement, representation, and expression, benefiting both disabled students and the wider student body.

Improving the Continuation and Completion Rates for Students Aged Over 21 Years on Full Time Undergraduate Programmes

Mature students, those aged over 21, often enter College-Based Higher Education with additional responsibilities such as work or family commitments, which can impact their ability to engage fully with their studies (Hinton-Smith, 2012). Recent Bishop Auckland College

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

unpublished internal data-sets show that we have a relatively high proportion of mature students; however, continuation and achievement rates for this group are lower compared to younger students.

A study by Bowl (2001) suggests that mature students are more likely to succeed in HE if they are provided with more flexible opportunities, such as part-time course options, as they are often balancing demands such as childcare and other caring responsibilities alongside their HE studies. The availability of financial support, including adult learner loans and childcare assistance, is also crucial in supporting mature students' retention and completion (Schuetze & Slowey, 2002).

Peer support networks have been shown to play a critical role in helping mature students balance their academic responsibilities with other life commitments (McGivney, 2004). Offering designated spaces for mature students to interact and build a community of support within the college can help improve their sense of belonging and motivation to succeed (Bunting & Hill, 2021). Moreover, targeted academic support, such as study skills workshops and personalised tutoring, can address gaps in prior educational experience and enhance mature students' academic achievement (Johnson et al., 2022).

Improving Continuation and Completion Rates for Students from Areas of Significant Multiple Deprivation

Students from areas of multiple deprivation often face significant barriers to HE access and success, including financial hardship, limited social capital, and lower prior attainment (Chowdry et al., 2013). The Index of Multiple Deprivation (IMD) ranks areas in the UK based on factors such as income, employment, education, and health, with the DL14 postcode area in Bishop Auckland, and the surrounding catchment areas, containing several communities that fall within the top 20% most deprived in the country (Ministry of Housing, Communities & Local Government, 2019).

The OfS dashboard data indicates that students from these areas are less likely to access, continue upon, and successfully complete in HE compared to their peers from more affluent areas. Strategies that focus on outreach and widening participation are critical for improving these outcomes (HEFCE, 2018).

Financial support is essential in retaining students from deprived areas. Offering hardship funds, travel subsidies, and bursary schemes can mitigate the financial pressures that often lead to dropout (Herbaut and Geven, 2020). Additionally, developing a strong sense of community within the institution through student-led groups, support services, and mentorship programs can improve retention and achievement for students from deprived backgrounds (Mountford-Zimdars et al., 2015).

Conclusion: Bishop Auckland College's Access and Participation Plan for 2025-2029 must be grounded in evidence-based strategies that address the specific challenges faced by its student population. By focusing on early intervention, support systems, financial support, and inclusive teaching practices, the College can improve access, continuation, and completion rates for students aged under 21, students with disabilities, mature students, and those from areas of multiple deprivation. The data from the OfS dashboard, combined with insights from the latest research, as well as Bishop Auckland College's own as-yet

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

unpublished data, provides a solid foundation for the development of effective, targeted interventions that will support the success of all students at Bishop Auckland College.

References

Avis, J. & Orr, K. (2016). HE in FE: Reproduction, transformation and managerial capture. *Journal of Further and Higher Education*, 40(1), pp. 44-61.

Bowl, M. (2001). Experiencing the barriers: Non-traditional students entering higher education. *Research Papers in Education*, 16(2), pp. 141-160.

Bunting, L. and Hill, V. (2021). Relational Reflections: How do we nurture belonging in creative Higher Education? *Innovative Practice in Higher Education*. 18(10).

Chowdry, H., Crawford, C., Dearden, L., Goodman, A. & Vignoles, A. (2013). Widening participation in higher education: Analysis using linked administrative data. *Journal of the Royal Statistical Society*, 176(2), pp. 431-457.

Department for Education (2021). Academic year 2019-2020: Progression to higher education or training. Available <https://explore-education-statistics.service.gov.uk/findstatistics/progression-to-higher-education-or-training>.

HEFCE. (2018). The role of widening participation in higher education: A policy perspective. London: Higher Education Funding Council for England.

Herbaut, E., and Geven, K. (2020). What works to reduce inequalities in higher education? A systematic review of the (quasi-)experimental literature on outreach and financial aid. *Research in Social Stratification and Mobility*, Vol. 65.

HESA (2024). Who's studying in HE: Personal characteristics. Available at: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he/characteristics>

Hinton-Smith, T. (2012). Lone parents in higher education: Gender, identity and barriers to success. *Studies in Higher Education*, 37(5), pp. 557-569.

Johnson, C., Gitay, R., Abdel-Salam, A.G., BenSaid, A., Ismail, R., Naji Al-Tameemi, R.A., Romanowski, M.H., Kazem Al-Fakih, B.M., and Al-Hazaa, K. (2002) Student support in higher education: campus service utilization, impact, and challenges. *Heliyon*. 22(8)

Kettley, N. (2007). Educational attainment and higher education participation: Understanding the barriers. *Oxford Review of Education*, 33(3), pp. 333-346.

McGivney, V. (2004). Understanding persistence in adult learning. *Studies in the Education of Adults*, 36(2), pp. 154-168.

McLinden, M. (2020). *Supporting disabled learners in higher education: Effective strategies and interventions*. Routledge.

Ministry of Housing, Communities & Local Government. (2019). The English Indices of Deprivation 2019. London: MHCLG

Bishop Auckland College

Access and participation plan 2025-26 to 2028-29

Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S., & Higham, L. (2015). *Causes of Differences in Student Outcomes (HEFCE)*. HEFCE.

Plass, J. L. & Pawar, S. (2020) Toward a taxonomy of adaptivity for learning, *Journal of Research on Technology in Education*, 52(3), pp. 275-300

Pino, M., & Mortari, L. (2014). The inclusion of students with dyslexia in higher education: A systematic review using narrative synthesis. *Dyslexia*, 20(4), 346–369.

Schuetze, H.G. and Slowey, M. (2002) Participation and exclusion: A comparative analysis of non-traditional students and lifelong learners in higher education. *Higher Education*. Vol. 44, pp. 309–327.

Seale, J. (2014). *E-learning and disability in higher education: Accessibility research and practice*. Routledge. adaptivity for learning, *Journal of Research in Education*, 52:3, 275-300,

Sixth Form Colleges Association. (2024). *Sixth form education: Why it's essential*. Available at: <https://www.sixthformcolleges.org>

Sutton Trust. (2021). *Going Further: Further Education, disadvantage and social mobility*. Available at: <https://www.suttontrust.com>

Thomas, L. (2012). *Building student engagement and belonging in Higher Education at a time of change*. London: Paul Hamlyn Foundation.

Treviranus, J. (2018). The three dimensions of inclusive design: A decade of inclusive design at the Inclusive Design Research Centre. *Journal of Accessibility and Design for All*, 8(2), 82–108.

UCAS (2024) *Scholarships, grants, and bursaries: Widening participation*. Available at: <https://www.ucas.com>

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

Provider name: Bishop Auckland College

Provider UKPRN: 10000720

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	7995
Foundation degree		N/A	7995
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	7995
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	3995
Foundation degree		N/A	3995
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	3995
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Bishop Auckland College

Provider UKPRN: 10000720

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	£25,000	£28,000	£31,000	£34,000
Financial support (£)	NA	£193,000	£214,000	£236,000	£258,000
Research and evaluation (£)	NA	£1,000	£1,000	£1,000	£1,000

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 (£)	£5,000	£6,000	£7,000	£8,000
Access activity investment	Post-16 access activities (£)	£20,000	£22,000	£24,000	£26,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£25,000	£28,000	£31,000	£34,000
Access activity investment	Total access investment (as % of HFI)	7.1%	7.2%	6.3%	7.2%
Access activity investment	Total access investment funded from HFI (£)	£0	£0	£0	£0
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£190,000	£210,000	£232,000	£253,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£3,000	£4,000	£4,000	£5,000
Financial support investment	Total financial support investment (£)	£193,000	£214,000	£236,000	£258,000
Financial support investment	Total financial support investment (as % of HFI)	54.7%	55.0%	48.3%	55.0%
Research and evaluation investment	Research and evaluation investment (£)	£1,000	£1,000	£1,000	£1,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.3%	0.3%	0.2%	0.2%

