

## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Sheffield College, The against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

Sheffield College, The's ambition and strategy as detailed in the 2019-20 access and participation plan:

The Sheffield College (TSC) has inclusiveness as a core value of the organisation. Our vision includes the ambition to “inspire our students, unlock their potential and enable them to lead fulfilling lives and pursue successful careers”. The objectives articulated in the Access and Participation Plan 2019/2020 aimed to make vital contribution to achieving this ambition. TSC continues to work to embed these values in the culture of the organisation and to devote significant resources to achieving the goals we have set.

Thus, the overall ambition and strategy as described in The Sheffield College's (TSC) Access and Participation Plan (2019/2020) was to increase the proportion of underrepresented groups within the College's cohort. Notably, there was increase in the success rates of students from underrepresented groups, as well as improved progression rates of students from underrepresented groups. In the 2019/2020 APP the College prioritised the following underrepresented groups:

- Students from areas of low HE participation, low household income and/or low socio-economic status backgrounds.
- Students of non-white ethnicities, with a particular focus on students of black Caribbean ethnicity.
- Disabled students and students with mental health problems, specific learning difficulties and/or who are on the autistic spectrum.
- Mature students.
- Care leavers.

These groups were selected because TSC:

- Wished to maintain and build on our strengths in recruiting and supporting students from these groups, extending our success.
- Is situated in the Sheffield inner-city area, and so are ideally located for the large populations of the identified groups who live within easy travelling distance.
- As a relatively small Higher Education community, provide the ethos and personal support these groups appreciate and find beneficial.
- With a relatively small Higher Education population of just under 600 students, are more effective by focusing our resources on groups where we can have a significant impact.
- Wished to address the areas of concern identified in the assessment of performance in 18/19, specifically the recent deterioration in the completion and achievement rates of non-white students.

At the time of writing the Plan the College was undergoing a significant restructure and was developing a range of new HE partnerships and programmes to support the ambition of supporting progression for its FE students to progress to HE. Given the location of the College in a City with two universities, it has been important to the College to develop provision which supports students who are capable of accessing HE but not confident to do it in a larger environment, to fulfil their potential. During the 2019/2020 Academic Year, as part of developing the College's Higher Level Skills Strategy, to understand the experience of students a number of surveys and focus groups took place with students to understand how they experienced HE in the College. Many students focused on the fact that they came to the College because of the support they got, and because of the small class sizes and personalised approach to teaching and learning.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Sheffield College, The of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Sheffield College, The's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Student success)	Monitor effectiveness of provision of financial support (e.g. to purchase IT equipment) in improving continuation rates of widening participation students. This is a retention target based on HESA POLAR3 Q1/Q2.	2016-17	87%	88%	88%	Percentage	2019-20	80	No progress
T16a_02 (Student success)	Improve retention of POLAR3, young full-time undergraduate entrants.	2016-17	81%	82%	83%	Percentage	2019-20	87	Expected progress
T16a_03 (Access)	Increase external applications from schools in catchment areas where students are predominantly POLAR3 Q1/Q2	2017-18	58%	60%	62%	Percentage	2019-20	71	Expected progress
T16a_04 (Access)	Increase the number of new entrants who declare they have a disability prior to, or at enrolment	2017-18	11%	12%	14%	Percentage	2019-20	20	Expected progress
T16a_05 (Access)	Monitor effectiveness of outreach activity in maintaining recruitment of POLAR3 Q1 young students	2017-18	43%	44%	45%	Percentage	2019-20	71	Expected progress
T16a_06 (Student success)	Identify all students by POLAR3 quintile and monitor performance, intervening where concerns are identified. This is a retention target.	2016-17	86%	87%	88%	Percentage	2018-19	87.4	Expected progress
T16a_07 (Access)	Increase the percentage of non-white student enrolments	2017-18	23%	23%	26%	Percentage	2019-20	18	Limited progress
T16a_08 (Progression)	Monitor % of positive DLHE outcomes of graduates who are POLAR3 Q1	2016-17	91%	92%	93%	Percentage	2019-20	94	Expected progress

T16a_09 (Success)	Increase percentage of non-white students who achieve their target award	2016-17	37%	60%	75%	Percentage	2019-20	75	Expected progress
T16a_10 (Success)	Increase percentage of disabled students who achieve their target award	2016-17	33%	60%	75%	Percentage	2019-20	80	Expected progress
T16a_11 (Access)	Increase number of black Caribbean students enrolled on an H.E. course	2017-18	19	19	22	Headcount	2019-20	18	Limited progress
T16a_12 (Access)	Increase number of care leavers enrolled on an H.E. course	2016-17	11	11	12	Headcount	2019-20	8	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Success)	Improve monitoring of retention and achievement	Other (please give details in Description column)	N/A	N/A	N/A	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_02 (Access)	Evaluate management information report about the effectiveness of Widening Participation activity	Other (please give details in Description column)	N/A	July 19	July 20	Percentage	2019-20	83	Expected progress
T16b_03 (Access)	College has successfully joined NCOP	2017-18	To be set by NCOP 1 June	TBD	TBD	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_04 (Access)	Collaborative 3 year project with HEPPSY to raise achievement of Polar 3 Q1 students within the college at level 3	2016-17	88%	92%	95%	Percentage	2019-20	88	Expected progress
T16b_05 (Access)	Rollout of the collaborate project T16b_05 to level 2 students	2016-17	86%	88%	90%	Percentage points	2019-20	6	Expected progress
T16b_06 (Access)	Rollout of the collaborate project T16b_05 to level 1 students	2016-17	87%	N/A	88%	Percentage points	2019-20	6	Expected progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£15,000.00	£15,000.00	0%
Financial Support	£20,000.00	£20,000.00	0%

### 4. Action plan

Where progress was less than expected Sheffield College, The has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	As detailed in column W changes have already been enacted in the new APP to ensure continuation improves.
T16a_07	The College has reviewed all its Access targets through its Assessment of Performance and has shared this work with OfS through the formulation of its new APP
T16a_11	The College will continue its promotion activity
T16a_12	Through the College's Social Mobility Working Group members have begun to scope a project to recruit more care leavers

## 5. Confirmation

Sheffield College, The confirms that:

<b>Student engagement</b>	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
<b>Verification and sign off</b>	
Sheffield College, The has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
<b>Accountable officer sign off</b>	
Name	Please complete
Position	Please complete

## Annex A: Commentary on progress against targets

Sheffield College, The's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
COVID-19 and some legacy qualifications meant that this target was not achieved. In terms of the legacy qualification; the course design it transpired was not appropriate for the cohort on the programme. New intakes are not on a more vocationally relevant higher national programme. In year retention at our P6 reporting period for this was 100%. The other qualification supported training nurses and is a franchise programme offered with SHU. After completing the first year of the Foundation Degree SHU allowed students to transfer onto a degree programme with them and this affected continuation (even though it ensured positive progress for the student). We altered OfS to this and have worked with SHU to validate a Cert HE for students. SHU provided a letter to OFS detailing this. In terms of COVID-19 some students were not able to continue with their studies because they had to gain work.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In addition to the detail in column V, focus groups in 18/19 revealed that students wanted other types of resource support compared to IT vouchers. At the time of the focus groups the 19/20 Plan was approved. However, these revealed that students needed financial support to buy things like books and support living arrangements. Therefore, there have been changes in the 20/21 - 24/25 APP to reflect the types of financial support that students need. This has left 20/21 in-year retention at P6 to be 100% and Continuation is currently 85%

<b>Target reference number: T16a_07</b>
How have you met the commitments in your plan related to this target?
The College's profile of students from BAME backgrounds accessing HE continues to be above the Sheffield City Region average.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The College has continued to monitor its intake of students compared to Regional and National trends and the College remains above Regional average for the diversity of its student body

<b>Target reference number: T16a_11</b>
How have you met the commitments in your plan related to this target?
The College was 1 student off achieving its target
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?



The College continues to recruit students above the expected numbers from diverse backgrounds

**Target reference number: T16a\_12**

How have you met the commitments in your plan related to this target?

The number of care leavers reduced in 19/20.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

While the number of care leavers is low there are ambitions expressed in the 2020/2025 APP to continue to focus on the recruitment of care leavers within the College's HE

## Annex B: Optional commentary on targets

Sheffield College, The's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	While there have been changes to DLHE to graduate outcomes the College has used this data and intended destination data to ensure good outcomes
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16b_01	The College has developed real time recording of attendance and in-year retention by WP characteristics. These are being used to set KPIs by Faculty
T16b_02	This is the proportion of students who access the College's HE provision with at least 1 WP characteristic
T16b_03	The College is making expected progress in its work with Uni-Connect. 19/20 activities are detailed in the word document
T16b_04	Please see the additional information in the Word Document in relation to the College's work with HepsSY
T16b_05	
T16b_06	The 2020/2025 APP contained analysis of attainment and the College made comparitors on this for the first time. This has continued through the drafting of the 2021/2026 APP