

[**Exeter and North Devon Colleges Group (ENDC)]**

Access and participation plan 2026-27 to 2028-29

Introduction and strategic aim

Exeter and North Devon Colleges Group (ENDC) is a further education corporation consisting of Exeter College and North Devon College. With outstanding place-based sixth forms and Higher Education provision in Barnstaple and Exeter, ensuring a coast-to-coast College Group that can be accessed across Devon, offering an aspirational and inclusive curriculum. The Group will continue to build partnerships that positively impact students and their community. There will be a coordinated Devon-wide Apprenticeship, Adult and Higher Technical offer, partnering local employers, and other stakeholders to deliver education and skills training that is closely aligned with local needs, improving social mobility and economic prosperity.

Exeter College is a highly successful, thriving, and dynamic multi-site college which places teaching, learning and student success as our top priority. We enjoy an excellent regional reputation with the vision to be an exceptional college. To achieve our vision, we aim to build on our outstanding success, history and upward trajectory by recognising that we cannot afford to stand still North Devon College is a key regional anchor institution, providing education and skills training aligned to local economic priorities being the only provider of both further and higher education within a 40-mile radius and provides a broad and diverse curriculum to suit the requirements of our local communities.

We work with a range of awarding partners, University of Exeter (UoE), University of Plymouth (UoP), Plymouth Marjon University, Kingston University and Pearsons. As partners in the South West Institute of Technology, we work to develop excellent higher-level technical education to provide employers with the skills that they need to succeed, now and in the future. Through our partnerships we offer a range of undergraduate programmes with a focus on level 4 and 5 programmes including HNC, HND and Foundation Degree and Higher Apprenticeships with some level 6 full degrees.

Programmes can be studied on a part-time or full-time basis. We are also taking part in the micro-credential pilot and, if successful, will be looking to increase our modular provision.

We offer a wide range of academic and technical programmes to young people and adults across Exeter, Devon and beyond. Over the last 2 years we have reviewed our HE curriculum with an emphasis on HTQ's and Local Skills Improvement Plan (LSIP) and have consolidated our provision, across the two Colleges. Exeter College focuses on main areas: Construction, Engineering, Sport, IT/Digital, Business and Health. North Devon College provides level 4, 5 and 6 provisions in Education and Childhood, Health and Social Care and Engineering

ENDC provides education for approximately 10,000 16-18 full-time students and over 2,100 Apprentices enrolled at Exeter College. We have ~4,000 Adult learners who take part in evening classes, community learning, professional training in the workplace, English for Speakers of Other Languages (ESOL) and skills for life such as numeracy and literacy. We currently have over 250 learners currently studying HE and non-prescribed HE, HTQ

courses, however, our HE cohort is small with currently just over 300 HE students and 100 higher apprentices engaged on level 4,5,6 study across the group.

ENDC aims to provide a range of high-quality study opportunities with a focus on Higher Technical Qualifications that:

- Are accessible to adult returners as well as school college leavers
- Provide aspirational routes into high value professional and technical careers within the local region of learners.
- Provide high-quality level 4 and 5 qualifications with clear routes into skilled employment or progression to level 6 and beyond.

Risks to equality of opportunity

The details of Exeter College's Assessment of Performance and an institutional response to the EORR for each stage is set out in Annex A below. Due to small student numbers our analysis has been at a whole provision level as we are unable to break down data to course or subject area level.

For North Devon College the sources of data used are the OfS dataset of Petroc in comparison to English HEI's and internal data that is collated through Petroc's student records and Management Information System.

Utilising data from the OfS, Access and Participation Dashboard, OfS Size and Shape of Provision Dashboard, our internal data analysis from Both Colleges, student surveys and focus group feedback, and the equality of risk register (EORR) we have identified the following risks to opportunity for students across ENDC.

Risk 1 - A lower proportion of learners from the lowest socio-economic groups (using the Indices of Multiple Deprivation 2019 measure) IMD Q1 access HE at ENDC. Evidence suggests that this is a result of entrant's perception of higher education, Information and guidance (especially around the benefits of Higher Technical Qualifications and career progression) and cost pressures.

Risk 2- A lower proportion of mature learners access higher education at ENDC than other similar providers in the region. Evidence suggests that this is a result of perception of higher education, insufficient prior knowledge, information and guidance (especially around the benefits of Higher Technical Qualifications and career progression) and cost pressures.

Risk 3 - Mature learners are less likely to continue their studies at ENDC. Evidence suggests this is a function of personal support, particularly in the transition back into education and from vocational level 3 courses and cost of living evidenced by an increase in requests to our financial hardship fund and insufficient targeted academic support, especially around digital skills.

Risk 4 – Full-time students with a reported disability are less likely to continue their studies at ENDC. Evidence suggests contributing factors include insufficient personal and academic support and mental health issues, cost pressures and lack of suitable quiet study spaces and common areas.

Risk 5 – Part-time mature students are less likely to complete their studies at ENDC. Evidence suggests that contributing factors include insufficient personal support and mental health issues, and cost pressures.

Our assessment of performance identified that there are signs of indicators of risk to opportunity to some other groups and other areas of student lifecycle from those identified above. As a small HE provider, there is a lack of data for some groups and life cycles, and/or small student numbers means there is a risk of identifying individual students.

When creating our plan, we have considered all the identified indicators of risk. As a small HE provider, we have chosen those risks where we think we are able to make the most impactful interventions based on our provider context and that align with our overall strategic aims.

Objectives

Objective 1: To increase the proportion of students from IMD (2019) Q1 entering higher education across ENDC to 12% by 2028. Achieved by working with the UniConnect partnership with targeted schools and our own level 1 to level 3 students to raise aspirations for study on higher level technical courses, increased marketing activity, pre-entry career aspiration raising and IAG sessions. (Linked to PTA_1)

Objective 2: To reduce the gap in participation between mature and young learners from 31.6pp to 9.6pp by 2028. Achieved by working in partnership with our own adult students, local and regional employers and community groups to raise aspirations for study on higher level technical courses, increased marketing activity, pre-entry career aspiration raising and IAG sessions and the introduction of targeted transition and support initiatives. (Linked to PTA_2)

Objective 3: To reduce the gap in continuation rates between full-time and part-time mature learners from 27.5pp to 0pp by 2028 through the introduction of targeted transition and support initiatives in addition to academic, personal and financial interventions to support continuation. (Linked to PTS_1)

Objective 4: To increase continuation rates for students with a reported disability to 88% by 2028 through the introduction of targeted advice, guidance and early intervention support, transition and support initiatives (including between study levels) in addition to academic, personal and financial interventions to support continuation. (Linked to PTS_2)

Objective 5: To reduce the gap in completion rates between full-time and part-time mature learners from 34.9pp to 15pp by 2028 through the introduction of continued development of part-time curricula, and targeted support programmes to improve completion outcomes for part-time learners. (Linked to PTS_3)

Intervention strategies and expected outcomes

Intervention strategy 1

Objectives and targets

ENDC will **increase the proportion of students from IMD (2019) Q1 entering higher education across ENDC to 12% by 2028.** (Target – PTA_1). Secondary objective(s): PTA_2 (IS2)

Risks to equality of opportunity: Knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3) cost pressures (Risk 10) were also considered.

Activity	Description	Inputs	Outcomes	Cross intervention strategy ?
<p>Aspiration raising activity targeted at internal L1 to L3 students</p> <p>EORR Risk 2 and Risk 3</p>	<p>Careers Expo – Internal progression event to promote career progression routes and level 4 and 5 technical education. New activity</p> <p>Parent Information workshop to raise awareness of HTQ’s and Higher Technical provision and career paths. Enhancement of existing activity.</p>	<p>HE and Adult Staff Team.</p> <p>HE and Adult Staff Team.</p>	<p>Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE. Student and staff event satisfaction rates and feedback either at ‘good’ or ‘excellent’</p> <p>Increased intention to progress to higher education. Longer term impact on applications and enquiries to study higher education.</p>	<p>IS2</p>
<p>Aspiration and attainment raising activity targeted at schools with high proportions of IMD(2019)Q1 students</p> <p>EORR Risk 1, Risk 2 and Risk 3</p>	<p>UniConnect (Next Steps Southwest (NSSW)). Regional partnership with multiple local providers to work with 15 schools from identified postcodes of low participation to raise expectations of HE to combat educational inequality. Identified groups of EC L3 students are also included. Existing activity</p>	<p>Staff hours:</p> <p>Management support for evaluation</p>	<p>Increase in local students from socio-economic deprived backgrounds accessing HE; increase in % of these students finding skills support/IAG helpful; increase in confidence and positive perception of HE. Increased knowledge and skills to support application to higher education and raise aspiration.</p> <p>Longer term impact on applications for higher education.</p>	

<p>Aspiration raising activity targeted at ENDC internal Foundation Learning Students. And Yes+ Springboard</p> <p>EORR Risk 1 and Risk 3</p>	<p>Bespoke aspiration raising workshops and uni visits, employer visits, open events.</p> <p>New activity</p>	<p>Staff hours visiting speakers, providing/paying for visits</p>	<p>Increased intention to progress to higher education.</p> <p>Increase in % of these students finding skills support/IAG helpful; increase in confidence and positive perception of HE. Increase in confidence to help make informed decisions in the future.</p> <p>Increased knowledge and skills to support application to higher education and raise aspiration.</p> <p>Longer term impact on applications for higher education.</p>	
<p>Marketing initiatives – Promoting HTQ and level 4 and 5 Higher Technical provision.</p> <p>EOOR Risk 2 and Risk 3</p>	<p>Postcode targeting. Increased presence in local community activities and targeted local campaigns. Enhancement of existing activity</p>	<p>Proportion of Marketing budget.</p>	<p>Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE.</p> <p>Increased enquiries from potential applicants from low-income families. (IMD Q1/FSM/BAME/Mature) Increased HE applications from applicants from low-income families. (IMD Q1/FSM/BAME/Mature)</p> <p>Attendance at targeted open events</p>	<p>IS2</p>

<p>Bespoke knowledge and skills development activity – targeted towards ENDC staff.</p> <p>EORR Risk 2 and Risk 3</p>	<p>Training for HE admissions, support and teaching staff around social mobility and the barriers students face accessing higher education. New activity.</p>	<p>HE Staff team. Staff hours</p>	<p>Increased knowledge of range of HE pathways and career choices; increase in positive perception of HE. Increase in % of these students finding skills support/IAG helpful. Staff event satisfaction rates and feedback either at 'good' or 'excellent'</p>	
<p>Bespoke knowledge and skills development activity – targeted towards schools with high proportions of IMD (2019) Q1 students and linked to the curriculum.</p> <p>EORR Risk 2 and Risk 3</p>	<p>School careers advisors CPD Event.' College-based CPD event for regional careers advisors from local secondary schools from targeted wards to increase knowledge of HTQ and Higher Technical provision. New activity.</p>	<p>HE and Adult Advice Team Staff hours</p> <p>Financial support to cover attendance costs</p>	<p>Increased access; increased knowledge of range of HE pathways and career choices; increase in positive perception of HE. Event participant satisfaction rates and feedback either at 'good' or 'excellent'</p>	
<p>Student Ambassador Programme.</p> <p>EORR Risk 2</p>	<p>Actively promote and fund a Student Ambassador Scheme to support internal and external outreach activities. Expansion of existing activity</p>	<p>Staff costs: Payment of Ambassador at events. Training costs</p>	<p>Providing firsthand insights into student life and role models for students from priority groups</p>	<p>IS2</p>
<p>Promotion of Financial Support</p> <p>EORR Risk 10</p>	<p>Provide a means-tested Hardship and support Fund to provide non-refundable bursaries to encourage students who may be reluctant to access HE due to financial challenges, with priority given to groups identified by EORR to be at risk. Eligibility criteria for the fund will identify priority areas which are low-income, mature and disabled learners. Further details can be</p>	<p>Production of promotional materials</p>	<p>Increased application from applicants from IMD(2019) Q1</p>	<p>IS2</p>

	seen in the provision of information to students' section of this plan. Continuation of existing activity.			
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Total cost of activities and evaluation for intervention strategy

Total cost of IS1 over the 4-year cycle: £36,000

Summary of evidence base and rationale

The rationale is to use the ENDC's established links and networks to provide school pupils with information, guidance and inspiration to raise career aspirations, to explain the role of Higher Education in maximising life chances and lifetime earnings, with a focus on the benefits of level 4 and level 5 technical qualifications and HTQ's and to break down barriers to access.

The TASO Toolkit (TASO, 2023) and research around access to higher education for students from low-income families were used to review current and inform further activities. (see Annex B for further details)

Evaluation

The intervention will be evaluated as a whole, to generate OfS Type 1 and Type 2 standards to establish whether they lead to the intended outcomes based on monitoring application numbers for student from IMD (2019) Q1, attendance at targeted events and stakeholder satisfaction related to events. Our UniConnect (Next Steps South West) work is formally evaluated by our Partner Universities (University of Plymouth, Exeter University, Plymouth Marjon University) to generate Type 2 evidence. We will examine the extent to which each activity contributes towards meeting the overall objective. We will pilot the activities in the 24-25 academic year to gather baseline data via surveys and targeted student forums. These findings will be formally reported on at our end of year Self-Assessment Report and our HE Annual Reports. More detailed information on how we will be evaluating each activity can be found below.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Aspiration raising activity	Increased intention to progress to higher education.	Type 1 – narrative supported by research	Internal reporting through HE Annual Report and Self-Assessment Report.
Marketing activity and IAG	Increased intention to progress to higher education.	Type 1 – attendance figures for events Type 2 – Monitoring of application rates from IMD(2019) Q1 (UCAS data)	Published on Access and Participation webpage.
Knowledge and Skills development Activity	Good' or 'excellent' student and staff event satisfaction rates. Increased knowledge and skills to support application to higher education and raise aspiration.	Type 2 – staff and student surveys measuring satisfaction and self-reported impact.	
Financial Support	Increased application from applicants from IMD(2019) Q1	Type 2 – Monitoring of application rates from IMD(2019) Q1 (UCAS data)	

Intervention strategy 2

Objectives and targets

Objective 2: To reduce the gap in participation between mature and young learners from 31.6pp to 9.6pp by 2028. (Target – PTA_2) Secondary objective(s): PTA_1 (IS1), PTS_1 (IS3) and PTS_3 (IS5)

Some of the activity below is similar to that outlined in Intervention Strategy 1, however where a targeted approach is taken this is noted as a separate activity.

This section includes activity related to Mature (21+) student group interaction. Activities will be aimed at providing information and guidance to increase knowledge and skills that will impact on the perception of higher education.

Risks to equality of opportunity: Knowledge and skills (Risk 1), access to information and guidance (Risk 2), perceptions of higher education (Risk 3), limited choice of course type and delivery mode (Risk 5) and cost pressures (Risk 10).

Activity	Description	Inputs	Outcomes	Cross intervention strategy ?
<p>Mature Access Programme</p> <p>EORR Risk 1, Risk 2 and Risk 3</p>	<p>This programme has been developed by University of Exeter to support mature students applying to their courses.</p> <p>We have collaborated with UoE to deliver this programme to our Access to HE learners via workshops, online content and site visits/taster sessions on UoE campus.</p> <p>This programme will be extended to all mature learners who wish to apply to UoE in the academic year.</p> <p>We will share relevant resources with UoE and develop our own version of MAP to deliver to any of our mature learners who do not meet UoE's eligibility criteria for their programme but may wish to apply to our HE provision. Expansion of existing activity.</p>	<p>HE and Adult Staff Team.</p>	<p>Increased access; increased knowledge of range of HE pathways and career choices;</p> <p>Student and staff event satisfaction rates and feedback either at 'good' or 'excellent'</p> <p>Increased progression to HE. This may be our own internal provision but also other HE providers, in particular other Russell Group universities such as UoE.</p>	<p>IS1, IS3, IS5</p>

<p>Increase in part-time and short course provision</p> <p>EORR Risk 5</p>	<p>Increase in part-time options in line if LLE to support completion of studies by allowing students to fit study around work and life commitments. New activity</p>	<p>Staff hours:</p> <p>Programme Development</p> <p>Validation costs</p>	<p>Increase in take-up of part-time courses.</p> <p>Reduced financial concerns as students can fit studies around work.</p> <p>Increased completion rates</p>	<p>IS1, IS3, IS5</p>
<p>Promotion of ENDCs Adult Provision to employers to support longer-term access to HE</p> <p>EORR Risk 1</p>	<p>Marketing campaign, working with local employers (e.g. RDUH) to identify and support skills gaps to raise attainment for mature (21+) learners so they can access HE. Enhancement of existing Activity</p>	<p>Proportion of marketing budget</p> <p>HE and Adult Advice Staff team</p> <p>Cost to support employer engagement</p>	<p>Increased knowledge and skills to be accepted onto HE courses.</p> <p>Increased applications from mature students.</p>	
<p>Bespoke knowledge and skills development activity – targeted towards community groups and employers</p> <p>EORR Risk 2 and Risk 3</p>	<p>IAG for local and regional groups and employers to increase knowledge of HTQ, Higher Technical and micro-credential provision. New activity.</p>	<p>HE and Adult Advice Staff team</p> <p>Travel costs to visit external venues</p>	<p>Increased knowledge of range of HE pathways and career choices; increase in positive perception of HE. Increase in % of these students finding skills support/IAG helpful. Staff event satisfaction rates and feedback either at 'good' or 'excellent'</p>	<p>IS1</p>

<p>Bespoke knowledge and skills development activity – targeted towards ENDC staff.</p> <p>EORR Risk 2 and Risk 3</p>	<p>Training for HE admissions, support and teaching staff around social mobility and the barriers students face accessing higher education and of HTQ, Higher Technical and micro-credential provision. New activity.</p>	<p>HE Staff team</p> <p>Outsourcing expert trainers/visiting speakers</p>	<p>Increased knowledge of range of HE pathways and career choices, Increase in positive perception of HE.</p> <p>Increase in % of these students finding skills support/IAG helpful. More informed IAG means students are on appropriate courses so increased continuation rates.</p> <p>Staff event satisfaction rates and feedback either at ‘good’ or ‘excellent’</p>	<p>IS1</p>
<p>Promotion of Financial Support</p> <p>EORR Risk 10</p>	<p>Provide a means-tested Hardship and support Fund to provide non-refundable bursaries to encourage students who may be struggling to continue HE due to financial challenges, with priority given to groups identified by EORR to be at risk. Eligibility criteria for the fund will identify priority areas which are low-income, mature and disabled learners. Further details can be seen in the provision of information to students’ section of this plan.</p> <p>Continuation of existing activity.</p>	<p>See IS1 for details</p>	<p>See IS1 for details</p>	<p>IS1, IS3, IS4 and IS5</p>

Total cost of activities and evaluation for intervention strategy

Total cost of IS2 over 4-year cycle: £75,000

Summary of evidence base and rationale

The rationale is to use the ENDC's established links and networks to provide local and regional employers, community groups and current adult learners with information, guidance and inspiration to raise career aspirations, to explain the role of Higher Education in maximising life chances and lifetime earnings, and supporting workforce planning, with a focus on the benefits of level 4 and level 5 technical qualifications and HTQ's and to break down barriers to access.

The TASO Toolkit (TASO, 2023) and research around access to higher education for mature students were used to review current and inform further activities. (see Annex B for further details)

Evaluation

This intervention strategy will be evaluated as a whole, to generate OfS Type 1 and Type 2 standards to establish whether they lead to the intended outcomes based on monitoring application numbers for mature students (and progression/destination data for Access to HE learners), attendance at targeted events and stakeholder satisfaction related to events. UoE will evaluate their MAP programme and share progression data of ENDC participants with us. We will examine the extent to which each activity contributes towards meeting the overall objective. The MAP programme has been delivered to Access to HE learners in 22/23 and 23/24 and will be expanded to other Mature (21+) learners within ENDC who are ready to apply to HE courses for 25/26. This will include mature (21+) ESOL, GCSE and vocational students who are studying with us to 'plug gaps' in their entry qualifications. We will pilot other activities in the 24-25 academic year to gather baseline data via surveys and targeted student forums. These findings will be formally reported on at our end of year Self-Assessment Report and our HE Annual Reports. More detailed information on how we will be evaluating each activity can be found below.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Increase in part-time and short course provision	Increase in part-time options in line if LLE	Type 2 – Increase in application for flexible provision	Internal reporting through HE Annual Report and Self-Assessment Report. Published on Access and Participation webpage.
Mature Access Programme	Increased progression to first choice HEI	Type 1 – narrative supported by research Type 2 – Internal destination data.	
Bespoke employer provision to support access	Increased intention to progress to higher education.	Type 1 – attendance figures for events Type 2 – Monitoring of application rates from Mature learners	
Bespoke knowledge and skills development activity – targeted towards community groups and employers	Increased knowledge and skills to support application to higher education and raise aspiration.	Type 1 – attendee surveys measuring satisfaction and self-reported impact. Type 2 – monitoring of applications from mature students	
Hardship funding	See IS1 for detail	See IS1 for detail	

Intervention strategy 3

Objectives and targets

Objective 3: To reduce the gap in continuation rates between full-time and part-time mature learners from 27.5pp to 0pp by 2028 (Target PTS_1). Secondary objective(s): PTA_1 (IS1), PTA_2 (IS2), PTS_4 (IS4) and PTS-3 (IS5)

Risks to equality of opportunity: Insufficient academic support (Risk 6), Insufficient Personal Support (Risk 7), Mental Health (Risk 8), cost pressures (Risk 10) and progression form higher education (Risk 12).

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Financial support EORR Risk 10	<p>Provide a means-tested Hardship and support Fund to provide non-refundable bursaries to encourage students who may be struggling to continue HE due to financial challenges, with priority given to groups identified by EORR to be at risk. Eligibility criteria for the fund will identify priority areas which are low-income, mature and disabled learners. Further details can be seen in the provision of information to students' section of this plan.</p> <p>Continuation of existing activity. Enhancement of existing activities.</p>	Administration of Hardship fund Hardship fund	Reduced non-continuation as a result of financial pressures. Reduced financial concerns. Increase in well-being	
ENDCs Wrap Around for Adults and Apprentices Programme (WRAAP). Enhanced personal and pastoral support EORR Risk 6, Risk 7, Risk 8 and Risk 12	<p>Centralised programme with a mix of class-based activities for delivery by teaching staff to support consistency of student experience across all provision.</p> <p>Optional workshops and self-directed resources to support personal and career development, promote well-being, increase safeguarding.</p> <p>Enhancement of existing activities</p>	Staff hours Development of resources Outsourcing costs: visiting speakers. Workshop delivery	Increased access to and satisfaction in mental health support; reported increase in sense of belonging; increase in continuation. Increase in well-being	IS4, IS5

	<p>Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.</p>	<p>Funding to support visiting speaker and employer engagement costs</p> <p>Staff hours for administration</p>	<p>Increase in continuation, increased awareness of career pathways. Raising Career aspirations</p>	
	<p>Careers Expo.' 1-day cross-college event aimed at internal L4 to L5 students promoting career and study progression routes. New activity</p>	<p>HE and Adult Advice Staff team</p> <p>Travel and expenses for visiting employers</p>	<p>Increase in continuation rates and progression to the next level of study. Raising career aspirations</p>	
<p>Mental health and well-being spaces</p> <p>Risk 8</p>	<p>Creation of identified quiet areas across sites with priority access given to mature students and students with a declared disability. New activity</p>	<p>Development of quiet areas</p>	<p>Increased access to and satisfaction in mental health support.</p> <p>Increase in continuation for mature students</p>	<p>IS2, IS4, IS5</p>
<p>Student Ambassadors</p> <p>Risk 10</p>	<p>Active on course promotion of Student Ambassadors Scheme to encourage students from target group to apply for paid positions. Continuation of existing activity.</p>	<p>Staff costs.</p> <p>Attendance at events</p> <p>Training costs</p>	<p>Reduction in financial pressures, increase in confidence; increase in sense of belonging.</p>	<p>IS1, IS2</p>

Total cost of activities and evaluation for intervention strategy

Total cost of IS3 over 4-year cycle: £115,000

Summary of evidence base and rationale

In addition to a literature review (see Annex B for details) we have generated type 1 evidence from feedback from tutors and students. Key factors for non-continuation included financial pressures, mental health, personal circumstances and confidence in academic ability. Feedback from part-time students indicates they find it harder to access pastoral and personal support and have a lower sense of belonging. Our WRAAP programme was first delivered to our adult learners, Apprentices and HE learners in 22/23 and was highlighted as 'good practice' in our recent 'Outstanding' Ofsted inspection. We have narrative evidence from students that they have found the programme helpful in supporting their personal development and well-being.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 1 and Type 2 standards to establish whether they lead to the intended outcomes. We will use the OfS's Financial Support evaluation toolkit to evaluate the impact of our financial support. These findings will be formally reported on at our end of year Self-Assessment Report and our HE Annual Reports. More detailed information on how we will be evaluating each activity can be found below.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Financial support	<p>Reduced non-continuation as a result of financial pressures.</p> <p>Reduced financial concerns.</p> <p>Increase in well-being</p>	<p>Type 1 – narrative</p> <p>Type 2 – data from use of OfS Financial Support Evaluation tool (Survey and Interview tools).</p> <p>Internal monitoring of reasons for non-continuation.</p>	<p>Internal reporting through HE Annual Report and Self-Assessment Report.</p> <p>Published on Access and Participation webpage.</p>
ENDCs Wrap Around for Adults and Apprentices Programme (WRAAP). Enhanced personal and pastoral support	<p>Increased access to and satisfaction in mental health support; reported increase in sense of belonging; increase in continuation.</p> <p>Increase in well-being</p> <p>Increase in continuation, increased awareness of career pathways.</p> <p>Raising Career aspirations</p>	<p>Type 1 – narrative supported by research. Student surveys measuring satisfaction and self-reported impact.</p>	
Mental health and well-being spaces	<p>Increase in wellbeing; increase in confidence; increase in continuation.</p>	Type 1 - narrative	
Student Ambassadors	<p>Reduction in financial pressures, increase in confidence; increase in sense of belonging.</p>	Type 1 - narrative	

Intervention strategy 4

Objectives and targets

Objective 4: To increase continuation rates for students with a reported disability to 88% by 2028 (Target PTS_4). Secondary objective(s): PTA_1 (IS1), PTA_2 (IS2), PTS_4 (IS4) and PTS-3 (IS5)

Risks to equality of opportunity: Insufficient academic support (Risk 6), Insufficient Personal Support (Risk 7), Mental Health (Risk 8), cost pressures (Risk 10) and progression from higher education (Risk 12).

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Financial support EORR Risk 10	<p>Provide a means-tested Hardship and support Fund to provide non-refundable bursaries to encourage students who may be struggling to continue HE due to financial challenges, with priority given to groups identified by EORR to be at risk. Eligibility criteria for the fund will identify priority areas which are low-income, mature and disabled learners. Further details can be seen in the provision of information to students' section of this plan.</p> <p>Continuation of existing activity. Enhancement of existing activities.</p>	Administration of Hardship fund Hardship fund	Reduced non-continuation as a result of financial pressures. Reduced financial concerns. Increase in well-being	IS3, IS5
ENDCs Wrap Around for Adults and Apprentices Programme (WRAAP). Enhanced personal and pastoral support EORR Risk 6, Risk 7, Risk 8 and Risk 12	<p>Centralised programme with a mix of class-based activities for delivery by teaching staff to support consistency of student experience across all provision.</p> <p>Optional workshops and self-directed resources to support personal and career development, promote well-being, increase safeguarding. Enhancement of existing activities</p>	Staff hours Development of resources Outsourcing costs: visiting speakers. Workshop delivery	Increased access to and satisfaction in mental health support. Reported increase in sense of belonging. Increase in continuation. Increase in well-being	IS3, IS5

	<p>Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.</p>	<p>Funding to support visiting speaker and employer engagement costs</p> <p>Staff hours for administration</p>	<p>Increase in continuation, increased awareness of career pathways. Raising Career aspirations</p>	
	<p>Careers Expo.' 1-day cross-college event aimed at internal L4 to L5 students promoting career progression routes. New activity</p>	<p>HE and Adult Advice Staff team</p> <p>Travel and expenses for visiting employers</p>	<p>Increase in continuation rates and progression to the next level of study. Raising career aspirations</p>	
<p>Early Intervention for DSA support</p> <p>EORR Risk 6, Risk 7 and Risk 8</p>	<p>Contribute funding for a dedicated HE DSA Supervisor/ Advisor to provide specialist advice for prospective and current HE students, supervision for staff providing HE learning support services and guidance for academic staff on inclusive practice. Enhancement of existing activity.</p>	<p>Staff costs</p> <p>Development of training materials</p> <p>Outsourcing expert speakers/trainers</p>	<p>Increased access to and satisfaction in mental health support; reported increase in sense of belonging; increase in continuation.</p>	<p>IS1, IS2, IS3</p>

	<p>DSA Assessment Bursary</p> <p>£300 bursary towards funding diagnostic assessments for DSA applications (e.g. dyslexia diagnosis). This is to support students who believe they have a specific learning difficulty to obtain evidence acceptable to DSA. Eligibility criteria will include previous exam access arrangements at school, students who previously held an EHCP for school/college, students who have taken an indicator screening test which shows they are likely to have a specific learning difficulty. New activity</p>	<p>Bursary administration</p> <p>Bursary</p>	<p>Increased DSA applications.</p> <p>Increase in early DSA applications.</p> <p>Reduced financial concerns.</p> <p>Increase in continuation.</p>	
<p>Mental health and well-being spaces</p> <p>EORR risk 7 and Risk 8</p>	<p>Creation of identified quiet areas in across sites with priority access given to mature students and students with a declared disability. New activity</p>	<p>Development of quiet areas</p>	<p>Increased access to and satisfaction in mental health support.</p> <p>Increase in continuation for students who report a disability.</p>	<p>IS2, IS4, IS5</p>
<p>Student Ambassadors</p> <p>EORR Risk 10</p>	<p>Active on course promotion of Student Ambassadors Scheme to encourage students from target group to apply for paid positions</p>	<p>Staff costs.</p> <p>Attendance at events</p> <p>Training costs</p>	<p>Increase in wellbeing;</p> <p>increase in confidence;</p> <p>increase in sense of belonging.</p>	<p>IS1, IS2</p>

Total cost of activities and evaluation for intervention strategy

Total cost of IS4 over the 4-year cycle: £100,000

Summary of evidence base and rationale

In addition to a literature review (see Annex B for details) we have generated type 1 evidence from feedback from tutors and students. Key factors for non-continuation included financial pressures, mental health, personal circumstances and confidence in academic ability. Feedback from students with a reported disability indicates mental health, personal circumstances and confidence in academic ability are key contributing factors for non-continuation. Our WRAAP programme was first delivered to our adult learners, Apprentices and HE learners in 22/23 and was highlighted as 'good practice' in our recent 'Outstanding' Ofsted inspection. We have narrative evidence from students that they have found the programme helpful in supporting their personal development and well-being.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 1 and Type 2 standards to establish whether they lead to the intended outcomes. We will use the OfS's Financial Support evaluation toolkit to evaluate the impact of our financial support. These findings will be formally reported on at our end of year Self-Assessment Report and our HE Annual Reports. More detailed information on how we will be evaluating each activity can be found below.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Financial support	<p>Reduced non-continuation as a result of financial pressures.</p> <p>Reduced financial concerns.</p> <p>Increase in well-being</p>	<p>Type 1 – narrative</p> <p>Type 2 – data from use of OfS Financial Support Evaluation tool (Survey and Interview tools).</p> <p>Internal monitoring of reasons for non-continuation.</p>	<p>Internal reporting through HE Annual Report and Self-Assessment Report.</p>
ENDCs Wrap Around for Adults and Apprentices Programme (WRAAP). Enhanced personal and pastoral support	<p>Increased access to and satisfaction in mental health and well-being support; reported increase in sense of belonging; increase in continuation. Increase in continuation, increased awareness of career pathways. Raising Career aspirations</p>	<p>Type 1 – narrative supported by research. Student surveys measuring satisfaction and self-reported impact.</p>	<p>Published on Access and Participation webpage.</p>
Early Intervention for DSA support	<p>Increase in well-being.</p> <p>Increase in confidence in academic ability.</p> <p>Increase in continuation rate</p>	<p>Type 1 – narrative supported by research, Student surveys measuring satisfaction and self-reported impact.</p> <p>Type 2 – Internal monitoring of reasons for non-continuation, increase in DSA applications.</p>	
Mental health and well-being spaces	<p>Increase in wellbeing;</p> <p>increase in confidence;</p> <p>increase in continuation.</p>	<p>Type 1 - narrative</p>	

Intervention strategy 5

Objectives and targets

Objective 5: To reduce the gap in completion rates between full-time and part-time mature learners from 34.9pp to 15pp by 2028. (Target PTS_3) Secondary objective(s): PTA_1 (IS1), PTA_2 (IS2), PTS_4 (IS4) and PTS-3 (IS5)

Risks to equality of opportunity: Limited choice of course type and delivery mode (Risk 5), insufficient academic support (Risk 6), Insufficient Personal Support (Risk 7), Mental Health (Risk 8), cost pressures (Risk 10) and Progression from Higher Education (Risk 12).

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Increase in micro-credential provision EORR Risk 5	Increase in part-time options in line if LLE to support completion of studies by allowing students to fit study around work and life commitments. New activity	Staff costs Programme development Validation costs	Increase in take-up of part-time courses. Reduced financial concerns as students can fit studies around work. Increased completion rates	IS1, IS2
Financial support EORR Risk 10	Provide a means-tested Hardship and support Fund to provide non-refundable bursaries to encourage students who may be struggling to continue HE due to financial challenges, with priority given to groups identified by EORR to be at risk. Eligibility criteria for the fund will identify priority areas which are low-income, mature and disabled learners. Further details can be seen in the provision of information to students' section of this plan. Continuation of existing activity. Enhancement of existing activities.	Administration of Hardship fund Hardship fund	Reduced non-continuation as a result of financial pressures. Reduced financial concerns. Increase in well-being	IS3

<p>ENDCs Wrap Around for Adults and Apprentices Programme (WRAAP). Enhanced personal and pastoral support.</p> <p>EORR Risk 6, Risk 7, Risk 8 and Risk 12</p>	<p>Centralised programme with a mix of class-based activities for delivery by teaching staff to support consistency of student experience across all provision.</p> <p>Optional workshops and self-directed resources to support personal and career development, promote well-being and mental health and increase safeguarding. Existing WRAAP on-line resources and provision further developed to increase engagement by part-time students.</p> <p>Enhancement of existing activities</p>	<p>Staff hours</p> <p>Development of resources</p> <p>Outsourcing costs: visiting speakers.</p> <p>Workshop delivery</p>	<p>Increased access to and satisfaction in mental health support; reported increase in sense of belonging; increase in completion. Increase in well-being</p>	IS3, IS4
	<p>Visiting Professionals Programme. Centralised visiting guest lecturers & motivational speakers from a range of backgrounds could help encourage students to stay on target. New activity.</p>	<p>Funding to support visiting speaker and employer engagement costs</p> <p>Staff hours for administration</p>	<p>Increased awareness of career pathways. Raising career aspirations leading to increased completion of study.</p>	
	<p>Professional Employability Skills – series of workshops to develop employability skills including CV writing, creating an online professional profile. New activity.</p>	<p>Development of materials</p> <p>Staff costs</p> <p>Outsourcing expertise</p> <p>Delivery of workshops</p>	<p>Increased awareness of career pathways. Raising career aspirations leading to increased completion of study.</p>	

<p>Early Intervention for DSA support</p> <p>EORR Risk 6, Risk 7 and Risk 8</p>	<p>Contribute funding for a dedicated HE DSA Supervisor/ Advisor to provide specialist advice for prospective and current HE students, supervision for staff providing HE learning support services and guidance for academic staff on inclusive practice. Enhancement of existing activity.</p>	<p>Staff costs</p> <p>Development of training materials</p> <p>Outsourcing expert speakers/trainers</p>	<p>Increased access to and satisfaction in mental health support; reported increase in sense of belonging. Increase in completion rates.</p>	<p>IS3, IS4</p>
<p>Mental health and well-being spaces</p> <p>EORR Risk 7 and Risk 8</p>	<p>Creation of identified quiet areas in across sites with priority access given to students with a declared disability. New activity</p>	<p>Development of quiet areas</p>	<p>Reduction in extenuating circumstances applications due to mental health. Increased completion rates</p>	<p>IS3, IS4</p>

Total cost of activities and evaluation for intervention strategy

Total cost of IS5 over the 4-year cycle: £76,000

Summary of evidence base and rationale

In addition to a literature review (see Annex B for details) we have generated type 1 evidence from feedback from tutors and students. Key factors for non-completion included financial pressures, mental health, personal circumstances. Feedback from part-time students indicates they find it harder to access pastoral and personal support and have a lower sense of belonging. In our context as providing predominantly short 1- and 2-year courses we have used evidence from part-time learners as the basis for this intervention as they are the group most likely to be studying with us for longer periods of time. Our WRAAP programme was first delivered to our adult learners, Apprentices and HE learners in 22/23 and was highlighted as 'good practice' in our recent 'Outstanding' Ofsted inspection. We have narrative evidence from students that they have found the programme helpful in supporting their personal development and well-being

Evaluation

This intervention strategy will be evaluated as a whole, to generate OfS Type 1 standards to establish whether they lead to the intended outcomes. We will use the OfS's Financial Support evaluation toolkit to evaluate the impact of our financial support. These findings will be formally reported on at our end of year Self-Assessment Report and our HE Annual Reports. More detailed information on how we will be evaluating each activity can be found below.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Increase in micro-credential provision	Increase in part-time options in line with LLE	Type 2 – Monitoring of application rates for flexible provision	Internal reporting through HE Annual Report and Self-Assessment Report.
Financial support	Reduced non-completion rates as a result of financial pressures. Reduced financial concerns. Increase in well-being	Type 1 – narrative Type 2 – data from use of OfS Financial Support Evaluation tool (Survey and Interview tools). Internal monitoring of reasons for non-continuation.	Published on Access and Participation webpage.
ENDCs Wrap Around for Adults and Apprentices Programme (WRAAP). Enhanced personal and pastoral support.	Increased access to and satisfaction in mental health and well-being support; reported increase in sense of belonging; increase in continuation. Increase in continuation rates. Increased awareness of career pathways. Raising Career aspirations	Type 1 – narrative supported by research. Student surveys measuring satisfaction and self-reported impact.	
Early Intervention for DSA support	Increase in well-being. Increase in confidence in academic ability. Increase in continuation rate	Type 1 – narrative supported by research, Student surveys measuring satisfaction and self-reported impact. Type 2 – Internal monitoring of reasons for non-continuation, increase in DSA applications.	
Mental health and well-being spaces	Increase in wellbeing; increase in confidence; increase in continuation.	Type 1 - narrative	

Whole provider approach

ENDC operates a whole College approach to improving equality of opportunity, as articulated in our [Equality and Diversity Policy](#). This policy applies to all our current and prospective students and apprentices, Governors, staff, volunteers, partners, suppliers and visitors. The College obtains the view of staff and students on its review and development of the strategic plan and mission through planned staff consultations at various levels throughout the College and through the student Learner Voice Programme.

Students and staff are involved in the corporation's oversight of its activities through staff and student representation on the Board of Governors.

As an institution we pay due regard to the Equality Act 2010 and all related matters. Equality and Diversity training forms an integral part of all staff induction, and the training is refreshed by staff every 2 years (as a minimum).

As previously noted, although objectives focus on key student groups, we will continue to monitor the impact of our interventions on other groups at risk, including BAME and Free School Meals.

Student consultation

Due to the size of our HE student cohort and having no Student Union, we have not asked our students to produce a separate student submission, but we have ensured that our students have been actively involved in every phase of the design of this plan.

In discussions, students highlighted perception of higher education, mental health, cost of living and insufficient personal support as key risks to accessing and succeeding in higher education.

Student consultation took place at three stages prior to submission. Firstly, through a student survey which was sent to all HE students and invited students to join a focus group meeting. The survey asked students to identify which areas of risk they felt were relevant for them and ENDC. Students had the option of joining an in-person focus group or submit written feedback if unable to attend the in-person meeting. Discussion at the focus group related to our initial assessment of performance and the areas of risk we had identified and ideas for potential intervention strategies and included;

- OfS expectations for the New Access and Participation Plans
- Equality of Opportunity Risk Register
- Self-assessment of data and resulting suggested targets
- Potential intervention strategy activity

Students identified the risks on the Equality of Opportunity Risk Register which they felt were important to students attending ENDC and commented on the suggested targets. confirming that they felt we had identified appropriate target groups.

Once the plan was drafted this was then shared with students for feedback, focusing on the planned interventions and evaluation strategies.

Evaluation of the plan

We will be engaged in ongoing monitoring and evaluation of our intervention strategies and will continuously reflect on and respond to evaluation findings to improve and develop our practices. The overall plan and associated activity will be monitored by the Access and Participation Plan Working Group. The group will meet termly to report on activity and will produce an annual report against targets which will feed into governance via the Quality Annual Review and Self-Assessment Report process.

We have drawn from the OfS and TASO toolkits and guidance on effective evaluation approaches. Credible evaluation has been a key consideration, especially in our context with small cohorts. The intervention strategies outlined in this plan are predominantly based on Type 1 evidence and Type 2 evidence where available. We will need to rely on qualitative data such as focus groups to support our understanding, or fill gaps, in quantitative data and, have aligned our evaluation and measures across our activities to enable us to minimise the number of collection points, where possible and appropriate to avoid survey fatigue.

We are committed to improving our data access and use and supporting staff knowledge and understanding in relation to access and participation. As noted in Annex A, some of the data available is limited, or unavailable, which reduces the ability to monitor and evaluate effectively, we are therefore working on our internal data and reporting to aid this in future iterations.

We will work with our university partners to share data and evaluation where possible, such as with University of Exeter and the MAP programme and NSSW partnership.

Provision of information to students

We are compliant with the requirements of consumer protection legislation and the Competition and Markets Authority. We will also provide the transparency information for admissions and enrolments on our website in line with OfS requirements.

All full-time and part-time course fees are published on our website and on our course pages on UCAS. For courses longer than one year duration we guarantee the annual course fee will remain the same for the duration of the qualification. Prospective students are also advised of any expected additional costs (such as kit or trip costs) during the admissions process.

Our dedicated Adult Advice Team provides advice and guidance on fees, student finance and what financial support is available to all prospective and current HE students. Information will summarise hardship arrangements and sources of financial support available including bursaries. The Hardship and Support fund which will support priority groups based on relevant eligibility criteria. These will be Outreach Bursary, (low-income household) of £1000 paid in 2 installments (Autumn and Spring Term based on attendance and assessment threshold). The eligibility criteria for claiming Outreach Bursary will depend upon the student's household income (below £25,000) and students will have evidence that they have received their full entitlement to a maintenance loan. Students will also be expected to show supporting evidence of financial hardship within the application process.

The Care Leavers Bursary of £750 paid at the start of their course. The DSA Assessment Bursary of £300 towards the costs of diagnostic assessments to help students with evidence for DSA applications. Students facing financial hardship can apply for a payment of up to £750 support funding to help towards cost of studying. Eligibility criteria for the fund will identify priority areas identified by EORR to be at risk; Mature, low-income families, reported disability, single parents, care leavers. The criteria will be published to all students on the HE Students section of both colleges' websites and once developed the relevant group website page. The group will provide a full range of financial advice to prospective and current students through the production of fact sheets outlining fee charges and the hardship funds available to students with worked examples and in response to queries received in person, by telephone or by email.

For all continuing students you will continue to be eligible for support funding that was in place when you started your course. For students studying at North Devon College this is the Work Placement Bursary (completion of 20 days work experience) of £1200 and Progression Bursary (progressing to level 6, low-income household) of £500 will still be available to eligible students for 2026-27 academic year.

Prospective students are able to attend College open events, including a dedicated internal progression event for existing 16-18 FE students and wider events aimed at the general public. Students are also able to contact the team for specific enquires via email, phone and can book a 121 meeting with an advisor or member of the appropriate academic team.

Any student that has identified a disability on their application form is contacted by Exeter College's DSA supervisor for support and guidance on applying for DSA support.

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

ENDC has assessed our performance to identify the most significant indicators of risk to equality of opportunity for our current and prospective students. To complete this analysis, we have used the following data sources:

OfS Access and participation [data dashboard](#).

National Student Survey Data (NSS)(2023 and 2024)

OfS Student Outcomes Data Dashboard

Sector Distributions of Student Outcomes and Experience Measures

OfS Size and Shape of our Provision Data Dashboard

OfS Equality of Opportunity Risk Register (EORR)

NOMIS (Census 2021)

Internal data including student satisfaction survey, Access and Participation plan consultation survey and student focus group feedback, and internal results data.

As a very small HE provider we are aware of the limitations of small data sets. Our data by student characteristic in the APP dashboard, particularly in the later stages of the student lifecycle, are very small or not available due to suppression. Where data within the APP dashboard has been very small, we have used the 2- or 4- year aggregate values from the dashboard to identify indicators of risk, however, it is important to note that we have made some significant changes in our curriculum offer during this time.

For comparison of our performance to the sector, we have used both the 'all undergraduate and 'other undergraduate' level of study views when appropriate for a given lifecycle. It is important to note, however, that Exeter College has a different student profile to the 'all sector' with only 1% of its entrants studying first degrees compared to 71% for all providers whilst other undergraduate accounts for 37% compared to 7% for all providers. Exeter College also has a higher proportion of apprenticeships at 44% (predominantly Higher Apprenticeships at level 4) compared to the all sector of 4%. As outlined in our introduction, our HE strategy over the past 2 years, and moving forward, focuses predominantly on higher technical provision at level 4 and 5 with limited delivery of level 6, therefore, it is expected this comparison to all other providers will continue to vary.

We have mapped our identified indicator of risk to the OfS' Equality of Opportunity Risk Register (EORR) to consider what the related risks of equality of opportunity are and how they relate to the College's context.

As a small HE provider we have decided to focus our activities on the areas we feel we will be able to have the most impact. The following information is based on information on student groups and associated lifecycles where we have identified an indicator of risk to the equality of opportunity of our current and potential students.

ACCESS

Deprivation

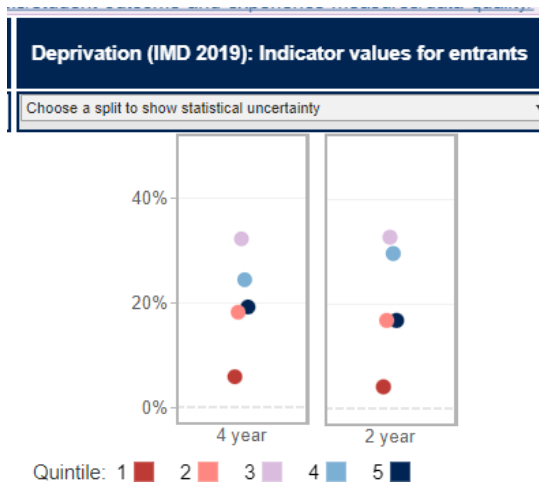
Analysis of the Deprivation (IMD 2019) aggregate data shows the gap between Q1 and Q5 for all undergraduates, full-time, has widened 1.2pp between the 4-year and 2-year aggregate and for part-time the gap has widened 2.9pp. The 2-year gap for both full-time and part-time is significantly higher than the 'all provider' gap of -3.8pp and -2.9pp respectively.

Distribution of Exeter College Full-time entrants by IMD quintile over the last 4 years (OfS APP Dashboard)



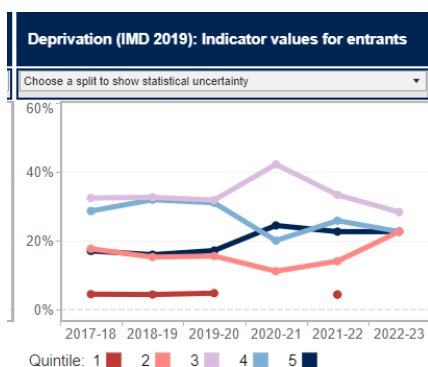
This contrasts with apprenticeships where there has been a slight narrowing (0.7pp) of the gap between 4- and 2-year aggregate data to 12.6pp, although this is still significantly higher than the 'all provider' gap of 3.7pp.

Apprenticeship

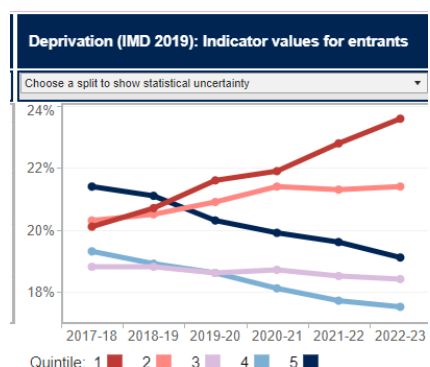


The last year with data for Q1 was 2021-22 with 4.3%, this is 19.3% below the all-provider proportion. Given the context of Exeter College as a regional provider, with a high proportion of commuter students, data from other similar, local providers was also reviewed. Proportion of students from Q1 in 21/22 ranged from 11.5% to 19.9%. This indicates that increasing the proportion of students from Q1 accessing higher education at Exeter College is a priority target.

Exeter College



All Providers

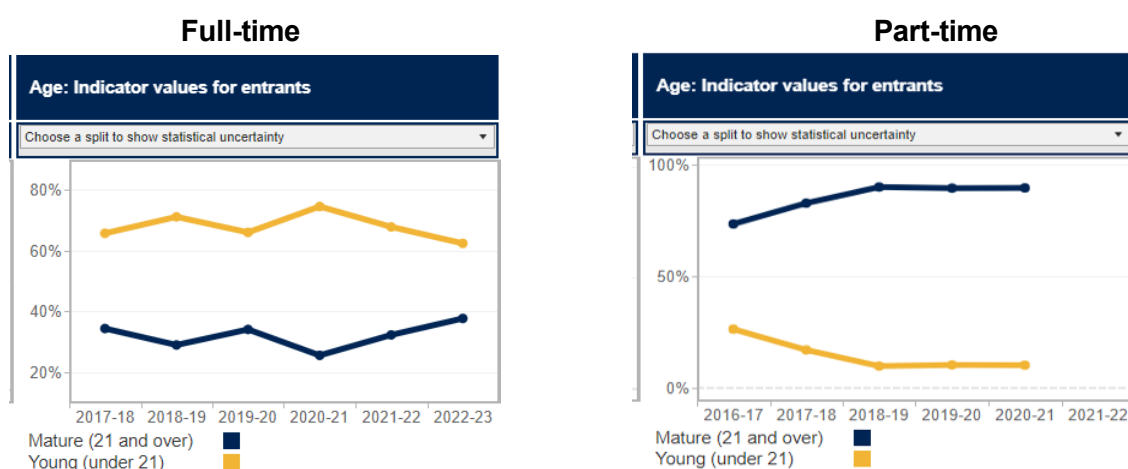


For all modes of study our highest proportion of entrants are from Q3. Data from the OfS Size and Shape of Provision Dashboard shows the higher proportions of learners from Q1 are seen in part-time undergraduates at 6% and 6.8% Apprenticeship (compared to 4% for full-time). The higher proportions of learners from Q2 are seen in part-time undergraduates, 21.3%

Our ambition to reduce the gap in IMD entrants for all modes of study factor in our demographic of commuter student population and the opportunities available with the development of micro credentials.

Age

For full-time 'all undergraduates' there is a narrowing of the gap between young and mature learners from 48.8pp in 2020-21 to 24.6pp in 2022-23. The proportion of mature learners at 37.7% is above that for 'all providers' at 28.7%, however it is lower than other similar providers in the region. For part-time learners there is a positive gap with a consistent majority of mature learners.



The gap has narrowed between the 4-year and 2-year aggregate from 35.8 pp to 31.6pp. Although the gap has narrowed it is still higher than that for other, similar providers in the region. The 2-year aggregate shows 93.6% of part-time learners were over 21. This positive gap is also found with apprentices with the 2-year aggregate showing 73.7% learners are over 21.

Data would indicate that there is currently limited risk of equality of opportunity to accessing higher education for mature learners. However, based on the College's strategic aim of being a regional provider supporting a more local community and local employers, mature learners are a key student group for the college. Based on data showing that the proportion of mature learners studying HE at Exeter College is below other similar providers in the region it has been decided to continue to include this group as a priority.

Although young students are not a specific student characteristic target, it is important to consider the regional provider context of Exeter College. Only 37.4% of 18-19 yr. olds in the SW region enter HE, this is the lowest region and below the average of 42.2% (OfS 2021). Although there is a lack of objective data it would be reasonable to make assumptions that potential young students would fit other characteristics such as eligible for free school meals, first in family, commuter students, and young carers.

Exeter College has a successful record of raising aspirations of its 16-18 learners and consistently achieve high A-level results supporting progression to university. Reviewing internal destination data for FE learners (22/23) 17.54% of students who completed a full-time course (all levels and years) progressed to HE. Of those who progressed to HE - 3.5% progressed

internally to Higher education courses at Exeter College 89.2% progressed to HE at another HEI. The remaining 7.3% intended to progress to HE but destination is unconfirmed.

Therefore, interventions focused on pre-16 access activities will focus on young people who may not currently be considering university as an option, to raise career aspirations and increase knowledge of the benefits of Higher Technical Education with the aim of changing perceptions of HE and increasing participation in level 4 and 5 study.

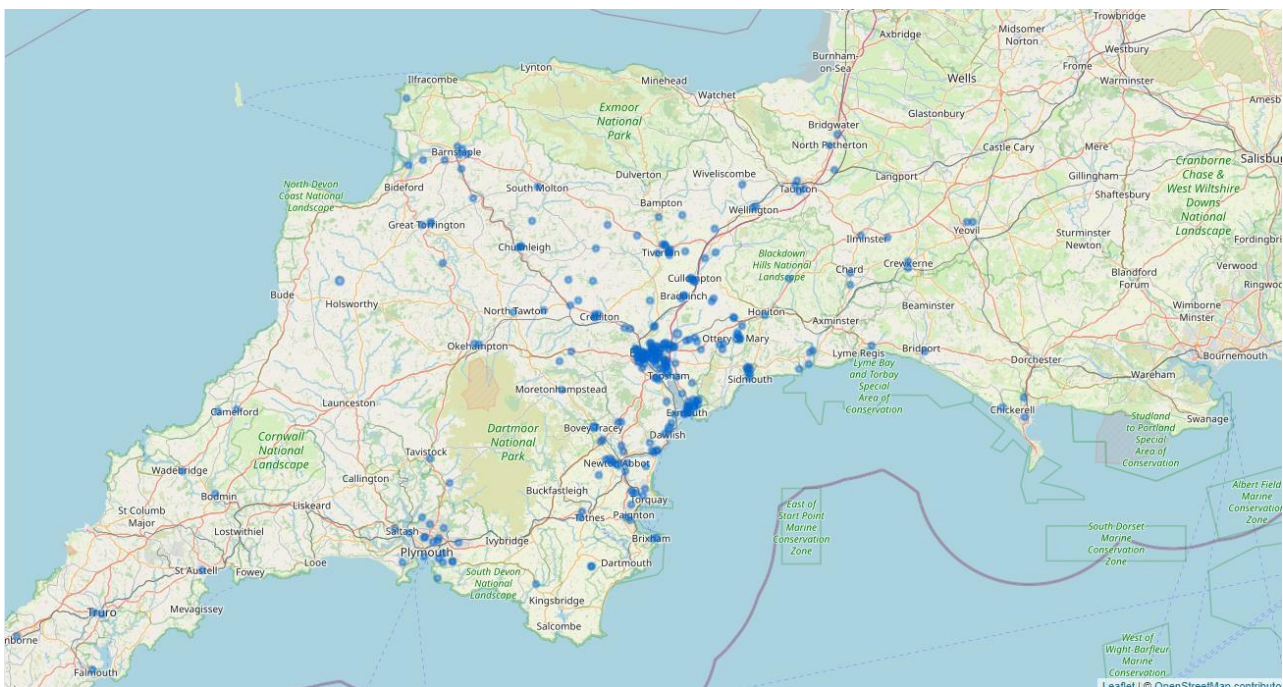
Ethnicity

Due to the low student numbers, there is no useful data published on the APP data dashboard for Ethnicity across any stage of the lifecycle or as aggregate data. The college collects data on ethnic backgrounds however, disaggregation of data would risk identifying individual students.

The ethnicity of HE students at ENDC is predominantly white (English/Welsh/Scottish/Northern Irish/British) or white (other background) making up 95% of the 22/23 cohort (College CIS).

This aligns with the outcome of the 2021 census for Exeter and Devon which identified 90.3% of Exeter and 97% from Devon were from a white ethnic group. ENDC has no accommodation, and the majority of students are commuter students. Data shows between 2018-19 and 2021-22 over 71% of both full-time and part-time students had a local address prior to entry (OfS Shape and Size of Provision). Students travel from the local area, wider areas of Devon with a few travelling from Somerset, Dorset and Cornwall.

Map showing the home locations of student 2022/23 (College CIS)

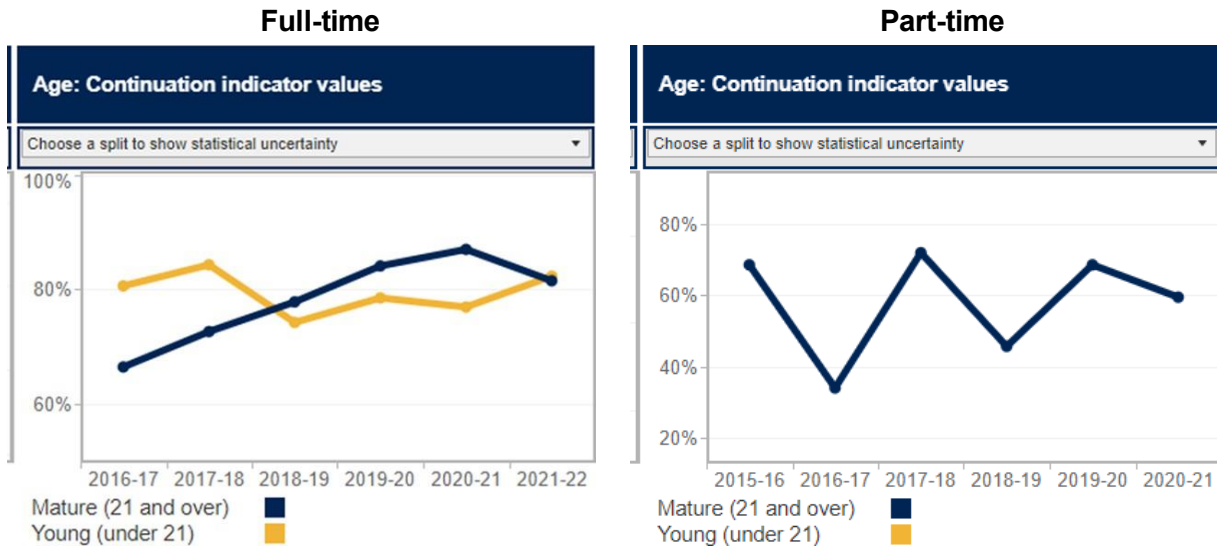


As there is currently insufficient data for detailed assessment of performance across all stages of the student lifestyle in relation to BAME backgrounds and based on student populations closely matching the demographic of the College's main catchment area we have chosen not to set specific objectives for full-time or part-time access for BAME students. It is expected our targets and interventions, particularly those targeting mature learners and our internal Yes+ and Springboard learners, will also have a positive impact on our BAME students. We will continue to monitor the outcome and success of our BAME students, and this position will be reviewed as/when student numbers increase.

CONTINUATION

Age

Continuation (2021-22) rates for mature students (all undergraduates full-time) 81.5% dropped 5.5pp from 2020-21 and is now 0.8pp below that for young students and just is above 'all Providers rate' of 80.5%. Continuation rates for mature, part-time learners also dropped 9.1pp to 59.5%, which is in-line the 'all provider' rate of 59.6%. Part-time continuation rates have been inconsistent with sharp decreases over the years.



When considering data from the OfS' Sector distributions of student outcomes and experience measures dashboard Exeter College is above the numerical threshold for condition B3 for both full and part-time mature students but is below the sector overall indicator values for part-time mature learners (see summary table below). Continuation rates of mature learners at Exeter college is below some other similar regional providers and as we are ambitious to raise our access rates for mature learners, improved and consistent continuation rates will remain a key target for improvement.

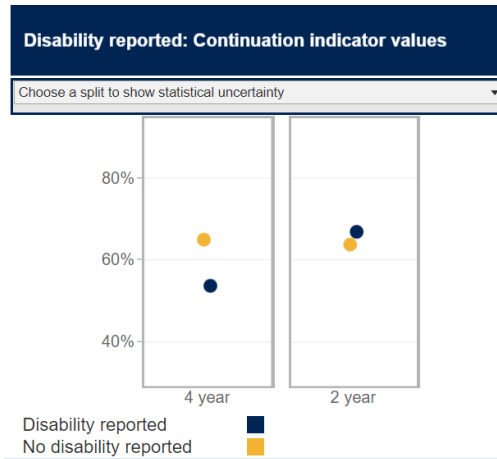
Continuation Indicator values (entrants in (2018-19 to 2021-22) Part-time

Sector Overall Indicator Value	Under 21 years	21-30 years	31 years and over
63.7%	75.7%	63.5%	59.7%

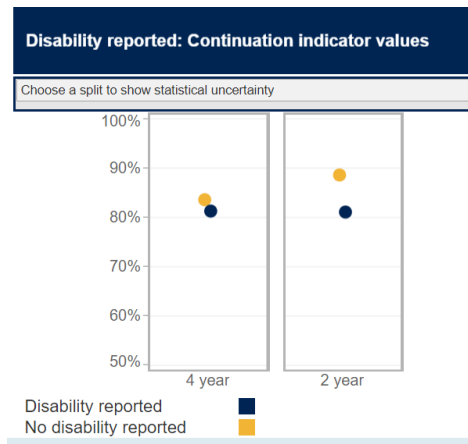
Disability

Supporting students with a reported disability were key targets in our current plan. Continuation indicator values for the 4-year and 2-year aggregate for part-time students have seen an improvement in continuation rates from 53.6% to 66.7%. Continuation rates for apprentices have remained consistent, however continuation rates for those without a reported disability has improved, widening the gap. For full-time student there has been a small improvement of 0.6pp between the 4-year and 2-year aggregate.

Part-Time

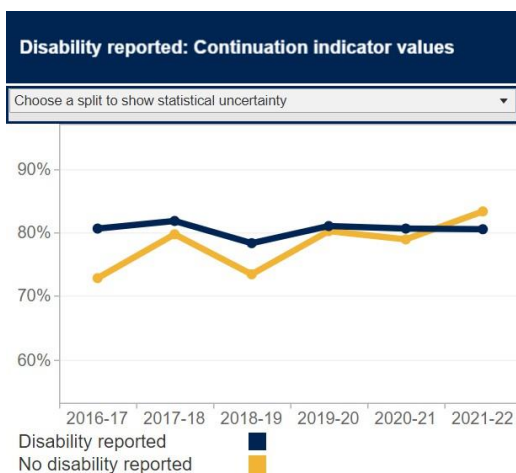


Apprenticeships



Continuation rates for full-time, all undergraduate students with a reported disability saw a slight decrease of 0.5pp from 2019-20 to 2021-22 to 80.5%. This is below all providers continuation rate of 87.3% and lower than some other similar providers in the region. Continuation rate for students who report a disability will remain an important target for ENDC.

Full-time



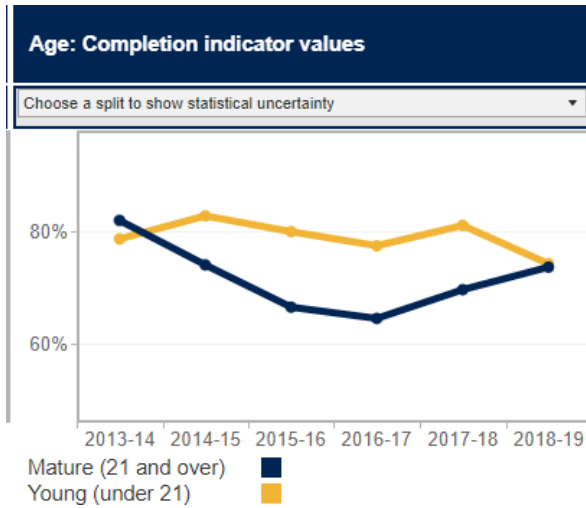
Completion

Age

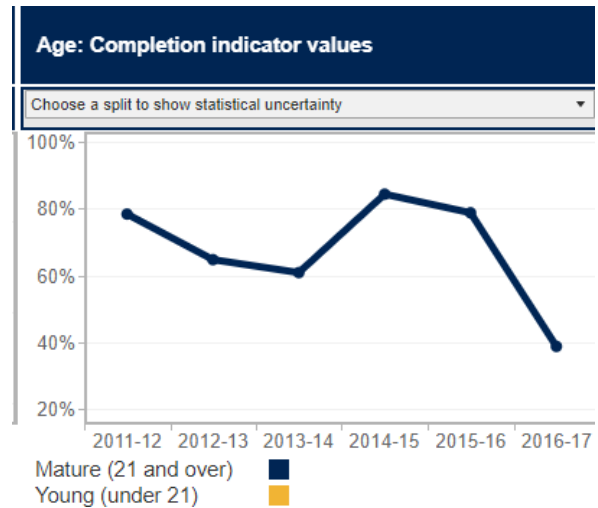
Data for completion rates is limited due to small cohort sizes and the low number of full 3-year degrees we offer. With our strategic focus on level 4 and 5 provision, many of our courses are one or two years in length continuation rate data is more significant for ENDC. However, with the imminent introduction of the LLE and the potential for students to opt for more flexible and bite-size provision it is possible that they may take longer to complete courses, therefore, completion will remain an important target, and we will continue to monitor our performance.

The latest data available for completion for full-time, all undergraduates show similar continuation rates for mature and young learners with only a 0.6pp difference. Completion rate for mature learners is 73.5% which is below the all-provider rate of 80.2%. This gap increases for part-time learners with the completion rate for mature learners in 16/17 being only 38.6%, below the completion rate for all providers in the same year of 57.7%. This will be an important consideration if the introduction of the LLE increases the number of learners wishing to study courses part-time over an extended period of time.

Full-time mature



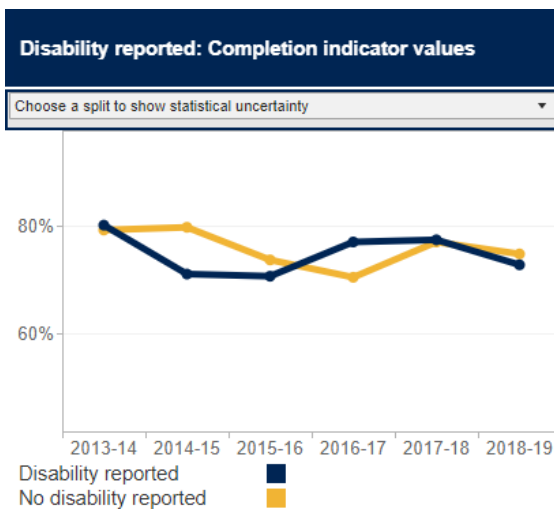
part-time mature



Disability

Completion rates for full-time students who report a disability is 2pp lower than those with no disability reported at 72.2%. This is below the all-provider rate of 85.7%. There is no data for part-time learners with a reported disability. Although we are not setting a specific target for completion for students with a reported delivery it is anticipated the interventions in place to increase completion rates for mature students will also support other students at risk including, reported disability, commuter students, first in family, students from low-income families and ethnicity.

Full-time



Progression

Using the APP dashboard there is limited or no data for progression for TUNDRA, IMD Deprivation, or eligibility for free school meals. Data for ethnicity, age and disability is also limited.

Ethnicity

There is limited data for ethnicity with progression for white students in 2021-22 at 75.8% which is slightly above the 'all provider' level of 73.4%. There has been an increase between the 4-year and 2-year aggregate by 9.8pp to 71.1% which is 3.1pp below 'all providers' 74.2%.

Age

There is limited data for age, but progression is slightly better for mature learners with positive outcome for 73.3% of learners which is +5.5pp above all providers at 67.8% (2020-21). Outcomes for younger learners were not as positive at 60% which is -14.6pp below all providers. Aggregates has remained consistent between 4 years and 2 years with mature learners performing slightly better.

Disability

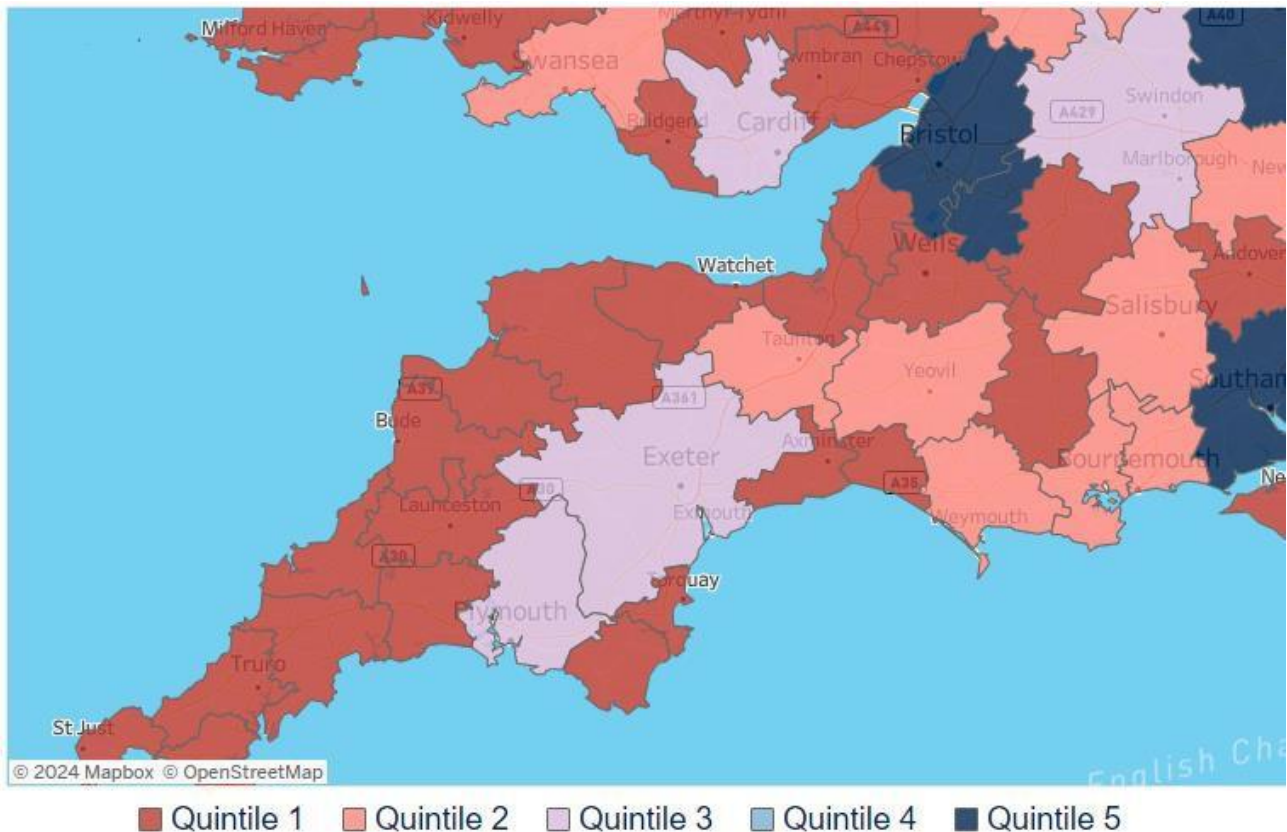
Limited data for disability so aggregate data used. There has been an increase for those with a reported disability between 4- and 2-years aggregate of 10.7pp to 69.2% however, this is still below all providers 71.9%. There is only a -1pp gap between learners who reported a disability and those with no disability reported.

As the data is limited, we explored areas where the HE sector might see a risk to equality of opportunity both generally and in the context of our student demographic.

Lifecycle stage	Student characteristic	2017-18	2018-19	2019-20	2020-21
Progression	Distance learning	76.4% (320)	80.8% (340)	73.0% (330)	82.1% (260)
	Local to address prior to entry	68.9% (42,710)	66.8% (44,280)	67.2% (42,950)	68.5% (45,620)
	Not local to address prior to entry	74.7% (130,720)	72.0% (134,510)	73.9% (130,230)	76.2% (126,270)

Students local to address prior to entry are less likely to have successful progression outcomes. As noted above, most of our learners are local to address prior to study. Reviewing the map of employment groups for undergraduate qualifiers for students who stay local post graduation, much of the area is within quintile 1, which shows the lowest proportion of graduates in highly skilled jobs. The Southwest is dominated by small and medium sized businesses. Based on regional employment factors and student population demographic we have identified progression as an area of risk of equality of opportunity for commuter students, students with a reported disability, mature learners and other undergraduate level 4 and level 5 learners.

Map showing the geography of employment groupings based on Graduate Outcomes Data and the types of job done by graduates. Quintile 1 shows areas with the lowest proportion of graduates in highly skilled jobs.



Due to the lack of useful data on progression we have not set a specific objective, however, the college is playing an active role in the formation of the Local Skills Improvement Plan (LSIP), which is being developed by Devon & Plymouth Chamber of Commerce as part of wider national project for DfE. Its aim is to identify current, emerging, and future skills gaps and ensure that the skills provision in the area meets the needs of individuals and business. The LSIP and its aim to raise prosperity and productivity of the area will be a key driver for us as a college. Our formal reaction to the local skills plan is recorded in an annual accountability agreement, which is regularly updated and on our website. We continue to work closely with the University of Exeter, city wide partners, Exeter Chamber of Commerce and the Combined Authority to formulate a skills escalator, providing a route for our young people from school through to university, to ensure Exeter's education eco-system continues to meet the needs of the city and region. We anticipate our interventions activities will also support progression outcomes for all learners, and we will continue to monitor progression outcomes.

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

This section should set out further information about the evidence used to underpin each intervention strategy, and any rationale and assumptions related to the underpinning theory of change for each intervention strategy.

The College has a successful record of supporting the raising of attainment in schools and access to and succeeding in higher education for its 16-18 students. We work very closely with secondary schools in Exeter and the wider region. A number of college leaders and staff voluntarily sit on school governing bodies to support and nurture these strong links. We continue to develop our strong partnership with the University of Exeter. We worked closely with the university on several initiatives, including Exeter Mathematics School and the Ted Wragg Multi-Academy Trust (which sponsors several of the city's schools, including the new Matford Brook Academy). The Progression Partnership is a group that brings together the college and our Exeter based secondary schools. It has three main aims:

- to engender ambition within young people,
- to support the progression of young people so they may reach their maximum potential and,
- to support improved outcomes for young people.

Therefore, other than continued partnership work and our work with UniConnect (NSSW), this plan does not intend to undertake any further activities aimed at raising attainment in schools. Intervention strategies and activities to support accessing HE will be targeted towards local and regional commuter students.

In devising this plan the context of ENDC was taken into consideration. Both Exeter and North Devon Colleges are local and regional providers. The guiding principles of the Exeter and North Devon Colleges Group (ENDC) will ensure learners, staff, Devon communities, local skills needs and employer needs are at their core. Exeter City has a range of student accommodation available which we are able to signpost students to, but we have no living accommodation.

The majority of our learners are commuter students, and our interventions have been devised to specifically target those students. The College Group recognises that many of our learners require to study, and later work, in the region and as previously noted regional employment factors indicate the need for a skilled workforce, although there is limited graduate-level, highly paid employment. ENDC has made the strategic decision to focus on level 4 and 5 technical provision, offering level 6 courses where there is a direct PSRB or progression requirement. We also work closely with our HEI partners to provide appropriate level 6 and Degree Apprenticeship progression opportunities. We have actively engaged in the HTQ agenda and for 23/24 are running the Modular-Acceleration Programme pilot. The College works closely with its HEI partners to ensure that students who wish to continue onto further study have clear progression routes to a range of full undergraduate degrees.

HE forms a very small proportion (less than 1%) of the College's student body with approximately 300 learners. Oversight of HE provisions now sits across the group. This enables the College to plan cohesive curriculum that enables access and success in HE to our local and regional community, in particular those from disadvantaged groups as identified in our targets..

When planning intervention strategies, consideration was given to the student groups identified in the target, however, it is recognised that due to small numbers it is difficult to disaggregate data for specific groups without the risk of identifying individuals. It is also noted that for many of the groups identified at risk from equality of opportunity by the OfS our small numbers mean external data is limited or not available.

It is acknowledged that targeted activities may be difficult without singling out individuals so all interventions will be broadly applied to all current students and potential students from the region to ensure activities are meaningful and have an impact. It is, therefore, expected that the interventions will also benefit other disadvantaged groups within the region not identified in the plan.

Where possible, ENDC will gather data to allow evaluation of impact against the relevant target groups.

Intervention activities to support Access Includes:

- Pre-entry aspiration raising activity and IAG
- Attainment raising activity (as part of NSSW Partnership) and other College partnerships (Ted-Wragg, Exeter mathematics School)
- Promotion of shorter courses and part-time provision
- Mature Access Programme

Students from disadvantaged backgrounds are less likely to access higher education. As noted in the EORR there are several potential reasons for this, including perceptions of higher education and access to IAG. Our activities around IAG were informed by the TASO Toolkit and evidence that suggests impact on aspirations for students from disadvantaged groups is greater when started early and tailored.

It has been noted that young people from disadvantaged backgrounds often have aspiration levels that exceed their actual HE participation and their expectations of progression to HE (Boxer et al., 2011). Raising awareness amongst IAG specialists, both within ENDC and regional school careers advisors on the benefits of Higher Technical Education and the options for shorter 1- and 2-year HNC/HND/Foundation Degrees and HTQ's, provides the opportunity to deliver targeted information and guidance early within schools, our own 16-18 provision and with our Mature (21+) students. Although the TASO Toolkit suggests there is currently no evidence for a causal link between pre-entry aspiration raising activity and outcomes, it does note that pupils who attend relevant programmes have an increased awareness of the accessibility and benefits of higher education. It is envisaged that this will raise awareness of alternatives to traditional university provision, therefore increasing the participation in HE by students from a disadvantaged background.

As noted by the TASO Toolkit, Pre-entry study and soft skill support can aid attainment levels. Following the success of our collaboration with UoE to deliver the MAP programme to our Access to HE students and subsequent progression to their first-choice university place, we will further enhance this activity to widen the programme to other adult learners who meet the UoE eligibility criteria. For other adult learners who don't meet the UoE eligibility requirements we will share resources, to amend as required, to deliver a similar series of workshops as part of our enhanced pastoral and personal development programme (WRAAP), with the aim of progressing to our internal HE provision. The starting point for some of these learners mean that they may need to take various steps (such as complete GCSE Maths and English), prior to commencing HE study so impact may not be fully seen until towards the end, or post, this plan.

Intervention activities to support continuation and completion include:

- WRAAP
- Early Intervention for DSA students
- Provision of Quiet Spaces
- Financial Support
- Career Aspiration Raising

There is emerging evidence that post-entry financial support has a positive impact on both retention and completion in higher education according to the TASO Toolkit (2023).

ENDC already offers hardship and bursary support for those students who are in financial stress with the aim of supporting them with continuing their studies. Research has indicated financial support has a positive impact on anxiety and impacts on the students need to work alongside study (Mountford-Zimdars et al., 2015). Anecdotal evidence from applications to our existing Hardship Fund and extenuating circumstances requests would suggest students are increasingly finding the pressures of needing to work impacting on the time they can commit to studies and thus having a negative impact on their mental health and well-being.

We have also seen a rise in the number of students who are potentially eligible for DSA support, but who are unable to pay for the diagnostic assessment required as supporting evidence.

Recent studies have noted the importance of a sense of belonging to the motivation, retention and achievement (Willis and Nieuwoudt.,2022). As a large FE college with only a small number of HE learners ENDC is keen to ensure our HE learners feel valued and supported. All students at ENDC have a personal tutor with weekly group tutorial meetings and termly one-to-one meetings that aim to provide pastoral and academic support. Alongside this, there is a dedicated Adult Learning Hub where students can access our Adult and HE Student Experience Team to access IAG on internal and external sources of personal and academic support. Feedback from students who have accessed support confirms that sustained and immediate access to both academic and personal support can increase confidence and reduce consideration of non-continuation.

In order to support the evaluation of our intervention's sources such as the OfS Evaluation toolkits and TASO's Theory of Change resources were used.

Fees, investments and targets

2025-26 to 2028-29

Provider name: Exeter and North Devon Colleges Group (ENDC)

Provider UKPRN: 10002370

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	£48,000	£37,000	£39,000	£42,000
Financial support (£)	NA	£20,000	£50,000	£54,000	£59,000
Research and evaluation (£)	NA	£5,000	£5,000	£5,000	£7,000

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 (£)	£3,000	£2,000	£2,000	£2,000
Access activity investment	Post-16 access activities (£)	£45,000	£35,000	£37,000	£40,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£48,000	£37,000	£39,000	£42,000
Access activity investment	Total access investment (as % of HFI)	12.3%	12.3%	12.2%	12.0%
Access activity investment	Total access investment funded from HFI (£)	£48,000	£37,000	£39,000	£42,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£3,000	£5,000	£4,000	£4,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£17,000	£45,000	£50,000	£55,000
Financial support investment	Total financial support investment (£)	£20,000	£50,000	£54,000	£59,000
Financial support investment	Total financial support investment (as % of HFI)	5.1%	16.7%	16.9%	16.9%
Research and evaluation investment	Research and evaluation investment (£)	£5,000	£5,000	£5,000	£7,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.3%	1.7%	1.6%	2.0%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Exeter and North Devon Colleges Group (ENDC)

Provider UKPRN: 10002370

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the proportion of students from IMD (2019) Q1 entering higher education at Exeter College to 12% by 2028	PTA_1	Access	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	N/A		No	The access and participation dashboard	2021-22	Percentage	4.3	6	8	10	12
To reduce the gap in participation between mature and young learners accessing higher education at Exeter College.	PTA_2	Access	Age	Mature (over 21)		To reduce the gap in participation between mature and young learners from 31.6pp to 9.6pp by 2028. The milestone targets for this aim were based on the maximum improvement that was felt to be achievable, with the intention of closing this gap over the life of the plan. The current gap has been calculated by using the last 2-year aggregate data on the OFS data dashboard. We have been collaborating with University of Exeter.	Yes	The access and participation dashboard	Other (please include details in commentary)	Percentage points	31.6	28.6	21.6	15.6	9.6
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the gap in continuation rates between full-time and part-time mature learners.	PTS_1	Continuation	Age	Mature (over 21)	Other (please specify in description)	The baseline for this target is the Ofs data dashboard data for part-time mature learners and full-time mature learners in 2020-21 being 59.5% and 87% respectively The milestone targets for this aim were based on eliminating the gap in the continuation rate for part-time mature learners and full-time mature learners from 27.5pp to 0pp over the lifetime of the plan.	No	The access and participation dashboard	2020-21	Percentage points	27.5	19.5	11.5	5.5	0
To increase continuation rates for students with a reported disability to 88% by 2028	PTS_2	Continuation	Reported disability	Disability reported	No disability reported		No	The access and participation dashboard	2021-22	Percentage	80.5	82	85	87	88

