

# **The Chesterfield College Group**

## **Access and participation plan 2025-26 to 2028-29**

### **Introduction and strategic aim**

Chesterfield College Group is committed to providing high-quality, affordable Higher Education that empowers students with the advanced skills they need to succeed academically and achieve their career goals. Enhancing access to, and increasing participation, retention, attainment, and successful progression in Higher Education programs is a core principle of our strategic plan. This commitment is strengthened through our university partnerships and the ongoing expansion of our Higher Apprenticeship offerings.

Our Strategic Plan (2024-2027) prioritises the community we serve, aiming to elevate student aspirations, community development, and contribute to a thriving local economy. The plan's five key priorities – people, performance, position, prosperity, and progress – encompass and support the Access and Participation Plan. This framework creates an environment that ensures equitable access to high-quality education, preparing students for successful careers, fulfilling lives, and achieving their desired destinations.

The College's three-year strategic plan (2024-2027) prioritises student success by ensuring high-quality academic experiences, clear career pathways, and valuable qualifications. It focuses on widening access for all students, improving retention and attainment, and facilitating successful transitions to employment or further study. The College prioritises collaboration with employers and educational institutions to develop innovative teaching methods that cater to diverse learning styles. Ultimately, the plan aims to cultivate a dynamic learning environment where every student demonstrates continuous progress.

### **Our College**

The Chesterfield College Group, located in the newly devolved EMCCA region, is a prominent educational institution renowned for its diverse range of programs. Serving approximately 10,000 students annually, the College main campus, which is based in Chesterfield attracts learners from across Derbyshire, Nottinghamshire, South Yorkshire and beyond, offering pathways to further and higher education, as well as apprenticeships. We also have a campus in Derby which facilitates apprenticeships across the region.

Our mission, vision and values demonstrate our commitment to our community of students and the economic accountability we have to our local area.

The College is dedicated to its mission "Inspiring futures, changing lives" and holds the vision "Empowering people through education, where individuals grow, and communities thrive". These are underpinned by the culture and values we adopt in all that we do, "To treat everyone with respect, to be an inclusive college, to operate with integrity and to be accountable".

The College's Higher Education curriculum is undergoing significant shifts due to evolving student study preferences, changing demographics, and the impact of the cost-of-living crisis on student recruitment. Notably, 51.3% of our current higher education students are part-time, primarily employed and released by their employers for HNC/HND studies, while 48.7% are full-time, mostly enrolled in Foundation awards. Given that the majority of our higher education students progress

internally from Level 3 pathways and recognising the need to adapt to these evolving trends, the College is actively reviewing validations and exploring new partnerships to ensure our curriculum remains relevant, accessible, and attractive to a diverse student body.

The College's curriculum is an offer of HNC, HND, Foundation Degree and ITT delivered on behalf of Edexcel Pearson and in Partnership with Sheffield Hallam University. Our Edexcel Pearson awards are approved for direct claim status and our university awards are validated to the College directly.

Name of Partner	Number of Awards	Level of Awards	Typical Delivery	% of overall College HE Students
Sheffield Hallam University	6	FDA (25) FDSC (20) CertEd (6) PGCE (16)	PT/FT	32%

The College prioritises student needs and flexibility, offering a curriculum that accommodates diverse commitments, such as employment or family responsibilities. Recognising individual goals, we support students in selecting award types and providers that align with their future aspirations. The Access to HE provision has transitioned to a hybrid delivery model to enhance flexibility for adult learners, thereby promoting increased participation and engagement.

### **Our students**

The students who are at the centre of our college strategy can be summarised as approximately 1310 apprentice starts, 2950 16–18-year-olds learning across Levels 1 – 3; 1837 Adults (aged 19+) learning across Levels 1 -3 and 308 university level students (18+) involved in learning at Level 4 – 7. Our apprentices are based across the country and our 16-19 years old, adults, ESOL, Access to HE and university level students are based at our campus at Infirmary Road or our Training Centre in Derby.

The College's main site is situated within Chesterfield Borough Council and attracts many students from within this area who progress into studies with us from local schools and Sixth Forms. Chesterfield Borough Council's Growth Strategy 2023-2027 highlights that youth unemployment is relatively high at 6.5% (compared to 4.7% nationally).

Unemployment overall stands at in line with the national average at 3.4%. The area has a high rate of Economic inactivity (28.9% compared to 21% nationally). The borough contains some significant areas of the population holding no qualifications, nearly twice the national average at 12.9%. The Indices of Deprivation (2019) ranks Chesterfield as the 86th most deprived district in the country (out of 317 authorities). Chesterfield has fewer 'knowledge workers' (managers, professionals, associate professionals) than the national average (38.5% compared to 46.5%), although the share of knowledge workers has increased by over 4% points since the previous census in 2011.

Conversely, Chesterfield has a greater proportion of lower skilled occupations (caring, leisure, sales, elementary occupations) than the national average (32.5% compared to 27.3%) and this is only slightly down on the 2011 figure (32.7%). Chesterfield has a lower skills profile (Census 2021) than the national average, with fewer people qualified at Level 4 or above (26.8% compared to 33.9%) and more people with no qualifications (20.2% compared to 18.1%). However, over the last 10 years there has been a notable improvement in the proportion of Chesterfield residents with a Level 3 or Level 4 qualification, with both increasing by almost 6% points.

The EMCCA region growth strategy aims to for long-term economic growth by creating jobs and equipping local residents with the necessary skills. A key component of this strategy is to enhance workforce skills to support future growth and ensure that Chesterfield's young people and adults can benefit from emerging employment opportunities. This will empower them to contribute to the region's improved economic performance.

To uphold our commitment to inclusivity, we prioritise initiatives that enhance access and participation for all students, particularly in regions with diverse demographics. Recognising the concerning longer-term decline in mature student enrolment over the past six years, we aim to reverse this trend. Furthermore, we will focus on mitigating the disparities in student retention and success rates between students from lower socioeconomic backgrounds and their peers from higher quintiles.

## Risks to equality of opportunity

The College identified risks to equality of opportunity by completing an assessment of performance using the Office for Students (OfS) APP data dashboard, the OfS Equality of Opportunity Risk Register (EORR), UCAS end of cycle data, the College's own internal data sources, and the priorities set by the EMCCA strategic plan.

Indication of Risk 1:	Indication of Risk 2:	Indication of Risk 3:
Chesterfield College's analysis of data from the last four years demonstrates a disparity in the number of mature students (21+) accessing full-time courses.	Access to part-time courses at Chesterfield College shows a significant disparity between quintile 5 and quintile 1. Due to low enrolment figures and data suppression, this gap, includes learners of all ages.	We are observing a widening difference between the number of younger (18-20) and older students participating in Higher Education at Chesterfield College, especially concerning access and part-time study. A decline in younger students pursuing work-based training is evident, likely influenced by rising living costs.
Evidence (See Annex A, TUNDRA, Internal ILR data).		
OfS EORR: 1,2,3,5	OfS EORR: 2,3,10,6	OfS EORR: 1,2,3,6,7

To ensure this plan is both clear and achievable, we will specifically identify our target student groups and outline the objectives for each group at every stage of their educational journey. This approach addresses the potential challenges each group may encounter. The student groups targeted within this plan are detailed in Table 1.

Target Characteristic	Indication of Risks	Student Life Cycle Stage					Underlying Risk
		Access	Attainment	Continuation	Completion	Progression	
Age (18-20)	2,3	X					1,2,3,6,7
Age (21+)	1,2	X				X	1,2,3,5
Students with parental responsibilities	1,2,3	X		X	X		3,5,10
Free school meals status	1,2,3	X	X	X			10,6,7
Students from low-income households	2,3	X	X			X	3,6,7,10
Parental education	3	X	X		X		1,2,3
Students reporting a mental health condition	1,3	X		X			1,6,7

(Table 1)

Our assessment suggests that these indications of risk are likely to be caused by the following underlying risk.

EORR Risk	Risk Description
1	<b>Knowledge and skills:</b> Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.
2	<b>Information and guidance:</b> Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options.
3	<b>Perception of higher education:</b> Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified.
5	<b>Limited choice of course type and delivery mode:</b> Students may not have equal opportunity to access a sufficiently wide variety of higher education course types.
6	<b>Insufficient academic support:</b> Students may not receive sufficient personalised academic support to achieve a positive outcome.
7	<b>Insufficient personal support:</b> Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.
10	<b>Cost pressures:</b> Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.

(Table 2)

## Objectives

Chesterfield College has established objectives and targets based on our performance assessment, detailed in Annex A. Where applicable, these objectives and targets are measurable using OfS APP data. Our objectives directly address the identified Indicators of Risk and associated student groups. We have aimed for ambitious yet realistic targets, considering our specific size and context.

Objective	Indication (s) of Risk	Underlying Risk	Target
1 PTA1	Chesterfield College aims to increase the number of mature students (aged 21+) enrolling on full-time courses, addressing the identified disparity in access observed over the past four years with particular focus on Quintile groups 1 and 2. (Indication Risk 1)	<ul style="list-style-type: none"> <li>*Knowledge and Skills</li> <li>*Information and guidance</li> <li>*Perception of higher education</li> <li>*Limited choice of course type and delivery mode</li> </ul>	<ul style="list-style-type: none"> <li>*To understand the reasons why adult students are less likely to be offered a place on some courses than younger age groups and to take action to improve the offer rate for more mature applicants.</li> <li>*To increase the number of mature learners from quintile groups 1 and 2. Due to suppressed data this will include both male and female students.</li> </ul>
2 PTA2	To reduce the significant disparity in access to part-time courses at Chesterfield College between quintile 5 and quintile 1 and 2 students, addressing the low enrolment figures and data suppression that currently affect learners of all ages. (Indication Risk 2)	<ul style="list-style-type: none"> <li>*Information and guidance</li> <li>*Perception of higher education</li> <li>*Cost pressures</li> </ul>	*To reduce the students enrolment gap for part-time students from IMD quintiles 1 or 2 and IMD quintiles 3,4 and 5.
3 PTA3	To address the increasing disparity in Higher Education participation at Chesterfield College between younger (18-20) and older students, particularly in access and part-time study, and to counteract the decline in younger students pursuing work-based training, which is likely exacerbated by rising living costs. (Indication Risk 3)	<ul style="list-style-type: none"> <li>*Knowledge and Skills</li> <li>*Information and guidance</li> <li>*Perception of higher education</li> <li>*Insufficient academic support</li> <li>*Insufficient personal support</li> </ul>	*To reduce the student enrolment gap between young students and mature students.

(Table 3)

## Intervention strategies and expected outcomes

To achieve our strategic objectives, we have developed targeted intervention strategies designed to address the three key risks to equality of opportunity that we have identified. This ensures that our access and participation initiatives are directly focused on the fundamental causes of inequality. Each intervention strategy, along with its associated objectives, targets, and identified risks, is detailed below.

### 3.1 Intervention Strategy 1: Knowledge and Skills

This intervention strategy aims to mitigate Risk 1, which pertains to knowledge and skills. It acknowledges that some students may not have equal access to the development of the necessary knowledge and skills required for successful participation in higher education.

Our assessment has indicated that this risk significantly impacts our student population, contributing to inequitable outcomes, particularly for those from socio-economically disadvantaged backgrounds. The activities outlined in this intervention strategy are designed to mitigate this risk and contribute to the following objectives:

- **Objective 1:** To increase the enrolment of mature students (aged 21+) on full-time courses, with a specific focus on quintile groups 1 and 2.
- **Objective 2:** To reduce the substantial disparity in access to part-time courses at Chesterfield College between learners from quintile 5 and quintile 1.
- **Objective 3:** To address the growing disparity in Higher Education participation at Chesterfield College between younger (18-20) and older students, particularly in access and part-time study.

It is important to note that certain activities are incorporated into multiple intervention strategies, as they are designed to support the mitigation of several underlying risks to equality of opportunity. Where this overlap occurs, it is clearly indicated in the first column, and resources have been allocated proportionally.

Risk Objective: Knowledge and Skills		Intervention Strategy 1		
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
1.1 Taster Days	As part of our outreach programme, we are developing an event specifically for Key Stage Four pupils. This initiative is designed to provide targeted knowledge and support, enabling students to develop key skills within a subject area of their interest. Participants will gain an enhanced understanding of subject-specific concepts, while also developing essential communication skills through the sharing of ideas and findings with their peers. This event will offer both academic and practical, firsthand experience, aimed at bridging the gap between secondary and higher education. This activity will be delivered in close collaboration with local secondary schools within the relevant geographic areas.	Staff time to deliver the activity. Operating costs, refreshments, transport. £5,000.00	<p>Subject-specific understanding is enhanced through case studies and practical activities, enabling students to apply theory to real-world scenarios.</p> <p>Aspirations for future pathways are cultivated at Key Stage 4, ensuring early engagement with higher education possibilities.</p> <p>Follow-up career information, advice and guidance (CEIAG) will be provided to support students in navigating their higher education routes.</p>	2,3,4,5,6



<p><b>1.2</b></p> <p><b>Curriculum Design</b></p>	<p>To enhance accessibility, the curriculum will be designed with flexibility in mind. This includes reviewing entry requirements, financial support options, and incorporating relevant labour market information to challenge stereotypes. We will collaborate with awarding bodies to ensure alignment.</p> <p>Curriculum delivery models will be adapted to meet the specific needs of adult learners, increasing overall accessibility.</p>	<p>Staff time to develop curriculum. Research local needs and develop relevant resources.</p> <p>£12,000</p>	<p>Flexible curriculum design will enable a personalised programme of study, tailored to individual student needs. Incorporation of local labour market data will improve employability and facilitate progression into relevant employment.</p> <p>This approach is expected to result in:</p> <ul style="list-style-type: none"> <li>• Increased student engagement through personalised learning pathways.</li> <li>• Enhanced employability outcomes through curriculum informed by local labour market demands.</li> </ul>	<p>2,3,4,5,6</p>
<p><b>Total cost of activities and evaluation for intervention strategy (4 years):</b> £68,000</p>				
<p><b>Summary of evidence base and rationale:</b> This intervention strategy is informed by stakeholder feedback, sector research, internal evaluations, and partner experiences. Evidence highlights the importance of pre-16 activities to improve attainment, particularly at Key Stages 3 and 4. We will focus on developing skills relevant to individual progression.</p>				
<p><b>Evaluation:</b> Evaluation will be conducted through surveys, data analysis, and reflective practice. These methods will be combined with long-term tracking to identify and analyse data trends and impact.</p>				

### **3.2 Intervention Strategy 2: Information and Guidance**

This intervention strategy addresses risks 1, 2, and 3, focusing on the unequal access to information and guidance for Higher Education (HE). This inequality impacts students' ability to understand HE expectations, make informed choices, and develop the social capital necessary for university life. Our assessment indicates risk affects students from socio-economically disadvantaged backgrounds, first-generation HE learners, Black, Asian, and Minority Ethnic (BAME) students, and in particular students of varying ages across different provision types. This intervention aims to mitigate these risks.

### **3.3 Intervention Strategy 3: Perception of Higher Education**

Qualified students may choose not to apply to higher education, or to specific providers, due to factors beyond academic attainment. These factors include financial or family circumstances, perceptions of the provider, and limited course availability, such as a lack of part-time options. This reluctance impacts students across access, on-course, and progression stages.

Even when controlling for prior attainment, this can result in lower application rates to certain providers and/or courses for students with specific characteristics, subsequently leading to reduced progression. Data may reveal this through lower application rates to the provider or specific courses, and lower progression rates, despite comparable attainment.

Risk Objective: Information and Guidance, Perception of Higher Education		Intervention Strategy 2		
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<b>2.1</b>  <b>Schools Partnership Network</b>	<p>Chesterfield College maintains over twenty formal and informal relationships with schools and sixth form colleges, many located in areas of high deprivation and low educational attainment. We provide extensive support to these schools, focusing on pupil progression, attainment, information, and guidance.</p> <p>This collaborative approach aims to improve access to further and higher education for students from disadvantaged backgrounds.</p>	Staff time and resources £4,000	<p>We aim to enhance student awareness of higher education and career pathways. This initiative is designed to provide greater clarity on available choices.</p> <p>Additionally, we seek to strengthen students' motivation to improve their academic attainment. This focus will drive increased achievement across all student groups</p>	1,4,5
<b>2.2</b>  <b>Community Engagement</b>	<p>We will establish partnerships with community organisations and leaders to promote higher education. This will involve delivering information sessions specifically designed for under-represented communities.</p>	Staff time to deliver the activity. Operating costs, transport. £5,000	<p>Firstly, we will increase awareness of local higher education options and associated career paths. Secondly, we will improve students' skills development and educational attainment. Finally, we will build learner self-confidence to support their educational and career ambitions.</p>	1,4,5

<p><b>2.3</b></p> <p><b>Curriculum Design</b></p>	<p>To enhance accessibility, the curriculum will be designed with flexibility in mind. This includes reviewing entry requirements, financial support options, and incorporating relevant labour market information to challenge stereotypes. We will collaborate with awarding bodies to ensure alignment.</p> <p>Curriculum delivery models will be adapted to meet the specific needs of adult learners, increasing overall accessibility.</p>	<p>Staff time to develop curriculum. Research local needs and develop relevant resources.</p> <p>£12,000</p>	<p>Flexible curriculum design will enable a personalised programme of study, tailored to individual student needs. Incorporation of local labour market data will improve employability and facilitate progression into relevant employment.</p> <p>This approach is expected to result in:</p> <ul style="list-style-type: none"> <li>• Increased student engagement through personalised learning pathways.</li> <li>• Enhanced employability outcomes through curriculum informed by local labour market demands.</li> </ul>	<p>1,4,5</p>
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<p><b>2.4</b></p> <p><b>Wider Information Sharing</b></p>	<p>To enhance informed educational progression, detailed information is provided to Key Stage 5 students. This includes both in-person and digital resources, offering key advice and guidance, and building social and cultural capital.</p> <p>This initiative forms part of the DANCOP project.</p>	<p>Staff time to deliver the activity. Operating costs, transport. £5,000</p>	<p>Students gain knowledge through flexible, on-demand resources covering essential areas including...</p> <ul style="list-style-type: none"> <li>▪ Clearing,</li> <li>▪ Disability Support,</li> <li>▪ Digital Skills,</li> <li>▪ Student Experience,</li> <li>▪ Student Finance,</li> <li>▪ Apprenticeships,</li> <li>▪ UCAS,</li> <li>▪ Personal Statements.</li> </ul> <p>This approach aims to build student self-confidence and provide a solid foundation for informed decision-making.</p>	<p>1,4,5</p>
<p><b>Total cost of activities and evaluation for intervention strategy (4 years):</b> £104,000</p>				
<p><b>Summary of evidence base and rationale:</b> This intervention strategy is informed by stakeholder evidence, sector research, our internal evaluations, and partner experience. Evidence underscores the importance of pre- and post-16 activities to improve attainment and develop relevant progression skills. It also highlights the need for community engagement and an inclusive provider offer. Our curriculum challenges stereotypes and cultivates understanding of each subject's local, regional, national, and global context.</p>				
<p><b>Evaluation:</b> Evaluation will be conducted through surveys, data analysis, and reflective practice. These methods will be combined with long-term tracking to identify and analyse data trends and impact.</p>				

### 3.4 Intervention Strategy 4: Academic Support

This strategy addresses Risks 1,2,3. Some students lack equal opportunity for academic success due to inadequate personalised support or exclusionary curriculum design, including implicit knowledge assumptions and hidden curriculum barriers. Our assessment indicates this risk contributes to inequitable outcomes for students from socio-economically disadvantaged backgrounds, those with disabilities, and students under 21.

Mitigation of this risk, through the activities detailed, will contribute to:

- **Objective 1:** To increase the enrolment of mature students (aged 21+) on full-time courses, with a specific focus on quintile groups 1 and 2.
- **Objective 2:** To reduce the substantial disparity in access to part-time courses at Chesterfield College between learners from quintile 5 and quintile 1.
- **Objective 3:** To address the growing disparity in Higher Education participation at Chesterfield College between younger (18-20) and older students, particularly in access and part-time study.

Certain activities support multiple intervention strategies, due to their impact on various risks to equality of opportunity. These are noted, and resources are allocated proportionally.

Risk Objective: Insufficient Academic Support		Intervention Strategy 4		
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
4.1 Curriculum Intent	The curriculum is structured to be competency-based, inclusive, and relevant to industry sectors. Annual reviews, through curriculum moderation, ensure its ongoing suitability. Intent and LMI data inform course development, with our partner University, Sheffield Hallam providing support for validation processes where no courses are identified. Higher Technical Qualifications are assessed and offered where they meet local needs.	Staff time to develop and evaluate. £5,000	Students develop and apply knowledge within a supportive academic environment, benefiting from diverse teaching and learning methodologies. This fosters enhanced study skills, enabling students to maximise the value of varied teaching approaches. Students access information through a range of interactions, tailored to individual needs. Consequently, they build a diverse skill set, improving employability and demonstrating competencies to future employers.	1,2,3,5,6

<b>4.2</b>  <b>Personal Development Curriculum</b>	<p>Student timetables include dedicated personal development time, and students receive personal tutor support for pastoral and academic progress. To better address student needs, the personal development curriculum is being updated. Some resources are currently available, while others are under development and will be implemented throughout the 2025/26 academic year</p>	<p>Staff time and resources. £15,00</p>	<p>Students demonstrate adaptability to the demands of higher education. Furthermore, they actively engage with personal tutors, developing professional relationships to achieve their academic targets.</p>	<p>1,2,3,5,6</p>
<b>4.3</b>  <b>Teaching, Learning &amp; Assessment</b>	<p>Teaching and assessment must align with programme competencies, ensuring authenticity and originality. A diverse range of assessment methods will challenge students appropriately. Contemporary pedagogical approaches will be used to create an inclusive learning environment, accommodating all students.</p>	<p>Staff time to develop, evaluate and review. Quality systems are in place. £40,000</p>	<p>Students demonstrate clear understanding of the assessment process and the requirements for academic success. They apply and expand their knowledge within a supportive and inclusive learning environment, which utilises diverse assessment and teaching methods. Furthermore, students develop the ability to function effectively in various environments, adapt to change, and communicate proficiently with peers and stakeholders.</p>	<p>1,2,3,5,6</p>



<p><b>4.4</b></p> <p><b>Study Skills and Academic Support</b></p>	<p>Chesterfield College provides dedicated Higher Education (HE) Study Coach support for HE and adult learners, offered both individually and in groups. This support encompasses self-assessment, group work, academic writing, referencing, digital literacy, interview techniques, and CV building.</p> <p>Available to all students across campuses, support is delivered through flexible face-to-face and online formats. These established activities will be maintained and strengthened.</p>	<p>Staff time and resources. £30,000</p>	<p>Students will improve their individual and collaborative work skills. They will develop a deeper understanding of the curriculum and effectively utilise relevant resources. Within a supportive and inclusive environment, students will expand their competencies, build positive peer relationships, and establish mutual support networks. Furthermore, they will demonstrate initiative in adapting to the evolving demands of their academic studies.</p>	<p>1,2,3,5,6</p>
<p><b>Total cost of activities and evaluation for intervention strategy (4 years):</b> £360,000</p>				
<p><b>Summary of evidence base and rationale:</b> This intervention strategy is informed by stakeholder feedback, sector research, and our internal evaluations. Evidence underscores the need for targeted support and interventions to develop skills and competencies essential for student progression. Furthermore, it emphasises the importance of creating an inclusive and informative academic and pastoral environment. Further evidence is provided in Annex B.</p>				
<p><b>Evaluation:</b> Evaluation will be conducted through surveys, data analysis, and reflective practice. These methods will be combined with long-term tracking to identify and analyse data trends and impact.</p>				

### **3.5 Intervention Strategy 5: Personal support and wider student experience**

This strategy addresses risks 1, 2, and 3, focusing on student experience. Inequality in access to personal support, social activities, and inclusive campus culture negatively impacts student wellbeing and academic success. Our assessment indicates this particularly affects students from socio-economically disadvantaged backgrounds, those under 21, and mature learners.

Activities within this strategy aim to: increase mature student enrolment (quintiles 1 and 2); reduce part-time course access disparity (quintiles 5 and 1); and address the growing HE participation gap between younger and older students.

Some activities support multiple strategies; these are noted, with proportionate resource allocation.

Risk Objective: Insufficient personal support		Intervention Strategy 5		
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
5.1 <b>Student Induction and transition</b>	To ensure a smooth transition into higher education, Chesterfield College provides comprehensive support activities. New students participate in dedicated transition days, where they receive essential information for their upcoming studies. A structured induction process, implemented over the first four weeks, familiarises students with the demands of HE. Additionally, the College offers summer orientation opportunities for anxious students, allowing them to acclimate to the learning environment and campus.	Staff time £8,000	A structured induction and transition process introduces students to higher education, providing key information in diverse formats. Students are connected with essential staff to facilitate peer relationship building. This approach enables students to identify and overcome potential barriers to their success	1,2,3,4,6

<b>5.2</b>  <b>Ongoing Student Support</b>	<p>Comprehensive support mechanisms are in place for students. They have access to both pastoral and academic guidance, participate in thorough induction programmes, and attend pre-enrolment transition days. This ensures a smooth and supported journey through their studies.</p>	<p>Staff time and resources £8,000</p>	<p>Students are fully informed about available support mechanisms and their access procedures. We facilitate a smooth transition to higher education, equipping students with essential study management skills. The College maintains ongoing dialogue with the student body to understand and address their evolving needs and expectations.</p>	<p>1,2,3,4,6</p>
<b>5.3</b>  <b>Progress Reviews</b>	<p>Throughout the academic year, all students undergo three progress reviews, encompassing both pastoral and academic aspects. These reviews are recorded on our EBS system to facilitate the identification and implementation of necessary interventions and actions. Subsequent reviews assess progress and ensure future targets remain relevant and achievable.</p>	<p>Staff time £5,000</p>	<p>Students demonstrate adaptability to the demands of higher education. Personal tutor engagement supports students in developing professional relationships, enabling them to achieve their academic targets.</p>	<p>1,2,3,4,6</p>

<p><b>5.4</b></p> <p><b>Study Skills and Academic Support</b></p>	<p>Chesterfield College provides dedicated Higher Education (HE) Study Coach support for HE and adult learners, offered both individually and in groups. This support encompasses self-assessment, group work, academic writing, referencing, digital literacy, interview techniques, and CV building.</p> <p>Available to all students across campuses, support is delivered through flexible face-to-face and online formats. These established activities will be maintained and strengthened.</p>	<p>Staff time and resources. £30,000</p>	<p>Students will improve their individual and collaborative work skills. They will develop a deeper understanding of the curriculum and effectively utilise relevant resources. Within a supportive and inclusive environment, students will expand their competencies, build positive peer relationships, and establish mutual support networks. Furthermore, they will demonstrate initiative in adapting to the evolving demands of their academic studies.</p>	<p>1,2,3,4,6</p>
<p><b>5.5</b></p> <p><b>Targeted Support</b></p>	<p>Chesterfield College provides targeted support for students facing diverse challenges, including those eligible for Disabled Students' Allowance (DSA), care leavers, and those experiencing financial hardship. Dedicated staff assist these students, offering guidance on bursary applications and other financial aid. This support system is an established element of our provision</p>	<p>Staff Time Student DSA assessments £8,000</p>	<p>Effective support mechanisms are in place, ensuring students are well-informed and can readily access available resources. Individualised support is provided to meet specific student needs. Furthermore, students report feeling integrated within a supportive academic community.</p>	<p>1,2,3,4,6</p>

<b>5.6</b> <b>Careers Advice (CEIAG)</b>	Comprehensive advice and guidance are provided to all students. Trained career advisors support individuals and groups in planning their progression. Targeted support is also offered to students from disadvantaged groups, who are currently underrepresented in positive graduate outcomes. This activity is ongoing.	Staff time £6,000	Individualised careers advice is available to all students, alongside opportunities to network with employers and attend relevant events. Students receive comprehensive information regarding progression into further study or employment. Furthermore, students develop key competencies designed to enhance their employability upon graduation.	1,2,3,4,6
<b>5.7</b> <b>Campus culture and sense of belonging</b>	An inclusive and welcoming environment is maintained to ensure students feel comfortable. Staff and students are easily identifiable, and students are provided with clear guidance on who to contact for specific support needs. This approach aims to create a supportive and accessible learning environment.	Staff time £2,000	Students report feeling integrated within the college community, demonstrating ease of navigation and a strong sense of belonging. These factors contribute to a positive student experience.	1,2,3,4,6
<b>Total cost of activities and evaluation for intervention strategy (4 years): £268,000</b>				
<b>Summary of evidence base and rationale:</b> This intervention strategy is informed by sector research and our internal evaluations. Evidence highlights the importance of personal support in improving the overall student experience. We aim to establish a consistent and inclusive learning environment across all sites, tailored to meet individual student needs. Further evidence is provided in Annex B.				
<b>Evaluation:</b> Evaluation will be conducted through surveys, data analysis, and reflective practice. These methods will be combined with long-term tracking to identify and analyse data trends and cross checking and referencing against student outcomes and attainment,				

### 3.6 Intervention strategy 6: Cost pressures

This intervention strategy, informed by sector research and internal evaluation, focuses on enhancing the student experience through personal support. We aim to create a consistent and inclusive learning environment across all sites, addressing the individual needs of students from low-income households, first-generation learners, disabled students, mature students, commuters, young carers and those with care experience. This support is crucial at access, on-course, and progression stages.

The increasing cost of living poses significant risks. Without adequate mitigation, students are likely to undertake more employment alongside studies, leading to poorer mental and physical health, reduced attendance, and less study time. Consequently, on-course attainment and continuation rates may decline.

Furthermore, the cost-of-living crisis may limit access to higher education, as students may be less likely to apply or restrict their choices based on financial constraints, such as delaying or deferring study, or opting for courses that don't meet their needs to secure their education pathway into work.

- **Objective 1:** To increase the enrolment of mature students (aged 21+) on full-time courses, with a specific focus on quintile groups 1 and 2.
- **Objective 2:** To reduce the substantial disparity in access to part-time courses at Chesterfield College between learners from quintile 5 and quintile 1.
- **Objective 3:** To address the growing disparity in Higher Education participation at Chesterfield College between younger (18-20) and older students, particularly in access and part-time study.

Risk Objective: Insufficient personal support		Intervention Strategy 6		
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
6.1 <b>Transparent Course Fees</b>	Chesterfield College Group maintains that excluding individuals from higher education due to cost compromises our institution's commitment to diverse student participation. Our 2025 tuition fees, set at £6,995 for full-time and £3,448 for part-time study, are lower than those charged by most universities. This ensures our full-time higher education students accrue significantly less debt upon graduation and entry into employment.	Staff time to support and administer £5,000	The college provides a diverse and inclusive learning environment with enhanced flexibility. This flexible approach allows students to better balance their studies with other commitments, improving their employability prospects.	1,2,3,4,5



<p><b>6.2</b></p> <p><b>Financial Support</b></p>	<p>Chesterfield College Group provides a range of financial support for students facing various financial challenges. Students from low-income households can apply for income support and additional hardship funds. Those with children or adult dependents are eligible for childcare grants, parents' learning allowances, adult dependants' grants, child tax credits, and further hardship assistance, though some are limited to full-time students. Disabled students may receive disabled students' allowances and extra hardship support.</p> <p>The College aims to ensure that financial barriers do not impede access to and success in education for any student, offering targeted support based on individual circumstances.</p>	<p>Staff time to support and administer £5,000</p>	<p>Financial support is provided to students, tailored to their individual needs. This aims to reduce financial pressures, enabling full participation in academic and extracurricular activities.</p> <p>Furthermore, students are supported in developing improved budgeting skills, facilitating a richer overall student experience.</p>	<p>1,2,3,4,5</p>
<p><b>6.3</b></p> <p><b>Financial advice</b></p>	<p>Students receive guidance on available support to reduce financial pressures and develop employability skills. This ensures they are aware of resources that can alleviate cost burdens and enhance their future career prospects. The college provides clear information on financial aid and skills development opportunities.</p>	<p>Staff time £5,000</p>	<p>Students receive guidance from staff on financial options and budgeting practices. This support aims to equip students with the necessary skills for managing their finances effectively.</p>	<p>1,2,3,4,5</p>

<p><b>6.4</b></p> <p><b>Employability and Mobility Opportunities</b></p>	<p>All technical qualifications include work placement opportunities. We provide numerous avenues for students to collaborate with employers, enhancing their knowledge, skills, and potential for paid or voluntary work. Student support services offer assistance with CV building, interview techniques, and career guidance. These existing activities will be maintained and strengthened.</p> <p>Students are also encouraged to participate in volunteering and community projects, fostering wider community involvement.</p> <p>.</p>	<p>Staff time and resources.</p> <p>Already covered through prior interventions</p>	<p>Students will deepen their subject knowledge and acquire practical skills relevant to the workplace. They will also engage with peers, stakeholders, and external organisations to build professional networks and key relationships. These activities aim to enhance both academic and career development.</p>	<p>1,2,3,4,5</p>
<p><b>6.5</b></p> <p><b>Sector Comprehension and Evaluation</b></p>	<p>To improve our understanding of how risks to equality of opportunity affect students, we will conduct thorough research and analysis. This will inform the development of effective strategies to address these challenges. We aim to identify the specific impacts on our student population and determine the most appropriate interventions.</p>	<p>Staff for research, analysis, presentation, and participation in working groups. £3,000</p>	<p>To enhance student support and improve outcomes, we will focus on three key areas. Firstly, we will develop a shared understanding of student experiences across all departments. Secondly, we will implement evidence-based interventions to address identified support needs. Finally, we will strengthen an evaluative approach throughout the college to ensure continuous improvement.</p>	<p>1,2,3,4,5</p>

**Total cost of activities and evaluation for intervention strategy (4 years):** £72,000

**Summary of evidence base and rationale:** Information internally and within the sector highlights the costs pressures of study and certain cohorts of students. This also impacts their studies and outcomes.

**Evaluation:** We will use longitudinal analysis and aligned to the Theory of Change model (Annex B) model to evaluate the effectiveness of this intervention.

## **Whole provider approach**

Chesterfield College Group's Higher Education provision, integrated within the wider college structure, maintains a distinct curriculum and student profile. This ensures the Access and Participation Plan aligns with college-wide strategies. Our mission, "Inspiring Futures, Changing Lives," drives the development of HE, guiding senior leaders, managers, teaching, and support staff. We ensure a unified approach by sharing information, updates, and evaluations across all levels, including the HE Forum, HE Strategy Group, and Governance Committees. Student representatives contribute via the Student Council.

The college annually reviews its Quality Improvement Strategy, which monitors and improves the learning environment, including HE. Central oversight assesses enhancements, while robust self-assessment is maintained. This ensures improvement plans enhance the student experience. External quality assurance feedback is used for continuous improvement.

Our Stakeholder Voice Strategy ensures key stakeholder groups are represented, and their opinions are valued in strategic decisions and operational changes. We provide multiple avenues for stakeholders to contribute, share views, inform developments, and receive timely feedback.

Chesterfield College Group's Teaching, Learning, and Assessment (TLA) Strategy prioritises student learning and staff pedagogical development. It is based on four principles: engaging learning, well-structured learning, effective teaching methods, and challenging assessment, all aligned with the UK Professional Standards Framework. Staff are empowered to take ownership of student learning and their own professional development.

We uphold our Equality and Diversity policy, valuing all contributions and providing an environment free from discrimination. Equality and Diversity training is integral to staff induction and is updated annually. We work to remove barriers to learning, such as learning difficulties, personal circumstances, and cultural contexts, ensuring equal opportunity.

The college adopts a holistic student lifecycle approach, providing comprehensive support. Our outreach programme assists learners from secondary school onwards, supporting both school leavers and adult learners through application, transition, on-course success, and progression.

## **Student consultation**

Student engagement is fundamental to Chesterfield College Group's strategic development. This Access and Participation Plan is directly informed by student feedback from the National Student Survey (NSS), Higher Education First Impressions Survey, and course evaluations reviewed by the Academic Quality Board. Students specifically reviewed and endorsed the APP's target groups and interventions aimed at widening access and participation in Higher Education.

Student representatives from all programmes participate in regular Higher Education events and meetings with staff. HE Student representatives hold positions on the Corporation Board and its committees, ensuring student voice at governance levels. Electronic communication is prioritised for effective engagement with a diverse student population.

Ongoing student involvement in APP implementation, monitoring, and evaluation is ensured through established student voice mechanisms, including showcase events and success story sharing. MIS data, HESA, NSS, Graduate Outcomes, TUNDRA data, POLAR Quintiles (IMD, NOMIS), Student Finance England, and Office of the Independent Adjudicator for Higher Education data will be used to monitor impact on recruitment, enrolment, and participation, not only on the key identified risk factors, but also to ensure we continue to monitor and track wider demographics and potential future risk areas. Evaluation is conducted via Higher Education Governance Boards, Student Feedback Meetings, and Student Enhancement group meetings with HESCo, with a focus on mature students and students from more disadvantaged backgrounds.

Curriculum Managers, HE Leads, Teaching Learning & Quality Leads, and HESCo coordinate operational delivery. The Director collaborates with external partners and marketing teams to raise curriculum awareness and help target and mitigate risk and underrepresented groups.

To ensure data reliability, external survey findings are triangulated with internal qualitative measures, including termly HE Student ambassador meetings. Event impact is assessed through pre- and post-event data on footfall, engagement, and attitudinal shifts, compared with application and enquiry data. This data is assessed against our key risk groups to monitor impact and inform future engagement strategies.

Planned activities are evaluated using process and impact evaluation tools. Process evaluation utilises student feedback from applications, enrolments, retention data, NSS, and Student Councils. Impact evaluation focuses on application trends, enrolment figures, retention rates, student success metrics, progression data, and Graduate Outcomes. Data reporting improvements are targeted by September 2025.

APP goals are integrated into performance evaluation processes: curriculum moderation, Performance Management Reviews (PMR), Quality Improvement Plans (QIP), Higher Education Governance Boards, Student Voice, and line management meetings. Summative evaluations are documented via Area Impact Reviews linked to the College's strategic plan. Quality Improvement Plans facilitate continuous adjustments and target achievement.

Student financial support is assessed through surveys and interviews led by HESCo. Due to small student numbers, a comparative analysis of access and success measures between bursary recipients and the overall student population is used, rather than the OfS statistical model, to identify performance gaps and ensure bursary effectiveness.

## **Evaluation of the plan**

The College will undertake continuous monitoring and evaluation of its intervention strategies, engaging in ongoing reflection and responding to evaluation findings to refine and enhance our practices.

The Higher Education Strategy Group holds responsibility for the strategic management and oversight of all aspects of the Access and Participation Plan. This includes the monitoring and evaluation measures associated with each element. Widening participation is a standard item on the agenda for both the Higher Education Strategy Group meetings and the termly Higher

Education Forum meetings (for all staff involved in the management and delivery of Higher Education across the College).

The management of access and participation is integrated within curriculum budgets as part of our annual curriculum moderation process. Furthermore, a specific allocation exists for the evaluation of our activities, with reporting taking place during curriculum review cycles. At the commencement of each academic year, the access and participation budget is shared in consultation with the delivery team, and the associated funds are reviewed and approved by the College Finance Committee and the Board of Governors.

Staff involved in the delivery of access and participation initiatives demonstrate a clear understanding and appreciation of the importance of robust evaluation. Consequently, we have been actively developing a series of mechanisms for consistent application within our evaluation planning throughout the academic year. To capture evidence-based evaluation data to the standards expected by the Office for Students, our internal reporting systems have been adapted to record key metrics across short, medium, and long-term timescales. This enables us to assess and report on the impact of the Access and Participation Plan targets.

While the Chesterfield College Board of Governors retains ultimate responsibility for the strategic oversight of our Access and Participation Plan, the Higher Education Strategy Group has been delegated responsibility for the operational management of the implementation and evaluation activities defined within it.

The monitoring and review of the Access and Participation Plan are embedded within our quality review cycles, which convenes each term. Widening participation is a standing agenda item for every meeting, and the committee will continue to be responsible for monitoring our progress towards the achievement of the targets and milestones identified within this plan. The Committee will also continue to serve as a steering group by considering activity evaluation reports, discussing them, and formulating recommendations for ongoing development.

An annual review of all Higher Education widening participation activities will also be incorporated into the College's overall strategic review and accountability statement, which is presented to both the Quality Standards Committee and the Board of Governors. Following ratification by the Governors, this document will then be shared with students and our University partner at Sheffield Hallam.

In addition, the Access and Participation Plan has been included on the College risk register, providing an additional means by which progress is tracked (through the Risk Management Group) and any necessary intervention is directly supported by the College Senior Leadership Team.

The Higher Education Forum will also play a developmental role in the review of evaluation reports and the consideration of post-activity feedback. Online tracking of Access and Participation Plan targets will be maintained throughout the academic year via a data dashboard, which also functions as a risk register. Targets are risk-assessed at the beginning of and throughout the academic year, allowing concerns to be escalated to the Higher Education Strategy Group for appropriate support or intervention. A termly overview of the dashboard will be shared with the Board of Governors. Further monitoring, support, or intervention may be implemented by any committee at any point as a result of reported risks.

## Provision of information to students

Chesterfield College adopts a clear and open communication strategy regarding fees and financial support. In a region where young people are particularly wary of debt and where participation in higher education is lower than average, it is vital that all prospective students, including parents, receive straightforward and unambiguous information about costs. The core components of the College's communication strategy are as follows:

### Course Fees and Financial Support for Prospective Students

Chesterfield College Group ensures prospective students have clear and accessible information about course fees and available financial support.

#### Course Fees:

- Full-time Higher Education courses: £6,995 per academic year.
- Part-time Higher Education courses: £3,498 per academic year.
- The College commits to maintaining the 2024-25 fee structure for subsequent years, with no inflationary increases.

#### Financial Support for Underrepresented Groups:

The College identifies student groups at risk of not experiencing equality of opportunity, including:

- Students from low-income households (annual household income of £25,000 or less).
- Students who are or have recently been in local authority care.
- Disabled students receiving income-related benefits.
- Students with children, especially single parents.
- Carers.
- Students from ethnic minority groups.
- Students aged 24 or over at the time of application.

#### Financial Support Details:

- **Full-time students:** Up to £1,000 bursary per academic year, contingent on assessed need.
- **Part-time students:** Up to £500 bursary (or pro-rata equivalent) per academic year, contingent on assessed need.
- **Hardship fund:** Short-term emergency financial support for students experiencing unexpected financial difficulties. The amount awarded is dependent on the individual circumstance.
  - Bursary payments are typically made termly.
  - Priority is given to students meeting the following criteria:
    - Household income of £25,000 or less (assessed by Student Finance England).
    - Receipt of the full student loan.
    - No prior higher-level qualification.
    - Not receiving full or partial fee sponsorship.
    - Minimum 85% attendance.

**Assessment and Eligibility:**

- Eligibility is assessed based on household income, benefit status, and other criteria.
- Evidence of eligibility is required at the time of application.
- The Bursary Panel, comprising senior college staff, evaluates applications and determines awards.
- The panel meets 3 times per year to assess hardship funds.

**Communication and Transparency:**

- Financial support information is available on the College website, in the prospectus, and through individual guidance sessions.
- Payment schedules are communicated to students via email, Microsoft Teams, and text message.
- The College collaborates with the Department for Work and Pensions (DWP) to ensure bursaries do not negatively impact student benefit entitlements.

**Key Considerations:**

- Bursary funds are limited, and awards are determined based on need and available funds.
- The College prioritises students with the greatest financial need.
- The college does not currently offer late fee discounts.



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

Chesterfield College conducted a detailed performance review to pinpoint the primary risks to equal opportunity. The review centred on data from the Office for Students (OfS) concerning access and participation, using both sector-wide and college-specific datasets.

This data analysis allowed us to determine the most significant disparities in access, success, and progression rates among student groups within higher education. The analysis highlighted the key risk indicators present at Chesterfield College across the student journey.

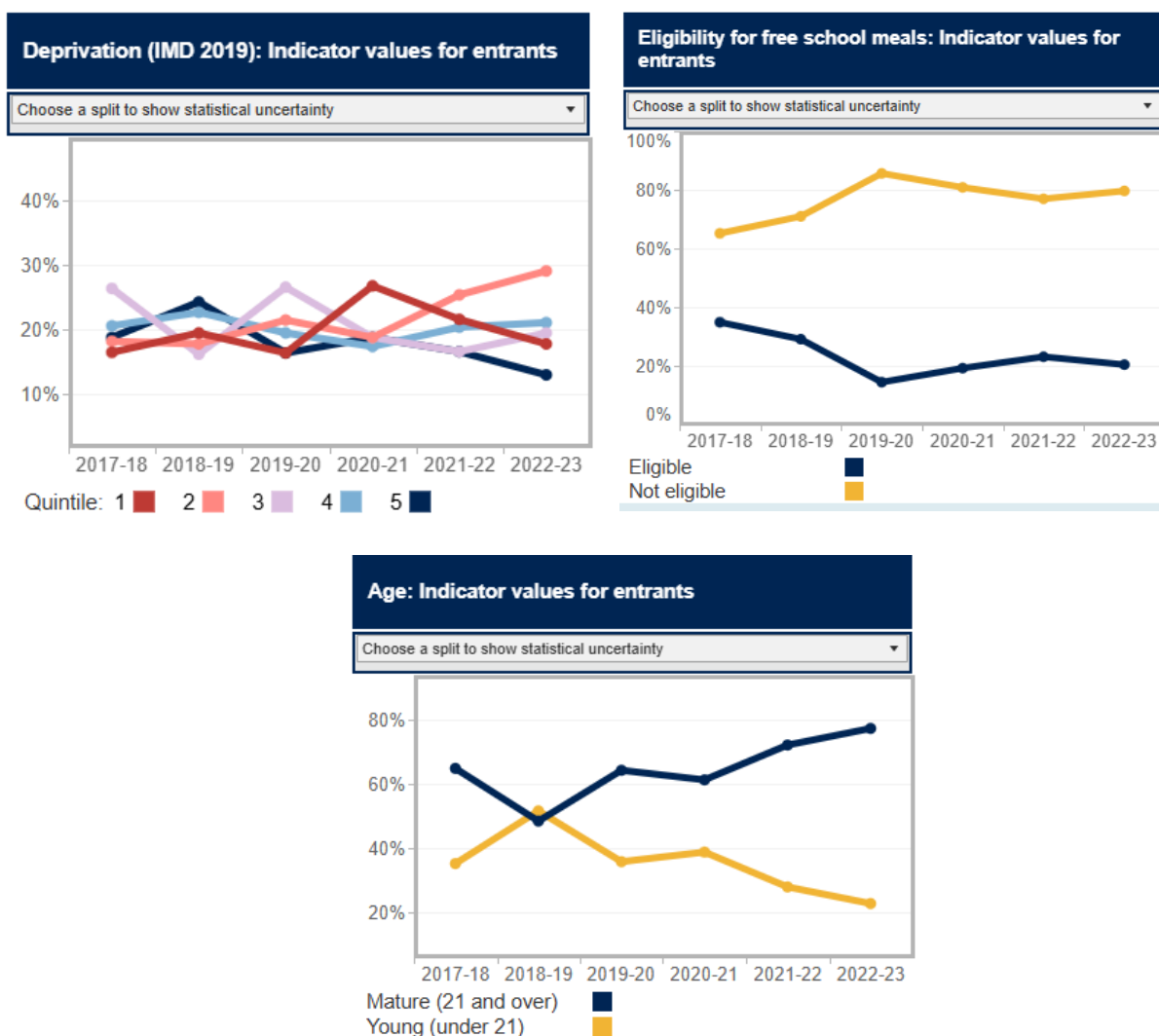
While some student groups are small, we have ensured that all data presented, and targets set protect individual student anonymity. Much of the data from these small groups is considered statistically unreliable. However, we analysed aggregated data over four years to mitigate this issue and focus on persistent disparities.

### Higher education participation, household income, or socioeconomic status

Students from areas of low higher education access, low household income and/or low socioeconomic status backgrounds.

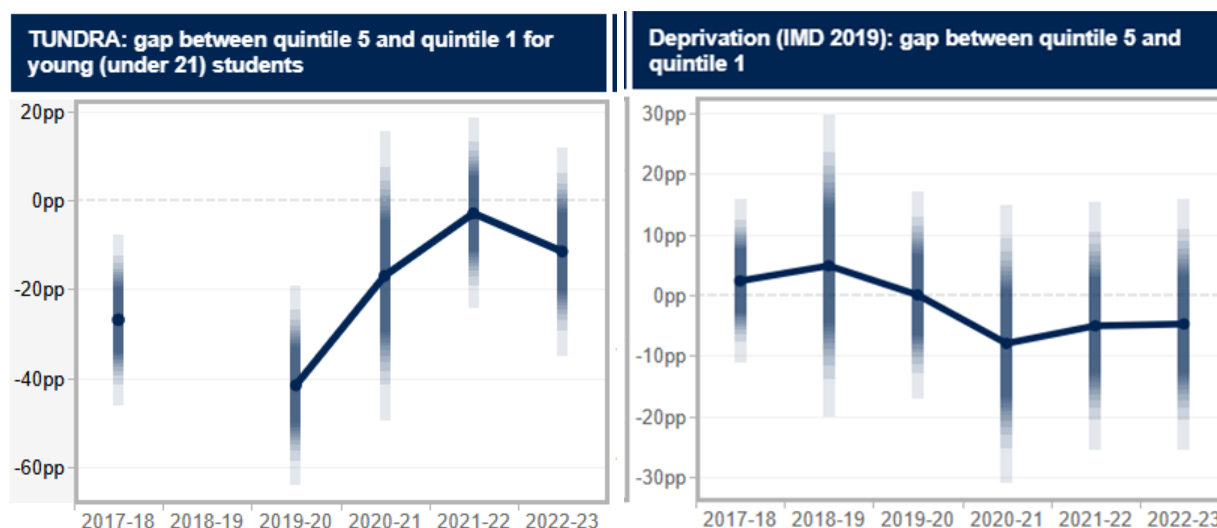
#### Part Time Access by Quintiles:

The data demonstrates a consistent majority of students from Quintile 2 within the Chesterfield College Group. There is a widening gap between Quintile 2 and Quintile 5 depending since Covid 19 in 2020-21 across all ages alongside younger and mature learners accessing higher education.



## Full Time Access by Quintiles:

In regard to younger students (under 21), the TUNDRA data shows a growing level of risk to full time course access between Quintile 1 and Quintile 5.



## Black, Asian and minority ethnic students

Analysis of ethnicity data reveals a consistent access pattern of 96% White British and 4% Other Ethnic groups. This distribution closely reflects the local Chesterfield population demographics, which, according to 2018 NOMIS data, is 94.8% White British. The representation of Black, Asian, and Minority Ethnic (BAME) students within the Chesterfield College Group is statistically insignificant, comprising only 3% of the student population. Consequently, drawing meaningful trends regarding this group is not feasible. The Chesterfield College Group remains committed to monitoring the access, success, and progression of BAME students and continues to review to risk level to this specific demographic.

Ethnicity	21/22	22/23	23/24
Other Ethnic	6%	10%	4%
White British	94%	90%	96%

## Performance data

Quantile	Achievement			Non-Continuation			Attainment		
	21/22	22/23	23/24	21/22	22/23	23/24	21/22	22/23	23/24
Other	83.3%	57.1%	100.0%	91.7%	71.4%	100.0%	90.9%	80.0%	100.0%
White British	70.8%	73.3%	74.8%	77.2%	81.0%	81.5%	91.7%	90.5%	91.8%

## Rate of Progress

Other Ethnic student achievement rates fluctuated over three years (83.3%, 57.1%, and 100%), likely due to small sample sizes. White British student rates steadily increased over the same period (70.8%, 73.3%, and 74.8%).

Other Ethnic student retention fluctuated significantly between 2021 and 2024, ranging from a high of 91.7% in 2021/22 to a low of 71.4% in 2022/23 before rebounding to 100% in 2023/24. In contrast, White British student retention remained relatively stable at around 81% across the same period.

Both Other Ethnic and White British student groups maintained consistently high attainment rates over three academic years, with minor fluctuations. Other Ethnicities attainment, potentially impacted by small sample sizes, ranged from 80% to 100%, while White British attainment remained stable around 91%.

## Mature students

Student intake has remained relatively consistent across age groups over the past three years, with further exploration of internal census data, The challenge of mature students engagement can be attributed to the national increases in tuition fees, coupled with the current financial climate and workplace insecurity, making mature students less willing to commit to long-term education. To mitigate this, we maintain tuition fees below competitor levels and offer comprehensive financial advice and support throughout the program to minimise the risk of failure or withdrawal.

23/24 Course	Number of Ages 18-20	Number of Ages 21+
CertEd/HE	15	7
FdSc/FdA/Fd	9	5
HNC	31	15
HND	13	7

## Performance data

Age Band	Achievement			Non-Continuation			Attainment		
	21/22	22/23	23/24	21/22	22/23	23/24	21/22	22/23	23/24
18-21	77.0%	69.8%	79.7%	85.70%	80.20%	88.6%	89.80%	87.10%	90.00%
22-24	72.4%	89.5%	81.0%	75.90%	89.50%	81.00%	95.50%	100.00%	100.00%
25+	82.0%	66.0%	64.3%	86.0%	76.00%	67.90%	95.30%	86.80%	94.70%

The 25+ age band shows the lowest percentage of achievement in higher education for 23/24, a dramatic reduction from 21/22 of 17.7%. This will remain to be a key focus area for the college.

While the 18-21 age group consistently shows the highest retention rates, the 25+ group, saw a significant reduction from 21/22 to 23/24, with their retention rate decreasing by 18%.

The 22-24 age group consistently demonstrates the highest attainment, achieving 100% in both 22/23 and 23/24. While the 18-21 group shows slightly lower but relatively stable attainment, the 25+ group experiences more fluctuation.

### Disabled students

Our three-year student disability declaration rate has held steady at around 9% but saw a significant jump to 20% in 2023/24.

Disability	21/22	22/23	23/24
Has Disability	9%	9%	20%
No Disability	91%	91%	80%

The proportion of learners with disabilities increased significantly from 9% in both the 2021/22 and 2022/23 academic years to 20% in 2023/24. This suggests improved access for disabled learners. Conversely, access for learners without disabilities decreased from 91% to 80% over the same period.

This shift likely reflects a focused effort to enhance inclusivity and support for disabled learners. It is important to note that a reduction in overall higher education numbers at the college between 2021 and 2024 may contribute to the apparent over-representation of disabled learners in the data. This creates risk in the data due to low numbers of students in the cohort size. Due to this, the College remains committed to monitoring the access, success, and progression of disabled students and to review to risk level to this specific demographic.

### Performance data

Disability	Achievement			Non-Continuation			Attainment		
	21/22	22/23	23/24	21/22	22/23	23/24	21/22	22/23	23/24
Has Disability	73.7%	68.4%	64.0%	73.7%	78.9%	80.0%	100.0%	86.7%	80.0%
No Disability	71.3%	72.1%	78.8%	78.5%	80.2%	82.8%	90.8%	89.9%	95.1%

### Rate of Progress

The attainment rates for students with disabilities have decreased from 100% in 21/22 to 80% in 23/24. This is in contrast to the attainment rates for students without disabilities, which have remained relatively stable, fluctuating between 89.9% and 95.1%. The data suggests that students with disabilities are not achieving at the same level as their peers without disabilities, and that this gap is widening.

## Learning Difficulties

Access data indicates that 11% of students declare a learning difficulty.

Learning Difficulty	21/22	22/23	23/24
Has Learning Difficulty	14%	11%	11%
No Learning Difficulty	86%	89%	89%

## Performance data

Learning Difficulty	Achievement			Non-Continuation			Attainment		
	21/22	22/23	23/24	21/22	22/23	23/24	21/22	22/23	23/24
Has Learning Difficulty	70.4%	70.8%	78.6%	92.6%	83.3%	85.7%	76.0%	85.0%	91.7%
No Learning Difficulty	71.7%	71.9%	75.5%	75.9%	79.7%	81.8%	94.4%	90.2%	92.2%

Achievement rates for students with and without learning difficulties have generally increased over the three academic years shown. In the most recent year (23/24), 78.6% of students with learning difficulties achieved the expected standard, compared to 75.5% of students without learning difficulties.

Retention rates for students with learning difficulties remained relatively stable between 2021 and 2024, fluctuating between 83.3% and 92.6%. However, students without learning difficulties saw a consistent increase in retention, rising from 75.9% in 2021/22 to 81.8% in 2023/24. This suggests our current college support systems effectively retain students with learning difficulties.

The attainment data shows a positive trend for students with learning difficulties, with attainment increasing from 76.0% in 21/22 to 91.7% in 23/24. While students without learning difficulties also saw fluctuating attainment, the overall trend suggests a narrowing gap in attainment between the two groups.

## Care Leavers

With only 0.8% of the student population being care leavers, there are statistically insignificant numbers studying at Chesterfield College Group to draw trends from. However, the college is committed to monitoring their access, success, and progression.

## Raising attainment for mature students pre-Higher Education

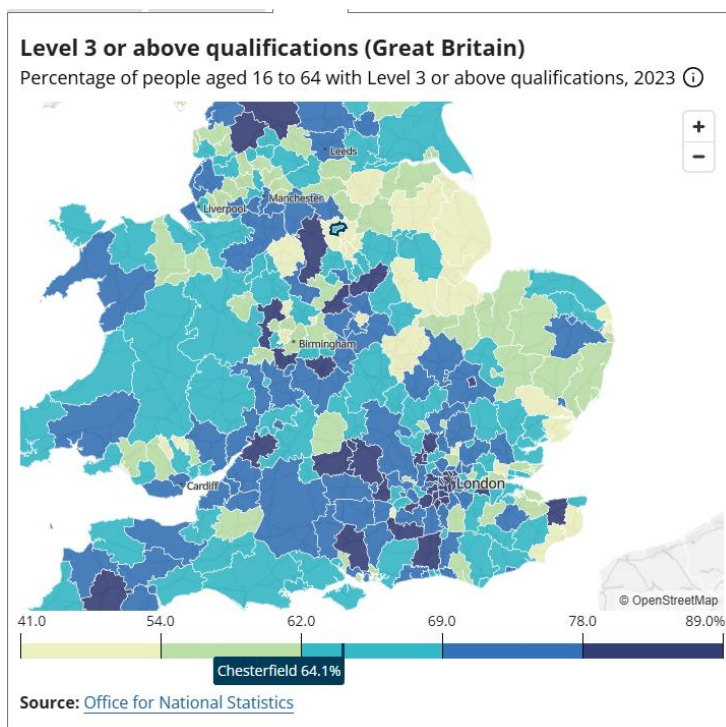
The Chesterfield College Group serves a diverse demographic of mature students, including individuals with relevant industrial experience seeking qualifications for career advancement.

Course-specific entry criteria vary depending on the awarding partner institution; however, all programs require a minimum of a Grade C/Level 4 in mathematics and English, and either a Level 3 qualification or demonstrable relevant experience in the subject area for mature applicants.

To broaden access for students who may not have achieved higher tariff points, UCAS tariff points are set lower than those stipulated by partner institutions. Higher Education Experience days and transition activities are designed to familiarise mature students with the demands of higher-level study and provide insight into the subsequent academic stage.

Comprehensive academic support is available throughout the student journey, provided by Learning Facilitators, the HESCo, Personal Tutors, Module Tutors, and, where applicable, the Work Experience Coordinator.

A range of Access to Higher Education courses are available, specifically designed for mature students seeking to re-enter higher education. Established partnerships with Calow Royal Hospital, Sheffield Hallam University (SHU), and the University of Derby (UD) provide learners with access to diverse progression opportunities and comprehensive Careers Education, Information, Advice, and Guidance (CEIAG).

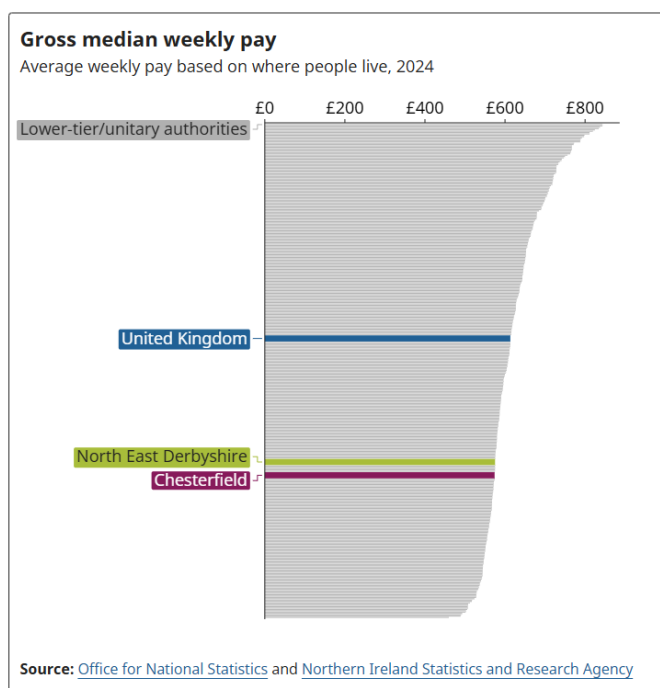
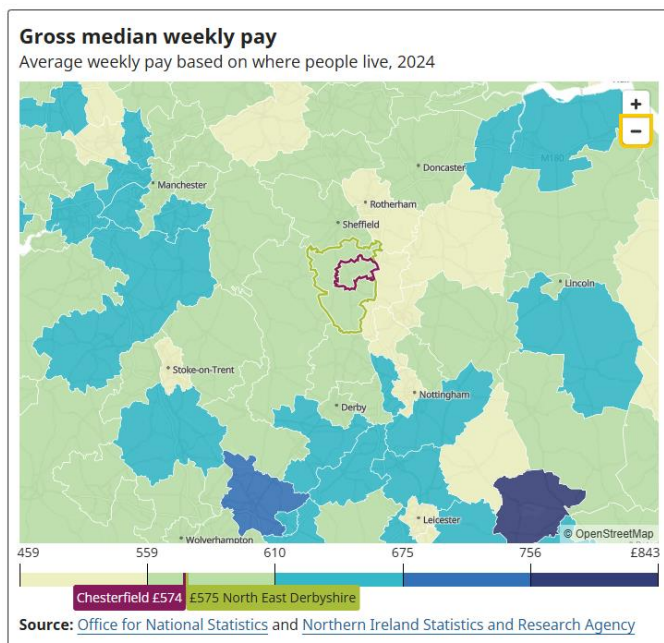


#### Local indicators for Chesterfield (E07000034) - ONS

The prevalence of Level 3 qualifications is often a prerequisite for entry into full-time HE courses. A lower percentage of individuals with these qualifications, particularly in certain regions, may indicate a reduced pool of potential adult applicants for such courses. This disparity points towards barriers hindering access and participation for mature students.

Addressing the gap in Level 3 qualifications among adults is paramount for widening participation in full-time HE. By focusing on strategies to increase the number of adults attaining these qualifications, we can directly impact the potential pool of mature students applying for HE courses. This targeted approach aligns with our Access and Participation Plan's objective of promoting equitable access to HE for all, regardless of age.

## Gross median weekly pay - ONS



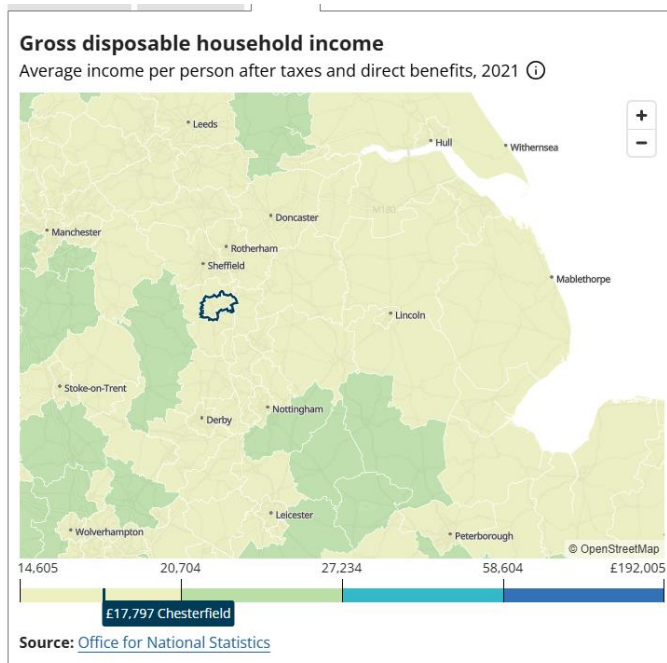
## Gross median weekly pay - ONS

The economic disparities illustrated in this chart directly correlate with the gap between quintile groups in access to and success in Higher Education (HE). Specifically, the lower median weekly pay observed in areas like North East Derbyshire and Chesterfield suggests potential financial barriers that may discourage adult learners from these regions from pursuing HE.

This data reinforces the selection of reducing the gap between quintile groups as a key target in our access and participation plan. By addressing these economic challenges, we aim to encourage more adult students from these underrepresented areas to engage with HE. This will involve targeted outreach, financial support, and flexible learning options tailored to the specific needs of adult learners in these communities.



The chart provides compelling evidence of the economic disparities that influence HE participation. It justifies the strategic focus on reducing the gap between quintile groups in our access and participation plan, particularly in regions like North East Derbyshire and Chesterfield. By mitigating the financial barriers associated with lower median weekly pay, we can promote greater inclusivity and widen access to HE for adult learners.



#### Local indicators for Chesterfield (E07000034) - ONS

Our access and participation plan has rightly identified reducing this gap as a key target. By acknowledging the economic challenges reflected in this data, particularly in areas like Chesterfield, we can develop targeted interventions. These interventions will include:

**Financial Support:** Providing bursaries, specifically for adult learners from lower-income households.

**Flexible Learning Options:** Offering part-time, online, and evening courses to accommodate the financial and time constraints faced by adult learners.

**Community Outreach:** Engaging with local communities to raise awareness about the benefits of HE and provide tailored support and guidance.

**Partnerships with Local Employers:** Collaborating with employers to offer work-based learning opportunities that combine education with employment. (Aligned with our EMCCA ASF strategy).

By focusing on reducing the gap between quintile groups, our access and participation plan aims to address these challenges and create more equitable opportunities for adult learners from all socio-economic backgrounds. This will contribute to a more inclusive and diverse HE landscape, benefiting both individuals and the wider community.



<b>EORR Risk</b>	<b>Risk Description</b>	<b>Evidence at Chesterfield College</b>
1	<b>Knowledge and skills:</b> Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.	Variations in access to resources and support can create unequal opportunities for students to realise their full potential and progress towards their academic and professional goals.
2	<b>Information and guidance:</b> Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options.	Not all students possess equal opportunities to access the support necessary to enable them to aspire to and achieve their full potential.
3	<b>Perception of higher education:</b> Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified.	Certain student cohorts may experience disparities in their opportunity to develop the skills and confidence necessary for higher education, potentially leading to a perception that such study is not suitable for them
5	<b>Limited choice of course type and delivery mode:</b> Students may not have equal opportunity to access a sufficiently wide variety of higher education course types.	The current scope of Higher Education provision at the College has the potential to constrain local access to advanced educational pathways
6	<b>Insufficient academic support:</b> Students may not receive sufficient personalised academic support to achieve a positive outcome.	The College shares and informs students both at pre-enrolment and throughout the course of any financial support available. Students may require academic support which is personalised to their needs.
7	<b>Insufficient personal support:</b> Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.	The Colleges dedicated HESco supports students throughout their academic journey. Significant information capturing takes place to identify students with most need. Students may also experience mental ill health that makes it hard to cope while studying.
10	<b>Cost pressures:</b> Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.	Heightened costs, including travel expenses and cost of living pressures, are likely affecting students' capacity to engage with, remain in, and finish their courses.

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.

Activity	Outcomes	Evidence and Rationale	Metho(s) of Evaluation	Summary of Publication Plan
Pre Entry CEIAG  (IS2, IS5, IS6)	Students are able to understand and navigate the HE process and can successfully transition to HE with confidence.	Numerous evidence identifies the importance of pre entry IAG to overcome barriers. The <u>TASO evidence toolkit</u> , Learning and Work and research undertaken by the University of Chester and QAA published on HE Professional.	Tracking of one to one engagement and support with internal enrolment data. Student First Impressions Survey and Student Council meetings.  Statistical data captured	Analysis and findings will be shared at relevant internal and external working groups.
Schools Liaison and Outreach Activity  (IS1, IS2, IS5, IS6)	Students from our target groups: • are informed and feel confident about their future education journey • have good awareness of their own skills, values, interests, and abilities • are able to make well informed decisions and confident choices regarding their HE options.	The <u>TASO evidence toolkit</u> , Learning and Work and research undertaken by the University of Chester and QAA published on HE Professional.	Tracking of outreach activity in correlation with internal enrolment data.  Statistical data captured	Internal analysis and findings will be shared at relevant internal and external working groups. Information will be shared with schools.
Parental Engagement  (IS1, IS5, IS6)	This engagement will aim to: • challenge parental perceptions of HE. • improve parent's ability to support their young people through the decision making and application processes.	<u>Future Quest's Research Report</u> highlights the importance of parental engagement	Tracking of one-to-one engagement and support with internal enrolment data. Student First Impressions Survey and Student Council meetings.  Statistical data captured	Analysis and findings will be shared at relevant internal and external working groups.
Pre Entry Financial Support  IS2, IS5, IS6)	Students are able to attend events which are key to successful transition to higher education.	The TASO evidence toolkit suggests that there is evidence to support <u>pre-entry financial support</u> . Learning and Work.org.uk found that	Tracking of attendance at open days and offer days in correlation with internal	Analysis and findings will be shared at relevant internal and external working groups

		cost pressure is a barrier to adult learning.	enrolment data. Type 2 evidence.  Statistical data captured	
Comprehensive Induction Process  (IS5)	<ul style="list-style-type: none"> <li>• Students experience a positive induction which is consistent across the student body.</li> <li>• Students experience a positive introduction to academic and support staff and peers.</li> <li>• Students are able to access the support available to them.</li> <li>• Students have a sense of belonging and value enabling them to succeed in their studies.</li> </ul>	<u>AdvanceHE</u> discuss the importance of student induction in relation to the student life cycle. Further research has been undertaken which identifies the importance of induction and transition to HE in relation to attainment and continuation.	Comparison of year on year attainment data. Student First Impression Survey.  Statistic data captured	Analysis and findings will be shared at relevant internal and external working groups.
Provision of Personalised Academic Support  (IS4, IS5)	<ul style="list-style-type: none"> <li>• Students are able to address concerns.</li> <li>• Student wellbeing improves and confidence improves.</li> <li>• Student outcomes, continuation and completion improves</li> </ul>	The TASO evidence toolkit suggests there is evidence to support psychological therapies and <u>mental health interventions</u> . The TASO evidence toolkit also suggests there is evidence to the benefits of coaching and counselling.	Comparison of student attainment, continuation and completion rates for those who have accessed one to one academic support and those who haven't.  Statistical data captured	Analysis and findings will be shared at relevant internal and external working groups. Evaluation to be ongoing and shared via working groups and networks.
Provision of Personalised Wellbeing Support  (IS4, IS5)	<ul style="list-style-type: none"> <li>• Students develop a sense of belonging and value.</li> <li>• Students are able to access information and support easily and effectively.</li> <li>• Student's mental wellbeing is maintained and improved.</li> <li>• Student outcomes,</li> </ul>	Research undertaken by <u>RAISE</u> , <u>AdvanceHE</u> and <u>WonkHE</u> all identify the importance of creating a sense of belonging and community in relation to the student life cycle	Student First Impressions Survey. Student consultation at relevant working groups.  Narrative evidence captured	Insight and findings to be shared at cross-institution working groups.

	continuation and completion rates improve.			
Financial Support Offer  (IS4, IS5, IS6)	<ul style="list-style-type: none"> <li>• Increased financial security.</li> <li>• Decreased financial concerns for students.</li> <li>• Improved student outcomes, continuation and completion rates</li> </ul>	The TASO evidence toolkit suggests there is evidence to support financial support post entry to HE to promote retention and completion. Externally commissioned evaluation of support packages identifies a positive impact on student outcomes, continuation and completion.	<p>Analyse student outcomes, continuation and completion rates for students in receipt of financial support. Student feedback on accessing support</p> <p>Statistical data captured</p>	Analysis and findings will be shared at relevant internal and external working groups.

## **Annex C: Targets, investment and fees**

The OfS will append the information from the fees, investment and targets document when an access and participation plan is published.

# Fees, investments and targets

2025-26 to 2028-29

Provider name: Chesterfield College

Provider UKPRN: 10001378

## Summary of 2025-26 entrant course fees

\*course type not listed

### Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	FOUNDATION DEGREE EDUCATION & LEARNING SUPPORT	N/A	6995
Foundation degree	Level 5 Assistant Practitioner in HEALTH AND SOCIAL CARE	N/A	6995
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	HNC SPORT and LEISURE MANAGEMENT	N/A	6995
HNC/HND	HNC/HND in GAMES DESIGN	N/A	6995
HNC/HND	PEARSON HNC/HND IN PERFORMING ARTS	N/A	6995
HNC/HND	PEARSON HNC/HND IN PUBLIC SERVICES	N/A	6995
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	HNC/HND GENERAL ENGINEERING	N/A	3498
HNC/HND	HNC/HND GENERAL ENGINEERING -ELECTRICAL & ELECTRONIC	N/A	3498
CertHE/DipHE	*	N/A	*
Postgraduate ITT	L5 CERTIFICATE IN EDUCATION POST-16 E AND FURTHER EDUCATION	N/A	3498
Postgraduate ITT	L7 PGCE IN EDUCATION POST 16 AND FURTHER EDUCATION L7	N/A	3498
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Chesterfield College

Provider UKPRN: 10001378

### 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	£9,000	£9,000	£9,000	£9,000
Financial support (£)	NA	£16,000	£16,000	£18,000	£18,000
Research and evaluation (£)	NA	£1,000	£0	£0	£0

**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 (£)	£2,000	£2,000	£2,000	£2,000
Access activity investment	Post-16 access activities (£)	£5,000	£5,000	£5,000	£5,000
Access activity investment	Other access activities (£)	£2,000	£2,000	£2,000	£2,000
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£9,000</b>	<b>£9,000</b>	<b>£9,000</b>	<b>£9,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>1.2%</b>	<b>1.2%</b>	<b>1.1%</b>	<b>1.1%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£2,000</b>	<b>£2,000</b>	<b>£2,000</b>	<b>£2,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£14,000	£14,000	£15,000	£15,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£2,000	£2,000	£3,000	£3,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£16,000</b>	<b>£16,000</b>	<b>£18,000</b>	<b>£18,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>2.1%</b>	<b>2.1%</b>	<b>2.3%</b>	<b>2.3%</b>
Research and evaluation investment	Research and evaluation investment (£)	£1,000	£0	£0	£0
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.1%	0.0%	0.0%	0.0%



[illegible]

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