

DN Colleges Group: Access and participation plan 2025-26 to 2028-29

Introduction, Mission and Strategic Aim

DN Colleges Group (DNCG) was established in November 2017 following the merger of Doncaster College and North Lindsey College. DNCG is a mixed economy college and a significant regional provider of education and training across Yorkshire and the Humber, operating from two main sites in Scunthorpe and Doncaster. Provision includes further education (FE), higher education (HE), adult learning programmes, apprenticeships and programmes for students with high needs.

The HE provision operates from two university campuses; a dedicated HE campus in Scunthorpe, University Campus North Lindsey (UCNL) and University Campus Doncaster (UCDon) which operates from within the main Doncaster College campus. These are key assets in promoting and enabling social and economic mobility in our communities by providing local access to high quality higher education.

In 2023-24, there was 1814 HE students (including non-recognised HE programmes) enrolled at the College, 4211 students on programmes for young people, 6678 on adult learning programmes and 2429 apprentices (DNCG Accountability Statement 2024-25).

The HE portfolio comprises 94 awards from Level 4 to Level 7, 20 Higher Level and Degree Apprenticeships which include a prescribed HE qualification or a professional qualification as an apprenticeship element, and a small number of qualifications that are awarded by professional bodies.

At DNCG our Mission is: “Outstanding Education and Training that enables students to develop their full potential; meeting social, economic and community needs.” (DNCG Accountability Statement 2024-25) We serve our communities in South Yorkshire and across Northern Lincolnshire and the Humber. We are committed to working with local strategic partners in these areas to create a high-value curriculum offer, which is responsive to employer needs and is closely aligned with the economic, employment and skills ambitions of our localities. Our Vision is: “Transforming our Communities Through Learning.” (DNCG Accountability Statement 2024-25).

The DNCG Strategic Plan 2023-2028 identifies the ambition for DNCG against four strategic pillars which are aligned to our core stakeholders. The strategy’s ambition is “Enabling learners to live a larger life and expanding horizons through exceptional learning experiences” (DNCG Accountability Statement 2024-25).

The Mission and Values of DNCG have equality, diversity, inclusion and opportunity at their heart. The College's core business is to provide excellent, flexible and relevant education and apprenticeships which is accessible to all. It is committed to creating an environment that demonstrates the shared values of inclusion, equality, fairness and respect, while recognizing and celebrating difference.

DNCG is part of two regional Institutes of Technology; the Lincolnshire Institute of Technology (IoT) since 2019 and the lead partner of the South Yorkshire IoT, with a focus on higher level skills in key sector subject areas where skill gaps are identified to meet local and regional needs.

The IoT’s aim to increase higher-level technical skills in the region through a focussed approach on localised specialist provision in the areas of engineering and manufacturing, construction, digital, life science and healthcare science. There is a strong commitment to vocational higher-level qualifications to meet local and regional economic and social inclusive growth priorities in these areas. Our ongoing portfolio developments for vocational programmes at Levels 4 and 5 means that we are well-placed to meet the growing student demand in the Health, Public Services and Care sectors. Similar developments and growth will be a key priority moving forward in relation to programmes focussed on higher level

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technical skills, particularly in the Engineering, Manufacturing, Construction and Digital sectors.

The demographic and characteristics of our HE student body closely matches that of Doncaster and Scunthorpe which is comprised of 93% White (Doncaster); 91% White (Scunthorpe) and 7% and 9% respectively Asian, black, mixed or other heritages (Census 2021 Data Observatory), 57% of our student population are from disadvantaged backgrounds as identified by the Index of Multiple Deprivation (IMD 2019) Quintile 1 and Quintile 2.

Risks to equality of opportunity

DNCG is fully compliant with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and embraces such legislation positively and strives to promote and integrate Equality, Diversity and Inclusion (EDI) and British Values (BV) effectively into all aspects of its work. We have signed up to the AoC EDI Charter (2024) where we will make commitments and take action to foster a sense of belonging amongst all of our students and staff at DNCG. We will adopt a collaborative effort to advance equity, diversity, and inclusion.

The Assessment of Performance including the analysis of the OfS Access and Participation dataset and internal datasets has highlighted that there are differences in the rates of access, success and progression at DNCG of the different demographics of our students. Based on this assessment, we have identified five specific student groups that are at greatest risk to equality of opportunity at DNCG at different stages of the student lifecycle and these are:

- Full-Time First Degree and Other Undergraduate Female students accessing STEM subjects.
- Full-Time First Degree and Other Undergraduate Care Experienced students accessing higher education at DNCG.
- Full-Time First Degree and Other Undergraduate White, Male, IMD (2019) Quintile 1 students accessing higher education at DNCG, continuing in their studies and completing their studies with a higher education qualification.
- Full-Time First Degree and Other Undergraduate IMD (2019) Quintile 1 students continuing and completing their studies with a higher education qualification.
- Full-Time First Degree and Other Undergraduate Students with a Disability completing their studies with a higher education qualification or attaining a 2:1 or above qualification.

Data analysis

For the purposes of analysis and identification of risks to equality of opportunity the following data sources were utilised:

- 4-year aggregate OfS Gap data for each aspect of the student lifecycle and Full-Time and Part-Time First Degree and Other Undergraduate.
- DNCG ILR 2022-23 and 2023-24.
- DNCG ProMonitor and ProAchieve 2021-22 / 2022-23 / 2023-24
- Census 2021 Data Observatory – Doncaster and Scunthorpe
- NSS 2022-23 and 2023-24
- Graduate Outcomes 2020-21
- TEF 2022-23 submission

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The analysis was mapped against the OfS Equality of Risk Register to identify which of the 12 sector-wide risks affect DNCG students' opportunity to access, succeed and progress from higher education into highly skilled and/or further education.

The following section is a summary of what we have identified as the biggest risks to equality of opportunity to the five identified DNCG student groups at each stage of the student lifecycle; Access, Continuation, Completion, Attainment and Progression, for Full-Time First Degree, Other Undergraduate and Part-Time Other Undergraduate students at DNCG.

The analysis of the data also showed that there are signs of indicators of risk to opportunity to some other student groups, that is outlined in the Other Identified Risks section below, and at different stages of the student lifecycle of the target groups, which will be monitored and evaluated throughout the duration of the Plan.

Within Annex A: Assessment of Performance a detailed analysis of each stage of the student lifecycle for Full-Time First Degree, Other Undergraduate, Part-Time First Degree and Other Undergraduate students and Apprenticeships was undertaken. However, the data that is presented in Annex A is only on student groups and associated stages of the lifecycle that we identified as an indicator of risk from our data to the equality of opportunity of our students and potential students.

Annex B considers a range of research and insights that has helped to understand the challenges which are more likely to be present for each of the identified target group.

This approach has been adopted due to an absence of robust evidence and available internal intersectional data of our own student cohorts relating to the specific nature of the underlying risk(s) that has resulted in the indication of risk. Therefore, evidence from the sector including the EoRR and appropriate literature review of the specific target groups has been undertaken to provide insight. Throughout the duration of the Plan a longer-term ambition is to develop a range of evaluation and research with our own students to better understand the underlying risks of opportunity over the life of the Plan and continue to work in collaboration with UniConnect HOP Evaluation team.

Risks to Equality of Opportunity Summary

Male and Female

Females are much more likely to go to university than men and have been for many years. They are also more likely to complete their studies and gain a first or upper second-class degree ([Equality of access and outcomes in higher education in England - House of Commons Library \(parliament.uk\)](#)). This is evidenced at DNCG where there are more females than males studying a Full-Time First Degree and/or Other Undergraduate. Analysis of the four-year aggregate OfS APP dataset, 74% of Full-Time First Degree students are female and 26% are males. However, in 2023-24 there was some movement in reducing the gap between females (67%) and male (32%) students. Whilst, a specific access target has not been set to increase the number of Male Full-Time All Undergraduate students accessing higher education at DNCG, an internal intersectional target has been set for White Male IMD (2019) Quintile 1 accessing higher education at DNCG in specific subject areas such as Engineering and Construction, as this aligns with DNCG Strategic Plan 2023-28. There is also an under-representation of males in Early Year and SEND programmes of study and this will also be included in the intervention strategy.

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However, it is acknowledged that male students also have a risk to equality of opportunity across all stages of the student lifecycle, continuation, completion, attainment and progression into highly skilled and/or further education. This is outlined in the table below.

Experience suggests that males are less likely to disclose issues and to ask for help and support (Maggs, Z: Student Minds). As such, 'wrap around' interventions will be developed as part of the Plan that specifically focus on this group, as well as being automatically included in all other intervention provision, even when it is not explicitly stated.

Female STEM

At DNCG we have strong role models in Engineering and Construction, Leadership, Curriculum and the Wellbeing team, who help raise aspirations among female students. (DNCG Equality, Diversity and Inclusion Report 2022-23).

There has been a steady increase in the number of Female students accessing STEM subjects at DNCG with a significant increase from 4% in 2022-23 to 11% in 2023-24, primarily in Medical BioScience and Animal Science which reflects the national picture (UniConnect HOP Board Report 2023). Other areas such as Engineering and Construction remain male-dominated with little increase in female participants.

Therefore, we will continue to build on the positive momentum in Medical BioScience and Animal Science by setting targets to increase the percentage of female students accessing these subjects and continue to work closely with local schools to promote traditionally male-dominated FE and HE qualification routes such as Engineering, Construction and Digital to more females. This also aligns with our IoT KPIs of increasing women apprenticeships in STEM.

Low Neighbourhood and Disadvantaged

Students traditionally considered disadvantaged or under-represented in higher education are well represented at DNCG in relation to socio-economic measures (IMD 2019; ABCS; TUNDRA). Since 2016-17 there has been a year upon year rise in the numbers of students from IMD (2019) Quintile 1 neighbourhoods accessing Higher Education at DNCG.

Based on the OfS four-year aggregate 37% of the undergraduate student population at DNCG were from Quintile 1 neighbourhoods and 20% from Quintile 2, across all modes of learning, compared to 11% from Quintile 5 neighbourhoods. Whereas the national sector level in 2020-21 for undergraduate entrants who came from the most deprived areas (Quintile 1) was 22.1%.

In 2021-22 there was a 26.8 percentage point difference between Full-Time First Degree IMD (2019) Quintile 1 and Quintile 5 students who access HE at DNCG. This is in contrast to the national profile of 13.4 per cent of England-domiciled undergraduate entrants who came from areas of England with the lowest rates of participation in higher education (Quintile 1) (OfS 2020-21). In 2021-22 there was a 31.1 percentage point difference between ABCS Quintile 1 and Quintile 5 Full-Time First Degree students accessing higher education at DNCG.

There was also a 7.7 percentage point difference between Part-Time Other Undergraduate Quintile 1 and Quintile 5 students accessing higher education at DNCG.

However, the assessment of performance has highlighted that there are indicators to the equality of risk for IMD (2019) Quintile 1 Full-Time First Degree, Other Undergraduate and Part-Time Other Undergraduate student continuation and completion rates. Students from

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lower socio-economic backgrounds are more likely to leave their studies, have low completion rates, and or fail due to financial constraints (DNCG Self Evaluation Report 2021).

Also, students from IMD (2019) Quintile 1 are less likely to have studied A Levels and enter with a BTEC Level 3 or limited formal qualification. In 2022-23 there was 95% of students studying HE at DNCG with a BTEC Level 3 or 'limited' or 'No formal' qualification compared to 5% of students with A Levels. Research has shown that students who have studied BTECs are less likely to be awarded a First or 2:1 qualification than those who studied an A Level (OfS 2020-21).

Therefore, targets have been set to improve, continuation, completion and attainment rates of IMD (2019) Quintile 1 students and intersectional students, including Quintile 2 students in this category, as 57% of our student population at DNCG are from a disadvantaged background and have low pre-Higher Education Attainment rates.

Intersectional indicators of risk

Students who are from white British ethnic backgrounds and in receipt of free school meals and/or residing in low participation areas (POLAR Quintiles 1 and 2, IMD (2019) Quintile 1) have much lower GCSE attainment and HE progression in our region when compared to students from similar backgrounds nationally (House of Commons Library 2023). Therefore, intersectional groups of students will be analysed and monitored and included in the different interventions outlined in the plan, even if not explicitly stated.

No Disability and Disability

There is a higher number of students with No Disability (80%) that access a Full-Time All Undergraduate programme of study at DNCG compared to those with a Disability (20%).

In 2017-18 there was a 4.8 percentage point difference between the completion rate of those Full-Time First Degree students with No Disability and those with a Disability. In 2020-21 this had risen to a 10.3 percentage point difference (SED 2021).

However, the main risks to opportunity for students with a Disability are completing their studies with a higher education qualification.

Whilst, in 2021-22 there was a 12.5 percentage point difference between the attainment rate of Full-Time All Undergraduate students with No Disability and those with a Disability, there has been progress in improving the attainment rate and as such will be a maintenance target rather than setting new targets over the duration of the plan.

It has been decided that due to the OfS APP Dashboard not highlighting an access gap between those students with a disability and those without a disability, an access target would not be set, rather the focus would be shifted to the improvement overall of the Information and Guidance for Students (EoRR Risk: 1) with a Disability and the wrap-around academic services provided to help improve the completion rate. However, this group would automatically be included in the different interventions outlined in the Plan, even if not explicitly stated.

Care Experienced

The Office for Students (OfS) does not capture specific data for this underrepresented group. However, only 13% of care experienced students' progress to higher education compared with 43% nationally. An independent review of Children's Social Care, published

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in May 2022, outlined five ambitions, one of which is to double the proportion of care leavers in higher education by 2026 ([Care experienced students and looked after children - Office for Students](#)).

Our internal 2023–24 Individual Learner Record (ILR) dataset indicates that a very small number of Full-Time First degree students identified as care experienced. Due to the limited size of this group within our higher education population, publishing data on this demographic carries a risk of identifying individuals.

Despite this limitation, we are committed to enhancing the representation of care experienced students in higher education. Although we are not setting a numerical target, we aim to increase access for these students to our higher education programmes. Additionally, we will provide tailored academic and personal support throughout their academic journey to foster their success and well-being.

We are committed to ensuring the growth of this group over the lifetime of the plan through the improvement of the work undertaken with our Further Education colleagues, UniConnect HOP, Virtual Schools, Local Authority partners, North Lincolnshire Carer Experience Strategy and Delivery Multi-Agency Partnership and other appropriate interventions. The intervention strategy section outlines a range of interventions, and these will automatically include provision for those who identify as care experienced, even if it is not explicitly stated.

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Identified DNCG Risks to Equality of Opportunity - The following table outlines the indications of biggest risks to equality of opportunity that we have identified at DNCG and mapped it against the Equality of Risk Register.

Student Lifecycle Stage		Underrepresented Group	Indication of Risk	Potential risks to Equality of Opportunity
Access		Multiple: Ethnicity Deprivation Quintile IMD (2019) Sex	There are lower proportions of White IMD (2019) Quintile 1 Male Full-Time First Degree (26%) and Other Undergraduate (25%) students accessing HE at DNCG.	Knowledge and skills (Risk 1) Information and guidance (Risk 2) Perception of higher education (Risk 3) Limited Choice of Course Type & Delivery Mode (Risk 5) Application rates Prior Attainment gaps
		Sex	There is a lower proportion of females who access STEM subjects at DNCG. This is a collaborative target with UniConnect Humber Outreach Programme (HOP).	Knowledge and skills (Risk 1) Information and guidance (Risk 2) Perception of higher education (Risk 3) Limited Choice of Course Type & Delivery Mode (Risk 5) Application rates Prior Attainment gaps
		Other	There is a lower proportion of Care Experienced students accessing HE at DNCG compared with the English higher education sector average. This is also a collaboration target with UniConnect HOP.	Knowledge and skills (Risk 1) Information and guidance (Risk 2) Perception of higher education (Risk 3) Limited Choice of Course Type & Delivery Mode (Risk 5) Application rates Prior Attainment gaps
On Course		Sex	There are lower proportions of Male Full-Time First Degree and Other Undergraduate students completing their studies with a higher education qualification.	Knowledge and Skills (Risk 1) Insufficient academic support (Risk 6) Insufficient personal support (Risk 7) Mental Health (Risk 8) Ongoing Effects of COVID (Risk 9) Financial (Cost) pressures (Risk 10)
		Sex	There are lower proportions of Male Full-Time First Degree and Other Undergraduate students or attaining a 2:1 or above degree classification.	Knowledge and Skills (Risk 1) Insufficient academic support (Risk 6) Insufficient personal support (Risk 7) Mental Health (Risk 8) Ongoing Effects of COVID (Risk 9)

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				Financial (Cost) pressures (Risk 10)
		Deprivation Quintile IMD (2019) Multiple – Age Ethnicity Sex	There is a lower proportion of continuation of IMD (2019) Quintile 1 Full-Time First Degree, Other Undergraduate and Part-Time Other Undergraduate students who continue in their studies.	Knowledge and Skills (Risk 1) Insufficient academic support (Risk 6) Insufficient personal support (Risk 7) Mental Health (Risk 8) Ongoing Effects of COVID (Risk 9) Cost pressures (Risk 10)
		Deprivation Quintile IMD (2019) Multiple– Age Ethnicity Sex	There is a lower proportion of completion of IMD (2019) Quintile 1 Full-Time First Degree, Other Undergraduate and Part-Time Other Undergraduate students.	Knowledge and Skills (Risk 1) Insufficient academic support (Risk 6) Insufficient personal support (Risk 7) Mental Health (Risk 8) Ongoing Effects of COVID (Risk 9) Financial (Cost) pressures (Risk 10)
		Disability	There is a lower proportion of completion of Full-Time First Degree students with a Disability compared to those without a disability.	Knowledge and Skills (Risk 1) Insufficient academic support (Risk 6) Insufficient personal support (Risk 7) Mental Health (Risk 8) Ongoing Effects of COVID (Risk 9) Financial (Cost) pressures (Risk 10)
		Disability	There is a lower proportion of Full-Time First Degree students with a disability who attain a 2:1 or above degree classification.	Knowledge and Skills (Risk 1) Insufficient academic support (Risk 6) Insufficient personal support (Risk 7) Mental Health (Risk 8) Ongoing Effects of COVID (Risk 9) Financial (Cost) pressures (Risk 10)

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Other identified risks

As DNCG is a relatively small provider of Higher Education it was decided to focus on those indicators where most students are affected or those risks that would benefit from the interventions. Therefore, objectives and targets have been set for five priority groups of students, across the student lifecycle; students from IMD (2019) Quintile 1 (including intersectional groups of students); White Males and those who have a Disability and collaboration targets for Females accessing STEM and Care-Experienced Students.

However, throughout the duration of the APP all of the groups outlined below will be monitored to ensure that any gaps or risks to opportunity in access, continuation, completion, attainment and progression are not widening. However, whilst specific objectives or targets have not been developed for these groups or any aspect of the associated student lifecycle phases, provision for these groups will automatically be included in the intervention strategy.

Young and Mature

Whilst the local demographic of Doncaster and Scunthorpe has an aging population, the evidence suggests that the mature student market is in decline (OfS and UCAS).

Over the last 15 years, the number of mature aged students entering higher education has declined significantly, driven by a drop in those studying part-time and those pursuing a qualification below a full degree (OfS 2021) and this has been evidenced at DNCG since 2019-20.

However, the DNCG student profile, based on the 4-year OfS APP Dataset, indicates that there is a larger proportion, 76%, of Full-Time First Degree students who are Mature over 21-years.

Mature students are more likely to continue in their studies than their Young Under-21 counterparts and this has been steadily rising since 2015-16. In 2020-21 there was a 14.2 percentage points continuation gap for First Degree and 2.2 percentage points continuation gap for Other Undergraduate between Mature and Young Under-21 students. This is in direct contradiction to the sector profile where in 2020-21 the continuation rates for those students whose ages on entry to higher education were 21 to 30 years and 31 years and over were 86.4% and 85.4% respectively, whereas for students under 21 years it was 92.6% (OfS 2021).

There was a higher proportion of Mature students in 2021-22 who gained a higher education qualification compared to Young Under-21. More Mature Full-Time First Degree students also obtained a First and Upper Second classification than the Young Under-21 equivalents, with a 6.3 percentage point difference.

In 2020-21 there was a 6.9 percentage point difference between Mature and Young students continuing in their studies on All Undergraduate programmes.

Whilst, the OfS APP Dashboard does not outline any significant gaps for Mature students, who are usually the underrepresented group, it is the Young-Under-21-Year olds where there are risks to opportunity at DNCG across the student lifecycle. Therefore, it has been decided that Young-Under-21-Year-Olds will be addressed under the IMD (2019) Quintile 1 and Quintile 2 Intervention Strategies as a large percentage of these students will also be from a disadvantaged background. We will continue our work with our Further Education colleagues to develop internal level 3 progression routes to higher education, which aligns with our Strategic Plan 2023-28, current and future higher education provision, IoT agenda

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and regional and local priorities including the South Yorkshire Local Skills Improvement Plan (June 2023), Sheffield City Region, Sheffield Policy Hub and City of Doncaster Council.

Ethnic Groups

DNCG campuses in Doncaster and Scunthorpe has less ethnic diversity than the sector generally and is less ethnically diverse than similar Local Authority Districts and to the overall England percentage (Census 2021).

The percentage of Asian Full-Time First Degree students at DNCG is 3.0% and the regional demographic is 2.9% at Doncaster. However, this percentage is lower for the Scunthorpe regional percentage of 5.4% (Census 2021), so this will be monitored throughout the duration of the plan and a target introduced if appropriate.

Black Full-Time First Degree students is 2.0% at Doncaster and the regional demographic is 1.2%, which is a positive 0.8 percentage point difference of the number of students studying at Doncaster and above the Scunthorpe regional rate of 0.7% (Census 2021).

Therefore, the number of Black and Asian Full-Time First Degree and Other Undergraduate students is in line with the regional demographic of Doncaster and Scunthorpe and will be maintained throughout the duration of the plan.

There is a lower proportion of White Other students accessing HE at DNCG. According to the Doncaster Census 2021 'Other White' in Doncaster has seen an increase from 2.8% (8556) in 2011 to 5.7% (17534) in 2021.

White Other include: Polish / Romanian / Kurdish / Slovak / Turkish. Due to the very small number of Other White students on Full-Time First Degree the actual numbers are not reported on the OfS APP Dataset.

Whilst the numbers of Black and Asian Full-Time First Degree students is low at DNCG, there are aspects of the student lifecycle that will be monitored throughout the duration of the plan to address the following:

- There is a lower proportion of continuation of Black Full-Time First Degree students who continue in their studies.
- There is a lower proportion of continuation of White Full-Time First Degree students who continue in their studies.
- There is a lower proportion of Full-Time First Degree Black and Asian students who attain a 2:1 or above degree classification.

We are committed to improving the student outcomes for these groups of students and rather than setting a numerical target, due to the small numbers, we will make improvements across the student lifecycle utilising appropriate interventions. The intervention strategy section outlines a range of target groups, and these will automatically include provision for those who identify as Black, Asian or White, even if it is not explicitly stated.

Free School Meal Eligibility across all aspects of the student lifecycle

On the OfS APP Dashboard for Full-Time First Degree and Other Undergraduate there is no Free School Meal Eligibility data across all aspects of the student lifecycle. Internal data sets are to be developed and utilised alongside the IMD (2019) datasets across the student lifecycle for the duration of the plan.

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The cost-of-living crisis has also had an impact on our students that resulted in some of them experiencing financial difficulties as evidenced in the internal Financial Support Evaluation Survey undertaken (further details can be found in Annex B), which aligns with research undertaken by WONKHE 2024 and ONS 2023. Research published by the Office for National Statistics (ONS, 2023) stated that 92% of higher education students reported that their cost of living had increased compared to the previous year (cited in OfS 2023; UniversitiesUK 2023). Furthermore, the survey found that 78% of students were concerned that the rising cost of living could affect how well they did in their studies (ONS 2023).

Progression

DNCG is a College Based Higher Education provider with a strong commitment to vocational higher-level qualifications to meet local and regional economic and social inclusive growth priorities, particularly in the Engineering and Manufacturing Technologies sector and the Health, Public Services and Care sector. Ongoing portfolio developments relating to the Health, Public Services and Care sectors to meet growing student demand indicates that DNCG is well-placed to meet the increasing demand for vocational programmes at Levels 4 and 5 in these sectors.

However, the OfS Progression measure now has a greater emphasis on employment within SOC 1-2 categories (classified as professional or managerial), and this does not reflect the typical employment profiles of DNCG graduates. Results from the most recent Graduate Outcomes (GO) survey 2020-21 indicated that 62.9% of DNCG graduates were classed as professional or managerial and is a 10.73 percentage point increase on 2019-2020.

There has also been further increases to the numbers of DNCG students recorded as being in Full-Time (33%) and Part-time (27%) Employment. This continues a three-year trend of improvement.

Whilst, there has been a 66% increase in the number of DNCG graduates moving to further education since 2019-2020 to 2020-21, the numbers that this represents is very low. The percentage of unemployed DNCG students has fallen by 25% in 2020-21.

Therefore, a specific progression target has not been set in relation to this stage in the student lifecycle as the number of students it would represent is very low. Throughout the duration of the plan the progression of students will be monitored and evaluated in context of the regional employment opportunities that our students enter.

Attainment Raising

At DNCG we ensure that students can access a range of English and Mathematical qualifications delivered by well qualified specialist teachers. In 2021-22, 24% of Further Education students did not hold a grade 9-4 in English and mathematics on entry to the college, resulting in 1067 students taking GCSE English and 1208 students taking GCSE mathematics.

Each year a significant number of Further Education students need to take GCSE in line with the condition of funding, which on average is over 3000 students per year.

Therefore, we are playing quite a significant role in contributing to the Office for Students' mission of raising pre-16 attainment in England in regard to English and Mathematics.

We will continue to develop, enhance and expand our partnerships with schools and other national organisations including UniConnect that provide a range of outreach and progression activities across the Humber, North Lincolnshire (Humber Outreach Programme

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- HOP) and South Yorkshire (Higher Education Progression Partnership South Yorkshire – HeppSY) regions for pre-16-year-olds and our own Internal FE students. For example, the collaborative HOP project ‘Boost that Grade’ which is a series of twilight events that provides CPD for teachers of GCSE English, GCSE Maths and GCSE Science.

Attainment raising pre-16 will continue to work in collaboration with UniConnect Humber Outreach Programme (HOP) that aims to improve the academic attainment and progress of students (year 7 – 11) and support their progression into higher education (UniConnect HOP Board Report 2023).

The interventions developed by HOP focus on cross-partnership work with DNCG, partner FE/HE providers, local authorities, third sector organisations and the Careers Enterprise Company to improve attainment for under-represented Pre-16 learners to access HE.

We will also further develop our work with the Children’s University Doncaster and Scunthorpe, to increase the number of partner schools and monitoring learner attainment by introducing a programme of work to start in 2025-26 with a focus on priority subject areas such as STEM and particularly Engineering, to target the work that we do with pre-16-year-olds and set an internal target of working with 2 new schools each year.

Supporting the mental health of our students

A survey undertaken by the Office of National Statistics in 2023 identified that 46% of students reported their mental health and well-being had worsened since the start of the autumn term 2022 (ONS 2023).

DNCG offers a range of high-quality internal and external support systems, accessible to all, to underpin high levels of attainment and performance.

We have a dedicated Wellbeing, Inclusion, Safeguarding and Prevent team who provide pastoral and wellbeing support at both of our campus to help our students to succeed in their studies. The team are there to support all students throughout their education journey by providing one-to-one support sessions and groups sessions. There is also on-site Counselling support, with a dedicated counsellor for higher education students at UCNL, where students can access individual sessions.

The college has accredited Mindful Employer status and commits to working to the principles of the DfE Education Staff Wellbeing Charter and to the AoC Mental Health Charter framework. On an annual basis this will be reviewed and evaluated in terms of the Learner Wellbeing and Support Strategy and the Association of Colleges (AoC) Wellbeing and Mental Health Self-Assessment Tool for Colleges.

We work in collaboration with our validating partner University of Hull and are members of the Federation of Colleges University of Hull Mental Health and Wellbeing Group where good practice, issues, strategies and interventions are discussed, reviewed and evaluated.

Apprenticeships

At DNCG we have 20 Higher Level and Degree Apprenticeships which include a prescribed HE qualification or a professional qualification as an apprenticeship element and a small number of qualifications awarded by professional bodies.

We are currently developing 6 Degree Apprenticeships for initial delivery in September 2025 and are focused on the National Skills Priorities in Health, Environmental Science and BioScience. In 2023-24 we participated and successfully secured funding through a

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competitive process with OfS to enhance our degree apprenticeship portfolio across HE. We are also putting in a bid for the OfS Degree Apprenticeship Wave 3

Increasing the diversity of students choosing and studying a Level 6 Degree Apprenticeship is one of our higher education priorities and aligns to the local, regional and national skills agenda and the South Yorkshire IoT and Lincolnshire IoT.

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Objectives

Through the Assessment of Performance, a number of indications of risk have been identified and outlined in an earlier section of this report. The indicators of risk were prioritised and discussed at focus groups and through questionnaires with staff and students in January and February 2024. The following table outlines the Objectives and Targets and informed the development of the Intervention Strategy.

Student Lifecycle Stage	Underrepresented Group	Reference Number	Objective (Risk)	Target	Intervention Strategy Number
Access	Sex	PTA_1	There is a lower proportion of females who access STEM subjects at DNCG, and this is also a collaborative target with UniConnect Humber Outreach Programme (HOP).	To increase the number of females who access STEM subjects, to 32 by 2029.	IS1 and IS2
On-Course	IMD (2019) Quintile 1 Sex	PTS_1	There are lower proportions of IMD (2019) Q1 White Male Full-Time First Degree students attaining a 2:1 or above degree classification.	To increase the number of White Male Full-Time First Degree students attaining a 2:1 or above degree Classification compared to their Q5 counterparts, by reducing the gap to 5% by 2029.	IS3
On-Course	IMD (2019) Quintile 1 Multiple – Age Ethnicity Sex	PTS_2	There is a lower proportion of continuation of IMD (2019) Quintile 1 Full-Time First Degree and Other Undergraduate students who continue in their studies.	To reduce the 18% gap between the number of IMD (2019) Quintile 1 Full-Time All Undergraduate students continuing in their studies compared to their Quintile 5 counterparts by 2029.	IS3
On-Course	Disability	PTS_3	There is a lower proportion of completion of Full-Time First Degree students with a Disability compared to those without a disability.	To reduce the Completion gap between those Full-Time First Degree students with a Disability and those with No Disability, by increasing the number of Disabled students that complete their studies to 73% by 2029.	IS3

Intervention Strategies, Expected Outcomes and Methods of Evaluation

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<p>Intervention strategy 1 (IS1): Outreach Children, Young People and Adults - Interventions designed to reach individuals and groups in school and college settings</p> <p>Objectives and Targets: PTA_1 (see Objectives Table above) Cross-Intervention with IS2</p>			
<p>Related risks to Equality of Opportunity for groups targeted by Intervention Strategy 1: Knowledge and Skills (Risk 1); Information and Guidance (Risk 2); Perception of higher education (Risk 3); Application Rates; Limited Choice of Course Type and Delivery Mode (Risk 5) Prior Attainment, and Academic Support (Risk 6) and Financial (Cost) Pressures (Risk 10).</p> <p>Activities will be aimed at increasing <i>Knowledge and skills; Information and guidance</i> that will have a positive impact on the <i>Perception of higher education</i> at DNCG and improve our <i>Application rates and the Academic and Financial Support provided</i>. DNCG currently undertakes general activity in these areas through Internal and External Outreach activities including Level 3 Progression workshops, taster sessions, Open events and outreach activities. However, more targeted activities for the specific underrepresented groups identified will be developed and evaluated i.e. the increase in applications and enrolments of IMD Q1 (including White Males) students / Care Experienced students / Female students in STEM.</p>			
Activity	Inputs	Outcomes	Methods of Evaluation Types 1 and 2 Standards of Evidence (OfS) denoted by T1 and T2
<p>Marketing activity and IAG Tailored to each of the identified underrepresented groups to include:</p> <ul style="list-style-type: none"> • Development of targeted marketing materials and open events for specific groups of students • Minimum of 1 Targeted Open Event for each underrepresented group • Targeted advertising campaigns • Underrepresented Student case studies and success stories via social media 	<p>Marketing Officer hours Proportion of marketing budget Open Event(s) management hours Recruitment Manager hours Academic Staff hours at open events Marketing materials Printing Estate costs</p>	<p>Short-Term Increased knowledge on the application process to HE. Increased capacity to make informed decisions about HE / future. Increase in attendance at Open events. Increase in attendance at Progression events / talks / masterclasses from identified underrepresented groups. Improved parental support relating to HE decisions.</p> <p>Medium-term</p>	<p>DNCG Evaluation Toolkit (2024)</p> <p>Data Analysis: Number and percentage of students engaging in activities and percentage with target characteristics (T1)</p> <p>Data Analysis: Number and percentage of students enrolling at DNCG with target characteristics (T1)</p> <p>Output Analysis: Number of sessions run and attendance at each of target student group(s) (T1). Some post-activity data capture gathering student experience and perceptions of engagement in activities (T2)</p>

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<ul style="list-style-type: none"> IAG on Progression Routes from FE programmes into HE provision at DNCG <p>Expansion of existing activity.</p>		<p>Increased sense of belonging Increased wellbeing Improved FE Academic and Support staff team providing support relating to internal progression into HE at DNCG.</p>	<p>Data Analysis: Number and percentage of applications to enrolment conversion (T2)</p>
<p>Targeted IAG Continued collaboration work with UniConnect HOP to provide IAG and improve Perceptions to He through the Differentiated Learning and Pathways programme and FE Segmentation programme.</p> <p>Expansion of existing activity.</p>	<p>Marketing materials Online resources HE Academic Support / Student Support Staff hours UniConnect HOP hours Associated Director APP</p>	<p>Long-term Increased applications from White, Male, Low-Income backgrounds, Females in STEM subjects and Care Experienced students.</p>	<p>Data Analysis: Number and percentage of applicants accessing pre-entry Academic / Student Support and by target group (T1)</p> <p>Data Analysis: Number and percentage of applicants accessing pre-entry activities and by target group (T1)</p>
<p>HE Progression Events Targeted for each of the identified underrepresented groups to include:</p> <ul style="list-style-type: none"> IoT taster workshops Specific subject masterclasses / taster sessions / talks / workshops Parent Information event School visits <p>Expansion of existing activity.</p>	<p>HE Recruitment Manager hours Marketing Officer hours Associate Director Student Support hours Academic FE and HE Staff hours at workshops / masterclasses / taster sessions Marketing materials Resources Printing Estate costs</p>	<p>Increased enrolments from White, Male, Low-Income backgrounds, Females in STEM subjects and Care Experienced students.</p> <p>Increased application to enrolment conversion rate.</p>	<p>Baseline and annual HE Student Survey questions exploring perceptions and confidence in respect of 'Sense of belonging and mental health and wellbeing' (T1 and T2)</p> <p>Comparative analysis of data over the 4 years of the plan to determine how the activity has met the intended outcome (T2)</p>
<p>Aspiration Raising Activity Targeted at internal Level 3 FE students from disadvantaged backgrounds, Care Experienced and pre-16 schools to include:</p> <ul style="list-style-type: none"> Continued activity with UniConnect partners HOP and HeppSY Continued activity with Children's University Doncaster and Scunthorpe <p>Expansion of existing activity.</p>	<p>Associate Director Student Support hours Associate Director APP hours Academic FE Maths and English tutor hours Children's University hours Resources Printing</p>		<p>Analysis of UniConnect Evaluation Reports (T2 & T3)</p>

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<p>Pre-Entry academic support targeted to each of the identified underrepresented groups to include:</p> <ul style="list-style-type: none"> • Studying higher education • Digital Skills • Financial Support • Diagnostic Testing • DSA Documentation • Dyslexia Screening <p>Expansion of existing activity.</p>	<p>HE LRC Academic Support staff hours Additional Learning Support hours Associate Director(s) Student Support hours HE Administration staff hours Resources Printing</p>		
<p>Pre-entry Keep Warm Activities targeted to each of the identified underrepresented groups.</p> <p>Expansion of existing activity.</p>	<p>HE LRC Academic Support staff hours Additional Learning Support hours Academic staff hours at bridging events Proportion of marketing budget Resources</p>		
<p>Staff CPD Training for HE Admissions, Professional Support Services, Academic Staff around social mobility and the barriers underrepresented groups face accessing higher education.</p> <p>New activity.</p>	<p>Staff Development staff hours Associate Director hours Resources Printing</p>	<p>Short-term / Medium-term Improved knowledge of the needs of potential HE students from socio-economic backgrounds.</p> <p>Increased confidence in supporting underrepresented HE students. Improved knowledge of the needs of our targeted underrepresented groups such as the Care Experienced students.</p>	
<p>Total Cost of IS1 over 4-year cycle: £255,264 (256,000 rounded up to nearest £1000)</p>			
<p>Evidence base and rationale A literature review has been undertaken which included a range of materials specifically referenced in the <i>OfS Regulatory Advice 6: How to Prepare an access and Participation plan (2023)</i>, <i>Transforming Access and Student Outcomes in Higher Education (TASO) Evaluation Toolkit (2023)</i>, <i>QAA Admissions, Recruitment and Widening Participation (2018)</i>, other research and best practice references and internal evidence.</p>			

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We have drawn upon discussions with validating university partners and UniConnect HOP through attending APP events such as, University of Hull Federation meetings, UniConnect HOP APP Task Group, UniConnect HOP Board meetings, Sheffield Hallam University APP Working Group and TASO Evaluation Toolkit events, which included sessions on appropriate Intervention Strategies and Theory of Change models to facilitate the achievement of the stated objectives.

We have generated our own Type 1 evidence from student forums, qualitative and quantitative data from internal sources and external sources, for example, UniConnect HOP (see Annex B for details).

Evaluation

A Theory of Change Evaluation model (TASO 2023) and Literature Review into best practice of evaluating each Intervention Activity has been undertaken and how each is to be measured to evaluate the impact and contribution it has had on achieving the targets and objectives outlined in the APP.

We will evaluate each activity utilising a Theory of Change model and will pursue avenues of widening the scope of participants involved in the evaluation exercise that includes academic staff, professional academic and additional support staff, students. A DNCG Evaluation Toolkit has been designed that will be rolled out to all staff involved in impact evaluation, It is expected to generate OfS Type 1 and Type 2 standards of evidence to establish what the impact has been and if the intended outcomes have been met.

The evaluation strategy will commence in 2025-26 – 2026-27.

Aspects of our UniConnect (HOP) collaboration work is formally evaluated by our partner university (University of Hull) who have their own Evaluation teams and who work in collaboration with organisations such as Cosmos Engagement Ltd to evaluate projects that generate Type 2 evidence, such as, the *FE Segmentation project* (UniConnect HOP 2023-24)

UniConnect HOP also utilises the Education Endowment Foundation (EEF) Toolkit (2021) to evaluate the attainment raising activities that we will be collaborating on.

We will examine the extent to which each activity contributes towards meeting the overall objectives throughout the duration of the plan.

Publication Plan

We will publish interim and final findings on the website and through internal mechanisms including through the deliberative structures, HE Essentials portal, HE Student Society portal and website. After the 4-year period of the APP we will provide a report of the full findings that will be reported through our deliberative structures and be published on the website.

We are also keen to share information with external partners such as our validating university partners, UniConnect (HOP), TASO, NERUPI and the OfS on how a small provider of higher education within a further education context approaches evaluation. Opportunities will also be provided for staff and students to disseminate findings through research papers and attendance at appropriate conferences.

Intervention strategy 2 (IS2): Outreach non-educational settings and Communities - Interventions designed to reach individuals and groups in settings outside of schools and colleges, for example, by working with community groups, Doncaster City Council and Scunthorpe leaving-care teams and through social media and targeted campaigns.

Objectives and Targets: PTA_1 (see Objectives Table above) Cross-Intervention with IS1

Related risks to Equality of Opportunity for groups targeted by Intervention Strategy 2:

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<p>Knowledge and Skills (Risk 1); Information and Guidance (Risk 2); Perception of higher education (Risk 3); Application Rates; Prior Attainment, Limited Choice of Course Type and Delivery Mode (Risk 5) and Academic Support (Risk 6) and Financial (Cost) Pressures (Risk 10).</p> <p>Activities will be aimed at increasing <i>Knowledge and skills; Information and guidance</i> that will have a positive impact on the <i>Perception of higher education</i> at DNCG and improve our <i>Application rates and the Academic and Financial support provided</i>. DNCG currently undertakes general outreach activity in non-educational settings including workshops and taster sessions. However, more targeted activities for the specific underrepresented groups identified will be developed throughout the duration of the plan.</p>			
Activity	Inputs	Outcomes	Methods of Evaluation Types 1 and 2 Standards of Evidence (OfS) denoted by T1 and T2
<p>Building strategic relationships Identification of, and engagement with, strategic partners (e.g. community groups, local authority services, employers) to reach target populations who are not in education.</p> <p>Work with specific local charities and community groups of target underrepresented groups.</p> <p>Expansion of existing activity.</p>	<p>Recruitment Manager hours Associate Director APP hours Academic Staff Student Support PD Facilitators / Wellbeing Coaches ALS Outreach team</p>	<p>Short – Medium Term Increased enquiries from potential applicants from White, Male, Low-Income backgrounds; Females in STEM subjects and Care Experienced students.</p> <p>Increase in attendance at Open events, Progression events / talks / masterclasses from identified underrepresented groups.</p> <p>Increased knowledge and awareness of HE.</p>	<p>DNCG Evaluation Toolkit (2024)</p> <p>Data Analysis: Number and percentage of applications from target groups compared to all other students (T1) Data Analysis: Number and percentage of new entrants engaging in activities and percentage with target characteristics (T1) Data Analysis: Number and percentage of students enrolling at DNCG with target characteristics (T1)</p>
<p>Online advice and preparation for HE: Information, Advice and Guidance Provision of Careers Education, Information, Advice & Guidance (CEIAG) Targeted social media campaigns, focused on HE knowledge, awareness and aspirations (linked to career pathways). Utilisation of student case studies and success stories.</p>	<p>Career Service hours Student Support PD Facilitators / Wellbeing Coaches hours Marketing – social media budget</p>	<p>Increased knowledge and awareness of job opportunities and career pathways.</p> <p>Increased knowledge of HE pathways and the HE application process. Increased knowledge of financial support and student loans.</p>	<p>Data Analysis: Number and percentage of applications to enrolment conversion (T2)</p> <p>Data Analysis: Number and percentage of strategic partnerships with external partners (T1)</p> <p>Data Analysis: Number and percentage of new entrants engaging with social media posts (T1)</p>

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<p>One-to-one online sessions focused on personalised support for HE entry, including interview techniques, personal statements, UCAS and student finance.</p> <p>Expansion of existing activity.</p>		<p>Improved self-perceptions about ability to successfully apply for HE and confidence.</p> <p>Medium Term Improved confidence and preparation for HE selection process.</p> <p>Improved sense of belonging in HE / pathways to HE. Improved parental support relating to HE decisions.</p> <p>Long Term Increased applications from White, Male, Low-Income backgrounds, Females in STEM subjects and Care Experienced students.</p>	<p>Data Analysis: Number and percentage of students attending online one-to-one sessions with target characteristics (T1)</p> <p>Comparative analysis of data over the 4 years of the plan to determine how the activities have met the intended outcome (T2)</p> <p>Focus Groups: Throughout the duration of the plan to discuss key themes and involvement in the community with external partners (T2)</p> <p>Output Analysis: Number of sessions run (T1). Some post-activity data capture gathering student experience and perceptions of engagement in activities (T2)</p> <p>Induction Survey analysis</p>
<p>Total Cost of IS1 over 4-year cycle: £242,872 (Rounded up to 243,000 to nearest £1000)</p>			
<p>Evidence base and rationale</p> <p>A literature review has been undertaken which included a range of materials specifically referenced in the OfS Regulatory Advice 6: How to Prepare an access and Participation plan (2023) and Transforming Access and Student Outcomes in Higher Education (TASO) Evaluation Toolkit (2023), and other research and best practice references (see Annex B for details).</p> <p>We have drawn upon discussions with validating university partners and UniConnect HOP through attending APP events such as, University of Hull Federation College meetings, UniConnect HOP APP Task Group, UniConnect HOP Board meetings, Sheffield Hallam University APP Working Group, Mixed Economy Group (MEG) meetings and TASO Evaluation Toolkit events, which included sessions on appropriate Intervention Strategies and Theory of Change models to facilitate the achievement of the stated objectives.</p> <p>We have generated our own Type 1 evidence from student forums, qualitative and quantitative data from internal sources and external sources, for example, UniConnect HOP (see Annex B for details).</p>			
<p>Evaluation</p> <p>The evaluation process and Publication for this target is the same as outlined in Intervention strategy 1: Outreach Children, Young People and Adults</p>			

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<p>Intervention strategy 3 (IS3): Academic and Additional Support – interventions designed to provide targeted support, removing barriers to student success and progression both pre and post enrolment.</p>			
<p>Objectives and Targets: PTS_1; PTS_2; PTS_3 (see Objectives and Targets Table above)</p>			
<p>Related risks to equality of opportunity for groups targeted by Intervention Strategy 3: Knowledge and Skills (Risk 1); Academic Support (Risk 6); Insufficient Personal Support (Risk 7); Mental Health (Risk 8); On-going effects of Covid (Risk 9) and Financial (Cost) Pressures (Risk 10).</p>			
<p>Activities and resources will be aimed at increasing <i>Knowledge and skills; Information and guidance</i> for our specific underrepresented groups and students generally, that will have a positive impact on the <i>Perception of higher education</i> at DNCG, improve our <i>Application rates and the Academic and Financial Support</i> provided for both potential and current students across all aspects of the student lifecycle. At DNCG we have a centralised student support provision, with specific Higher Education Academic and Additional Support teams to support our students, who offer a range of workshops, one-to-one support and online resources. However, specific targeted activities for our underrepresented groups of students will be developed, that will be aimed at increasing the continuation, completion and attainment of these students.</p>			
Activity	Inputs	Outcomes	Methods of Evaluation Types 1 and 2 Standards of Evidence (OfS) denoted by T1 and T2
<p>Academic and Additional Learning Support Workshops Delivery of a range of targeted support workshops with dedicated members of the HE LRC Academic Support Team and Additional Learning Support Team that includes specific initiatives for the targeted underrepresented groups.</p> <p>There are three aspects to this activity:</p> <p>Academic Support Workshops focusing on the development of academic skills and ‘being a HE Student.’</p>	<p>HE LRC Academic Support staff costs HE Additional Learning Support staff costs Student Support Coaches / Facilitator(s) costs Resources for workshops</p>	<p>Short Term Improved confidence levels for learning and their beliefs about academic abilities.</p> <p>Improved student mental and health wellbeing.</p> <p>Increase in sense of student belonging.</p> <p>Faster access to financial support for students with a reported disability to help in the reduction of cost pressures.</p> <p>Increase in early DSA applications.</p>	<p>DNCG Evaluation Toolkit</p> <p>Data Analysis: Number and percentage of students engaging with Academic / Student Support and percentage of students with target characteristics (T1)</p> <p>Data Analysis: Number of sessions run and attendance at different sessions (T1)</p> <p>Data Analysis: Number of referrals versus self-referrals for academic / student support sessions by target characteristics (T1)</p> <p>Data Analysis: NSS Academic / Student Support data and comparison data (T2)</p>

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<p>Mental health and wellbeing workshops focusing on the personal development of students and specifically sessions for our underrepresented groups. Balancing study with rest and relaxation</p> <p>Enhanced Support and workshops focusing on those students with additional learning support needs and specifically for our underrepresented groups. Expansion of existing activity.</p>		<p>Decrease in financial concerns.</p> <p>Short – Medium Term Improved connections and engagement between students, particularly amongst target groups.</p> <p>Increased sense of belonging.</p> <p>Increase in student wellbeing.</p> <p>Increased confidence in supporting students from the targeted underrepresented groups.</p>	<p>Data Analysis: HE Student Survey – Academic / Student Support data and comparison data (T2)</p> <p>Data Analysis: Continuation, Completion and Attainment rates by target groups (T1 & T2)</p> <p>Data Analysis: GO Survey and destinations (T1 & T2)</p>
<p>Peer Mentoring and Buddy Scheme Level 6 Peer mentors from our underrepresented groups to mentor target students on Level 5 and Level 3 FE students. Create an informal buddy system from programme areas.</p> <p>New activity.</p>	<p>Outreach Officer hours Associate Director APP hours Academic staff Student Support Coaches / Wellbeing Coaches Training sessions for mentors Student mentor / intern hours</p>	<p>Increase in confidence in academic skills.</p> <p>Long Term Improved module / assessment grades.</p> <p>Decrease in the number of mitigating circumstances forms submitted.</p>	<p>Data Analysis: Progression into employment / highly skilled employment / further education pathways for target groups</p> <p>Focus groups each year of the plan to explore key themes from the surveys (T2)</p> <p>Focus groups each year with target groups to discuss perceptions and experiences of student engagement, sense of belonging and wellbeing.</p>
<p>Scholarly Internship Programme (SchIP) To develop our commitment to the creation of collaborative learning communities. A further extension to this intervention is to provide opportunities for research collaboration with staff and students on our underrepresented groups.</p> <p>Extension of current activity and new activity</p>	<p>Intern hours Academic staff hours Associate Director APP hours Resources Conference costs</p>	<p>Improved attainment rates for the underrepresented targeted groups.</p> <p>Improved NSS Academic Support score.</p> <p>Improved continuation rates for the underrepresented targeted groups.</p> <p>Improved completion and attainment rates for the underrepresented targeted groups.</p>	<p>Post-activity feedback to gather student experience and perceptions of the Academic / Student Support (T1 & T2)</p>
<p>Student Interest Forums</p>	<p>Associate Director APP hours</p>	<p>Short – Medium Term</p>	

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<p>Set up specific student led forums for the DNCG underrepresented groups to report back to relevant committees such as the DNCG EDI Committee / HE Academic Board.</p> <p>New activity</p>	<p>Academic Staff hours Student Engagement Officer hours £500 budget per annum for each interest forum for activities Intern hours</p>	<p>Improved sense of belonging.</p> <p>Improved connections and engagement between students particularly amongst the targeted underrepresented groups.</p> <p>Long Term Increase in continuation / completion rates for targeted underrepresented groups of students.</p>	
<p>Career and Employability Development Delivery of one-to-one, group and online sessions/ lectures/ tutorials focused on the development and management of career and employability skills and capacities.</p> <p>New activity</p>	<p>Academic Staff hours Associate Director hours Student Support PD Facilitators / Wellbeing Coaches / Careers staff hours Resources</p>	<p>Short – Medium Term Increased aspiration of the targeted underrepresented groups of students to attain a First or Upper Second.</p> <p>Long Term Increased attainment rates for targeted underrepresented groups.</p> <p>Increase in the number of targeted underrepresented groups entering highly skilled and/or further education.</p>	
<p>Total Cost of IS4 over 4-year cycle: £817408 (Rounded up to 817,000 to nearest £1000)</p>			
<p>Evidence base and rationale A literature review has been undertaken which included a range of materials specifically referenced in the <i>OfS Regulatory Advice 6: How to Prepare an access and Participation plan (2023)</i>, <i>Transforming Access and Student Outcomes in Higher Education (TASO) Evaluation Toolkit (2023)</i>, UK Quality Code for Higher Education, Advice and Guidance: Enabling Student Achievement (2018), other research and best practice references including findings from the Access and Participation 2025-2029 Survey completed by our academic staff (see Annex B for details). Student Interns and research will be critical for gaining further insight into the student lived experience, which will then inform the ongoing delivery of the activities and evaluation of the interventions throughout the duration of the plan.</p>			

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We will evaluate each activity utilising a Theory of Change model and will pursue avenues of widening the scope of participants involved in the evaluation exercise, that includes academic staff, professional academic and additional support staff, students to generate OfS Type 1 standards of evidence, to establish what the impact of the intervention(s) has been and if the intended outcomes have been met.

Evaluation

We will evaluate each activity utilising a Theory of Change model and will pursue avenues of widening the scope of participants involved in the evaluation exercise, that includes academic staff, professional academic and additional support staff, students to generate OfS Type 1 and Type 2 standards of evidence, to establish what the impact of the intervention(s) has been and if the intended outcomes have been met. We will aim to evaluate the different interventions provided cross-institutionally to generate OfS Type 2 standards and acknowledge that this may go beyond the scope of our internal processes. However, the internal MIS and datasets is a priority for development to assist in this process of evaluation.

We will examine the extent to which each activity contributes towards meeting the overall objectives throughout the duration of the plan.

Publication Plan

These findings will be formally reported through our deliberative structures and published as outlined in the previous Intervention Strategy 1. The Publication strategy is outlined in **Intervention Strategy 1: Outreach Children, Young People and Adults.**

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Whole provider approach

At DNCG we are fully committed to all aspects of Equality, Diversity and Inclusion (EDI) as they relate to and impact on all stakeholders (staff, governors, learners, employers, visitors, contractors and community partners). We recognise that diversity is an essential positive attribute and by placing EDI at the heart of the organisation, embraces and reflects all the many aspects of the diverse workforce and learner population.

DNCG aims to support that intention by providing a framework for continuous improvement to ensure that we work together towards achieving equality of opportunity and fairness for all. All stakeholders strive to ensure that the College moves beyond compliance to securing excellence in all areas of its work. The College performs well in the context of EDI. It provides a safe, inclusive, welcoming and respectful environment and EDI are effectively promoted. We have signed up to the AoC EDI Charter where we have pledged to provide equity by creating an inclusive culture and value diversity by making it central to all of our policies and practices

We have an Equality, Diversity and Inclusion Policy that is operated through our Cross-college Equality Diversity and Inclusion (EDI) Committee and Safeguarding Committee, which draws membership from all levels of the organisation, including the student body. EDI is integrated within all policies, strategic objectives and core values. The delivery of a whole-organisational strategic approach through policies and procedures complies with statutory requirements.

DNCG meets its specific public duties as outlined in The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, and we embrace such legislation positively and strive to promote and integrate Equality, Diversity and Inclusion (EDI) and British Values (BV). An annual Equality, Diversity and Inclusion Report is published in an accessible format on the College's websites in line with the annual legal deadline of 30 March.

The Associate Director EDI sits within People Services and has an input on admissions, on-course and progression work across the whole institution. The position of the role is in a centralised department so that the APP work can be cross institutional and across the whole student lifecycle, as this is key to the success of the plan.

As such, the Associate Director sits on a number of the DNCG deliberative structures including the DNCG EDI Committee, DNCG Safeguarding Committee, DNCG College Leadership Engagement Forum, DNCG Curriculum and Quality Leadership Team, HE Academic Board, HE Leadership Team and APP Student Engagement and Experience Sub-Committee. APP Progress reports are submitted to the HE Teaching, Learning and Assessment Committee, DNCG Senior Leadership Team (monthly) and the DNCG HE Performance and Quality Committee (quarterly) for review, discussion and action and annual APP actions are recorded in the DNCG HE Quality Improvement Plan (QIP) and DNCG HE Self-evaluation Document (SED).

The 2024- 25 – 2028-29 APP Intervention Strategy addresses multiple risks to equality of opportunity in access, success and progression from higher education. In developing this plan our EDI strategies are aligned with the Intervention Strategy and equal representation was sought from all academic and professional departments and students in the creation of the activities.

It is an expectation that all departments participate in the relevant activities outlined in the Intervention Strategy. Some are led by specific departments for example, Marketing and Information, Advice and Guidance team and the targeted campaigns for specific

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underrepresented groups; Recruitment and Outreach team in Progression and Aspiration Raising activities; HE LRC Academic Support for on-course support activities; Additional Learning Support for DSA support; Finance Support for pre and on-course financial hardship and bursary support and Academic Support for pre and on-course academic intervention.

All DNCG staff are expected to participate in the mandatory EDI training and additional training on the APP priorities will be designed and delivered in line with the objectives, targets and intervention strategy throughout the lifespan of the plan.

All of the activities are overseen by the Associate Director EDI, monitored, evaluated and reported at the appropriate deliberative structure and the activities will be reviewed annually to ensure that the Intervention Strategy is 'fit for purpose'.

Partnerships and Collaboration

Our 'whole provider approach' extends to partnerships within the wider community and aligns with our Strategic Plan 2023-28: 'Pillar 4 A Commitment to People, Partnership, Place and Planet', where the college's role is to be 'an anchor institution and key partner in the places we serve, we deliver our mission by engaging with partners internally and externally to make it happen' (DNCG Strategic Plan 2023-28).

Our engagement with employers is a hallmark of the DN Colleges Group experience and offers our students a range of employment interactions across the curriculum and include: Doncaster and Bassetlaw Teaching Hospitals NHS; Northern Lincolnshire and Goole NHS; Doncaster Dome; Doncaster City Council; Scunthorpe Council; CAST; Doncaster Community and Leisure Trust; British Steel; Tronnox; Humberside Fire and Rescue; Doncaster Rovers; Doncaster Knights Doncaster Belles; Scunthorpe United; Hull Rugby Union; In-play Online.

Financial Support

At DNCG we want all students to have the opportunity to study for a First Degree or Other Undergraduate qualification regardless of the student's background or financial circumstances. The range of bursaries and hardship funds available are as follows:

Low Income Bursary: £500 for eligible first year undergraduate students from low-income households (under £25,000) – the eligibility criteria for this fund is linked to academic progress in semester one, households where residual income is below £25,000 in IMD and POLAR Q1 and Q2 postcodes, transitioning internal Level 3 learners and a further filter can be applied for STEM subjects where demand exceeds the supply of bursaries (non-repayable).

Care Experienced Bursary: £500 for each year of study, for students who are Care Leavers or Care Experienced and are able to evidence their previous cared-for status for up to 12 eligible students. (non-repayable).

HE Mentoring Employment Scheme: Encourages Level 6 students from our targeted underrepresented groups to experience being a mentor to a Level 5 student or Level 3 FE Student that will help to support their own employability skills. Eligible underrepresented students can apply for a minimum of £100 up to £300 of funding to support their own mentoring qualification and professional development. This will primarily be for students in the target groups and for up to 25 students.

Fee Waiver – Three Fee Waiver Scholarships to be allocated to each school for eligible first year undergraduate student fees for students from one of our underrepresented groups.

Student Opportunity Fund / Hardship Loan: To assist eligible, HE students who are facing financial hardship and difficulty. A non-repayable payment that is dependent upon personal circumstances.

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DSA Equipment Allowance: £200 is available to undergraduate students who are receiving DSA, to help with the cost of IT equipment (non-repayable).

Dyslexia Screening Allowance: £300 (non-repayable) for students who have completed a Dyslexia assessment.

Student Consultation

A number of consultative forums were held that all staff and students were invited to, to identify trends, targets, intervention activities and evaluation mechanisms. Throughout the development process focused meetings were held so that specific aspects of the APP could be discussed including Student Representatives at Programme Committee Meetings (PCM), HE Academic Board, Student Society Canvas page, Student Representation Canvas page, who provided input on the intervention strategy and activities.

A presentation was made through the Student Society to invite students to produce and submit a separate student submission. However, there was limited interest shown by students to complete a separate submission and so this was decided against.

Further consultation with students was undertaken with an internal Financial Evaluation Survey, based on the OfS Financial Support Evaluation Toolkit, being developed and administered to All Undergraduate students to ascertain how they support themselves financially during their studies. We also wanted to establish how useful and effective our bursary and hardship funds are in supporting students from lower-income backgrounds who may have otherwise had to leave their course or do less well in their studies.

The findings identified that 66% of the respondents had undertaken paid work during the last academic year (2022-23) and 71% stated that there was a need for greater promotion of the financial support available as the respondents were not aware of the financial support available to them prior to commencing their studies. Therefore, additional pre-entry financial workshops will be provided (IS1 and IS2) and regular information sessions for current students (IS3) and utilising communication methods including HE Essentials, HE Student Society and DNCG Student Support that includes: Wellbeing, Inclusion, Safeguarding and Prevent.

Following completion of the first draft student focus groups were held to give students an opportunity to comment and make suggestions which included:

Student Panel Feedback	Intervention Strategy
Develop new recruitment initiatives such as 'Game of Life' for Level 3 progressing students at DNCG, have 'Hang Out' sessions with existing HE students, Level 3 students and parents and hold Women STEM lunches and develop 'Mans Club' for white IMD Q1 and Q2 male students.	IS1 and IS2
Feedback was received that an 'informal buddy scheme' had worked in some programme areas and would like to see this developed across all programmes and a more structured 'Peer Coaching' programme.	IS3
Introduce special interest student groups to discuss specific issues and themes related to these groups.	IS3
Develop more flexible delivery modes including distance learning options, record all lessons and have the option to join live sessions online for those struggling to attend for personal and/or health reasons or children off sick. This would help enable students to work full time and study.	Flexible Delivery modes is a DNCG HE Strategic Objective

Throughout, the duration of the plan and at different stages, students will be encouraged to engage in the delivery, monitoring and evaluation of the activities.

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We acknowledge that we need to engage in a more diverse student representation in our work and to take a more proactive approach throughout the duration of the plan, particularly from our underrepresented students. Students will continue to be represented on our deliberative structures and APP and Student Engagement and Experience Sub-Committee that will oversee the implementation and evaluation of the APP.

The wider student body will be informed on a regular basis of the developments and progress of the plan and interventions through the Student Society and Student Representatives.

Evaluation of the Plan

We have used the OfS Evaluation Self-Assessment tool to inform our evaluation strategy. It was an extremely useful exercise to revisit the toolkit and we are 'emerging' across all areas. We have some foundations in place that we will build on and we will continue to develop our practices, including embedding evaluation into activity design and delivery across the institution. All departments involved in the delivery of intervention activities will contribute to the evaluation and monitoring of the plan and this will include student representation.

There will be MIS developments continuing to take place during 2024-25 to ensure the data capture is appropriate for the evaluation and monitoring of the plan. A DNCG APP Dashboard that aligns with the OfS APP Dashboard is currently in development and will continue to be refined during 2024-25 to ensure that the reports and processes being designed, capture, collate and extract the appropriate data for the different evaluation and research questions under investigation.

Strategic Context

Evaluation and research are part of our whole-institute approach to access and participation. An opportunity was identified to improve our evaluation culture at DNCG by engaging all departments involved in delivering intervention activities by providing relevant training in Theory of Change and evaluation methods throughout 2024-25. To help support staff a DNCG Evaluation Toolkit will be introduced across the whole institute in 2024-25. It is envisaged that this method of evaluation will also be utilised beyond APP work for project work undertaken across the college.

Students are important in the evaluation and research of this plan and we will work in partnership with them on the design and implementation of the evaluation strategy through mechanisms such as the Scholarship Intern Programme (SchIP outlined in Intervention Strategy 3) and working with specific student groups as it relates to the plan. Student feedback and opinion is sought in a variety of meetings and forums, which will contribute to further developments of the plan.

Our evolving evaluation practices will be supported by continuing to work collaboratively with our university partners, the University of Hull and Sheffield Hallam University, UniConnect, and engage with the Mixed Economy Group (MEG), AdvanceHE College Based Higher Education (CBHE), which allows for discussions on evaluative approaches. We will actively seek out opportunities to widen our scope of understanding of evaluative approaches by regularly attending Association of Colleges (AoC) regional and national conferences, UniversitiesUK conferences and training provided by OfS and TASO.

To evaluate and monitor the plan monthly meetings with the academic and professional support staff and students will be held with the Associate Director (APP and OfS Compliance) to compile and triangulate evidence and ongoing evaluations.

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In terms of governance an APP Working Group will be introduced in 2024-25, chaired by the AD EDI, to focus on the APP and evaluation and monitoring of the plan and will occur four times a year. Evaluative reports will be produced by the academic and professional support staff based on evidence generated from specific activities as outlined in the Evaluation section.

The APP Working Group will report into the HE Teaching, Learning and Assessment Committee to ensure the evidence informs the development of curricula, support and student experience and then feeds into the HE Quality Improvement Plan (QIP). This then reports to the HE Academic Board, HE Performance and Quality (HEPQ) and DNCG Corporation Board.

Activity Design

Effective evaluation practices have been built into the development of the intervention activities by establishing a range of evaluation methods to the individual activities that contribute to the overall objective of each strategy (as outlined in the Intervention Strategies). This will allow us to build an understanding of which activities are working and which are not.

A Theory of Change (ToC) model as outlined in the TASO Evaluation Toolkit (2023) was adopted in the development of the intervention strategies, where clear intended outcomes were identified (Short, Medium and Long Term), a supporting evidence base used to inform the activity development and assumptions challenged. This will help in articulating what evaluation methods to use are, to all of the departments involved in delivering the intervention activities.

With support from our university partners and TASO we will continue to review, develop and strengthen our ToC, adding to the evidence base as our evaluation findings emerge and review and amend the ToC models utilised to ensure the activities are effective. Our DNCG Evaluation Toolkit pilot in 2024-25 will help to inform projects and programmes across the college and in the development of the intervention activities.

Evaluation Design

As outlined above, we have collaborated with our university validating partners, drawn from OfS, TASO, MEG, CBHE and guidance on effective evaluation approaches to design the evaluation of the plan.

As we are a relatively small provider of higher education, we have had to consider how the outcomes of the activities can be evaluated and the skills and expertise of staff from the different departments involved in delivering intervention activities.

We need to standardise our approaches to evaluation across the institute, which is why the DNCG Evaluation Toolkit has been developed and will be piloted in 2024-25. The toolkit is based on the TASO model of ToC.

We will be adopting a mixed methods approach to evaluation to generate both qualitative and quantitative data to help us in our understanding and measuring impact. Where possible data will be triangulated to deepen our understanding through rich qualitative data and the improved quantitative data through our MIS.

As we are currently in the emerging phase of developing our evaluation practices we will primarily be generating Type 1 (narrative) and Type 2 (empirical enquiry) evaluations as outlined in the OfS 'Standards of Evidence.' In our collaborations with our university

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validating partners and UniConnect, we will explore and consider where Type 3 could be implemented in the future.

Due to our college-based context and size of student cohorts we will explore and pilot more creative evaluation methods in 2024-25 to improve and inform the evaluation design. We do not want the same students to be subjected to multiple evaluation and research projects or experience survey fatigue. We will, therefore, plan a number of collection points across the year to avoid clashing with other student feedback mechanisms.

Implementing the Evaluation Plan

We have established data collection practices for both qualitative and quantitative research methods which are robust. We have a dedicated Business Systems and IT department and Student Information Services team for reporting, data monitoring and analysis that will inform the evaluation of the evaluation data. We have robust data collection protocols and agreements in place with our key stakeholders.

We will adhere to the legal requirements relating to data protection, GDPR and Safeguarding when collecting, storing and analysing data. Investment in the internal DNCG APP Dashboard aligned to the OfS APP Dashboard, use of our Management Information System (ProSolution) and Student Record System (ProMonitor) will mean we can analyse the intersectionality of the data.

Any new practices will be reviewed through our deliberative structures including the DNCG HE Ethics panel and assessment of compliance assured by working with the Business Systems and Information team.

Where appropriate we will collaborate on various evaluation projects and utilise the OfS evaluation of impact of financial support and the TASO Evaluation Toolkit (2023).

We acknowledge that our evaluation plan is emerging and that further developments are required over the duration of the plan. Therefore, as a small provider we will continue to work with our university validating partners to develop our evaluation practices.

The cost of our evaluation plan will be proportionate to the activities undertaken. There are a number of evaluation activities shared across the three intervention strategies, to enable an economy of scale to the approaches undertaken. However, the findings will be tailored to the specific target groups outlined in the plan. The evaluation budget will be monitored and reviewed throughout the duration of the plan and increased if necessary if student numbers increase.

Learning from and disseminating findings

We have a commitment to share our learning and findings internally, with our university validating partners, external networks and broader sector to develop stronger and increased volume of evidence about what works and what can be improved. We are committed to helping to grow the evidence base relating to equality of opportunity in higher education and we will submit evaluation outputs to the OfS repository as required.

We will publish interim and final findings on the website and through internal mechanisms including through the deliberative structures, HE Essentials portal, HE Student Society portal and website. After the 4-year period of the APP we will provide a report of the full findings that will be reported through our deliberative structures and be published on the website.

We are also keen to share information with external partners such as our validating university partners, UniConnect (HOP), OfS, TASO, MEG and AdvanceHE CBHE on how a

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small provider of higher education within a further education context approaches evaluation. Opportunities will also be provided for staff and students to disseminate findings through research papers, conferences and networking events.

Provision of information to students

The APP, fees, financial support and any associated cost details is available on the DNCG websites: [University Campus Doncaster – Financial Help \(ucdon.ac.uk\)](https://www.ucdon.ac.uk) AND [University Campus North Lincolnshire – Financial Help \(ucnl.ac.uk\)](https://www.ucnl.ac.uk)

Our Admissions team and Finance team provides advice and guidance on fees, student finance and types and levels of financial support available to prospective and current students.

Students are provided with information about the financial support available once an application has been made, pre-enrolment, enrolment and induction. This information includes the eligibility criteria and the levels of financial support offered in the year of their studies. This information is also published in the HE Academic Advice and Guidance Booklet, on HE Essentials portal and other communication mechanisms.

The range of financial support is outlined in the Financial Support section above.

Governance Arrangements

The DNCG Corporation Board has the ultimate responsibility for the monitoring and evaluation of the plan. As part of the monitoring and reporting process we have an APP Working Group which reports to the Teaching, Learning and Assessment (T,L&A) Committee, which then reports to HE Academic Board, HE Performance Quality and then DNCG Corporation Board. The APP Working Group is chaired by the Associate Director EDI and includes representation from all of the departments involved in delivering the plan and student representation. The purpose of the working group is to oversee the implementation, monitoring, review and evaluation of the APP, make reports, recommendations and highlighting any risks to the HE Academic Board via the T,L&A Committee.

The investment levels will also be monitored through the HE Academic Board and if any increases are required due to objectives not being met and changes in priorities and equality risks to opportunity.

The full impact of the plan will be evaluated at the completion of the 4 year period. However, interim annual evaluation reports will be presented to the HE Academic Board, T,L&A Committee, Senior Leadership Team (SLT) and HE Performance and Quality, DNCG Corporation Board. Student representation will be present at the APP Working Group, HE Academic Board and T,L,&A Committee.

Access and Participation annual progress reports will be published on the website and through internal communication mechanisms.

Annex A: Assessment of Performance

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Annex A: Assessment of Performance

Assessment of Performance overview

At DNCG we assessed our performance to identify the most significant indicators of risk to equality of opportunity for our students and prospective students by analysing the [Data dashboard - Office for Students](#) as the primary dataset for each aspect of the student lifecycle. Four-year aggregate OfS Gap datasets for Full-Time and Part-Time First Degree and Other Undergraduate and Apprenticeship data was analysed in order to identify any the risks to equality of opportunity for our students at DNCG.

Other external and internal datasets were also analysed to establish any other indicators of risk of opportunity. These datasets included; DNCG National Student Survey (NSS) 2022-23 results; the Graduate Outcome (GO) results; the TEF 2022-23 Submission; Office of National Statistics: Census 2021 Data Observatory – Doncaster and Scunthorpe; internal datasets from the DNCG ILR 2022-23 and ProAchieve reports; student academic and pastoral support records.

The Assessment of Performance was mapped against the OfS Equality of Risk Register to identify which of the 12 sector-wide risks affected DNCG students' opportunity relating to access, participation and progression.

In 2024-25, there was 1814 HE students (including non-recognised HE programmes) enrolled at the College,

The current portfolio of programmes at DNCG provides diverse pathways into and through higher education including introduction of flexible level 4 and 5 courses and degree apprenticeships, which was one of our commitments in the 2021-25 APP (*page 16 of the 2021- 2025 APP*) and is one of our strengths of being college-based HE provision. Approximately half of the awards portfolio sits at Levels 4 and 5. These awards are comprised of standard vocational qualifications that have currency in the relevant employment sector - HNCs and HNDs in Engineering and Construction, and Foundation Degrees in Children's Education and in Health and Social Care.

We have a strong commitment to vocational Higher-Level qualifications to meet local and regional economic and social inclusive growth priorities and the Institute of Technology South Yorkshire and Institute of Technology North Lincolnshire.

Our portfolio incorporates key regional growth areas, for example: Engineering and Manufacturing Technologies, where our students and apprentices study flexibly on part-time HNCs; and the Health, Public Services and Care sectors with students studying on Foundation Degrees and progressing to Degree Top-Up programmes.

DNCG is well-placed to meet the increasing demand for vocational programmes at Levels 4 and 5 in this sector and provide opportunities for Male students and Young-Under-21-Year-Olds, which is why both are priority target groups in the APP 2025-28.

Staff and students from across the organisation were invited to participate in the development of the APP targets, objectives and intervention strategy, by providing feedback on the initial analysis undertaken for our Assessment of Performance.

A detailed analysis of each stage of the student lifecycle for Full-Time First Degree, Other Undergraduate, Part-Time First Degree and Other Undergraduate students and Apprenticeships was undertaken. However, the data that is presented in Annex A is only on student groups and associated stages of the lifecycle that we identified as an indicator of risk from our data to the equality of opportunity of our students and potential students.

Annex A: Assessment of Performance

The process was led and managed by the Associate Director: APP and OfS Compliance, who held meetings attended by academic, finance, administrative and support staff, as well as Student Partners and the wider student body.

Subsequent meetings and consultations took place at each stage of the process. Each stage of the student lifecycle was reviewed with different student characteristics, intersections and disaggregation examined, and an initial set of findings, indicating potential priorities, was produced for discussion.

Following the initial analysis, staff and students across the organisation attended focus groups and completed questionnaires. Students from the identified underrepresented groups were included in these discussions. The feedback received was then utilised to finalise the analysis and to generate the Assessment of Performance Summary of the APP 2025-28.

Full-Time First Degree and Other Undergraduate

Access: Disadvantaged background indicators: New entrants from IMD (2019) Q5 versus Q1

The charts below show the percentage of new entrants of IMD (2019) Quintile 5 versus Quintile 1, ABCS Quintile 1 versus Quintile 5 and TUNDRA.

Students traditionally considered disadvantaged or under-represented in higher education are already well represented at DNCG in relation to socio-economic measures (TUNDRA, ABCS, IMD (2019)) and the national picture. The national profile outlines that 13.4 per cent of England-domiciled undergraduate entrants came from areas of England with the lowest rates of participation in higher education (Quintile 1) (OfS 2020-21).

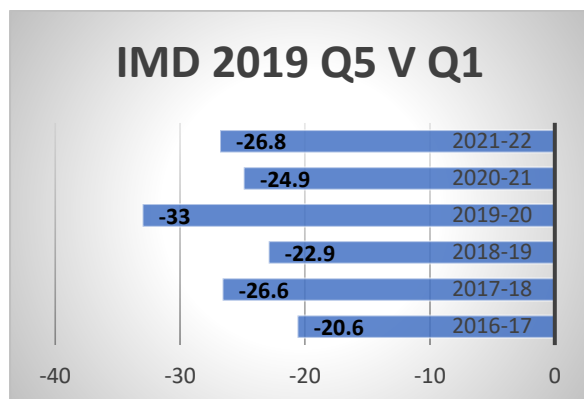
Since 2016-17 there has been a year upon year rise in the numbers of students from IMD (2019) Quintile 1 and Quintile 2 neighbourhoods.

A large proportion, 37% of the student population at DNCG are from IMD (2019) Quintile 1 neighbourhoods across all modes of learning, compared to 11% from IMD (2019) Quintile 5 neighbourhoods.

In 2021-22 there was a 26.8 percentage point difference between Full-Time First Degree IMD (2019) Quintile 1 and IMD (2019) Quintile 5 students that accessed higher education at DNCG. In 2022-23 the number of students from Quintile 1 was 32% and Quintile 5 was 8%, which is a gap of 24%, only a reduction of 2.8% on 2021-22. Since 2020-21 there has been a 10% decrease in student numbers from all quintiles accessing higher education at DNCG.

Annex A: Assessment of Performance

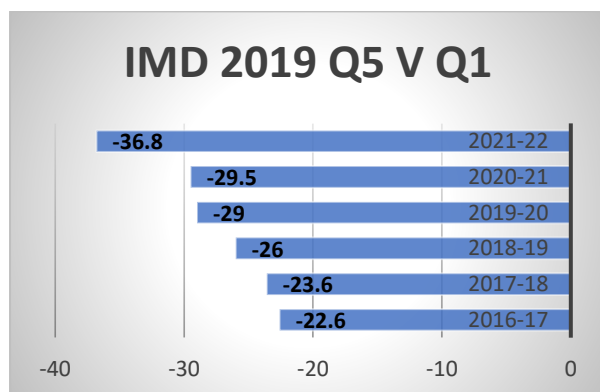
Full-Time First Degree IMD 2019 Q5 V Q1



Source: OfS APP Dashboard

In 2021-22 there was a 31.1 percentage point difference between Full-Time Other Undergraduate IMD (2019) Quintile 1 and IMD (2019) Quintile 5 students that accessed higher education at DNCG.

Full-Time Other Undergraduate Q5 V Q1



Source: OfS APP Dashboard

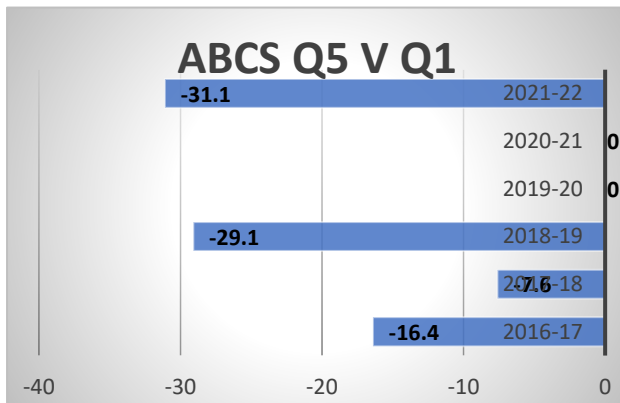
The number of Age 18 Full-Time First Degree and Other Undergraduate students from both IMD (2019) Q1 and Q5 are very low across all modes of learning and rather than setting a separate numerical target it will be addressed in the overall plan of increasing level 3 students accessing higher education at DNCG.

Access: New entrants from ABCS Quintile 5 V Quintile 1

In 2021-22 there was a 31.1 percentage point difference between ABCS Quintile 1 and Quintile 5 Full-Time First Degree students accessing higher education at DNCG.

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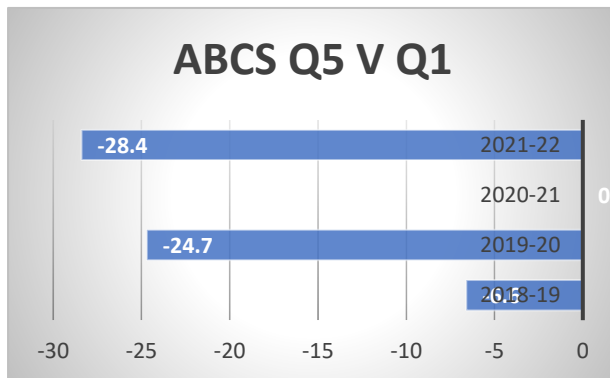
Full-Time First Degree ABCS Q5 V Q1



Source: OfS APP Dashboard

In 2021-22 there was a 28.4 percentage point difference between ABCS Quintile 1 and Quintile 5 Other Undergraduate students accessing higher education at DNCG.

Full-Time Other Undergraduate ABCS Q5 V Q1



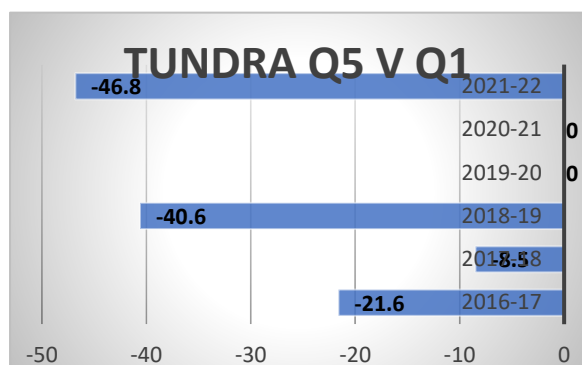
Source: OfS APP Dashboard

Access: New entrants from TUNDRA Quintile 5 V Quintile 1

In 2021-22 there was a 46.8 percentage point difference between TUNDRA Quintile 1 and Quintile 5 Full-Time First Degree students accessing higher education at DNCG.

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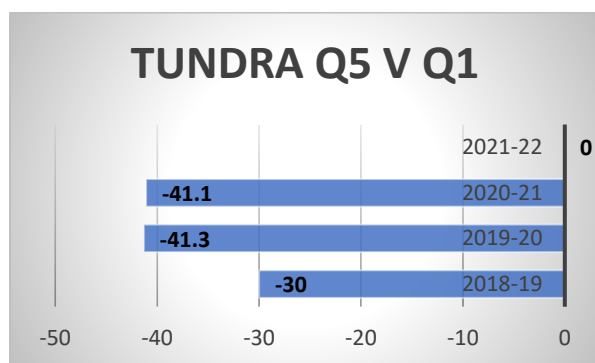
Full-Time First Degree TUNDRA Q5 V Q1



Source: OfS APP Dashboard

In 2020-21 there was a 41.1 percentage point difference between TUNDRA Quintile 1 and Quintile 5 Other Undergraduate students accessing higher education at DNCG.

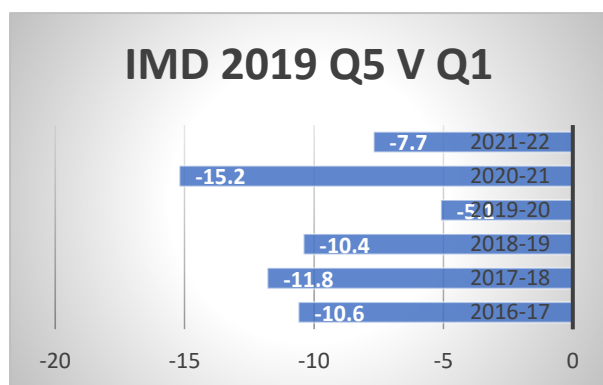
Full-Time Other Undergraduate TUNDRA Q5 V Q1



Source: OfS APP Dashboard

Part-Time Other Undergraduate IMD (2019) Q5 V Q1

In 2021-22 there was a 7.7 percentage point difference between Quintile 1 and Quintile 5 Part-time Other Undergraduate students.



Source: OfS APP Dashboard

Access: New entrants eligible for Free School Meal across all student lifecycle

On the OfS APP Dashboard for Full-Time First Degree and Other Undergraduate there is no Free School Meal Eligibility data across all aspects of the student lifecycle. Internal data sets

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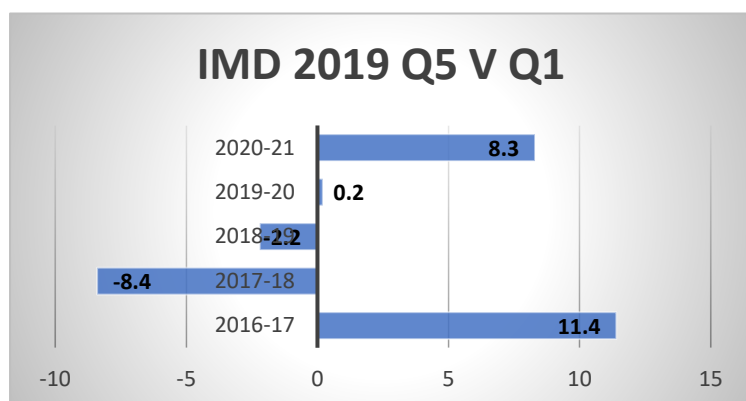
are to be developed as part of the new MIS datasets and will be utilised alongside the IMD (2019) datasets across the student lifecycle throughout the duration of the Plan to analyse the impact of FSM on student access to higher education at DNCG.

Continuation: Disadvantaged background indicators

Analysis of Full-Time First Degree and Other Undergraduate data from the OfS APP Dashboard also shows that students from the most economically deprived backgrounds are less likely to continue their studies at DNCG.

The tables below show the continuation rate of Full-Time First Degree Quintile 5 V Quintile 1 students at DNCG from the OfS APP Dashboard.

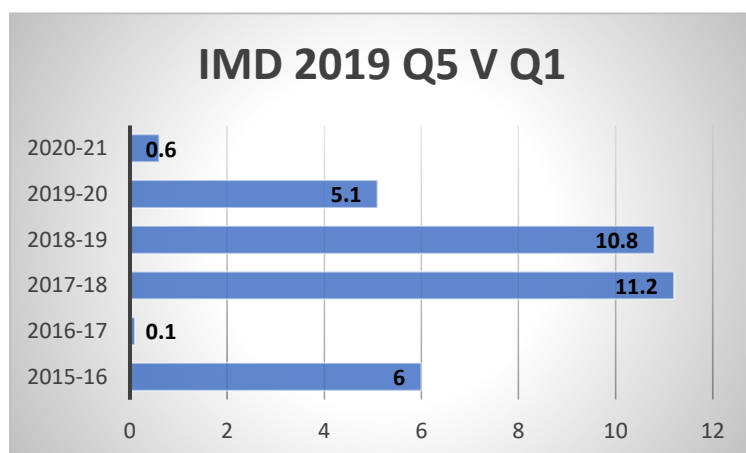
Full-Time First Degree IMD (2019) Quintile 5 V Quintile 1



Source: OfS APP 4-Year Aggregated Data

In 2020-21 there was a 8.3 percentage point continuation gap between Full time First Degree Q5 students and Q1 Full time First Degree students.

Full-Time Other Undergraduate IMD (2019) Quintile 5 V Quintile 1



Source: OfS APP 4-Year Aggregated Data

The continuation gap has reduced from 2015-16 from 6 percentage points to 0.6 in 2020-21 for Other Undergraduate. However, internal datasets from ProSolution for 2022-23 indicates that for Full-Time All Undergraduate students the continuation gap had increased to 18% between IMD Quintile 1 and Quintile 5 students. Therefore, this is a priority group to risk of opportunity for Quintile 1 students continuing in their studies at DNCG.

Annex A: Assessment of Performance

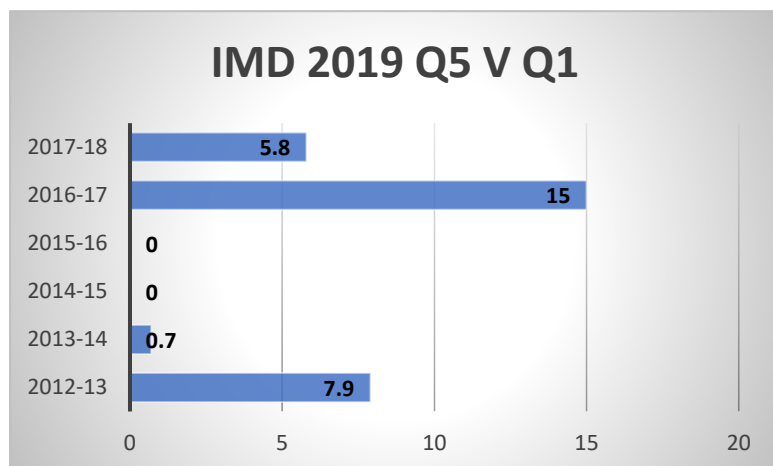
Completion: Disadvantaged background indicators

Whilst there are more Q1 students entering HE at DNCG, Q5 students are more likely to complete and gain a higher education qualification across all modes of learning.

The table below shows the completion rate of Full-Time First Degree Quintile 5 v Quintile 1 students at DNCG.

In 2017-18 there was a 5.8 percentage point completion gap between Quintile 5 full time undergraduate first-degree students and Quintile 1 students.

Full-Time First Degree IMD (2019) Quintile 5 v Quintile 1

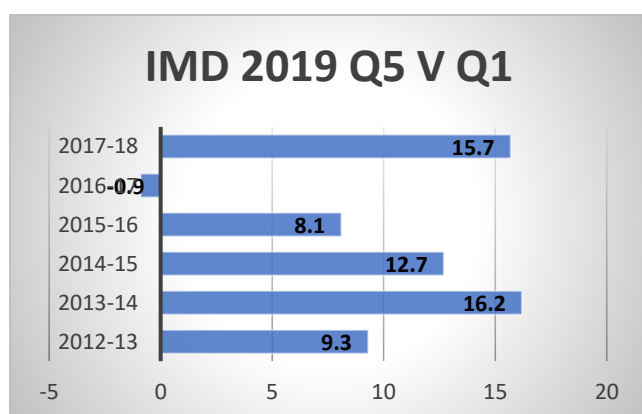


Source: OfS APP 4-Year Aggregated Data

The table below shows the Completion rate of Full-Time Other Undergraduate Quintile 5 v Quintile 1 students at DNCG.

There was a 15.7 percentage point completion gap between Quintile 5 Full-Time Other Undergraduate students and Quintile 1 students.

Full-Time Other Undergraduate IMD (2019) Quintile 5 v Quintile 1



Source: OfS APP 4-Year Aggregated Data

Internal datasets from ProSolution for 2021-22 Full-Time All Undergraduate students highlights that the gap between Quintile 1 and Quintile 5 students has reduced to 5%.

Annex A: Assessment of Performance

Risks

The data analysis for Full-Time First Degree and Other Undergraduate IMD (2019) Quintile 1 student group is an indication of risk of equality, 39% of DNCG HE students are from Quintile 1 backgrounds. The analysis highlighted that there are risks of opportunity to these students across aspects of the student lifecycle including continuation of studies and completion of studies with a higher education qualification, and do not do as well as their counterparts from Quintile 5 neighbourhoods.

Therefore, interventions will be developed across all stages of the student lifecycle for Quintile 1 Full-Time First Degree and Other Undergraduate students to reduce the risk of equality of opportunities. The specific targets and objectives are outlined in the APP 2025-28 Target section.

The EoRR suggests that this group of students are likely to be affected by the following risks: Risk 6: Insufficient Financial and Academic Support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures.

The EoRR assessment aligns with our own context and will form the basis of the intervention strategy.

Young Under-21-Year-olds

Access: New entrants Young Under-21-Years

The national profile indicates that most of the students entering full-time undergraduate courses are under the age of 21 on entry (70.3 per cent of entrants in 2020-21) (OfS: 2023). However, this does not reflect our student profile at DNCG.

At DNCG only 24% of Full-Time First Degree students were Under 21-Year-olds and 25% of Other Undergraduate students who accessed higher education, which is significantly lower than Mature 21 and Over at 76%.

The DNCG 2022-23 ILR further indicates that of the total 2849 student population there were only 487 students (17.1%) Under 21, and 2,362 students (82.9%) over 21. With the largest cohorts of students, 1271 (45%) being those aged between 31 to 40 years of age and 41 to 50 years of age

Whilst, the OfS APP Dashboard does not outline any significant gaps for Mature students, who are usually the underrepresented group, it is the Young-Under-21-Year olds where there are risks to opportunity at DNCG across the student lifecycle. Therefore, it has been decided that Young-Under-21-Year-Olds will be addressed as part of the IMD (2019) Quintile 1 target group and be implicitly addressed as part of the intervention strategies particularly in relation to increasing the number of level 3 students progressing into our higher education. Therefore, we will continue our work with our Further Education colleagues as it aligns with our current higher education provision, the IoT agenda, regional and local priorities and national skills priorities.

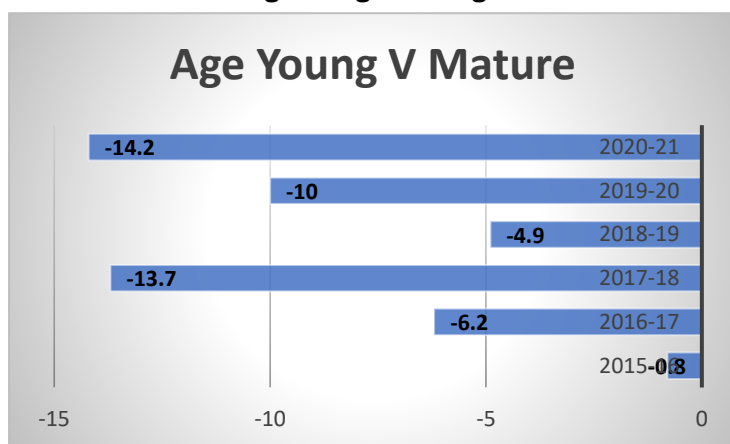
Annex A: Assessment of Performance

Source: OfS APP Dashboard – 4-Year Aggregate	
Full-Time First Degree	Full-Time Other Undergraduate
Young under 21 years – 320 (24%)	Young under 21 years – 450 (25%)
Mature 21 and over – 1010 (76%)	Mature 21 and over – 1340 (75%)

Continuation: Young Under-21-Years V Mature

The table below shows the continuation rate of Full-Time First Degree Young Under-21-Year students compared to Mature students at DNCG.

Full-Time First Degree Age Young V Mature



Source: OfS APP 4-Year Aggregated Data

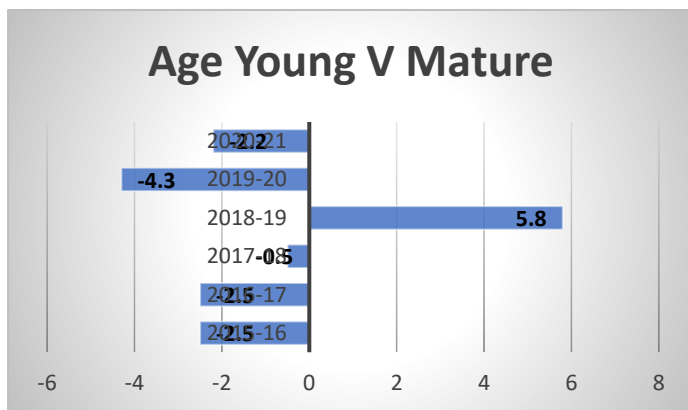
The table below shows the continuation rate of Full-Time Other Undergraduate Young Under-21-Year students compared to Mature students at DNCG.

Full-time First Degree Mature students are more likely to continue in their studies than Young Under-21 students and this has been steadily rising since 2015-16. There is a significant gap between Young Under-21 students and Mature aged students who continue in their studies and since 2018-19 it has risen from 5.8 percentage points to a 14.2 percentage point difference in 2020-21 for Full-Time First Degrees. TEF further confirms that Under 21 are a target area as are 21-30 years as it is below the benchmark for continuation.

The table below shows the continuation rate of Full-Time Other Undergraduate Young Under-21-Year students compared to Mature students at DNCG.

Annex A: Assessment of Performance

Full-Time Other Undergraduate Age Young V Mature



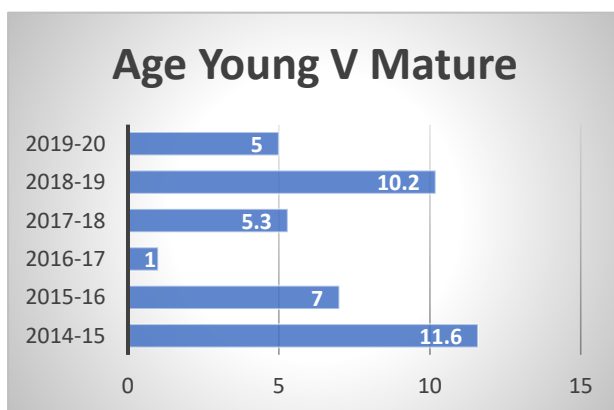
Source: OfS APP 4-Year Aggregated Data

In 2020-21 there was a 2.2 percentage point difference between Full-Time Other Undergraduate Mature and Young students continuing in their studies.

Part-Time Other Undergraduate Age Young V Mature

The table below shows the continuation rate of Part-Time Other Undergraduate Young Under-21-Year students compared to Mature students at DNCG. In contrast to the Full-Time picture Part-Time Young Other Undergraduate students are more likely to continue in their studies compared to their Mature counterparts and there was a 5.5 percentage point difference in 2020-21.

Part-Time Other Undergraduate Age Young V Mature



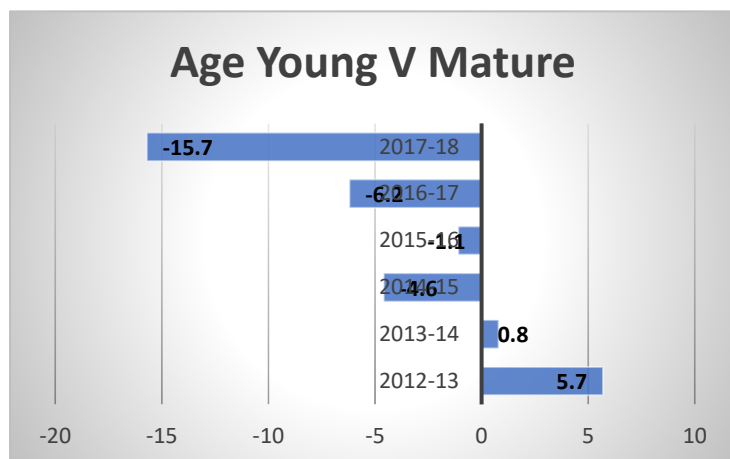
Source: OfS APP 4-Year Aggregated Data

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Completion: Young Under-21-Years V Mature

The table below shows the Completion rate of Full-Time First Degree Young Under-21-Year students compared to Mature students at DNCG.

Full-Time First Degree Completion rate Young Under-21- Year V Mature



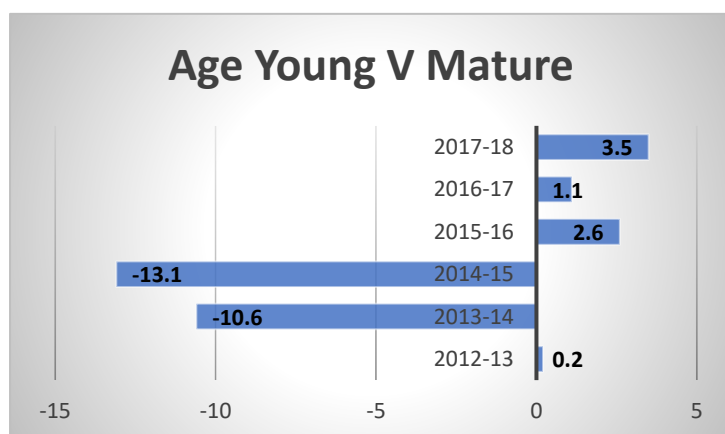
Source: OfS APP Dashboard 4-year aggregate data

The proportion of Full Time Mature 21 and over students who gained a higher education qualification is higher than Young under 21-year-old students across all levels.

In 2017-18 there was a significant completion gap between Full time Mature 21 and over students studying a First Degree with Young under 21-year-old students of 15.7 percentage points.

However, in 2017-18 more Full time Young under 21-year-olds studying Other Undergraduates gained a higher education qualification than Mature 21 and over students by 3.5 percentage points, as outlined in the table below.

Full-Time Other Undergraduate Completion Rate Young V Mature

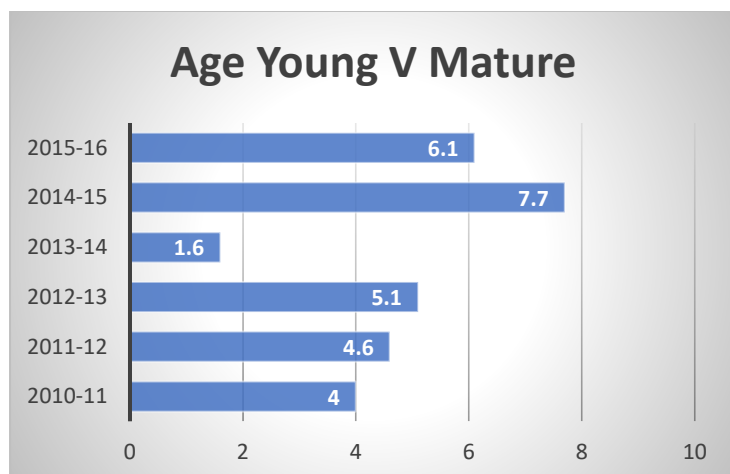


Source: OfS APP Dashboard 4-year aggregate data

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Part-Time Other Undergraduate Completion Rate Young V Mature

The table shows the Completion rate of Full-Time First Degree Young Under-21-Year students compared to Mature students at DNCG.



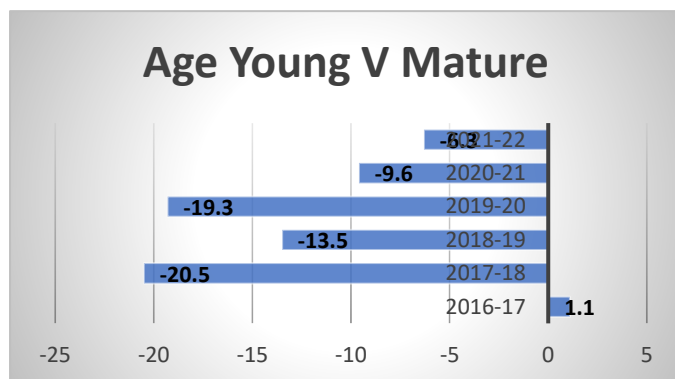
Source: OfS APP Dashboard 4-year aggregate data

In 2015-16 Part-Time Other Undergraduate Young Under-21-Years completed were more likely to complete their studies with a higher education qualification than their Mature counterparts, by 6.1 percentage points.

Attainment: Young Under-21-Years V Mature

The table below shows the attainment rate of Full-Time First Degree Young Under-21-Year students compared to Mature students at DNCG.

Full-Time First Degree Young Under-21-Years V Mature



Source: OfS APP Dashboard 4-Year aggregate data

Whilst the attainment gap between Mature Full-Time First Degree students and Young under 21 has significantly reduced since 2017-18 from 20.5 percentage points to 6.3 percentage points in 2021-22, this gap still needs to be reduced. The 4 year trend indicates that 56% of Young Under 21 achieve a First and Upper Second compared to 68.6% Mature Aged students.

More Mature Full-Time First Degree students obtain a First and Upper Second classification than the Young under 21 Counterparts.

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Risks

The analysis highlighted that there are risks of opportunity to Young-Under-21- Year students in all aspects of the student lifecycle, and that they do not do as well as their Mature counterparts.

This is an indication of risk of equality of opportunity for Young-Under-21-Year-Olds as they are underrepresented at DNCG accessing higher education (24%) compared to the UK demographic (70.3%).

Therefore, interventions will be developed across all stages of the student lifecycle for Young-Under-21-Year Full-Time First Degree and Other Undergraduate students to reduce the risk of equality of opportunities.

The EoRR suggests that this group of students are likely to be affected by the following risks: Risk 1: Prior Attainment and Knowledge and Skills; Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 4: Application Rates; Risk 6: Insufficient Financial and Academic Support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures and Risk 12: Progression to Further Study.

The EoRR assessment aligns with our own context and will form the basis of the intervention strategy.

Male and Female

Access: New entrants at DNCG Male and Female

Women are much more likely to go to university than men and have been for many years ([Equality of access and outcomes in higher education in England - House of Commons Library \(parliament.uk\)](#)) and this is the case at DNCG. The table below outlines the number of new entrants who were Male and Female accessing higher education at DNCG based on the OfS 4-year aggregate.

OfS APP Dashboard 4-Year Aggregate Male and Female Data

LIFECYCLE STAGE	YEAR TIME SERIES	MODE	LEVEL	SPLIT IND TYPE	SPLIT IND COMBINATION	SPLIT IND1	DENOMINATOR	NUMERATOR	INDICATOR VALUE	GAP
Access	AGGLAST4 YRS	FT	First degree	Sex	Female	F	1320	980	74.4	N/A
Access	AGGLAST4 YRS	FT	First degree	Sex	Male	M	1320	340	25.6	N/A
Access	AGGLAST4 YRS	FT	First degree	Sex	Female Age18	F Age 18	150	70	49.3	N/A
Access	AGGLAST4 YRS	FT	First degree	Sex	Male Age18	M Age 18	150	80	50.7	N/A
Access	AGGLAST4 YRS	FT	Other undergraduate	Sex	Female	F	1790	1340	74.9	N/A

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Access	AGGLAST4 YRS	FT	Other undergrad uate	Sex	Male	M	1790	450	25.1	N/ A
Access	AGGLAST4 YRS	FT	Other undergrad uate	Sex	Female Age18	F Age 18	210	120	57.3	N/ A
Access	AGGLAST4 YRS	FT	Other undergrad uate	Sex	Male Age18	M Age 18	210	90	42.7	N/ A

Whilst the OfS APP Dashboard data does not identify a gap at DNCG between male and female students, there is a significant difference between the number of male students accessing Full-Time First Degree and Other Undergraduate higher education compared to female students, 26% Full-Time First Degree and 25% for Other Undergraduate are male.

The DNCG ILR data 2022-23 further confirmed that 29.4% of the total student population at DNCG were males.

Furthermore, there are very low numbers of 18-year-olds of both sexes accessing higher education at DNCG, with slightly more males accessing Full-Time First Degrees at 53%.

After discussions it was decided that Under-21-year-olds, for both males and females, would be a separate group dealt with in the intervention strategy, to align with the DNCG Strategic Plan 2023 – 2028 Pillar 1: *Curriculum Vision* and Pillar 2: *Outstanding Quality and Service* and build upon the distinctive provision we are able to offer our internal Level 3 learners, as a large Further Education (FE) - based Higher Education provider.

Female students studying STEM subjects at DNCG

The table below outlines the number of female students studying STEM subjects at DNCG over the last three years. As can be seen Medical BioSciences has a higher proportion of female students than the male counterpart. However, in Engineering, Construction and Digital programmes of study the proportion of female students is significantly lower than their male counterpart.

STEM Female and Male Figures

	2021 - 2022	2022 - 2023	2023 - 2024
MedBio			
Male	14	7	3
Female	29	25	34
Total	43	32	37
Engineering			
Male	145	130	141
Female	10	11	10
Total	155	141	151
Construction			
Male	47	32	27
Female	7	4	11

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Total	54	36	38
Digital			
Male	0	7	16
Female	0	2	0
Total	0	9	16
Source: Promonitor Data 2024			

Continuation: Male and Female

The table below shows the proportion of Male Full-Time First Degree and Other Undergraduate continuing in their higher education studies compared to Female Full-Time First Degree and Other Undergraduate students.

OfS APP Dashboard 4-Year Aggregate Male versus Female continuation													
LIFECYCLE STAGE	YEAR TIME SERIES	MODE	LEVEL	SPLIT INDTYPE	SPLIT IND COMBINATION	SPLIT IND 1	SPLIT IND 2	Male	Female	INDICATOR VALUE	INDICATOR VALUE SPLIT 2	GAP	ABOVE 0
Continuation	AGGLAST4 YRS	FT	FD	Sex	Male Female	M	F	370	990	75.1	85.6	10.6	0
Continuation	AGGLAST4 YRS	FT	OU G	Sex	Male Female	M	F	470	1300	71.4	78.8	7.5	0.1

There are lower proportions of Male Full-Time First Degree and Other Undergraduate students continuing in their studies compared to their female counterparts.

The difference in the continuation rate between Male and Female Full-time First Degree students is 10.6 percentage points, with males at 75.1% and females 85.6%.

The difference in the continuation rate between Male and Female Full time Other Undergraduate students is 7.5 percentage points, with males at 71.4% and for females 78.8%.

Completion: Male and Female

The table below outlines the proportion of Full-Time First Degree and Other Undergraduate Male students compared to Female students that complete their studies with a higher education qualification.

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LIFE CYCLE STAGE	YEAR TIME SERIES	MODE	LEVEL	SPLIT IN TYPE	SPLIT IND COMBINATION	SPLIT IN D1	SPLIT IN D2	DENOMINATOR	DENOMINATOR SPLIT2	INDICATOR VALUE	INDICATOR VALUE SPLIT 2	GAP	GAP ABOVE 0
Completion	AGGLAS T4YRS	FT	First degree	Sex	Male Female	M	F	340	770	70	76.2	-6.2	1.7
Completion	AGGLAS T4YRS	FT	Other undergraduate	Sex	Male Female	M	F	510	940	69	78.3	-9.3	0

There are lower proportions of Male Full-Time First Degree and Other Undergraduate students completing their studies with a higher education qualification.

Female full-time undergraduate students across all levels have a higher completion rate than their male equivalents (First Degree: F: 76.2% and M: 70%; Other Degree: F: 78.3% and M: 69%)

Attainment: Male and Female

There is no OfS APP Dashboard data for Attainment Male and Female rates, so DNCG ILR 2022-23 and ProAchieve 2024 data has been utilised for the analysis.

There are lower proportions of Male Full-Time First Degree students attaining a 2:1 or above degree classification than their female counterparts.

Attainment rates for Female Full-Time First Degree students is 67.6% and Males 52% against the total student cohort, which is a difference of 15.6 percentage points between females and males.

The number of female Full-Time First Degree students receiving a First is 59 which is 23.69% of the total cohort (249). Whereas, male Full-Time First Degree students receiving a First is 13 which is 5.22% of the total.

The number of Female Full-Time First Degree students receiving an Upper Second is 76 of the total cohort which is 30.5%. Whereas, the number of Male Full-Time First Degree students receiving an Upper Second is 13 of the total which is 5.22% of the total.

In total 54.22% of Female Full-Time First-Degree students (135) received a First and Upper Second classification, compared to 10.44% of Male (26) Full-Time First Degree students.

However, the number of males in 2022-23 (50) attaining a First or Upper Second Class classification against the total male cohort was 52%, with an even split of 26% for each category.

The percentage of Female Full-Time First Degree students that received an Unclassified classification was 3% of the total cohort and 1% for Male Full-Time First Degree students.

Further analysis of 2020-21 and 2021-22 ILR Attainment Data identified that in 2021-22 there was a significant increase in the number of male students attaining an Upper Second Classification that represented 43.66% of the male student cohort. Overall, in 2021-22 there were 46 students who received a First or Upper Second Classification which was 64.79% of the total male student cohort. The higher number of Upper Second Classifications may in part have been attributable to the Covid-related adjustments to learning and teaching strategies including amended assessment types.

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Whereas, in 2020-21 the percentage of males achieving a First or Upper Second Classification was 46.02% (29) of the total male cohort.

Risks

There is risk of equality of opportunity for male students across all aspects of the student lifecycle at DNCG.

However, after discussions it was decided that a specific access target would not be set as this group intersects with other priority groups of White working-class males IMD (2019) Quintile 1, ABCS Quintile 1 and TUNDRA Quintile 1 for both 18-year-olds and over-21-year-olds, that align with the DNCG programme portfolio and curriculum strategy, national picture, IoT targets and regional LEP priorities.

There is an indication of risk of equality of opportunity for Male Full-Time Degree and Other Undergraduate students continuing in their higher education studies and attaining a higher degree classification which has a target. However, the continuation rate will be a discrete target and measured against the OfS B3 Condition of Registration.

However, interventions will be developed across all stages of the student lifecycle for Male Full-Time First Degree and Other Undergraduate students to reduce the risk of equality of opportunities. The specific targets and objectives are outlined in the APP 2025-28 Target section.

The EoRR suggests that Male students are likely to be affected by the following risks: Risk 1: Knowledge and skills; Risk 2: Information and guidance and Risk 3: Perception of higher education Application rates.

Risk 6: Financial and Academic Support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures.

The EoRR assessment aligns with our own context and will form the basis of the intervention strategy.

No Disability and Disability

Access: New entrants who declare a Disability

There is no OfS APP Dashboard gap data between those students with No Disability and Disability identified at DNCG.

However, there is a significantly higher number of those students with No Disability (79%) that access Full-Time First Degree at DNCG compared to those with a Disability (21%), and (80%) of Other Undergraduate students with No Disability compared to those with a Disability (20%).

OfS national data suggested that 14.9 per cent of full-time undergraduate entrants reported having a disability in 2020-21, which is 6.1 percentage points lower than the DNCG Full-Time First Degree proportion and 5.1 percentage points lower than the Other Undergraduate proportion.

It has been decided that due to the OfS APP Dashboard not highlighting an access gap between those students with a disability and those without a disability, an access target would not be set, rather the focus would be shifted to the improvement overall of the

Annex A: Assessment of Performance

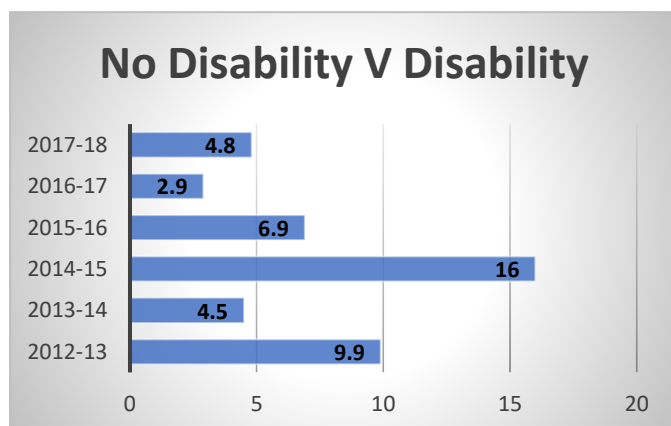
Information and Guidance for Students (EoRR Risk: 1) with a Disability and the wrap-around academic services provided to help improve the completion rate. However, this group would automatically be included in the different interventions outlined in the Plan, even if not explicitly stated.

Source: OfS APP Dashboard 4-Year Aggregate	
First Degree Total Students = 1320	Other Undergraduate Total Students = 1790
No Disability – 1040 (79%)	No Disability – 1430 (80%)
Disabled – 290 (21%)	Disabled – 360 (20%)

Completion: No Disability and Disability

The table below outlines the proportion of Full-Time First Degree students with a Disability compared to those students with No Disability that complete their studies with a higher education qualification.

Full-Time First Degree No Disability V Disability



Source: OfS APP Dashboard 4-year aggregate data

In 2017-18 there was a significant completion gap between Full-time students with No Disability on First Degrees and those with a Disability who gained a higher education qualification by 4.8 percentage points.

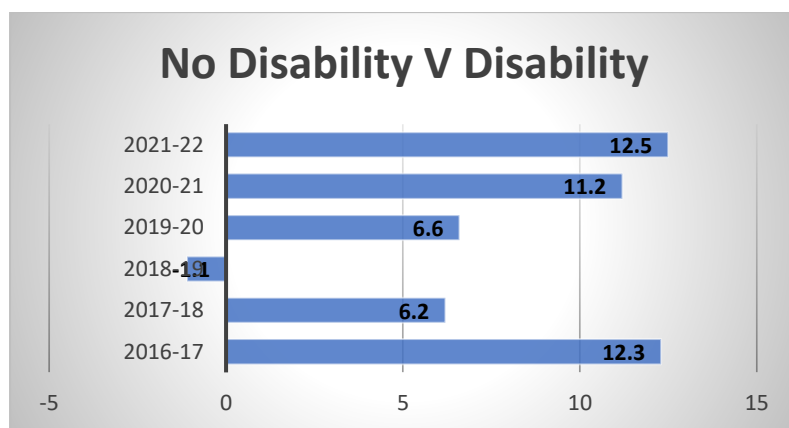
In 2021-22 the internal ProSolution dataset highlighted that the gap had increased to 27% between Full-Time All Undergraduate students with a disability and students with no disability.

Attainment: No Disability and Disability

The table below outlines the proportion of Full-Time First Degree students with a Disability compared to those students with No Disability that attain a 2:1 or above degree classification.

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Full-Time First Degree No Disability and Disability



Source: OfS APP Dashboard 4-Year aggregate data

The internal datasets outlines that the trend between 2020-21 and 2022-23 indicates that there has been significant progress in reducing the Attainment rate between those students with No Disability and those with a disability. Therefore, internal maintenance targets will be set to continue to close the gap over the duration of the plan.

Risks

There is risk of equality of opportunity for students with a disability completing their studies with a higher qualification compared to those students with no disability.

It has been decided that due to the OfS APP Dashboard not highlighting an access gap between those students with a disability and those without a disability, an access target would not be set, rather the focus would be shifted to the improvement overall of the Information and Guidance for Students (EoRR Risk: 1) with a Disability and the wrap-around academic services provided to help improve the completion rate. However, this group would automatically be included in the different interventions outlined in the Plan, even if not explicitly stated.

The specific targets and objectives are outlined in the APP 2025-28 Target section.

The EoRR suggests that Male students are likely to be affected by the following risks: Risk 1: Knowledge and skills; Risk 2: Information and guidance; Risk 6: Financial and Academic Support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 9: Ongoing risks of Covid; Risk 10: Cost Pressures.

The EoRR assessment aligns with our own context and will form the basis of the intervention strategy.

Ethnic Group

Access: New entrants who declare their ethnicity as Black or Asian

The numbers of Ethnic students are very low across all learning modes at DNCG. However, the numbers are in line with the regional demographic of Doncaster and Scunthorpe, which are below the overall England percentage (Census Data 2021) and are less ethnically diverse than similar Local Authority Districts.

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Source: OfS APP Dashboard 4-Year Aggregate	
First Degree Total BAME Age 18 Students = 140 (OfS rounded)	Other Degree Total BAME Age 18 Students = 210 (OfS rounded)
Black - DPL	Black - DPL
Asian - 0	Asian - 10 (5%)
Mixed - 0	Mixed - DPL
Other - DPL	Other - DPL
White - 120 – 83%	White - 200 – 95%

The percentage of Asian Full-Time First Degree students at DNCG is 3.0% and the regional demographic is 2.9% at Doncaster. However, this percentage is lower for the Scunthorpe regional percentage of 5.4%.

Black Full-Time First Degree students is 2.0% at Doncaster and the regional demographic is 1.2%, which is a positive 0.8 percentage point difference of the number of students studying at Doncaster and significantly above the Scunthorpe regional rate of 0.7%.

Other White in Doncaster has seen an increase from 2.8% (8556) in 2011 to 5.7% (17534) in 2021. White Other include: Polish / Romanian / Kurdish / Slovak / Turkish (Doncaster Census 2021).

It was decided that whilst this group nationally have risks to equality of opportunity it would not be a discreet access target due to the small numbers and that continual monitoring would be undertaken to ensure that the position was maintained. Also, the different groups of students would automatically be included in the different interventions of the Plan, only not explicitly stated.

Additional Underrepresented Groups

Access: New entrants from additional Underrepresented Groups not reported on OfS APP Dashboard

Student lifecycle	Underrepresented Group
Access Across F/T and P/T First Degree and Other Degree	<p>No OfS APP datasets are available for the following under-represented groups that are part of the national, local and Uni Connect (HOP) agenda, so internal ProAchieve and ProSolution datasets have been included:</p> <ul style="list-style-type: none"> Care Experienced White Working-Class Males Females into STEM subjects IMD Q5 v Q1 for Young People – lower GCSE results from IMD Q1&2 and POLAR Q1&2

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Progression

The OfS Progression measure now has a greater emphasis on employment within SOC 1-2 categories (classified as professional or managerial), and this does not reflect the typical employment profiles of DNCG graduates. Results from the most recent Graduate Outcomes (GO) survey 2020-21 indicated that 62.9% of DNCG graduates were classified as professional or managerial. This is a 10.73 percentage point increase on 2019-2020.

There has also been further increases to the numbers of DNCG students recorded as being in Full-Time (33%) and Part-time (27%) Employment. This continues a three-year trend of improvement.

Whilst, there has been a 66% increase in the number of DNCG graduates moving to further education since 2019-2020 to 2020-21, the numbers that this represents is very low. The percentage of unemployed DNCG students has fallen by 25% in 2020-21

Annex B: Evidence base and rational for intervention strategies (further detail)

We conducted a review of a wide range of literature to underpin our approaches to developing the intervention strategy design and evaluation strategy, which included a range of materials specifically referenced in the *OfS Regulatory Advice 6: How to Prepare an access and Participation plan (2023)*, *Transforming Access and Student Outcomes in Higher Education (TASO) Evaluation Toolkit (2023)*, and other research and best practice references. We have generated our own Type 1 evidence from student forums, internal surveys, Student Representative Feedback from Programme Committee Meetings, internal sources including DNCG ILR data, ProMonitor reports, DNCG HE SLT reports, DNCG HE Academic Board reports, qualitative and quantitative data from external sources such as UniConnect Humber Outreach Programme (HOP), to plan these activities.

The General Sources outlined are internal and external sources that were used in the overall development of the plan including the intervention and evaluation strategy, Theory of Change and design of our DNCG Evaluation Toolkit.

The most significant sources that informed thinking around each intervention strategy and the types of activities to invest in for maximum impact are also outlined below.

Intervention	Evidence Base
General Sources	<p>Cosmos Engagement Ltd Management Consulting Leeds, Yorkshire (cosmosltd.uk)</p> <p>Doncaster Delivering Together A Doncaster partnership plan for Thriving People, Places and Planet Prospectus 2020–30 (City of Doncaster)</p> <p>Doncaster Education & Skills 2030 Strategy October 2021 (City of Doncaster)</p> <p>Doncaster Data Observatory - Team Doncaster</p> <p>DN Colleges Group Strategic Plan 2023-28 DN Colleges Group Accountability Statement 2023-24 DN Colleges Group Equality, Diversity and Inclusion Report 2022-23 DN Colleges Group ILR 2022-23 / 2023-24 Report DN Colleges Group HE Self Evaluation Reports 2021-22 / 2022-23 DN Colleges Group TEF Submission 2023 DN Colleges Group HE Self Evaluation Document (SED) 2021 -22; 2022-23 DN Colleges Group HE Quality Improvement Plan (QIP) 2023-24 DN Colleges Group HE Senior Leadership Team (SLT) Reports 2022-23; 2023-24</p>

[Education and Skills 2030 Strategy - Executive Summary \(doncaster.gov.uk\)](https://doncaster.gov.uk) - Education and Skills 2023 Strategy: Developing Talent and Innovation in Doncaster – Executive Summary (October 2021)

[Equality of access and outcomes in higher education in England - House of Commons Library parliament.uk](https://parliament.uk)

[Evidence toolkit - TASO](#) – TASO Evaluation Toolkit (2023)

[How life has changed in Doncaster: Census 2021 \(ons.gov.uk\)](https://ons.gov.uk)

[Hull & East Yorkshire Local Skills Improvement Plan \(HEY LSIP\)](#)

Labour Market Intelligence (LMI) Reports of Skill Shortages 2021-22

Local Skills Improvement Plan (LSIP) Yorkshire and Humberside – skill shortages and needs of the region

[Local Skills Improvement Plan - Doncaster Chamber \(doncaster-chamber.co.uk\)](https://doncaster-chamber.co.uk)

[Local Area Report for areas in England and Wales - Nomis \(nomisweb.co.uk\)](https://nomisweb.co.uk)

[Setting numerical thresholds for condition B3 \(officeforstudents.org.uk\)](https://officeforstudents.org.uk)

[Survey tool - Office for Students](#) - OfS Financial Support Evaluation

[Standards of evidence and evaluation self-assessment tool - Office for Students](#)

[Team Doncaster - Team Doncaster](#) - Team Doncaster Strategic Plan – City of Doncaster website

[Theory of Change - TASO](#)

UniConnect HOP Board Reports 2022 -23; 2023-24

UniConnect HOP Annual Evaluation and Monitoring Report 2022-23

Intervention Strategy research evidence

Intervention Strategy 1 and 2

These two interventions outline how we plan to develop our outreach with children, young people and adults and in non-educational settings and communities to deliver a range of activities to increase the access of underrepresented groups to our higher education. Research was undertaken that included case studies and pre-existing projects from a range of HEIs including college-based higher education and particularly those that were specific to our underrepresented groups; white, male, IMD Quintile 1 and 2, Care Experienced, Women in STEM and students with a disability. This included the results of the projects funded as part of the OfS *Addressing Barriers to Student Success Programme* (ABSS).

According to research outlined in TASO (2023) IAG that is tailored to individual student groups is the most successful and that it ought to be accompanied by personalised support and supplement other activities to be effective. Furthermore, multi-intervention programmes are more likely to have a bigger impact, particularly as part of a programme of support for students at different stages of the student lifecycle, and could include activities such as IAG, mentoring, counselling, role models, financial support and so on.

Intervention	Intervention Activity	Research Evidence
IS1 Outreach Children, Young People and Adults	Marketing activity and IAG Targeted IAG HE Progression Events Aspiration Raising Activity Pre-Entry academic support Pre-entry Keep Warm Activities Staff CPD	Baars, S. Mulcahy, E and Bernardes, E. (2016). <i>The underrepresentation of white working-class boys in higher education The role of widening participation</i> . Kings College London. The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf (cfey.org) Meehan, C. and Howells, K. (2018) In search of the feeling of 'belonging' in Higher Education: Undergraduate students transition into Higher Education. University of Portsmouth.
IS2 Outreach non-educational settings and Communities	Building strategic relationships Online advice and preparation for HE: Information, Advice and Guidance	Care experienced students and looked after children - Office for Students cited in UniConnect Humber Outreach Programme (HOP) Board Report: 2023). Chorcora E. N., Bray, A., J. Banks., <i>A systematic review of widening participation: Exploring the effectiveness of outreach programmes for students in second-level schools</i> (2023). Review of Education BERA Journal 11:12.

		<p>Dickinson, J. <i>There are too many students at university. But not for the reasons some say</i>. WONKHE: 13/4/24.</p> <p>Information, advice and guidance (IAG) (pre-entry) - TASO</p> <p>Multi-intervention outreach - TASO</p> <p>Office for National Statistics 2023 Cost of living and higher education students, England - Office for National Statistics</p> <p>News and insights Undergraduate UCAS</p> <p>Care experienced students and looked after children - Office for Students</p> <p>Students from low-income households - Office for Students Disabled students - Office for Students</p> <p>Tackling differential outcomes for underrepresented students in higher education - Office for Students</p> <p>ABSS project - University of Exeter - Office for Students A statistical overview of higher education in England - Office for Students</p> <p>Data dashboard - Office for Students</p> <p>Pickering, N. <i>Enabling equality of access in higher education for underrepresented groups: a realist 'small step' approach to evaluating widening participation</i>. (2021) Routledge. <i>Research in Post-Compulsory Education</i>, 26(1), 111–130.</p> <p>Universities-and-social-mobility-final-summary.pdf (suttontrust.com)</p> <p>Supporting Male Student Mental Health - Student Minds</p>
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		<p>Supporting male student mental health in higher education.pdf (studentminds.org.uk)</p> <p>UniConnect HOP Annual Evaluation and Monitoring Report 2022-23.</p> <p><i>Working in Partnership: Enabling Social Mobility in Higher Education. The final report of the Social Mobility Advisory Group (2015).</i> Social Mobility Advisory Group, Universities UK.</p> <p>The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf (cfey.org)</p> <p>Woodfield, R. and Raven, N. (2011) <i>Male access and success in higher education: A Discussion Paper.</i> Higher Education Academy (HEA) cited in TASO.</p>
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Intervention Strategy 3

Intervention Strategy 3 focuses on Academic and Additional Support interventions that are designed to provide targeted support, removing barriers to student success and progression both pre and post enrolment.

Whilst the research outlined in TASO (2023) suggests that there is not enough evidence on the effectiveness of Academic Support programmes, the studies that have been undertaken provides a positive correlation between participation and retention and completion. However, to measure the effectiveness of the programmes, evaluation needs to be embedded to understand the extent of the impact on student outcomes. Furthermore, it states that pre-entry and soft skill support can help increase attainment levels with the development of a range of academic and additional support activities.

Research has evidenced that students who have a clear understanding of the support available to them and how to access it are more likely to develop a sense of belonging, and therefore continue with their studies (Thomas, 2012). This underpins our work with support service providers and ensuring that services are available, accessible, effectively signposted and utilised.

TASO (2023) outlines that there is evidence that mentoring and coaching can provide better outcomes for attainment and retention/completion, although it is quite resource intensive. However, the evidence is not causal meaning it cannot be attributed definitively to the programme and

will require further investigation of the efficacy of this strategy. Therefore, through the utilisation of a Theory of Change model, evaluation will be embedded, and explicit analysis undertaken to provide Type 1 evidence to measure the effectiveness of the peer mentoring initiative.

Due to the nature of our student profile a programme of academic support has been designed to help those students without prior or recent academic knowledge to successfully transition into their HE studies and through their academic journey. Central to the plan is to provide targeted support for our underrepresented groups, removing barriers to student success and progression for all of our students.

Intervention	Intervention Activity	Research Evidence
IS3 Academic and Additional Support	Academic and Additional Learning Support Workshops Peer Mentoring and Buddy Scheme Scholarship Internship Programme (SchIP) Student Interest Forums Career and Employability Development	<p>AdvanceHE Student Needs Framework Advance HE (advance-he.ac.uk) Student Needs Framework.</p> <p>AdvanceHE Framework for Student Access, Retention, Attainment and Progression. www.universitiesuk.ac.uk</p> <p>Bartram, B. <i>Student Support in Higher Education: Understandings, Implications and Challenges</i> (2009) University of Wolverhampton Higher Education Quarterly 63(3), 308-314.</p> <p>Campbell F. Blank., L. Cantrell, A., Baxter, S., Blackmore, C., Dixon, J., and Goyder, E, <i>Mental health at Work Commitment: Guide for the Higher Education Sector</i> (2022). (MIND – Goldman Sacs Gives). BMC Public Health 22(1778). www.mind.org.uk</p> <p>Chorcora E. N., Bray, A., J. Banks., <i>A systematic review of widening participation: Exploring the effectiveness of outreach programmes for students in second-level schools</i> (2023). Review of Education BERA Journal 11:12.</p> <p>Sources cited in Chorcora et al. (2023) article when considering the barriers for Young People accessing HE included:</p>

		<p>Burney V. H., & Beilke, J. R. <i>The constraints of poverty on high achievement</i> (2008). <i>Journal for the Education of the Gifted</i> 31(3), 295–321.</p> <p>Chowdry, H., Crawford, C., Dearden, L., Goodman, A., & Vignoles, A. <i>Widening participation in higher education: Analysis using linked administrative data</i> (2013). 176(2), <i>Journal of the Royal Statistical Society: Series A (Statistics in Society)</i> 431–457.</p> <p>Hoxby, C., & Turner, S. <i>Expanding college opportunities for high-achieving, low-income students</i> (2013). <i>Stanford Institute for Economic Policy Research Discussion Paper</i> 12(14), 7.</p> <p>Johnson, C., Gitay, Ahmed Ben Said, Radwa Ismail, Rusol Adil Naji Al-Tameemi, Michael H. Romanowski, Batoul Mohamad Kazem Al Fakih, and Khalifa Al Hazaa. <i>Student support in higher education: campus service utilization, impact, and challenges</i> (2022). <i>National Library of Medicine PMC PubMed Central</i> 8(12).</p> <p>De Pury, J. and Dicks, A <i>Mentally Healthy Universities</i> (2023). Advance HE, Stepchange.</p> <p>Elizabeth, C., and Smith, C., (2018). <i>Supporting progression to HE: the role of colleges and vocational courses</i>. Emerald Insight cited in WONKHE 2024.</p> <p>Gartland, C. E, and Smith, C. <i>Supporting progression to HE: the role of colleges and vocational courses</i> Gartland School of Psychology and Education, (2018). University of Suffolk, Ipswich, UK, and Department of Quality. Emerald Insight.</p> <p><u>Johnson, C., Gitay, R., Abdel-Salam G. Abdel-Salam, BenSaid, A., Radwa Ismail, Rusol Adil Naji Al-Tameemi, Michael H. Romanowski, Batoul Mohamad Kazem Al Fakih, and Khalifa Al Hazaa (2022).</u> <i>Student support in higher education: campus service utilization, impact, and challenges</i>. <i>National Library of Medicine PMC PubMed Central</i>, 8(12).</p>
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		<p>Maxwell, R., and Debbie McVitty, D., (2024) <i>Five aspirations for effective academic support systems</i>. WONKHE / Solution path Project (11/03/24). Five aspirations for effective academic support systems Wonkhe</p> <p>Murtagh, S. Ridley, A. Friings, D. Kerr-Pertic, S. <i>First-year undergraduate induction: Who attends and how important is induction for first year attainment?</i> (2015). Journal of Further and Higher Education 41(5).</p> <p>Shields R, and Masardo, A. <i>Changing patterns in vocational entry qualifications, student support and outcomes in undergraduate degree programmes</i> (2015) University of Bath (Higher Education Academy).</p> <p>Thomas, L. (2012) <i>Building student engagement and belonging in Higher Education at a time of change</i>. ResearchGate.</p> <p>QAA Quality Code for Higher Education, <i>Advice and Guidance: Enabling Student Achievement</i> (2018). QAA.</p>
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Provision of Bursary and Financial Support

TASO's Evidence Toolkit (2023) and research was undertaken into the benefits of providing financial support to students from particularly low-income backgrounds, as this is a large percentage of our student population and one of our priority target groups. TASO (2023) suggests that there is a body of high-quality evidence that finds financial support to have a positive impact on continuation and completion in HE. Whereas, there is less strong evidence that bursaries can improve attainment and degree classifications. As the literature on the impact of financial support, post-entry to HE, is still relatively recent, further investigation and evaluation will be undertaken into the impact of the different bursaries and hardship funds offered throughout the duration of the plan. An internal Financial Evaluation Survey (2023) was developed utilising the OfS Financial Support Evaluation Toolkit, [financial-support-evaluation-toolkit-survey-questions.pdf \(officeforstudents.org.uk\)](#) which will be repeated at different points throughout the duration of the plan.

The provision of Bursary and Financial Support are mainly focused on improving continuation and completion of students from low-income backgrounds, by helping to reduce the financial burden of studying on our target student groups (TASO 2023).

It has been found that this group of students experience considerable and increasing financial stress related to their studies (Halliday-Wynes & Nguyen, 2014 cited in TASO 2023).

An internal Financial Evaluation Survey, based on the OfS Financial Support Evaluation Toolkit, was undertaken with All Undergraduate students to ascertain how they support themselves financially during their studies. We also wanted to establish how useful and effective our bursary and hardship funds are in supporting students from lower-income backgrounds who may have otherwise had to leave their course or do less well in their studies.

The findings identified that 66% of the respondents had undertaken paid work during the last academic year (2022-23) and the three main reasons for doing so was: 1) to pay for essential living costs (food, rent, fuel bills etc); 2) supporting their family during their studies (children) and 3) to help pay the costs of books, study materials, field trips etc. Furthermore, 71% stated that it was ‘Very Important’ to have a paid job to help them financially to continue in their studies with us.

It was also identified that there was a need for greater promotion of the financial support available as 71% of the respondents were not aware of the financial support available to them prior to commencing their studies.

As a result of the findings of the survey and research undertaken the bursary and hardship programme continues to focus on students from low-income backgrounds, with the inclusion of a bursary for Care Experienced and Peer Mentoring programme.

<p>Provision of Bursary and Financial Support</p>	<p>TASO’s Evidence Toolkit (2023) financial-support-evaluation-toolkit-survey-questions.pdf (officeforstudents.org.uk)</p> <p>Halliday-Wynes, S., & Nguyen, N. (2014). <i>Does financial stress impact on young people in tertiary study?</i>. National Centre for Vocational Education Research</p> <p>Neves, J., Freeman, J., Rose Stephenson and Sotiropoulou, P., (2024). <i>HEPI/Advance HE Student Academic Experience Survey 2024</i> SAES-2024.pdf (hepi.ac.uk)</p>
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Fees, investments and targets

2025-26 to 2028-29

Provider name: DN Colleges Group

Provider UKPRN: 10004695

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Whilst we do not intend to raise fees annually for new entrants over the duration of the 2025-26 to 2028-29 APP in order to keep the fees realistic we do reserve the right to increase fees - as part of DNCG Tuition and Examination Fees Policy: Academic Years 2022-2023 and 2023-24 there is the following clause:
'All HE fees could be subject to a RPIX increase based on the preceding September's inflation rate, but any such increase will be capped so that no continuing student will pay more than those on the first year of the same course'

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	All Other First Degree	N/A	7940
First degree	BSc Medical BioScience Over 5 years	N/A	7940
Foundation degree		N/A	7940
Foundation year/Year 0	*	N/A	*
HNC/HND	Engineering and Construction	N/A	7940
HNC/HND	Other HND / HNC	N/A	7940
CertHE/DipHE		N/A	7940
Postgraduate ITT		N/A	7940
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	3970
Foundation degree		N/A	3970
Foundation year/Year 0	*	N/A	*
HNC/HND	Engineering and Construction	N/A	3970
HNC/HND	HND Over 3 years	N/A	5293
HNC/HND	Other HNC / HND	N/A	3970
CertHE/DipHE		N/A	3970
Postgraduate ITT		N/A	3970
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: DN Colleges Group

Provider UKPRN: 10004695

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 OIS 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	£72,000	£73,000	£73,000	£73,000
Financial support (£)	NA	£153,000	£157,000	£157,000	£159,000
Research and evaluation (£)	NA	£32,000	£33,000	£33,000	£35,000

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 (£)	£8,000	£8,000	£8,000	£8,000
Access activity investment	Post-16 access activities (£)	£26,000	£26,000	£26,000	£26,000
Access activity investment	Other access activities (£)	£38,000	£39,000	£39,000	£39,000
Access activity investment	Total access investment (£)	£72,000	£73,000	£73,000	£73,000
Access activity investment	Total access investment (as % of HFI)	3.6%	3.5%	3.6%	3.5%
Access activity investment	Total access investment funded from HFI (£)	£72,000	£73,000	£73,000	£73,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£85,000	£88,000	£88,000	£89,000
Financial support investment	Fee waivers (£)	£24,000	£24,000	£24,000	£24,000
Financial support investment	Hardship funds (£)	£44,000	£45,000	£45,000	£46,000
Financial support investment	Total financial support investment (£)	£153,000	£157,000	£157,000	£159,000
Financial support investment	Total financial support investment (as % of HFI)	7.7%	7.6%	7.6%	7.6%
Research and evaluation investment	Research and evaluation investment (£)	£32,000	£33,000	£33,000	£35,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.6%	1.6%	1.6%	1.7%

Fees, investments and targets

2025-26 to 2028-29

Provider name: DN Colleges Group

Provider UKPRN: 10004695

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
There is a lower proportion of females who access STEM subjects at DNCG, and this is also a target that we will work in collaboration with UniConnect Humber Outreach Programme (HOP)	PTA_1	Access	Sex	Female	Male	To increase the number of females who access STEM subjects, to 32 by 2029. The increase has been calculated by using internal datasets including the ILR 2021-22, 2022-23 and 2023-24 to calculate the headcount of female students studying STEM subjects. It also aligns to the South Yorkshire IoT KPI for increasing the number of female apprentices in STEM at DNCG.	No	Other data source (please include details in commentary)	2022-23	Headcount	22	24	26	29	32
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
There are lower proportions of IMD (2019) Q1 White Male Full-Time First Degree students attaining a 2:1 or above degree classification.	PTS_1	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 5	To increase the number of White Male Full-Time First Degree students attaining a 2:1 or above degree Classification compared to their QS counterparts, by reducing the gap to 5% by 2029. This is an intersectional target and internal datasets were used to calculate the gaps and included 2020-21, 2021-22, 2022-23 DNCG ProAchieve, ProSolution reports.	No	Other data source (please include details in commentary)	2022-23	Percentage	27%	20%	15%	10%	5%
There is a lower proportion of continuation of IMD (2019) Quintile 1 Full-Time First Degree and Other Undergraduate students who continue in their studies.	PTS_2	Continuation	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 5	To reduce the 18% gap between the number of IMD (2019) Quintile 1 Full-Time All Undergraduate students continuing in their studies compared to their Quintile 5 counterparts by 2029. The current gap has been calculated by using the last 4 year's aggregate data on the OfS APP dashboard.	No	The access and participation dashboard Other (please include details in commentary)		Percentage	18%	15%	12%	9%	5%

