

Petroc College

Access and Participation plan 2025-26 to 2028-2029

Introduction and strategic aim

Petroc is a large, successful further education (FE) and higher education (HE) college that has campus sites in Barnstaple, North Devon, and Tiverton, Mid Devon. The main communities served by Petroc are North, Mid and East Devon. As the only provider of both further and higher education within a 40-mile radius, Petroc offers a broad and diverse curriculum to suit the requirements of our local communities. Petroc has approximately 4500 students enrolled per year in study programmes that range from level 1 to level 6, of whom approximately 242 are HE students (including HE apprenticeships). We also offer Skills Bootcamps in a wide range of subjects. The vast majority of HE students are taught at the Barnstaple site, with the campus being the site of the University Centre for Northern Devon.

The College's core purpose as stated in our Mission statement is "an excellent college, inspiring our communities through learning". Developing local skills and growing new business is particularly important for the College and Northern Devon region.

The college hosts the South West Institute of Technology, and the Centre of Technology & Innovation Excellence (Cotie) which helps and facilities to support start-ups, micro and small to medium sized enterprises (SMEs).

This Access and Participation Plan outlines our strategic approach to addressing disparities in higher education access, retention, and success. Our overarching aim is to ensure that equality of opportunity is at the core of all our policies and practices, enabling students from underrepresented and disadvantaged groups to thrive within our institution

Strategic aims

- *The percentage of young learners from Tundra quintile 1 has fallen, in comparison with those from quintile 2 since 2021, identifying a gap in access proportions to be addressed*
- *The number of young learners passing their first degree decreased in 2023/24 to 86.1%), identifying a need to increase attainment*
- *There has been a significant decrease (50%) in the number of part-time applications from IMD (2019) quintile 1, since 2019, with only 7.1% of all applicants coming from this cohort*
- *There is a low continuation rate of 68% for part-time disabled students, which provides opportunity for improvement and development of inclusivity across the whole provider. There is a need to continue to maintain the minimal percentage point continuation gap (0.2%) between disability, and no disability reported students*
- *A requirement to develop analysis of access, success and progression for care leavers to identify gaps in performance and outcomes*

The focus of the strategic aims, targets and measures within this access and participation plan will be on these target groups. This plan is driven by a commitment to identify and remove barriers that hinder full participation, ensuring that every student has the support, resources, and opportunities needed to reach their full potential. Through targeted interventions, continuous monitoring, and a culture of inclusivity, we aim to create a vibrant and diverse student body where all individuals are valued, respected, and empowered to achieve academic and personal success.

Risks to equality of opportunity

The sources of data used to inform gaps in performance and on the targets and investment plan are the OfS dataset of Petroc in comparison to English HEI's and internal data that is collated through Petroc's student

records and Management Information System. It should be noted that granular analysis of some under-represented groups is limited, particularly in the attainment and progression stage due to limited data on Petroc's performance across all under-represented groups and stages of the student lifecycle. This has limited the analysis in terms of identifying past progress in closing gaps in performance and degree outcomes in certain sections of this plan, however we intend to improve this data analysis throughout the duration of this plan.

All FdA/FdSc programmes have clearly defined and published progression routes at the University of Plymouth with a significant number progressing to the specified 'top up' programmes. Petroc, in partnership with the University of Plymouth, has also developed and successfully delivered a number of full and part-time BA (Hons) top-up routes in key subject areas, allowing learners to complete a full degree locally and information regarding these specified progression routes is available and provided to all cohorts including disabled, care leavers, LPN and Black, Asian, and Mixed ethnicity cohorts.

Progression to highly skilled employment or further study remains a challenge for Petroc, for part time students. Petroc has engaged in several targeted activities to raise the employability levels of our graduates and promote a focus on highly skilled employment. This has encompassed the entire student journey, starting with clear information, advice and guidance to ensure students enrol on appropriate provision and consider progression routes from the beginning of their programme. During their course of studies, students are encouraged to engage with visits to the University of Plymouth Campus to promote progression to BA/BSc 'top-up' degrees and kept well informed about the range of BA (Hons) options available at Petroc, the provision of which has been a key driver in recent years.

Progression data on care leavers and Black, Asian, Mixed ethnicity cohorts is limited due to proportionately low recruitment numbers. Petroc does not currently have access to progression data for disabled students and students from low participation neighbourhoods or lower socio-economic status groups due to the limited OfS data available for these groups. Petroc intends to improve its data capabilities to collect and analyse this data from 2024 onwards to inform strategy and evaluation of progression for these cohorts over the duration of this plan.

Younger Students - Access: Full Time

TUNDRA MSOA quintile data demonstrates that between 2019/20 – 2022/23 there has been a decrease within young persons' accessing higher education provision at Petroc. The total number of students has decreased by 108 from 441 to 333. Evident is a drop in numbers representing quintile 1, with 28.6% of young learners. However, a strength of Petroc is the provision of higher education that enables access opportunities for learners. With over 80% of all young learners within the TUNDRA data emanating from the bottom two quintiles. The area served by Petroc is considerably less prosperous than areas in the South of the County. There are several wards such as Bideford South, Bideford East, Forches and Whiddon Valley, Ilfracombe Central, and Yeo Valley that have Quintile one (POLAR4) participation rate of less than 20 percent.

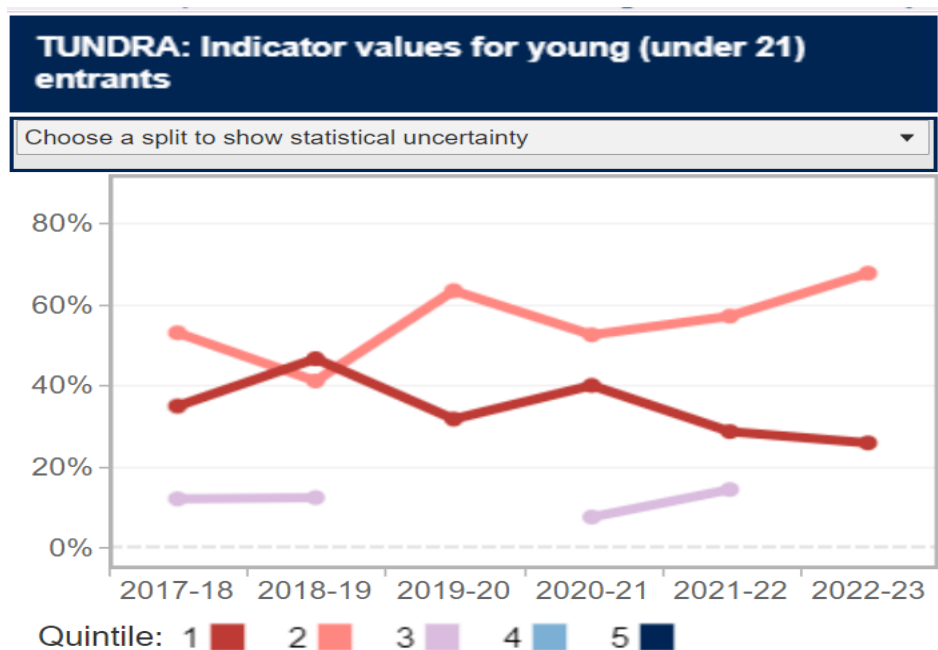


Figure 1. Petroc TUNDRA Access Data (OfS 2024)

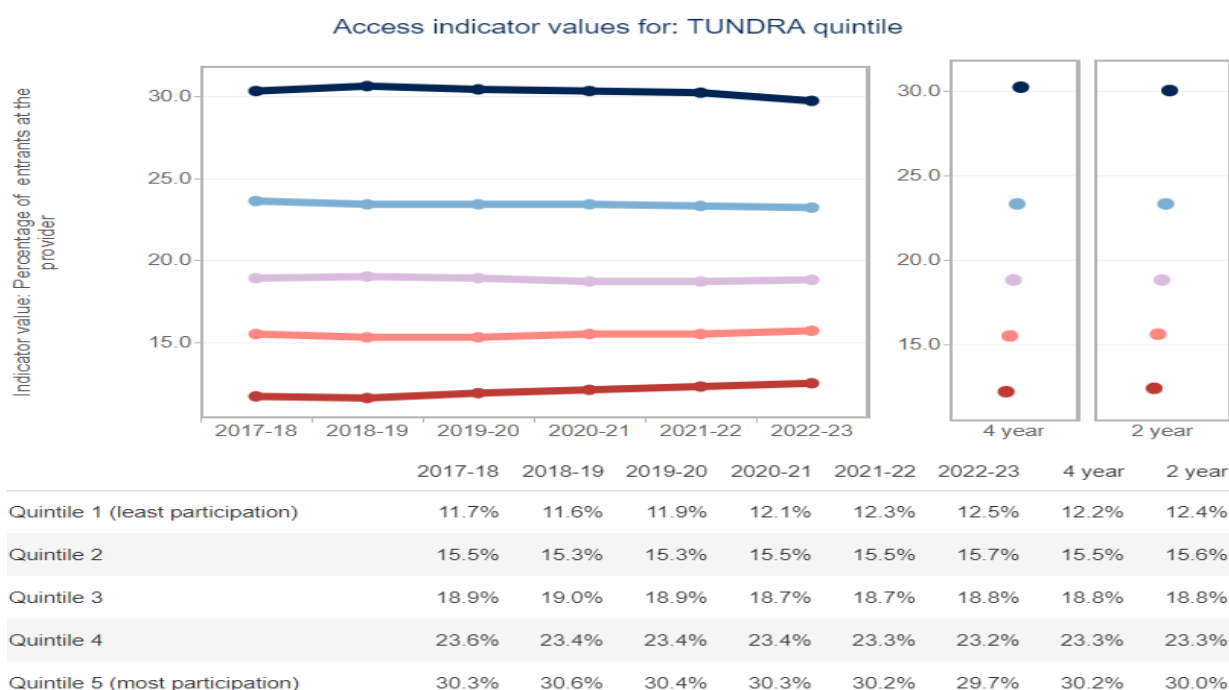


Figure 2. Petroc TUNDRA Access data for all English Higher Education Providers (OfS 2024)

Table 1. Petroc Qualification and Achievement Report (QAR 2024)

As can be evidenced from the national picture, in contrast, Petroc has a significant proportion of learners within the first two quintiles. The data reveals that this strength of supporting widening participation within quintile 1, and 2, this focus is however, susceptible to fluctuations in decision making during periods of financial pressure. This decrease in learners' applications and accessing of higher education reveal a range of intersectional underlying risks that centre around the ongoing impacts of coronavirus, and perceptions of higher education, necessitating individuals and families to focus upon financial commitments within a compounding cost of living crisis. It can be suggested that these compounding risks are a significant focus for Petroc to incorporate into the development of the access and participation plan. Supporting access for

younger learners from lower socio-economic status per household postcode has been a continuous and strong theme for Petroc within its cohort of applicants, with internship bursaries, “hardship fund” bursaries, EHCP support, and mental health and wellbeing support being available for those accessing higher education. Improved communication of these support mechanisms is a potential target for resourcing to influence the risks of perception of higher education. And access to knowledge, that those from lower quintiles may experience when making decisions regarding whether to access higher education. Improved internal understanding of HE progression, and external communication of HE opportunities at Petroc to schools are also areas that can be considered significant.

On-course: Full Time

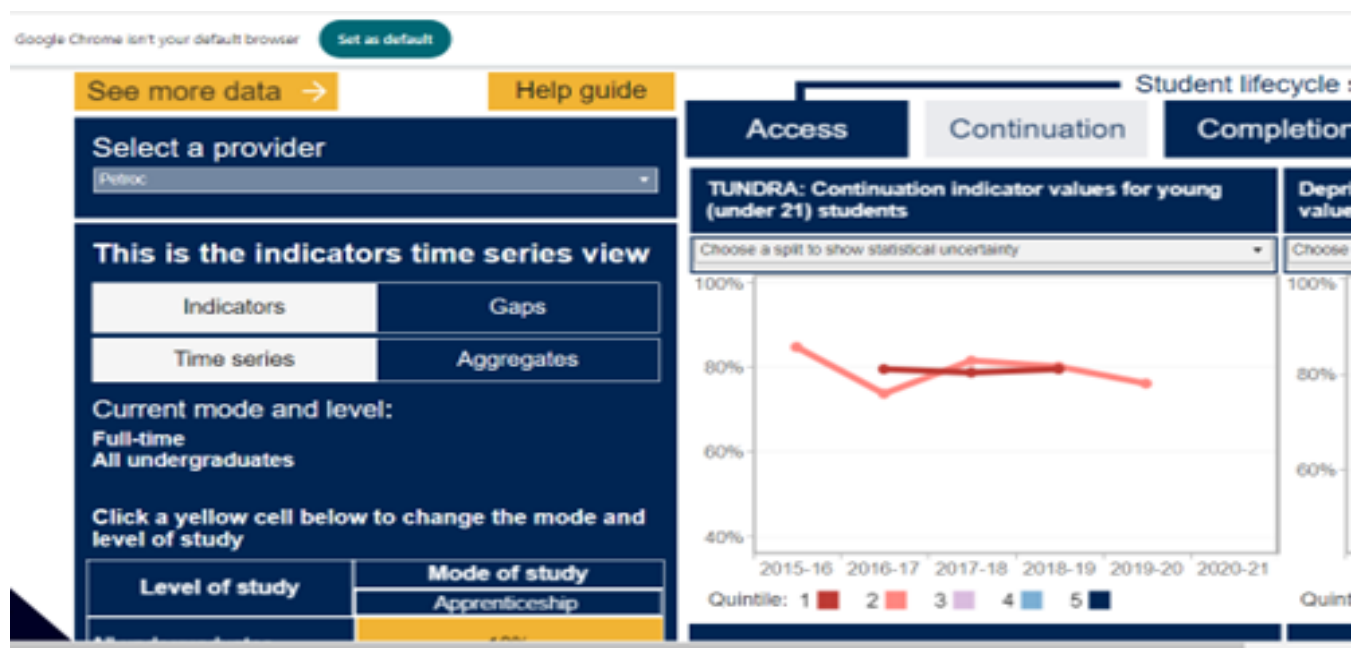


Figure 3. TUNDRA continuation data for Petroc (OfS, 2024)

Petroc maintains a steady rate of continuation across young learners, as can be seen within the TUNDRA data. Although this is lower than the national picture, this is due to the contextualised HEI provision and demographic that exists within the locales of Northern, and Mid-Devon. Petroc primarily maintains a mature student cohort (as can be seen within fig 1) that emanates from quintiles 1 and 2. This limited total number of young learners impacts upon the continuation percentage representation and can be seen as a statistic that could be analysed as both insignificant, and an indication of risk. A continuation percentage of 76% as of 2020, identified an indication of risk that is compounded by underlying risks such as their experiences of the impacts of the ongoing coronavirus, familial cost of living pressures, and the need for increased academic and mental health support. The ongoing impacts of the coronavirus have clearly influenced continuation as can be seen within figure 3 where evidence of a significant decrease in continuation is evident in comparison to Petroc. Financial impacts are a consistent and significant risk that impact upon continuation, with Petroc providing a range of supportive measures that are in place to alleviate and potentially mitigate some impacts. There has since been an increase in continuation up to 2023/24, with current continuation/retention being 92.3% for learners aged 21 and under. This increase in continuation has been supported by interventions such as bursaries, advice, guidance, and information regarding financial support mechanisms to assist. In addition, a specific strength of Petroc is that with smaller numbers, academic, and support staff provide high quality mental health and wellbeing support throughout the student lifecycle. Petroc is committed to developing both academic and mental health support, working closely with internal services to develop initiatives such as “Wellbeing Wednesdays”, and the new peer to peer provision.

Attainment

From the OfS data dashboard it is evident to see that the number of students achieving a first or second degree increased between 2017 –2021, followed by a decrease in 2021-22. Evaluating the significance of several risks, it is evident to observe that cost of living pressures has informed the capacity of students to attain, complete and progress within their programme of study. Within the Petroc Qualification and Achievement Report (QAR) data (Table 1) it is evident that young learners attain at Petroc and go on to progress to either further higher education study at either level 6 or 7, or enter employment, or other post degree development opportunities. The need for academic and personal support for learners is a targeted approach that can be utilised in a range of ways to inform, support, and guide students throughout the student lifecycle. Young learners access and achieve upon full time programmes, with this being for a range of specific reasons, including opportunity of access to maintenance loans, a supportive condensed full time offer over two days; with this timetabling strategy being supportive of learners needing to access employment.

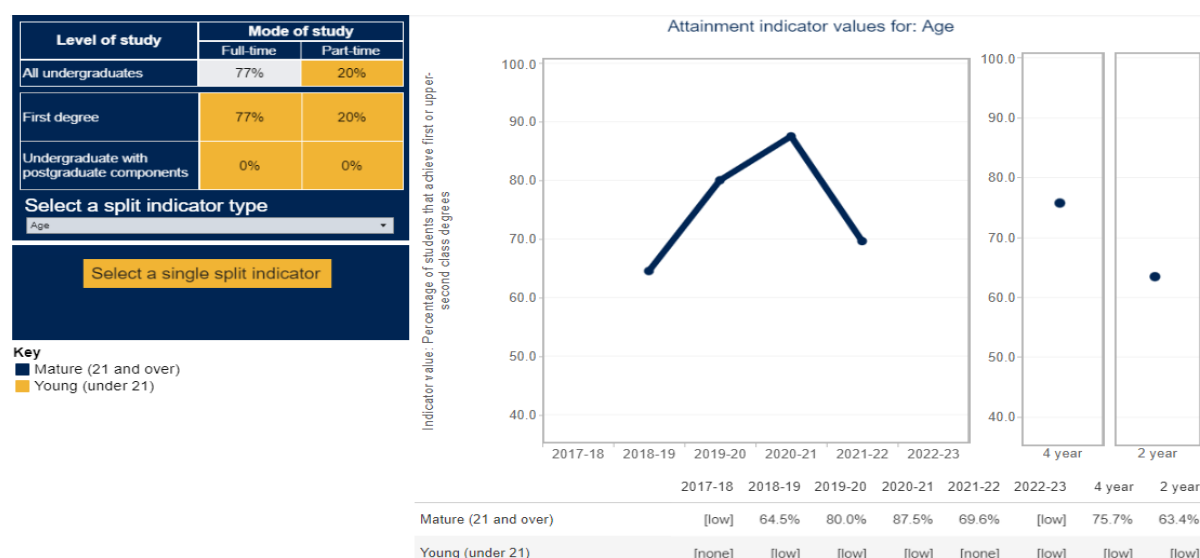


Figure 4. Petroc Tundra data detailing award of first and upper second degrees

Progression

Progression data is limited due to low numbers of younger students studying with Petroc. The most recent data available through Office for Students details that a progression rate of 45% was evident. This figure is in line with B3 outcome baselines regarding progression, revealing that the indicator may be of concern for both part-time and full-time students. Within the subsequent period, petroc has worked to provide several initiatives to support progression opportunities. These include funded internships, employer forums, targeted careers within curriculum design, advice and guidance, and employer engagement within curriculum development. There is clearly opportunity to develop further within employer engagement and careers advice and support.

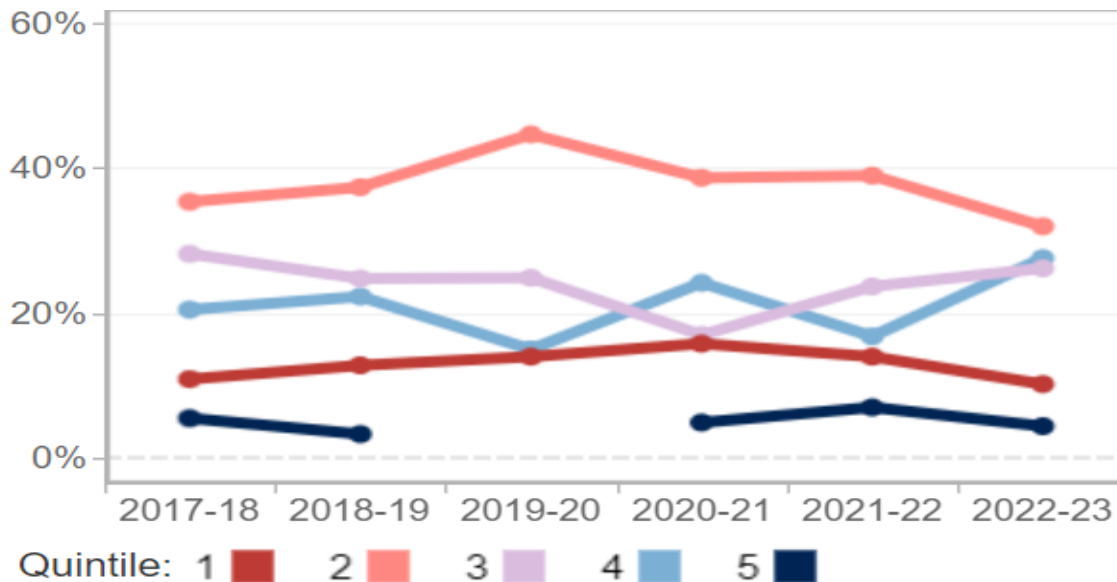


Figure 5. Petroc IMD (2019) Access data full time undergraduates (Ofs, 2024)

Figure 5 shows the percentage of learners that accessed Petroc’s HE full-time courses from each IMD 2019 Quintile over a 6-year period. The number of students accessing HE from quintile 1, remained steady with 13.9% of all students representing quintile 1 on entry as of the 21/22 period, however a slight decrease has occurred during the 22/23 period, with a reduction to 10.1%. As of 2023/24 internal QAR data for Petroc highlights 12% of students accessing higher education emanating from quintile 1. Deprivation has increased within northern Devon during the cost-of-living crisis, with more people focusing upon employment as a priority. With a proportionality low average gross weekly wage, (North Devon: £590, Torrridge: £620, and Mid-Devon: £637), significantly low when compared with national average, there is clearly significant financial pressure has been placed upon families.

Specific indications of risk for quintile 1 and 2 learners include application rates, and perception of higher education, ongoing impacts of coronavirus, and acceptance rates.

Access: Part Time

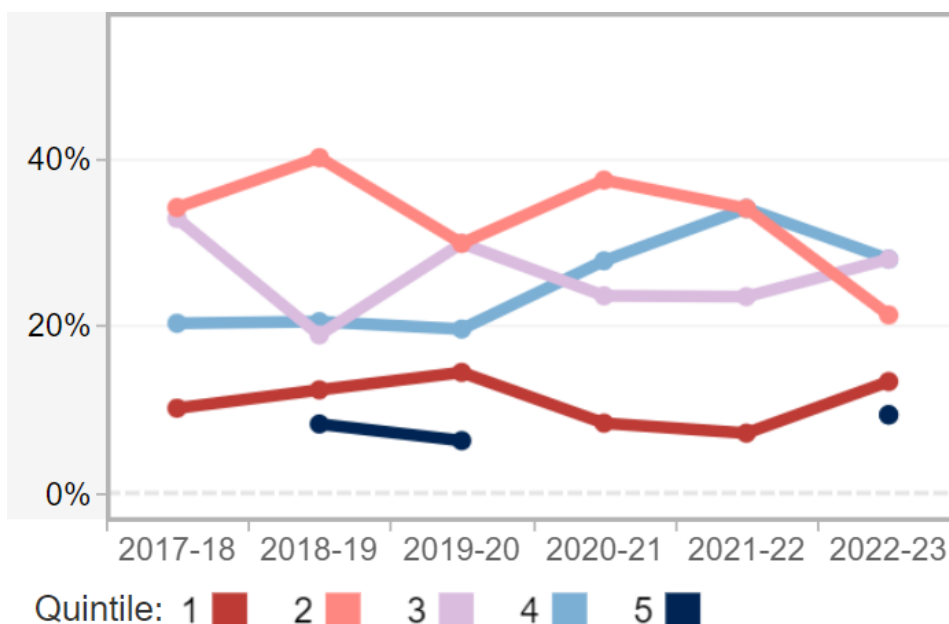


Figure 6. Petroc (IMD, 2019) Access data part time undergraduates

There has been a 50% decrease in the number of applicants from quintile 1, accessing higher education at Petroc, since the commencement of the coronavirus, with 7.1% of learners from quintile 1 at the 21/22 period. However there has been a significant increase in the number of part-time students accessing higher education programmes at Petroc within the last year, with 13.3%. Quintile 2 numbers have decreased since the onset of the coronavirus, indicating that both this and the ongoing cost of living crisis has potentially influenced peoples' decisions to undertake higher education study. When comparing the IMD (2019) access data with the young persons' TUNDRA data it is evident that that across age, accessing higher education during the cost-of-living crisis has been problematic. The national average of 22.8% for full time, and 20.5% part time learners emanating from quintile 1 demonstrates significant difference and provides opportunity for Petroc to develop resourcing and provision to improve access for learners from quintile 1.

Continuation: Full time

There has been a significant decrease in the number of learners from quintile 1, however continuation rates have levelled out at 82% from this group. When considered in comparison to retention of other quintiles (see Figure 7 below), there has been a two-year downward trend from quintile 1, which indicates potential risks to equality of access.

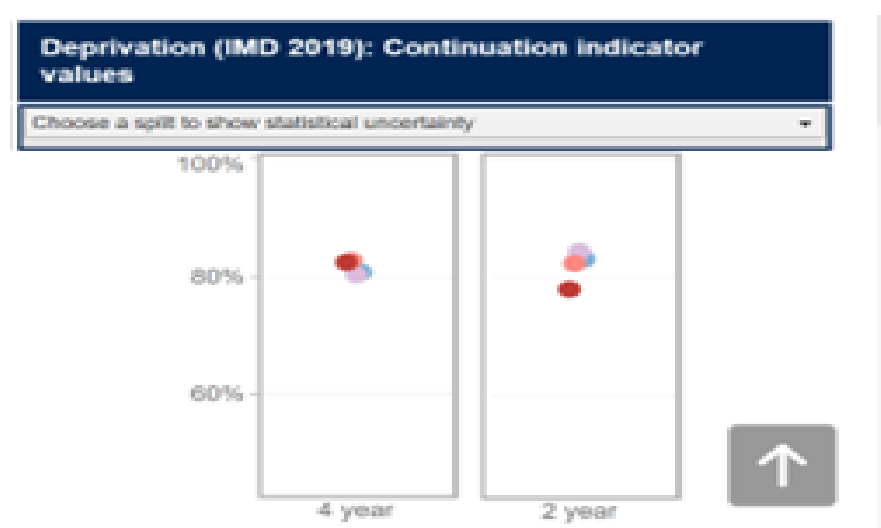


Figure 7. Deprivation (IMD 2019) Petroc data for full time learners across quintiles 1-5.

The indications of risk that appear to be present in relation to continuation rates are many. These are both external such as cost of living pressures, and the ongoing impacts of the coronavirus, as well as internal risks such as insufficient academic, and personal support, being on the right programme. Petroc maintains an academic skills advisor who works with higher education students to support their academic development. There is also specific targeted mental health and wellbeing resourcing aimed through dedicated support staff. It is evident that withdrawals from programme appear to relate to either financial, or mental health and wellbeing risks. The personal tutorial system has been considered a strength of Petroc, with smaller class groups, Petroc has been able to provide high quality academic and pastoral support aimed at supporting learner progress and development. Recent financial pressures have resulted in changes to the tutorial system, with wider staff being utilised. This is a specific area to address to create a sense of belonging and retention.

Completion and Attainment

YEAR	2018/19	2019/20	2020/21	2021/22
Learners	173	171	102	106
Retention	92.5%	77.8%	84.3%	71.7%
Passed	96.9%	100%	97.7%	98.7%

Table 2. Petroc QAR data for Deprivation IMD (2019) data highlighting number of Foundation Degree (Level 5) undergraduates who have passed.

YEAR	2018/19	2019/20	2020/21	2021/22	2022/23
Learners	67	93	94	59	54
Retention	88.1%	81.7%	78.7%	84.7%	94.4%
Passed	74.6%	56.6%	70%	77.1%	70.6%

Table 3. Petroc QAR data for Deprivation IMD (2019) quintile 1, data highlighting number of Level 5 undergraduates who have passed.

YEAR	2018/19	2019/20	2020/21	2021/22	2022/23
Learners	45	39	37	37	29
Retention	80%	71.8%	81.1%	78.4%	89.7%
Passed	52.9%	57.1%	50%	62.5%	68.2%

Table 4. Petroc QAR data for Deprivation IMD (2019) quintile 1 data, highlighting number of Level 6 undergraduates who have passed.

YEAR	2018/19	2019/20	2020/21	2021/22	2022/23
Learners	139	116	97	90	75
Retention	90.6%	78.4%	90.7%	82.2%	88%
Passed	47.5%	56.2%	48.7%	54%	64.6%

Table 5. Petroc QAR data for Deprivation IMD (2019) quintile 2 data, highlighting number of Level 5 undergraduates who have passed.

YEAR	2018/19	2019/20	2020/21	2021/22	2022/23
Learners	25	36	35	28	14
Retention	96%	83.3%	68.6%	85.7%	100%
Passed	70.8%	66.7%	54.5%	65.2%	64.3%

Table 6. Petroc QAR data for Deprivation IMD (2019) quintile 2 data, highlighting number of Level 6 undergraduates who have passed

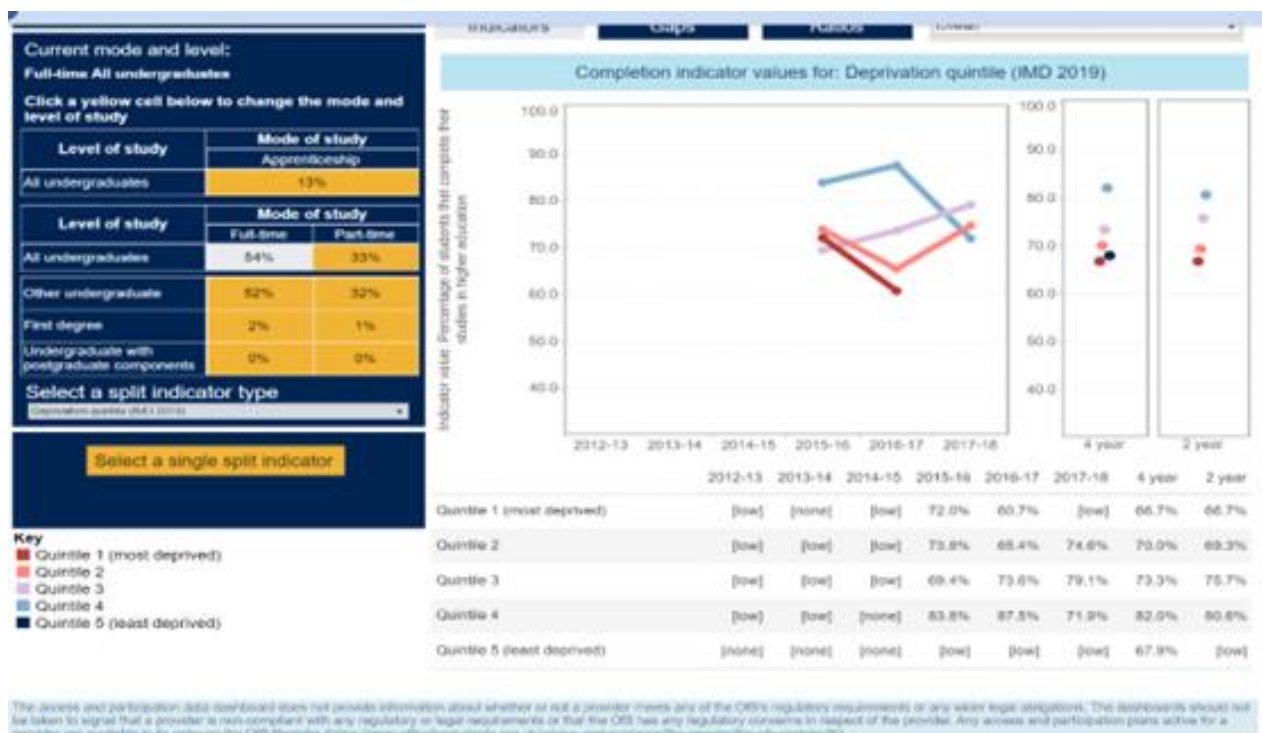


Figure 8. OfS, Petroc completion data for IMD 2019 quintiles

Across the datasets (Tables 2,3,4,5,6 and Figure 8) it is evident on assessment of performance that an indication of risk such as completion rates have been significantly affected by learners' capacity to maintain, complete, and attain a level 5 or level 6 qualification. Specific risks associated with successful completion and attainment facing specifically quintile 1 and 2 students from lower socio-economic status and low combined household income, are primarily financially centred upon cost-of-living pressures, the ongoing impact of the coronavirus.

Progression

The below figure identifies that progression outcomes are in line with national level B3 outcome baselines regarding progression, falling within the range of not being a concern for both part-time and full-time students. However, due to economic conditions, this is an area that Petroc is committed to developing. Within the subsequent period, petroc has worked to provide several initiatives to support progression opportunities. These include funded internships, employer forums, targeted careers within curriculum design, advice and guidance, and employer engagement within curriculum development. There is clearly an opportunity to develop further within employer engagement and careers advice and support.

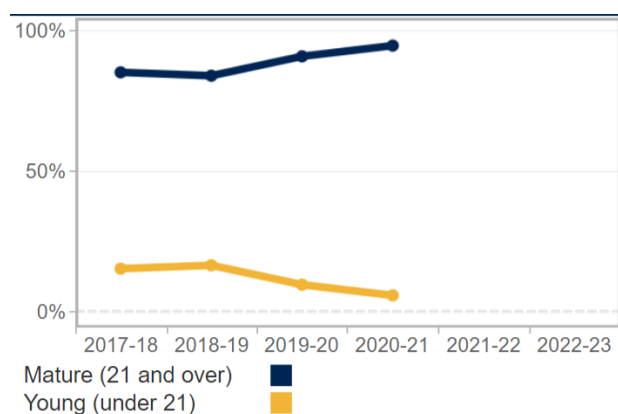


Figure 9. Petroc Age Data Apprenticeship entrants

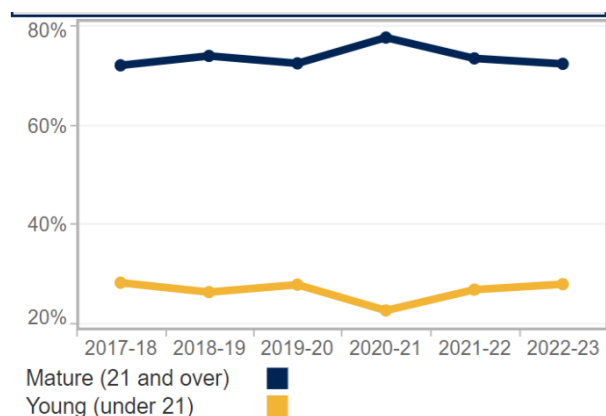


Figure 10. HEI Age data Apprenticeship entrants

Key
 ■ Mature (21 and over)
 ■ Young (under 21)

Continuation

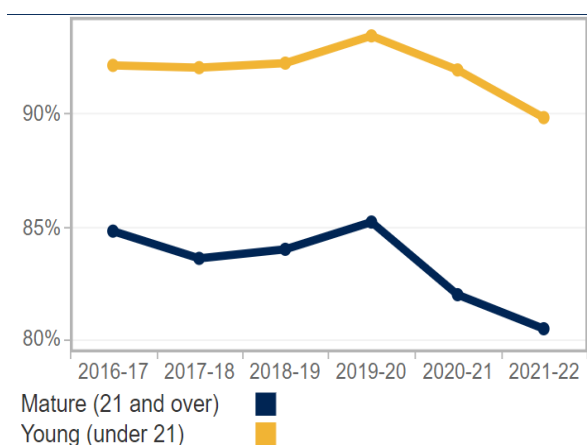


Figure 11. Petroc Full-time continuation by age

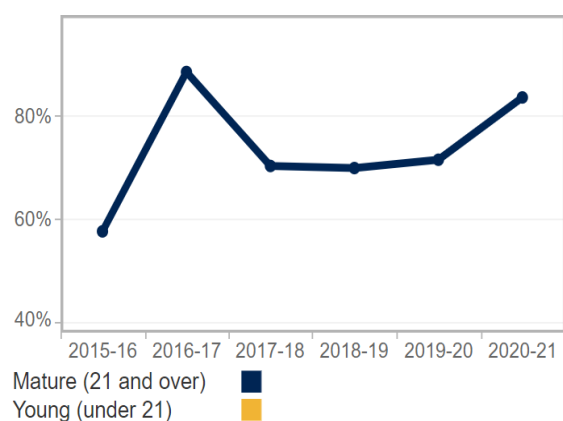


Figure 12. Petroc Part-time continuation by age

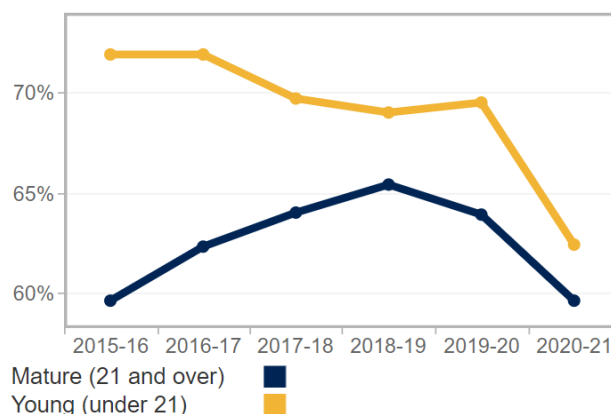


Figure 13. All HEI Part-time continuation by age

Petroc has seen a steady increase in continuation of full-time mature learners over the six-year period to 2021-22 (Figure 11). This is in comparison to the national picture, where there is a decline in continuation of full-time mature learners. With regards to part-time learners continuing when on-course, Petroc maintains an 83% continuation rate as of 2020-21. This compares with the national picture, where the continuation rate across mature learners upon part-time programmes has declined below 60%.

Petroc identifies that mature learners are a significant demographic, that face specific EORR risks to their continuation, including; knowledge and skills to support continuation, insufficient academic & personal support, ongoing impact of coronavirus, and the cost-of-living pressures. Petroc has traditionally, and continues to address these risks, and monitors key indicators, through the utilisation of an effective tutorial system designed to track academic and personal development. This is coupled with dedicated academic skills advisor support, bursary support, and access to advice and guidance regarding wider personal issues through the specific higher education wellbeing officer.

Completion and Attainment

YEAR	2018/19	2019/20	2020/21	2021/22
Learners	173	171	102	106
Retention	92.5%	77.8%	84.3%	71.7%
Passed	96.9%	100%	97.7%	96.7%

Table 7. Petroc completion and attainment QAR data for mature learners

It can be evidenced that over a five-year period between 2018-2023 there has been a recovery in the number of mature learners. The significant decrease within number of learners due to the ongoing impact of the coronavirus, and compounding cost of living pressures has resulted in Petroc developing the personal and academic support provision, to support learner completion and attainment, alongside other supportive measures such as hardship fund, and internship bursaries.

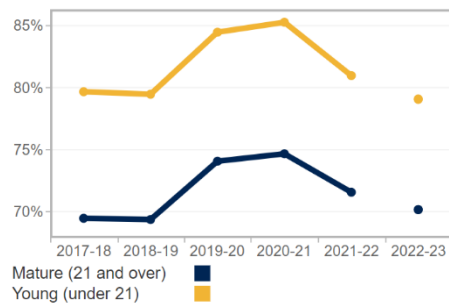


Figure 14. All HEI full-time attainment data

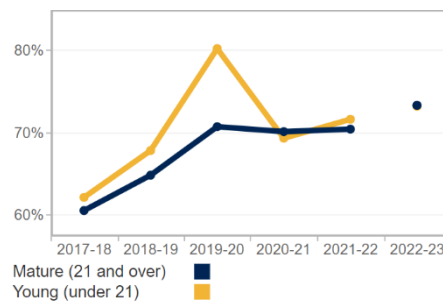


Figure 15. All HEI part-time attainment data

In comparison to the national picture, the mature learner attainment rate at Petroc is higher, at 98.9% as of 2022/23, compared to approximately 75% at national level. Based upon specific indicators such as the ongoing impact of the coronavirus, and cost of living pressures, Petroc has responded and proactively established full time academic skills advisor, and dedicated wellbeing service, as well as operating an extenuating circumstances system. There have been 476 successful applications for extenuating circumstances in 2022/23, associated with a range of specific risks and indicators. The extenuating circumstances provide fair and reasonable opportunity for mature learners to ensure the submission of coursework, whilst managing their student and personal lives.

Progression

Many students completing and attaining other and first degrees with Petroc are mature students. A degree is considered to provide students with enhanced social mobility within the region, that contains significant transport, and employment infrastructure disadvantage. From the below figure it is evident to see that progression amongst mature students increased after the covid pandemic up until 2022. Within the subsequent period, petroc has worked to provide several initiatives to support progression opportunities. These include funded internships, employer forums, targeted careers within curriculum design, advice and guidance, and employer engagement within curriculum development. There is clearly opportunity to develop further within employer engagement and careers advice and support.

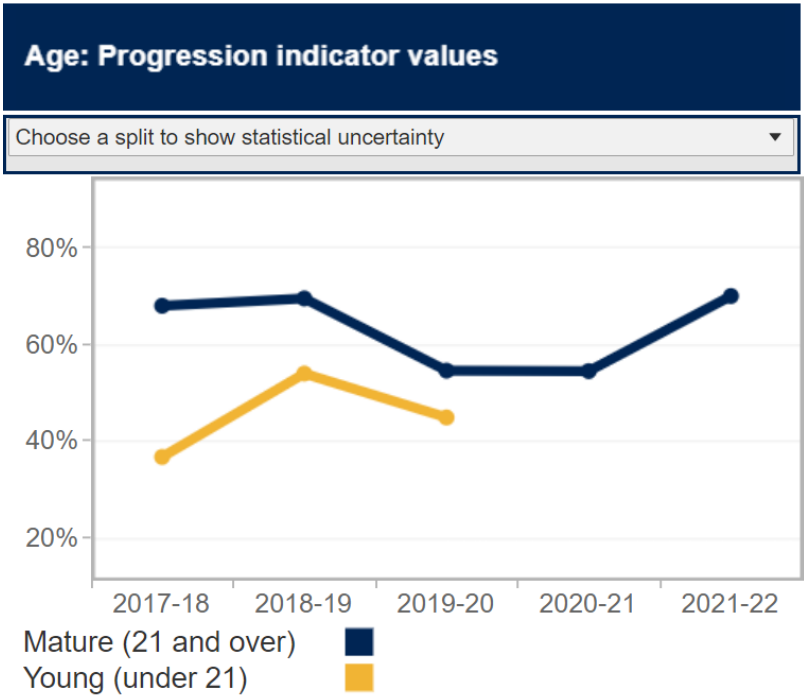


Figure 16. Age data for Progression at Petroc

Disability

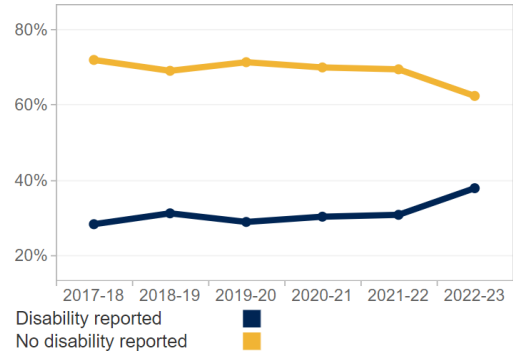


Figure 17. Disability reporting Petroc data full time

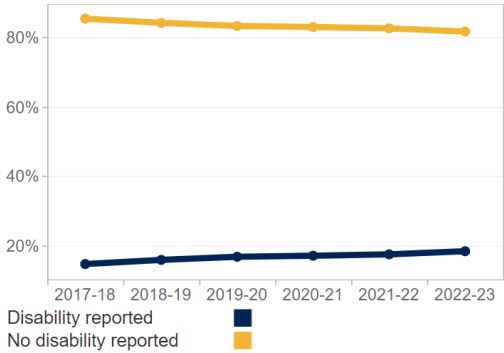


Figure 18. Disability reporting National full-time data

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	82%	14%
Other undergraduate	7%	5%
First degree	70%	9%
Undergraduate with postgraduate components	5%	0%

Select a split indicator type
Disability ▼

Select a comparison
No disability reported compared with disability reported ▼

Key
■ Gap

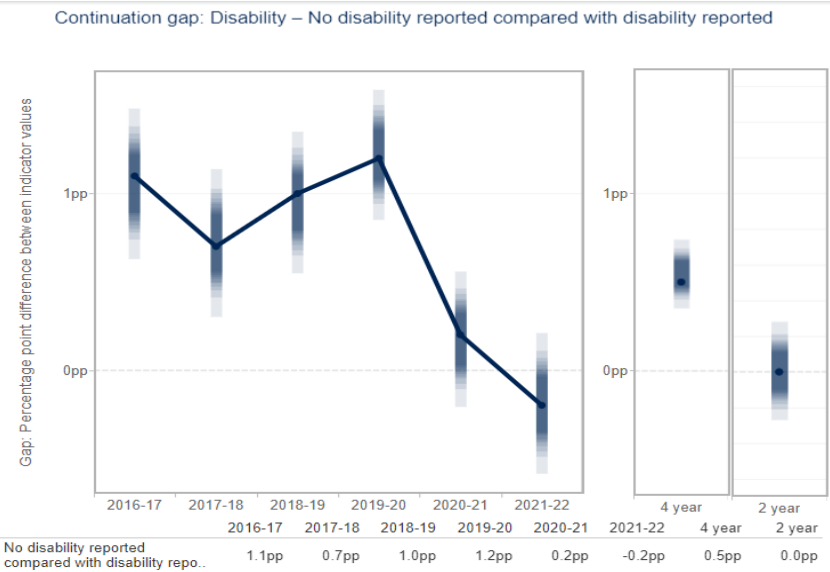


Figure 19.

Gaps between declaration of full-time Disabled or non-disabled status at continuation stage of student lifecycle.

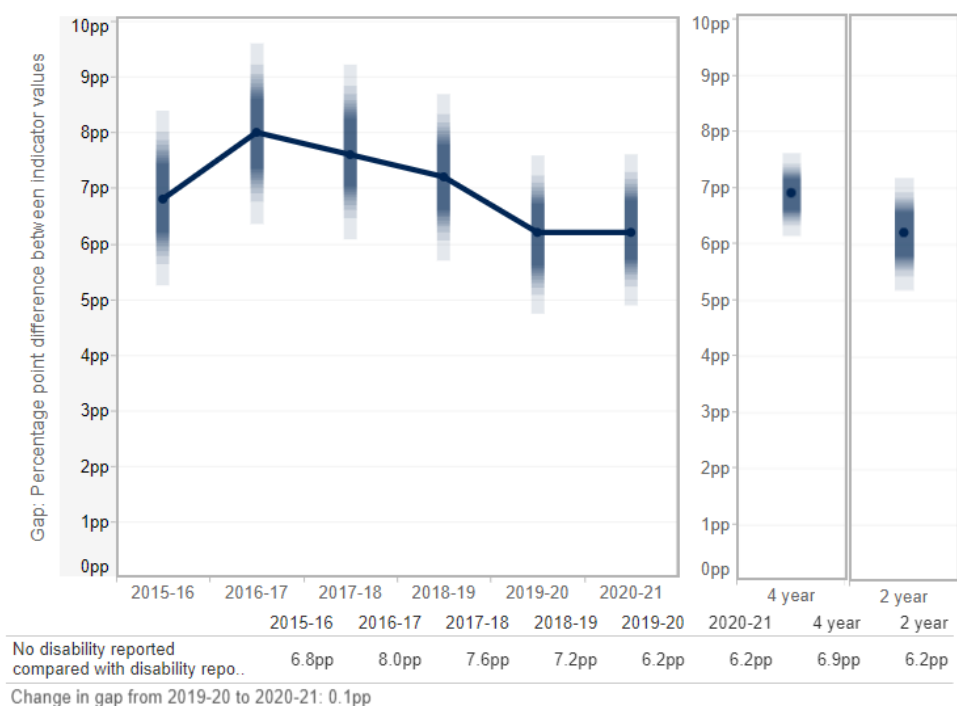


Figure 20. Gaps between declaration of part-time Disabled or non-disabled status at continuation stage of student lifecycle.

In terms of access for students with disabilities, OfS data suggests that there has been an increase in reporting of disability at application and enrolment by both full, and part-time students. 37% of full-time students reported a disability in the year 2022-23, a 7% increase from a steady state of approximately 30% in the five preceding years. 22.7% of part-time students reported a disability. These figures are higher than the national picture, that report that only 18.3% of full-time students identify as having a disability on access, and only 21.3% of part-time students. The positive gap of nearly 50% difference between Petroc, and national picture, can be considered indicative of several factors. In terms of continuation across full-time students nationally, there is a minimal percentage point difference of 0.2% at 2022 (Figure 19), with 87% of students continuing through their studies, indicating that full-time disabled students continue at the same rate as non-disabled. For petroc the number of disabled full-time students experiencing continuation is lower at 68% and is an area of focus to develop. The picture for part-time students is somewhat higher in terms of continuation rates, at 6.2% pp, which is decreasing over a four-, and two-year period, however, still needs to be addressed, to aid completion, attainment and progression for this specific cohort. Petroc has a significant cohort of mature students, with a number declaring as disabled on entry.

There has been a steady decline in the number of students who reported no specific disability. Several types of disability were declared across full, and part-time students, with a significant increase in declarations of cognitive and learning difficulties from 4.2% to 14.5% between 2021/22, and 2022/23. Part-time study declarations of disability included; sensory, medical or physical (10.7%), cognitive or learning difficulties (5.3%), and social and communication impairment (1.2%). Students declaring disability(ies) is indicative also within the increase in extenuating circumstances, increase in referrals for personal support, and on-course attainment.

Petroc works in partnership with all students at application, interview, and enrolment to support people to declare disability if appropriate. This continues to be successful and is considered a positive aspect of the access process. An additional survey is available through tutorial, for students to confidentially disclose

barriers to access, which will result in contact from the academic skills advisor to discuss needs, and signpost to further services.

Progression

Progression for students who have declared a disability/ies, has levelled out since 2019, and is an area that Petroc will focus upon within the the lifespan of the access and participation plan. Within the subsequent period, petroc has worked to provide several initiatives to support progression opportunities. These include funded internships, employer forums, targeted careers within curriculum design, advice and guidance, and employer engagement within curriculum development. There is clearly an opportunity to develop further within employer engagement and careers advice and support.

Care Leavers

Petroc currently collects data on care leavers through a self-declaration upon enrolment. Between the academic years 2019 and 2023, a small number of Petroc HE students declared they were care leavers. We provide interview training for staff with a specific focus upon disclosure of this information and explain that the information will remain confidential to their peers. Petroc works in collaboration with the Next Steps Southwest team to develop specific support mechanisms for care leavers and students from low participation neighborhoods. Due to the proportionately low recruitment numbers, we have not analysed the gaps in performance and outcomes for this group, however we intend to improve the data collection and analysis of any gaps in access, success and progression in this under- represented group throughout the duration of this plan. Care leavers are supported by our dedicated higher education, wellbeing, and safeguarding teams to access, continue, and complete their studies. Although numbers are low, Petroc has successfully supported students and maintain provision to be able to do this moving forward. Indications of risk regarding care leavers are low application rates of care leavers entering higher education at Petroc. Discussions with Petroc staff who work directly with care leavers have revealed that many care leavers choose to not access, or do not meet requirements to access higher education. This is an area that requires exploration, and intervention due to many care transitioners/leavers experiencing intersections of inequity in terms of accessing higher education. Enhanced identification, and tracking of student access, continuation, completion, attainment, and progression is important, due to the increased number of students leaving level 3 study with Education Health, and Care Plans (EHCPs).

YEAR	2018/19	2019/2020	2023/24
Foundation Degree in Early Childhood Studies			
Learners			
Retention			100%
Passed			100%
Foundation Degree in Law			
Learners			
Retention		100%	
Passed		100%	
BA (Hons) in Professional Development (Childhood Studies)			
Learners			
Retention	100%		
Passed	100%		

Table 8. Petroc QAR data for care leavers studying HE.

Ethnicity

The ethnic diversity of HE students at Petroc is representative of the local population and the majority of HE students reside locally. Census data from 2021 indicates that 97% of the North Devon population are White, with 1.2% of the population of Asian/British Asian ethnicity.

The internal data for Petroc is consistent with this demographic profile with recruitment of 2.4% of part-time students declaring ethnicity of Asian or British Asian., In the year 2022/23, 7.2% of students declared their ethnicity as mixed, and 92% white.

This data would indicate that Petroc's recruitment of BAME students rests in the sector's bottom 25% threshold, however this is not deemed statistically significant due to low proportion of students from non-white ethnic groups, in the local population. Petroc will continue to monitor the access, success and progression statistics throughout the duration of this plan and the specific commitment will be to maintain a level of access of 3% across non-white cohorts in line with the local population.

Objectives

1. Increase access proportions for young learners from 10% of total learners (48/333, 14%) in 2023/24 to 20% of total, by 2029. Focus on young learners from quintile 1 (local areas of lowest participation) from 10% to 20% by 2029. This will be achieved through development of strategic marketing information, and engagement with schools, and internal further education students, with a focus upon the perception of higher education, and opportunities to study higher education at Petroc.
2. Maintain continuation rates of young learners (92%, 2023/24) in line with increased number of young learners accessing higher education study (see objective 1). This will be achieved through access to provision of information and guidance at school and further education levels that support potential applicants to make informed decisions. Academic, personal, and welfare support will also be provided across the student lifecycle.
3. Increase the number of mature learners completing, achieving and progressing through higher education study at Petroc between 2023/24 and 2028/29 from 82% achievement in 23/24 to 90% by 2028/9.
4. Focus upon increasing access rates and improving perception of higher education amongst individuals from IMD 2019 deprivation data quintile 1 from 12% in 2023/24 to 20% by 2028/29. This will be achieved through market analysis of skills trends and gaps, curriculum development, student consultation, and strategic marketing of established and new programmes.
5. Increase continuation rates for part time disabled students from 68% to 80%. Also maintain, and develop both welfare, personal, and academic support for disabled higher education learners. This will be achieved through student consultation, marketing visibility, and targeted support for learners at all stages of the student lifecycle.
6. Ensure inclusivity as part of a whole provider response on access, concerning Asian, Black, Mixed, and other ethnicities within the local area population. This will be achieved by developing awareness of higher education opportunities across Asian, Black, Mixed, and other ethnicities through marketing, and information and guidance, developing the perception of higher education.
7. To support care leavers, across the student lifecycle, in terms of access to participation and continuation/completion/attainment/progression with higher education at Petroc.
8. To improve progression rates across mature students from 70% to 80% (response rate 56% 2021/22) and young learners 45% to 60% (response rate 70% 2021/22) by 2028/29.
9. To improve access to provision for disabled full-time learners who have declared cognitive and learning difficulties (14.5%) and disabled part time learners who have declared sensory, medical or physical impairment.

Intervention strategies and expected outcomes

Activity	Inputs	Outcomes	Cross intervention strategy
<p>Provide a high-level description of each activity that will contribute towards reaching the objective of the intervention strategy, including:</p> <ul style="list-style-type: none"> - Target student groups - Numbers of participants/schools (if applicable) - If this is a new or already existing activity - If this is collaborative. 	<p>Provide an estimation of the resources (human and financial) that will be needed to deliver the activity over the four years of the APP. Where resources are shared across departments or intervention strategies, an estimate of the proportion that will go into this activity should be made.</p>	<p>Provide a high-level overview of the expected outcomes of the activity. These outcomes can be used to track progress and understand the impact of each activity on the overall intervention strategy objective.</p>	<p>Indicate if the activity will contribute to other intervention strategies.</p>
<p>Mature Learners</p> <ul style="list-style-type: none"> • Strategic marketing to mature learners identifying the value of studying Higher Education at Petroc • Collaborative, existing activity between Marketing and Faculty • Timetable PT programmes on one day per week to facilitate employment. Already established • Targeted bursary fund for part time, mature students. Already established • Establishment of HE Alumni with a particular focus upon former mature students. Already established 	<ul style="list-style-type: none"> • Marketing team input and collateral resourcing • Faculty Managers • Operations manager • Programme Managers • Bursary funds • Student representatives • Programme managers • Higher Education Operations Manager, and Faculty manager to administer at £1200 per learner 	<p>Increase the number of mature learners completing, achieving and progressing through higher education study at Petroc between 2023/24 and 2028/29 from 82% achievement in 23/24 to 90% by 2028/9.</p> <p>Increase progression rates for mature learners from 69% (2021/22) to 75% across the lifespan of the access and participation plan by 2029.</p> <p>Improve progression opportunities and networking between employers, Petroc, and students</p>	<p>This will be a cross-intervention strategy that encompasses intersections of mature learners, disabled learners, and those living within areas of significant deprivation</p> <p>Cross intervention for higher education learners, designed to enable development of progression, social mobility, and employability skills and experiences</p>

<ul style="list-style-type: none"> • Provision of internship bursaries to support progression 			
<ul style="list-style-type: none"> - Disabled learners As of 2022/23, 50 out of 150 students reported disability. Understanding the needs will enable us to support increased continuation. - Academic Skills support - Identification of number of disabled learners using academic skills advisor support and wider support services. This information will enable strategic provision, to meet learner need - These activities are collaborative, with the provision of Academic skills support already in existence. Collection, collation, and evaluation of data is a new activity 	<ul style="list-style-type: none"> • Targeted support from Academic and Skills advisor to identify support needs and provide tailored support. • Programme Managers, students, Faculty Manager, Academic Skills Advisor, and Faculty administration to identify and collate information 	<p>Reduction in continuation gap of 6.2 % between disabled and not known to be disabled to 3% by 2027.</p> <p>Increased completion, attainment, and progression between disabled and not known to be disabled.</p> <p>Increase continuation rate for disabled part time learners from 68% to 80% by 2028/29</p>	<p>This is a cross-intervention strategy targeted both at mature disabled learners and young disabled learners. This supports outcomes for many learners who experience intersectional barriers to equality of opportunity.</p>

<ul style="list-style-type: none"> - Learners in IMD 2019 Quintile 1 . - Schools and Further Education engagement activities aimed at showcasing the value of Higher Education study with Petroc. Also to develop a positive perception of higher education. This is collaborative across Marketing, Faculty Manager, Programmes Managers, and Student ambassadors - Tracking of student academic progress throughout the student lifecycle - To provide academic skills and wider support to students at risk of discontinuation of studies. This is already established, and is collaborative between teaching team, programme managers, faculty manager, academic skills support staff, wellbeing staff, and students. - Bursary support for young learners from quintile 1 and 2 	<p>Marketing materials aimed at schools and Further Education students.</p> <p>Staffing of activities with Marketing Schools liaison, Programme managers, lecturers</p> <p>Faculty Manager to identify at risk students at weekly faculty meeting. Programme managers to co-ordinate staffing to ensure that the teaching team identify students at risk.</p> <p>At risk students are supported by academic skills support, and wider services, and monitored by programme manager.</p> <p>Academic Skills Advisor, and wellbeing team to provide individualised support and liaise with programme team.</p> <p>Programme Manager to track progress</p> <p>Faculty Manager to evaluate the risks at individual, cohort, programme and faculty level</p> <p>Bursary input for young learners in quintile 1 and 2</p> <p>Bursary for individual learners to be used for activities and resourcing to support access,</p>	<p>Increased awareness of the value of higher education at petroc, how to apply, and the range of programmes available</p> <p>To maintain continuation rates of 92% for young learners across the lifespan of the access and participation plan.</p> <p>Increased visibility and evaluation of young learners who are at risk of discontinuation. Using the evaluation to support learner to continue studies.</p> <p>To increase the number of young learners from quintile 1 accessing higher education study programmes at Petroc from 10% of young learners to 20% of young learners', across the lifespan of the access and participation plan by 2029.</p> <p>Increased continuation between level 4 and 5 from 76% to 90% for full time students and maintain trend of part time continuation at 80% by 2028/29.</p> <p>Increased attainment from current level 87% to 92% of young higher education learners attaining a degree with Petroc.</p> <p>Increased proportion of 18-year-old students enrolling on Petroc HE programmes from IMD 2019, and POLAR 4, Q1.</p>	<p>Cross intervention strategy that focuses upon multiple indicators and gaps that affect young learners, including deprivation, disability, care experience, ethnicity. This will operate across specific milestones of the student lifecycle from access through to attainment.</p>
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<ul style="list-style-type: none"> - Systemic gathering of data to identify current Q1 and 2 students from level 2 and 3 programmes. - Student Ambassadors recruited from POLAR4 and Deprivation Q1 and 2 to act as HE advocates. - Establishment of HE alumni with a particular focus upon former students from low participation neighbourhoods. 	<p>continuation, completion, and attainment.</p> <p>CIS, Faculty Manager, Head of Faculty</p> <p>Marketing, Faculty Manager, Students</p> <p>Marketing, Faculty Manager, Students, Programme Managers</p>	<p>To increase awareness of Higher Education provision across the community, and develop cohesion across the University Centre for Northern Devon brand and concept</p>	
<p>Black, Mixed, Asian ethnicity learners</p> <ul style="list-style-type: none"> - To promote enhanced inclusivity within marketing to Black, Mixed, and Asian potential students. This is an existing initiative, and will continue, and be developed. It is collaborative between marketing, and the faculty 	<p>Faculty Manager and marketing team time to review existing marketing and develop relevant marketing collateral.</p>	<p>Increased awareness of higher education across the community.</p> <p>Maintain access to Higher Education study with Petroc, in-line with local demographic of 3% of population.</p>	<p>Cross intervention targeting specific ethnicities, and other intersections such as IMD 2019, mature learners, and young learners</p>
<ul style="list-style-type: none"> - Care leavers - Identify care leavers and promote higher education. - Track and support care leavers throughout the student lifecycle - Existing activity that is collaborative between the Faculty and Safeguarding, 	<p>Faculty manager, and Wellbeing team to produce an Action plan and systematic tracking of care leavers throughout the student lifecycle. Using internal data.</p>	<p>Narrow gaps identified throughout the lifecycle of the plan as a result of systematic data collection</p>	<p>Cross intervention strategy between Faculty Manager, Safeguarding, and Wellbeing, using internal</p>

Wellbeing, and Level 3 Programme Managers			
Young Learners <ul style="list-style-type: none"> • Systemic gathering of data to identify current Q1 and 2 students from level 2 and 3 programmes. • Student Ambassadors recruited from POLAR4 and Deprivation Q1 and 2 to act as HE advocates. • To carry out strategic targeted marketing activities aimed at both potential internal and external young learners. • This is an existing activity being developed. • Collaborative Faculty, and Marketing approach • Specific targeted marketing and activities, specifically to young learners in IMD (2019) Q1. • This is an existing activity being developed. • Collaborative Faculty, and Marketing approach • Provision of internship bursaries to support progression 	<p>Cross faculty identification of internal data regarding Q1, Q2 learners by CIS, Faculty Managers.</p> <p>Recruitment of 2 ambassadors per year.</p> <p>Marketing team input and collateral resourcing</p> <p>Schools' liaison Officer</p> <p>Faculty Managers</p> <p>Programme Managers</p> <p>Student representatives</p> <p>Higher Education Operations Manager, and Faculty manager to administer at £1200 per learner</p>	<p>To increase the number of young learners across the student lifecycle of higher education study with Petroc, to 20% of all learners, by 2028/29.</p> <p>To raise awareness of the value of higher education, and its contribution to the social mobility of young learners.</p> <p>To increase the number of young learners within Q1, from 12% to 20% by 2028/29.</p> <p>To improve progression rates across young learners 45% to 60% by 2028/29.</p> <p>Improve progression opportunities and networking between employers, Petroc, and students</p>	<p>Cross interventions, that encompass a focus upon a range of ACBS characteristics, as well as a specific strategic focus upon those living within the highest indices of deprivation IMD 2019 across the community.</p> <p>Cross intervention designed to enable development of progression, social mobility, and employability skills and experiences</p>

Targets

1. To increase the number of young learners from quintile 1 accessing higher education study programmes at Petroc from 10% of young learners to 20% of young learners', across the lifespan of the access and participation plan by 2029.
2. Maintain continuation rates for young learners at 92% across the lifespan of the access and participation plan.
3. Increase progression rates for mature learners from 69% (2021/22) to 75% across the lifespan of the access and participation plan by 2029.
4. Increase continuation rate (6.2%pp) for disabled learners in comparison to non-disabled learners, and an increase in continuation for part-time disabled learners from 68% to 80% across the lifespan of the access and participation plan.
5. To ensure inclusivity regarding ethnicity as a whole provider approach; maintaining proportionate ethnic minority demographic in line with local picture (3%).
6. Develop awareness of higher education opportunities with Petroc across specific demographics, including, Black, Asian, Mixed ethnicity, and other ethnicities.
7. To identify care leavers and provide support for learners to attain their qualification of study.
8. Increase progression rates for mature learners from 69% (2021/22) to 75% across the lifespan of the access and participation plan by 2029.
9. Increase continuation rate (6.2%pp) for disabled learners in comparison to non-disabled learners, and an increase in continuation for part-time disabled learners from 68% to 80% across the lifespan of the access and participation plan.
10. Increase the continuation rate for full-time students (82%) by 10% by 2028/29.

Whole provider approach

Introduction

Petroc's University Centre for Northern Devon is committed to addressing inequalities in higher education access, success, and progression for underrepresented groups, including students from low-income backgrounds, ethnic minorities, mature students, disabled students, and care leavers. To achieve this, we have adopted a whole provider approach, embedding access and participation as a strategic priority across all functions of the university.

1. Leadership and Governance

The institution's senior leadership team and governors are actively involved in setting the vision for access and participation. The Principal and Leadership team, including the Assistant Principal for Foundation, Academic and Higher Studies, are responsible for overseeing the delivery of the APP, ensuring it is a central consideration in all strategic decisions. The Access and Participation Steering Group, chaired by the Assistant Principal meets regularly to monitor progress and report to the college's governing body.

2. Embedding Access in Curriculum Design and Delivery

Teaching teams have incorporated inclusive teaching practices into curriculum design to ensure all students, especially those from underrepresented backgrounds, can succeed. This includes:

- Offering flexible learning options (e.g., part-time, online, and evening classes) to accommodate mature students and students with caring responsibilities.

- Embedding diverse perspectives and materials in the curriculum that reflect the experiences of students from varied backgrounds.
- Providing training for staff on inclusive pedagogies, unconscious bias, and creating accessible learning environments for students with disabilities.

3. Targeted Outreach and Admissions

Our outreach team works closely with local schools and community organizations to promote access to higher education among disadvantaged groups. Key initiatives include:

- Student Ambassadors recruited from POLAR4 and Deprivation Q1 and 2 to act as HE advocates.
- Summer schools, taster sessions, and campus visits for students from underrepresented groups.
- Review of our admissions processes to ensure they are fair and take into account contextual information (e.g., school performance, personal circumstances).
- Internal progression opportunities introduced to all Ks5 learners including those with Education Health and Care plans.

4. Holistic Student Support Services

We have enhanced our student support services to ensure that students from underrepresented groups can access tailored support throughout their academic journey. This includes:

- A dedicated Academic Skills Advisor
- Financial support packages, including scholarships and bursaries, for students from low-income backgrounds.
- Academic and pastoral support through peer mentoring programme, academic skills workshops, and dedicated staff in faculties to support progression.

5. Monitoring and Evaluation

To ensure accountability and track progress, we have implemented a robust monitoring and evaluation framework. This includes:

- Regular collection and analysis of data on student admissions, retention, attainment, and graduate outcomes, disaggregated by socioeconomic background, ethnicity, disability, and other characteristics.
- Student feedback mechanisms to gather insights into the experiences of underrepresented students.
- Annual progress reports to be submitted to the governing body and shared with the wider Petroc learning community

6. Inclusive Culture and Community

We aim to create an inclusive university culture that celebrates diversity and supports all students. Key initiatives include:

- Regular equality and diversity training for all staff and students.
- Student-led campaigns and events promoting inclusivity and raising awareness of challenges faced by underrepresented students.
- Partnerships with student union and student forums to support the voice and representation of underrepresented groups.

Conclusion

Our Petroc, whole provider approach to access and participation is grounded in the belief that improving outcomes for underrepresented students is not the responsibility of any one team or department, but of the entire college community. By embedding this commitment across all areas of the institution, we believe we can make meaningful progress toward our access and participation goals.

Student Consultation

Working in partnership with students is a core part of Petroc's Higher Education and student engagement strategies. Learners are encouraged to feed-back via a range of modes and through elected Student Reps. Each cohort of learners is encouraged to elect 1-2 lead representatives, and those Reps are invited to participate in training and several guidance and feedback events, include the termly Programme Committee Meetings.

The programme committee, bring the student voice to the committee and close the feedback loop by responding to the student body, in essence we aim to engage with the student voice in partnership and determine to evaluate the impact upon the quality of provision as a result of this engagement with the student body.

Student representatives are invited to a Programme Committee meeting on a termly basis where feedback can be given in an open forum. Actions are taken forward from this forum at a college management level, student reps are kept up to date with progress being made via communication from the HE office. The College provides other avenues for feedback via personal tutors, suggestion boxes, and a tracked compliments and complaints system.

Elected Student Representatives are consulted on a range of Strategic and Policy measures and documents across Higher Education and invited to participate in Programme Meetings and Validation events. The Lead Student Representative and programme Student Representatives were consulted specifically about the range of measures planned to improve Access, Success, Attainment, Progression and Employability outlined in this Access and Participation Plan. In addition, the Student Governor has been consulted and contributed to the development of the strategic areas. The key elements of the plan that have been shaped by the students are the recruitment of the Academic Skills Advisor as feedback from students identified a gap in terms of general study skills support. A further element of the plan supported by students relates to employability and progression. The anticipated changes to curriculum and links to employers facilitated by the Institute of Technology bid was viewed as a positive step by the student body.

Students further drive this access and participation process as Higher Education Ambassadors and in post-activity evaluation and review. The Access and Participation Plan will be published on the Petroc website under 'Public Information', internally the plan will be published on the Moodle for open consultation. Student reps will be asked to gain feedback on the plan and report and consult on this (amongst other student enhancement agenda items) at the HE Planning meeting on a termly basis. The attendance for this includes Lead Student Reps, the Vice Principal Quality, Curriculum and Learners, the HE Coordinator, Head of Quality Higher Education and the Heads of Faculty for Higher Education.

Evaluation of the plan

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Mature Learners Strategic marketing to mature learners identifying the value of studying Higher Education at Petroc Collaborative, existing activity between Marketing and Faculty</p> <p>Timetable PT programmes on one day per week to facilitate employment. Already established</p> <p>Targeted bursary fund for part time, mature students. Already established</p> <p>Establishment of HE Alumni with a particular focus upon former mature students. Already established</p>	<p>Increase the number of mature learners at 2023/24, from 157 learners, by 25% across the lifespan of the access and participation plan (2028/29).</p> <p>2023/24: 157 2024/25: 157 2025/26: 167 2026/27: 177 2027/28: 187 2028/29: 197</p>	<p>Internal application and enrolment data</p> <p>Number of bursaries allocated</p> <p>Continuation and Completion rates emerging from students accessing bursaries</p> <p>Establishment of HE Alumni with case studies drawn from former mature learners</p>	<p>An evaluation report will be presented to the Senior Management Team, the HE Student Forum and the Governing Body for approval and feedback. This will then be used for future planning and amendments to the Access and Participation Plan between academic years 2025-29. The annual monitoring report will be submitted to the Director of OFS following its approval by the College Governors.</p> <p>To enable the outcomes of our evaluation to influence practice externally the evaluation findings and good practice will be shared through our partner HEI the University of Plymouth partnership meetings and events including: the Teaching and Learning Conference, Faculty Partnership Meetings and Joint Board of Study. Petroc also forms part of the South West Peer Confederation and South West Colleges Group both offering a critical friend and sharing of good practice. Petroc plans to record, monitor and track the interventions with students from POLAR4 Q1 and 2 using the Higher Education Access Tracker (HEAT) within our evaluation strategy in collaboration with NSSW.</p>
<p>Disabled Learners As of 2022/23, 50 out of 150 students reported disability. Understanding the needs will enable us to support increased continuation.</p>	<p>Reduction in continuation gap between disabled and not known to be disabled.</p>	<p>Internal data utilised to develop programme action plans, and whole provider approach.</p>	

<p>Academic Skills support Identification of number of disabled learners using academic skills advisor support and wider support services. This information will enable strategic provision, to meet learner, need.</p> <p>These activities are collaborative, with the provision of Academic skills support already in existence. Collection, collation, and evaluation of data is a new activity</p>	<p>Increased completion, attainment, and progression between disabled and not known to be disabled.</p>	<p>Collated data from student feedback questionnaires specifically relating to access, success and progression measures.</p>	
<p>Learners in IMD 2019 Quintile 1.</p> <p>Schools and Further Education engagement activities aimed at showcasing the value of Higher Education study with Petroc. Also to develop a positive perception of higher education. This is collaborative across Marketing, Faculty Manager, Programmes Managers, and Student ambassadors</p> <p>Tracking of student academic progress throughout the student lifecycle</p> <p>To provide academic skills and wider support to students at risk of discontinuation of studies. This is already established, and is collaborative between teaching team, programme managers, faculty manager, academic skills support staff, wellbeing staff, and students.</p> <p>Bursary support for young learners from quintile 1 and 2</p>	<p>Increased awareness of the value of higher education at petroc, how to apply, and the range of programmes available</p> <p>To increase continuity, attainment, and completion across young learners.</p> <p>Increased visibility and evaluation of young learners who are at risk of discontinuation. Using the evaluation to support learner to continue studies.</p>	<p>Internal data identifying academic progress across student lifecycle</p> <p>Collated data from student feedback questionnaires specifically relating to access, success and progression measures.</p> <p>Internal qualitative and quantitative data related to students utilising academic skills support, and wellbeing support.</p>	

<p>Systemic gathering of data to identify current Q1 and 2 students from level 2 and 3 programmes.</p> <p>Student Ambassadors recruited from POLAR4 and Deprivation Q1 and 2 to act as HE advocates.</p> <p>Establishment of HE alumni with a particular focus upon former students from low participation neighbourhoods.</p>	<p>Increased access by young learners in quintile 1 from 12% to 20% by 2028/29</p> <p>Increased continuation between level 4 and 5 from 76% to 90% by 2028/29 2023/24: 78% 2024/25: 80% 2025/26: 82% 2026/27: 85% 2027/28: 87% 2028/29: 90%</p> <p>Increased attainment from current level 87% to 92% of young higher education learners attaining a degree with Petroc by 2028/29 2024/25: 87% 2025/26: 88% 2026/27: 89% 2027/28: 90% 2028/29: 92%</p> <p>Increased proportion of 18-year-old students enrolling on Petroc HE programmes from IMD 2019, and POLAR 4, Q1. Increased proportion of 18-year-old students enrolling on Petroc HE programmes from IMD 2019, and POLAR 4, Q1.</p> <p>To increase awareness of Higher Education provision across the community, and develop cohesion</p>	<p>Bursary data regarding who has used the bursary scheme and what purposes it has been used for.</p> <p>Internal progression data between level 4 and 5.</p> <p>Internal attainment data, and University of Plymouth Award Board data.</p> <p>Internal data detailing Applications, and enrolment data</p> <p>Establishment of HE alumni, and feedback from its members regarding experience.</p>	
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	across the University Centre for Northern Devon brand and concept		
Black, Mixed, Asian ethnicity learners To promote enhanced inclusivity within marketing to Black, Mixed, and Asian potential students. This is an existing initiative, and will continue, and be developed. It is collaborative between marketing, and the faculty	Increased awareness of higher education across the community. Maintain access to Higher Education study with Petroc, in-line with local demographic of population, on an annual basis. 2024: 3% of local population	Applications data regarding applications, enrolments, and on-course achievement	
Care Leavers Identify care leavers and promote higher education. Track and support care leavers throughout the student lifecycle	Narrow gaps identified throughout the lifecycle of the plan as a result of systematic data collection	Internal data regarding number of care leavers studying Higher Education at Petroc. Destination data post level 3, for young care leavers	
Young Learners Systemic gathering of data to identify current Q1 and 2 students from level 2 and 3 programmes. Student Ambassadors recruited from POLAR4 and Deprivation Q1 and 2 to act as HE advocates. To carry out strategic targeted marketing activities aimed at both potential internal and external young learners. This is an existing activity being developed. Collaborative Faculty, and Marketing approach	To increase the number of young learners from deprivation quintiles 1 and 2 across the student lifecycle of higher education study with Petroc, from 12% to 20%. This will take place over the lifespan of the access and participation plan until 2028/29. 2024/25: 12% 2025/26: 14% 2026/27: 16% 2027/28: 18% 2028/29: 20% To raise awareness of the value of higher education, and its contribution to the social mobility of young learners.	Internal data focusing upon IMD 2019, and POLAR 4 level 3 learners on annual basis in order to establish quintile origins of cohorts. Identify number of HE ambassadors from quintile 1 and 2. Internal data detailing applications, enrolments, on-course achievement, and progression of young learners from quintile 1.	

<p>Specific targeted marketing and activities, specifically to young learners in IMD (2019) Q1.</p> <p>This is an existing activity being developed.</p> <p>Collaborative Faculty, and Marketing approach</p>			
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Evaluation

An evaluation report will be presented to the Senior Management Team, the HE Student Forum and the Governing Body for approval and feedback. This will then be used for future planning and amendments to the Access and Participation Plan between academic years 2025-29. The annual monitoring report will be submitted to the Director of OFS following its approval by the College Governors.

To enable the outcomes of our evaluation to influence practice externally, the evaluation findings and good practice will be shared through our partner HEI the University of Plymouth partnership meetings and events including: the Teaching and Learning Conference, Faculty Partnership Meetings and Joint Board of Study. Petroc also forms part of the Southwest Peer Confederation and Southwest Colleges Group, both offering a critical friend and sharing good practice in regular meetings throughout the year. Petroc plans to record, monitor and track the interventions with students from POLAR4 Q1 and 2, IMD (2019) using the Higher Education Access Tracker (HEAT) within our evaluation strategy in collaboration with Next Steps Southwest.

Petroc will undertake annual monitoring and impact evaluation of this access and participation plan to confirm compliance and progress towards the achievement of the milestones it has established. Impact of the activity on access, success and progression will be made using a mixed method of quantitative and qualitative data to analyse the effectiveness of the plan and assess the impact of activities and financial investment. The evaluation will include analysis of each of our target groups (students with prior attainment gaps, part time, mature students and protected characteristics including gender, race, ethnicity and disability).

Responsibility for the monitoring report will rest with the Higher Education Management team. A Consultation will take place with students through the HE Student Forum in assessing progress and effectiveness.

The effectiveness of support and intervention for target groups will be monitored at half termly Quality Review meetings with HE Programme Managers, overseen by the Head of Quality HE and the Head of Faculty for Higher Education. A review of attendance, retention, progress and achievement of all students will be carried out, with the prioritisation of our target group learners based on a RAG rated 'students at risk' approach allowing for in year targeted intervention and activity for to prevent non-continuation.

The HE Non-Continuation Action Plan has been produced and agreed by the Senior Management Team, the plan is reviewed and updated annually. The Head of Faculty and Head of Quality are responsible for implementation and monitoring.

The access and participation plan will form part of the termly Student Forum agenda, with a student survey taking place and outcomes discussed and addressed at the forum. If students and stakeholders do not feel the plan is wholly being delivered or if improvements or additions need to be made, the management team can review and amend where reasonably possible.

Provision of information to students

We are committed to the provision of accurate and accessible information to prospective students. The Petroc website provides information for both existing and potential students and contains full information on fees, bursaries and programme expectations. The results of all HE student surveys are also publicly accessible through the website.

We hold a number of HE Open days and evenings throughout the year for all prospective students to come and see the College and meet the staff.

We are committed to providing timely and accurate information to UCAS and the Student Loans Company (SLC) as appropriate.

Financial information will be made available to all prospective students considering courses coming under this plan and made available via the Higher Education website. Such information will be guided by the principles of accessibility, transparency and clarity.

The information will summarise the annual and aggregate fee for the chosen course, hardship arrangements, and other sources of financial support available to students including bursaries. Financial support in the form of a bursary of £500 per student will be provided for students from lower socioeconomic status groups and low participation neighbourhoods to act as a financial incentive to participate and continue in higher education and will be available to the students in each year of study depending upon a specific level of attendance on their programme. The eligibility criteria to claim financial hardship will depend upon the student's household income (below £25,000) and students will have to evidence that they have received their full entitlement to a maintenance loan. Students will also be expected to show supporting evidence of financial hardship within the application process. These criteria will be published to all students on the HE Students section of Petroc's website. It will also identify the sources from which students can obtain advice regarding the general financial framework applying to students undertaking full time higher education studies, so that they can establish the likely level of debt they will incur by the end of their studies. The institution will provide a full range of financial advice to prospective and current students through the production of fact sheets outlining fee charges and the hardship funds available to students with worked examples, through individual interviews and in response to queries received in person, by telephone or by email.

Student Services will also provide briefing sessions as part of Open Day events and will be available to give individual advice and guidance.

During induction all students will receive a presentation from the Student Services team which will, inter alia, cover issues associated with student finance, student support, careers advice and learning support available. It is the intention of the College that all information relating to costs and means of support for students will be available in the Prospectus and on the college website and accessible via social media.

This information is explained verbally during the interview process, supported by the written leaflet, to ensure that applicants are fully informed before deciding whether to accept a place with us.

Annex A

Risks to equality of opportunity

Overview of learner numbers studying higher education at Petroc

Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23
Total					
Learners	459	441	399	361	334
Retention	88.20%	78.70%	84%	81.70%	86.80%
Passed	54.30%	58.80%	57%	60%	66.50%
Achievement	45.80%	44.90%	41.90%	42.40%	51.80%

Table 1. Overview of learner numbers studying higher education at Petroc

Learner numbers studying higher education at Petroc have decreased somewhat since the covid 19 pandemic, with confidence in studying in-person being significantly affected, by risk indicators such as cost of living crisis, and the associated impacts of this ongoing situation. As a smaller mixed economy provider with lower numbers, the data quality when the cohorts are broken down into characteristics is too low to report.

Academic year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Learners	79	90	52	49	44	39
Retention	93.7%	83.3%	88.5%	71.4%	92.2%	92.3%
Passed	100%	98.7%	100%	100%	100%	86.1%

Table 2. Petroc QAR data detailing Passed (attainment) data.

Petroc also has a significant number of full-time undergraduates represented within quintile 2, meaning that they are in the lower 32% of the deprivation index. There has been an increase within the number of students from quintile 3, and 4 accessing full-time HE with Petroc, which it can be suggested may be directly related to the economic situation, as more households experience financial challenges that affect their capacity to prioritise accessing higher education, and more affluent households able to justify and resources higher education.

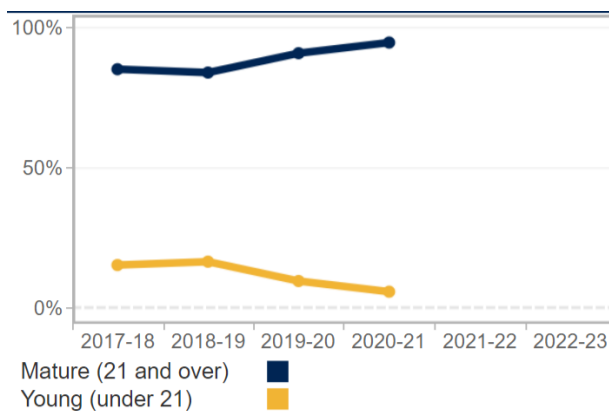


Figure 1. Petroc Age data Apprenticeship entrants

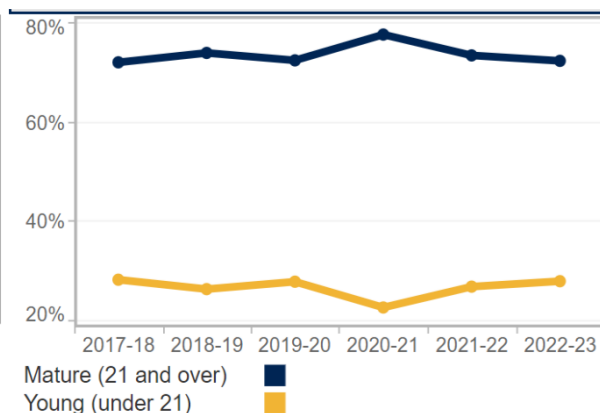


Figure 2. HEI Age data Apprenticeship entrants

Key
 ■ Mature (21 and over)
 ■ Young (under 21)

As can be evidenced within the above figures' fig 1.14, and 1.15, that Petroc maintains a significantly higher ratio of mature apprentices than young apprentices. This is in line with the national picture, with figures comparable to statistics over the six-year period. Petroc has seen an increase in mature apprentices, with significant work being put into developing relationships with employers, with a slight decrease for young apprentices up until 2021. This has meant that as of 2023, apprenticeship numbers are steady and looking to increase for the forthcoming academic year. Petroc is committed to developing higher apprenticeships to skills gaps, economic, and social development within the community.

Provision at Petroc places a focus upon specific careers that are important locally and regionally. This is particularly attractive to mature learners as they continue to navigate cost of living pressure. Petroc has also recently had three new Higher Technical Qualifications (HTQs) approved by the Institute for Apprenticeships and Technical Education (IFATE), supporting skills development within the economy. There is clearly work needed to increase learner numbers against the backdrop of the above pressures. We are therefore placing the development of part-time mature learner numbers as a priority, as people navigate the current ongoing financial tensions.

Continuation: Part time

Continuation data for part time learners has improved, and is seen as a strength, with learners benefitting from a condensed study programme (1 day per week), and access to tutorial, all support services, and opportunity to take part in internships, and more time to maintain employment, and any familial, caring, or other personal roles required. This cohort, it can be suggested, is an area for growth, with the emergent advent of the Lifelong Learning Entitlement, and the compounding risk impacts of coronavirus, and cost of living pressures.

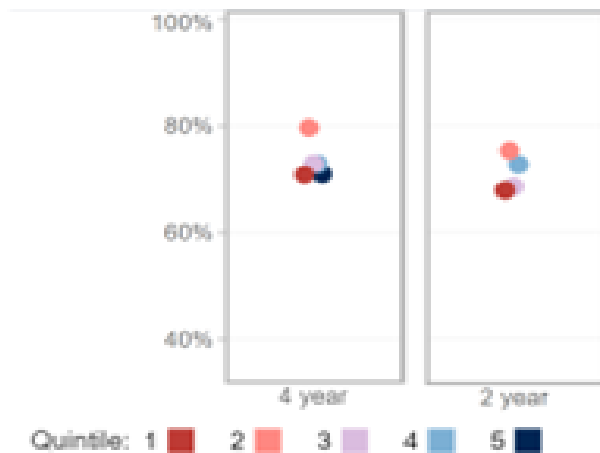


Figure 3. Deprivation (IMD 2019) Petroc data for part time learners across quintiles 1-5.

Although 4, and 2 year trends are slightly lower in terms of continuation rates for part time learners, data from the OfS data dashboard provides statistics up until 2019-20, with limited data representation from certain quintiles.



Figure 4. OfS, Petroc continuation data for IMD 2019 quintiles

There is a decrease in learner numbers continuing during the covid, and post-covid environment. Although OfS data is limited, it is evident to see that there has been a slight decrease in continuation of part time learners within IMD (2019) data (Fig 1.9). There has been an increase in continuation amongst part time learners from quintile 2, with a 4-year trend of 79.5% continuation.

Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23
Total					
Learners	85	90	154	163	161
Retention	83.5%	82.2%	89%	86.5%	92.5%
Passed	38.6%	31.3%	64.2%	68%	72.7%

Table 3. Petroc QAR data for deprivation IMD (2019) data highlighting part time learner retention (continuation).

Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23
Total					
Learners	9	7	15	14	20
Retention	88.9%	57.1%	80%	85.7%	85%
Passed	50%	50%	50%	85.7%	61.5%

Table 4. Petroc QAR data for deprivation IMD (2019) data highlighting retention (continuation) rate of quintile 1 part time learners.

From tables 3 and 4, it can be suggested that the number of part-time learners continuing has increased and remained steady since 2020/21. Learners from quintile 1, who are continuing, has also increased during the last five years. There is an 8.5 percentage point gap between part time learners within quintile 1 and all other part time learners in terms of IMD 2019 data over a 4-year aggregated period between 2017 -21.

There are a range of specific indications of risks concerning the on-programme continuation of quintile 1 learners, centred around personal, academic, and mental health support availability. The cost-of-living pressures and ongoing impacts from coronavirus have also influenced students from the most deprived areas, capacity to continue on-programme.

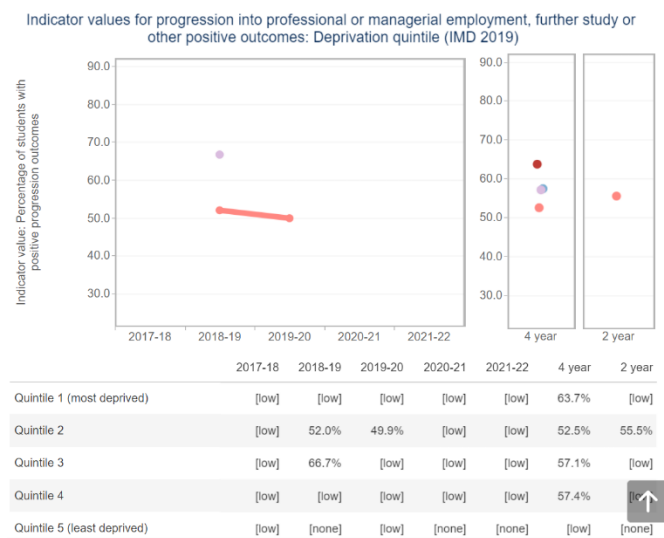


Figure 5. Mature Learners

Access

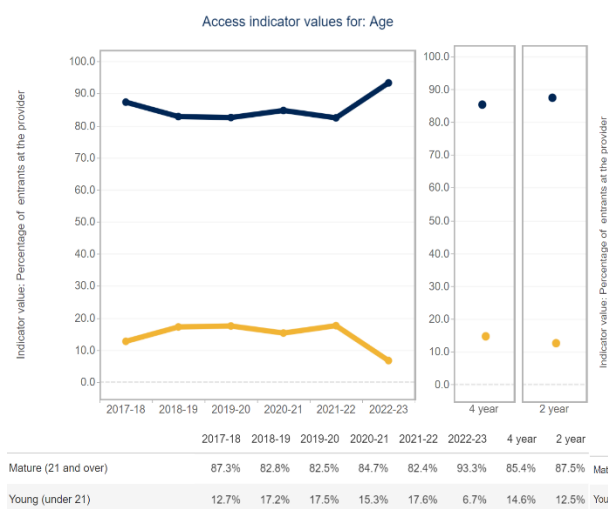


Figure 6. All HEI Age data of entrants (OfS, 2024)

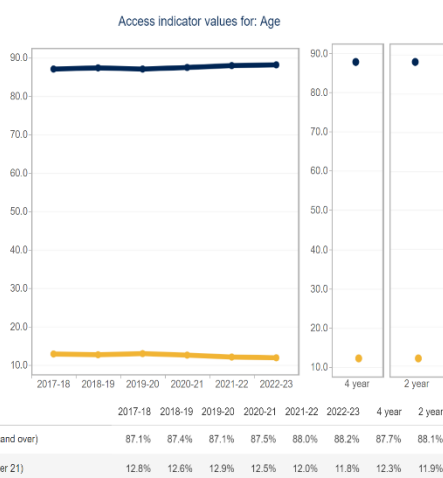


Figure 7. Petroc Age data of entrants (OfS, 2024)

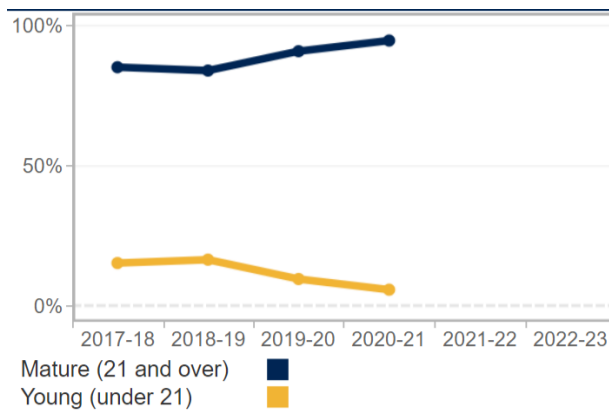


Figure 8. Petroc Age data Apprenticeship entrants

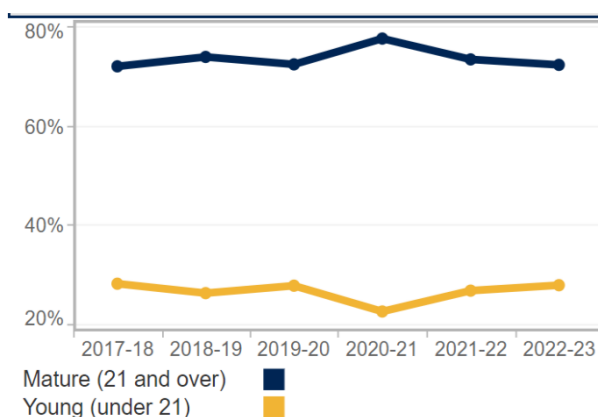


Figure 9. HEI Age data Apprenticeship entrants

Key
 ■ Mature (21 and over)
 ■ Young (under 21)

As can be evidenced within the above figures' figures 8 and 9, that Petroc maintains a significantly higher ratio of mature apprentices than young apprentices. This is in line with the national picture, with figures comparable to statistics over the six-year period. Petroc has seen an increase in mature apprentices, with significant work being put into developing relationships with employers, with a slight decrease for young apprentices up until 2021. This has meant that as of 2023, apprenticeship numbers are steady and looking to increase for the forthcoming academic year. Petroc is committed to developing higher apprenticeships to skills gaps, economic, and social development within the community.

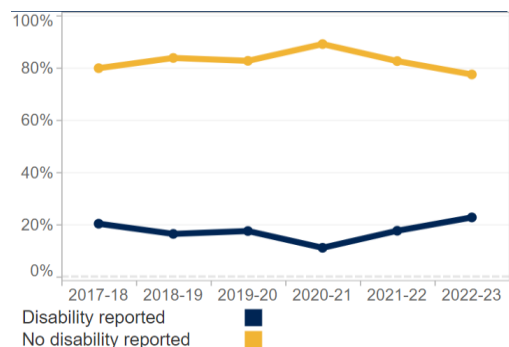


Figure 10. Disability reporting Petroc part-time data

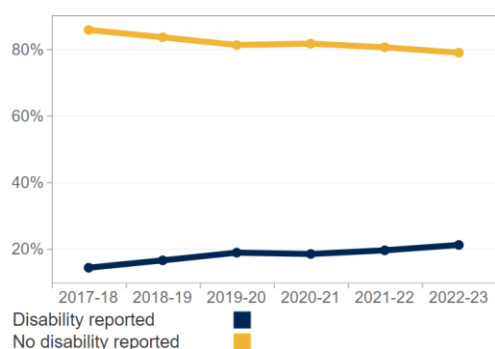


Figure 11. Disability

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	39%	39%
Other undergraduate	36%	37%
First degree	3%	2%
Undergraduate with postgraduate components	0%	0%

Select a split indicator type

Disability type

Select a single split indicator

Key

- Cognitive or learning difficulties
- Mental health condition
- Multiple impairments
- Sensory, medical or physical impairment
- Social or communication impairment
- No disability reported

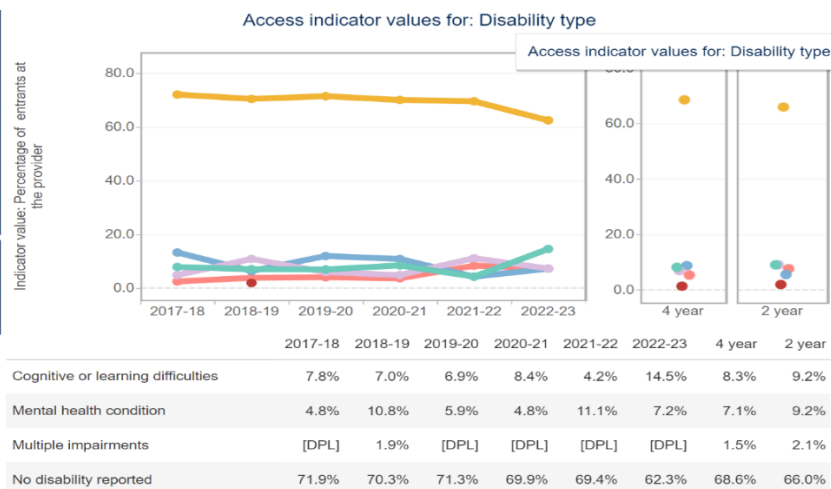


Figure 12. Petroc full-time data indicating range of disabilities on access

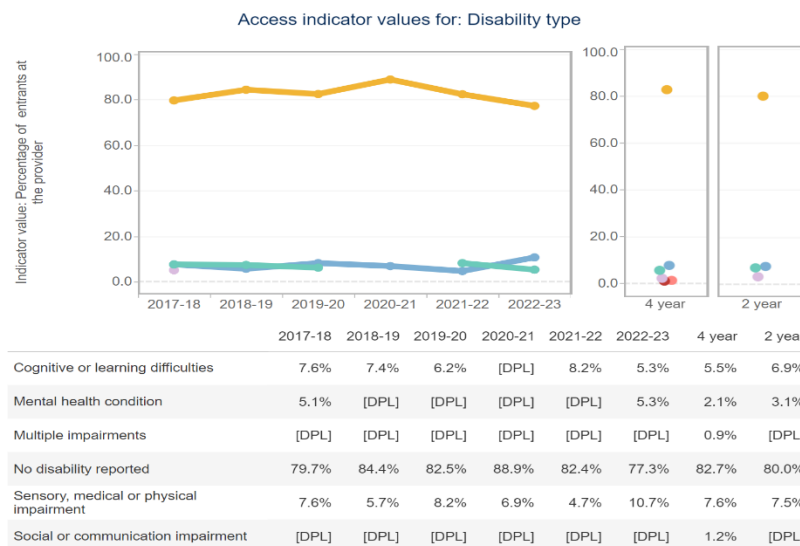


Figure 13. Petroc part-time data indicating range of disabilities on access

Ethnicity

Type of resident	No. of persons	Percentage %
All usual residents	98,612	100.0
Asian, Asian British or Asian Welsh	1,135	1.2
Black, Black British, Black Welsh, Caribbean or African	325	0.3
Mixed or Multiple ethnic groups	1,174	1.2
White	95,639	97.0
Other ethnic group	339	0.3
Source: ONS - 2021 Census (TS021)		

Table 5. ONS data 2021 detailing North Devon community data (North Devon Council, 2021)

E0700004: North Devon	1 Asian, Asian British or Asian Welsh: Bangladeshi	87
E0700004: North Devon	2 Asian, Asian British or Asian Welsh: Chinese	191
E0700004: North Devon	3 Asian, Asian British or Asian Welsh: Indian	324
E0700004: North Devon	4 Asian, Asian British or Asian Welsh: Pakistani	90
E0700004: North Devon	5 Asian, Asian British or Asian Welsh: Other Asian	443
E0700004: North Devon	6 Black, Black British, Black Welsh, Caribbean or African: African	179
E0700004: North Devon	7 Black, Black British, Black Welsh, Caribbean or African: Caribbean	80
E0700004: North Devon	8 Black, Black British, Black Welsh, Caribbean or African: Other Black	66
E0700004: North Devon	9 Mixed or Multiple ethnic groups: White and Asian	417
E0700004: North Devon	10 Mixed or Multiple ethnic groups: White and Black African	136
E0700004: North Devon	11 Mixed or Multiple ethnic groups: White and Black Caribbean	297
E0700004: North Devon	12 Mixed or Multiple ethnic groups: Other Mixed or Multiple ethnic groups	324
E0700004: North Devon	13 White: English, Welsh, Scottish, Northern Irish or British	92944
E0700004: North Devon	14 White: Irish	387
E0700004: North Devon	15 White: Gypsy or Irish Traveller	58
E0700004: North Devon	16 White: Roma	54
E0700004: North Devon	17 White: Other White	2196
E0700004: North Devon	18 Other ethnic group: Arab	82
E0700004: North Devon	19 Other ethnic group: Any other ethnic group	257

Table 6. ONS Census Ethnicity data for North Devon (ONS, 2021)

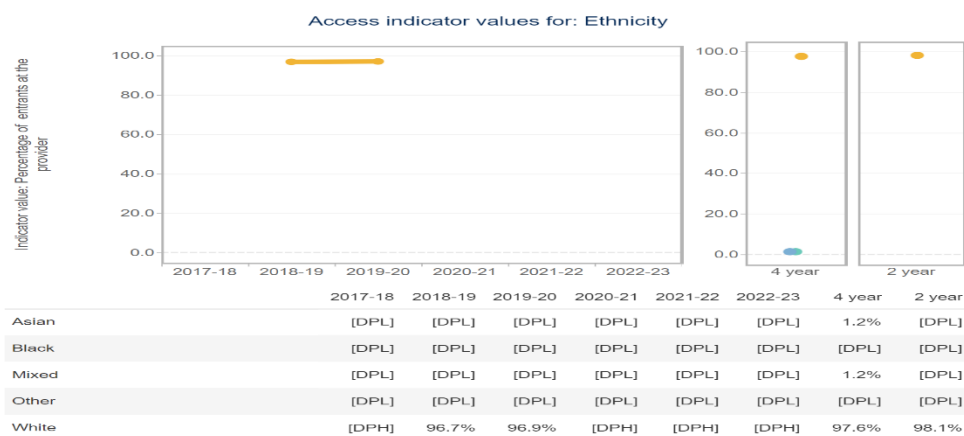


Figure 14. Petroc part-time access data for Ethnicity (OfS, 2024)

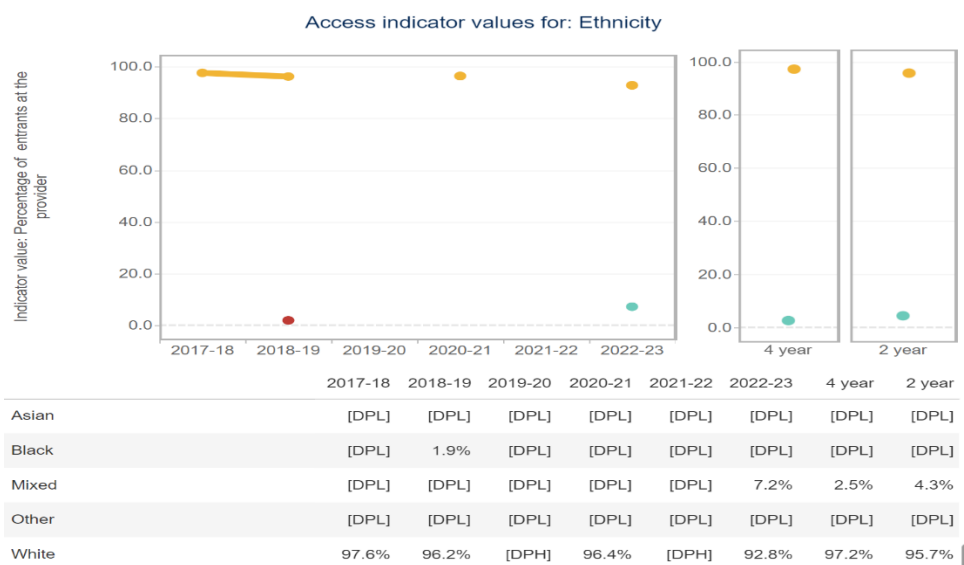


Figure 15. Petroc full time access data for Ethnicity.

Objectives	Targets
1. Increase access proportions for young learners from 10% of total learners (48/333, 14%) in 2023/24 to 20% of total, by 2029. In particular, focus on young learners from quintile 1 (local areas of lowest participation) from 10% to 20% by 2029. This will be achieved through development of strategic marketing information, and engagement with schools, and internal further education students, with a focus upon the perception of higher education, and opportunities to study higher education at Petroc.	1. To increase the number of young learners from quintile 1 accessing higher education study programmes at Petroc from 10% of young learners to 20% of young learners', across the lifespan of the access and participation plan by 2029.
2. Maintain continuation rates of young learners (92%, 2023/24) in line with increased number of young learners accessing higher education study with Petroc (see objective 1). This will be achieved through access to provision of information and guidance at school and further education levels that support potential applicants to make informed decisions. Academic, personal, and welfare support will also be provided across the student lifecycle.	2. Maintain continuation rates for young learners at 92% across the lifespan of the access and participation plan. 10. Increase the continuation rate for full-time students (82%) by 10% by 2028/29.
3. Increase the number of mature learners completing, achieving and progressing through higher education study at Petroc between 2023/24 and 2028/29 from 82% achievement in 23/24 to 90% by 2028/9.	3. Increase progression rates for mature learners from 69% (2021/22) to 75% across the lifespan of the access and participation plan by 2029.
4. Increase continuation rates for part time disabled students from 68% to 80%. Also maintain, and develop both welfare, personal, and academic support for disabled higher education learners. This will be achieved through student consultation, marketing visibility, and targeted support for learners at all stages of the student lifecycle.	4. Increase continuation rate (6.2%pp) for disabled learners in comparison to non-disabled learners, and an increase in continuation for part-time disabled learners from 68% to 80% across the lifespan of the access and participation plan.
5. Ensure inclusivity as part of a whole provider response on access, concerning Asian, Black, Mixed, and other ethnicities within the local area population. This will be achieved by developing awareness of higher education opportunities across Asian, Black, Mixed, and other ethnicities through marketing, and information and guidance, developing the perception of higher education.	5. To ensure inclusivity regarding ethnicity as a whole provider approach; maintaining proportionate ethnic minority demographic in line with local picture (3%). 6. Develop awareness of higher education opportunities with Petroc across specific demographics, including, Black, Asian, Mixed ethnicity, and other ethnicities.

7. To support care leavers, across the student lifecycle, in terms of access to participation and continuation/completion/attainment/progression with higher education at Petroc.	7. To identify care leavers and provide support for learners to attain their qualification of study.
8. To improve progression rates across mature students from 69% to 75% and young learners 45% to 60% (response rate 70% 2021/22) by 2028/29.	8. Increase progression rates for mature learners from 69% (2021/22) to 75% across the lifespan of the access and participation plan by 2029.
9. To improve access to provision for disabled full-time learners who have declared cognitive and learning difficulties (14.5%) and disabled part time learners who have declared sensory, medical or physical impairments (10.7%) as of 2022/23.	9. Increase continuation rate (6.2%pp) for disabled learners in comparison to non-disabled learners, and an increase in continuation for part-time disabled learners from 68% to 80% across the lifespan of the access and participation plan.

Annex B

The evaluation strategy for the Access and Participation programme from 2025-29 will align to the overarching theory of change outlined in the table below. The inputs have been devised from the targets and investment plan and this theory of change identifies the intended resource and support for the targeted activities outlined in the strategic measures section of this document. The outputs will be monitored in the annual review of the impact of these interventions.

Input	Resource		Activity	Outputs	Outcomes
OFS countable investment in access, financial support and evaluation	Head of Communication s Head of Faculty for HE HE Programme Managers Bursary fund		Targeted activity, marketing and promotional events Curriculum development to align Access offer Allocation to mature and disabled students	Access to HE from low participation neighbourhoods and mature students.	Improve access to HE programmes for 18-year-olds residing in TUNDRA/POLAR4/IMD2019 quintile one and students in lower socioeconomic status groups. Improve access to HE for part time, mature students
OFS countable investment in success, financial support and evaluation.	Head of Quality for Higher Education		Progress tracking and targeted support to improve continuation and attainment	Improve BA (hons) degree outcomes for disabled and mature cohorts.	Increased continuation rate for part time disabled learners from 68 to 80% Increase attainment rates (upper second, and first class) for all learners to 75%.

	Wellbeing mentor/ Academic skills advisor		HE Summer school and Academic Skills Advisor to improve study skills		
	Programme teams		Curriculum evaluation and design to facilitate and encourage inclusive practice.		

Fees, investments and targets

2025-26 to 2028-29

Provider name: Petroc

Provider UKPRN: 10004676

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants
Fees are subject to the maximum fee limit as set out in regulations.

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
Foundation degree		N/A	9000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	9000
CertHE/DipHE		N/A	9000
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4500
Foundation degree		N/A	6000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	4500
CertHE/DipHE		N/A	4500
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Petroc

Provider UKPRN: 10004676

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£73,000	£80,000	£83,000	£86,000
Financial support (£)	NA	£120,000	£132,000	£137,000	£142,000
Research and evaluation (£)	NA	£35,000	£40,000	£41,000	£42,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£5,000	£6,000	£7,000	£8,000
Access activity investment	Post-16 access activities (£)	£50,000	£54,000	£55,000	£56,000
Access activity investment	Other access activities (£)	£18,000	£20,000	£21,000	£22,000
Access activity investment	Total access investment (£)	£73,000	£80,000	£83,000	£86,000
Access activity investment	Total access investment (as % of HFI)	9.6%	9.5%	9.5%	9.5%
Access activity investment	Total access investment funded from HFI (£)	£0	£0	£0	£0
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£95,000	£105,000	£108,000	£110,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£25,000	£27,000	£29,000	£32,000
Financial support investment	Total financial support investment (£)	£120,000	£132,000	£137,000	£142,000
Financial support investment	Total financial support investment (as % of HFI)	15.7%	15.8%	15.7%	15.7%
Research and evaluation investment	Research and evaluation investment (£)	£35,000	£40,000	£41,000	£42,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	4.6%	4.8%	4.7%	4.6%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Petroc

Provider UKPRN: 10004676

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
Young Learners: Increase the number of young learners accessing higher education study programs by 20% over the lifespan of the plan.	PTA_1	Access	Age	Young (under 21)		Description: The goal is to raise the number of young learners accessing higher education at Petroc by 20% over the lifespan of the plan. Commentary: This target focuses on increasing access to higher education for young learners, addressing potential barriers such as financial constraints, lack of information, or insufficient academic preparation. It highlights the institution's commitment to widening participation and engaging with younger demographics to boost enrollment. Data Source OFS 2024	Yes	Other data source (please include details in commentary)	2022-23	Percentage	12%	14%	16%	18%	20%
Mature Learners: Increase the number of mature learners from 100 by 25% over the course of the plan.	PTA_2	Access	Age	Mature (over 21)		Description: The plan targets a 25% increase in the number of mature learners (starting from 100 learners in 2022/23). Commentary: Mature learners often face unique challenges such as balancing study with work or family commitments. By increasing their numbers, Petroc is focusing on making higher education more accessible for adults seeking career changes or upskilling opportunities. This may require flexible study options and additional support structures. Data from OFS	Yes	The access and participation dashboard	2022-23	Headcount	157	167	177	187	188
Deprived Areas (IMD 2019 Quintile 1 & 2): Improve access and progression for individuals from the highest indices of deprivation.	PTA_3	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	All other quintiles	Description: The goal is to improve access, continuation, and progression rates for individuals from areas of high deprivation, as identified by the Indices of Multiple Deprivation (IMD) 2019. Commentary: This target addresses the gap in educational access and success for students from disadvantaged backgrounds. It aligns with the social mobility agenda by providing extra support to ensure that students from low-income areas not only access higher education but also thrive and progress through it. Source- OFS 2024	Yes	Other data source (please include details in commentary)	2022-23	Percentage	12%	14%	16%	18%	20%

Care Leavers: Identify care leavers and support them in attaining qualifications.	PTA_4	Raising attainment	Care experienced students	Care experienced students		Description: The plan aims to increase overall student completion rates from 74% to 84%. Commentary: Completion rates reflect how many students successfully finish their courses. Increasing these rates indicates that Petroc is focused on supporting students through to graduation, which may involve academic support services, mental health resources, and career guidance. Source OFS 2024	Yes	Other data source (please include details in commentary)	2022-23	Percentage	1%	2%	3%	4%	5%
Continuation : Increase young learners' continuation rates from 76% to 90%.	PTA_5	Access	Age	Young (under 21)		Description: The aim is to improve the percentage of young learners who continue their studies from 76% to 90%. Commentary: Continuation rates reflect student retention, and raising these rates demonstrates a focus on supporting young learners to remain in their studies. This could be achieved through academic support, mentoring, financial aid, or other targeted interventions that help reduce dropout rates.	Yes	The access and participation dashboard	2022-23	Percentage	76	80	85	88	90
Continuation:Increase continuation rates for part-time disabled learners from 68% to 80%, and for all disabled learners by 6.2 percentage points.	PTA_6	Access	Reported disability	Disability reported		Description: The plan seeks to raise continuation rates for disabled learners by 6.2 percentage points compared to non-disabled peers, and for part-time disabled learners from 68% to 80%. Commentary: Disabled learners often face additional barriers that can affect their retention. This target emphasizes the importance of accessibility, both physically and academically, ensuring these students receive appropriate support to help them succeed in higher education.	Yes	The access and participation dashboard	2022-23	Percentage	68%	70%	72%	76%	80%
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To identify care leavers and provide support for learners to attain their qualification of study. Target to be measured in terms of compliance	PTS_1	Continuation	Care experienced students	Care experienced students	Students who have not experienced care	This statement refers to the goal of identifying care leavers—students who have been in the care of the local authority—and providing tailored support to help them successfully complete their chosen course of study. This support could take various forms, such as academic guidance, financial assistance, emotional and mental health support, and personalised interventions designed to address the unique challenges care leavers might face in higher education.	No	The access and participation dashboard	2022-23	Other (please include details in commentary)	50%	75	80	90	100
Increase attainment rates (upper second class, and first-class degree) from 56.2% to 75% across the lifecycle of the access and participation plan.	PTS_2	Attainment	Association Between Characteristics of Students (ABCS)	Other (please specify in description)	ABCS quintile 3, 4 and 5	The target to increase attainment rates (upper second class and first-class degrees) from 56.2% to 75% is an ambitious objective aimed at improving the academic outcomes of students over the lifecycle of the access and participation plan at Petroc.	Yes	The access and participation dashboard	2022-23	Percentage points	52.6	60%	70%	70%	75%

