

HE19 Access and Participation Plan 2026 - 2030

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TEC Partnership 10007938

Access and Participation Plan 2026-27 to 2029-30

1.0 Introduction and strategic aim

1.1 TEC Partnership is based in the North of England and is one of the country's largest providers of further and higher education and training. TEC Partnership holds Degree Awarding Powers and delivers higher education across some of the most deprived postcodes in Lincolnshire and Yorkshire. The organisation comprises four colleges: East Riding College, Grimsby Institute of Further and Higher Education, Scarborough TEC and Skegness TEC. Higher Education is predominantly delivered at the Grimsby campus (UCG) (61%), and there are smaller provisions at Beverley, Bridlington and Hull as part of East Riding College (38%) and at Scarborough as part of Scarborough TEC (1%). In 2024/25, the colleges that make up TEC Partnership educated 1190 students studying higher education above level 4. 718 students study on student finance funded programmes, which accrue higher fee income, of which 568 are full-time students and 150 are part-time students.

1.2 TEC Partnership's mission is to provide inclusive education which inspires, equips and empowers (Ambition 2030 strategic plan). Ambition 2030 sets out four clear strategies to:

1. Empower students to succeed.
2. Improve operational performance.
3. Contribute to Economic Development
4. Achieve Organisational Growth

1.3 Each of these four strategies has objectives which ensure we continue to deliver accessible and inclusive higher education and align with interventions TEC Partnership takes to improve the Equality of Opportunity across our higher education provision.

1.4 TEC Partnership supports some of the most deprived communities in the country. All areas have been affected by economic deprivation to varying degrees, with the loss of traditional industries and the globalisation of manufacturing and services having significantly affected our areas.

According to the most recent Indices of Multiple Deprivation data (IMD 2019):

- North East Lincolnshire: 27.2% of the population live in an area ranked among the 20% most deprived in England.
- East Riding of Yorkshire: 14.9% of the population live in areas ranked among the 20% most deprived in England.
- Scarborough: 31.1% of the population live in areas ranked among the 20% most deprived in England.
- Skegness: 36.7% of the population live in areas ranked among the 20% most deprived in England.

Factors such as seasonal employment, the density of low paid employment sectors and rural sparsity are major contributing factors to our communities.

1.5 Our overall strategic aim for equality of opportunity, as set in our Ambition 2030 strategic plan, is to Empower Students to Succeed by delivering an inclusive curriculum that enables students to take the next step on their career path. Central themes throughout this strategy are to develop fully integrated pathways of learning, ensuring HE continuation rates remain above OfS benchmarks, ensuring excellent student support and developing flexible delivery models. As a TEF Silver-rated institution (TEF 2023) with a Gold-rated aspect in student engagement, we will continue through this access and participation work to strive to provide the best outcomes for all our students.

1.6 All data used in this plan, unless otherwise stated, has been produced from the datasets for TEC Partnership provided by the OfS in 2024/2025. Where datasets have limited information due to suppression rules, notably in progression data, TEC Partnership will have used local datasets, and this will be identified in Annex A where they have been used.

2.0 Risks to equality of opportunity

2.1 Indications of Risk

Our assessment of the indications of risk across the student life cycle stages has demonstrated the following:

2.1.1 Access continues to be a success story for TEC Partnership, particularly those from the most deprived backgrounds (IMD/TUNDRA Q1). 60% of our students come from an IMD Q1 or Q2 background. Where there is a risk to be mitigated is the recruitment of young people, which has seen fluctuating data over the 2019-2023 period.

2.1.2 TEC Partnership has seen a decrease in gaps for continuation between 2018 and 2022. There is a gap between IMD Q2 and the other IMD cohorts. There is a 3% negative gap between young people and mature people. Disability reported outperforms no disability reported by 3%.

2.1.3 For completion, students who are from less deprived, and therefore more likely to study in HE, backgrounds are more likely to complete than those from deprived backgrounds (particularly IMD Q3-Q5), with a 5% negative gap. Disability reported also has a negative 3% gap in completion compared to no disability reported.

2.1.4 There is a fluctuation in the data for attainment results by IMD cohort. There is a 16.4pp gap between young people and mature people, which has not changed in the past six years. The gap between disability reported and no disability reported is positive, with the potential to reduce this to zero by 2030.

2.1.5 Progression data is limited by publication rules; however, there are gaps between IMD Q2 and Q1, and gaps between Disability Declared and No Disability Declared, and Young People/Mature People that suggest there are risks to equality of opportunity to mitigate in the wider cohort.

2.2 Underlying risks

Our risk assessment (Annex A) indicates that applicants and students are likely to be at increased risk of exposure to the following underlying risks:

Risk 1: Knowledge and skills – Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.

Risk 2: Information and Guidance – Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choices about their higher education options.

Risk 5: Limited Choice of course type and delivery mode – students may not have equal opportunity to access a sufficiently wide variety of higher education course types.

Risk 6: Insufficient academic support – students may not receive sufficient personalised academic support to achieve a positive outcome.

Risk 7: Insufficient personal support – students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.

Risk 8: Mental Health – students may not experience an environment that is conducive to good mental health and wellbeing.

Risk 10: Cost pressures – increases in cost pressures may affect a student’s ability to complete their course or obtain a good grade.

Risk 11: Capacity issues – students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation.

3.0 Objectives and targets

3.1 We have developed four key objectives and targets for our access and participation work over the life of this plan. These are based on our risk assessment of the indications of risk and their links to underlying risks. The table below maps out our objectives to the targets set in the Fees, Investment and Target documents.

Objectives

1. To increase the equality of opportunity for applicants from different intersectional characteristics to access higher education by 2030.
2. To increase the equality of opportunity for students from areas of high deprivation to complete their studies by 2030.
3. To increase the equality of opportunity for students from areas of high deprivation to be awarded a good degree by 2030.
4. To increase the equality of opportunity for graduates from different intersectional characteristics to progress to further study or highly skilled employment by 2030.

Objectives linked to targets.

Objective	Indications of Risk	Underlying risks	Target
1	Lower young people's recruitment into higher education. Lack of cultural capital to attend higher education due to a lack of access to opportunities in secondary education.	Risk 1: Knowledge and Skills. Risk 2: Information and guidance Risk 10: Cost Pressures	TEC Partnership will close the recruitment gap between the Young Students and Mature students from 22pp in 2022/23 to 5pp by 2030. PTA_1
2	Continuation – students from IMD quintile 2 underperform other quintiles. There is a 3pp gap between young students and mature students for continuation.	Risk 6: Insufficient academic support Risk 7: Insufficient personal support. Risk 8: Mental Health Risk 11: Capacity Issues	TEC Partnership will increase the continuation of all IMD quintile cohorts to meet or exceed the continuation benchmark set by the Office for Students by 2030. PTS_1
2	Students from the most deprived backgrounds (IMD Q1 and Q2) are less likely to complete their degree than those from IMDQ345.	Risk 6: Insufficient Academic Support Risk 7: Insufficient Pastoral Support Risk 8: Mental Health Risk 10: Cost Pressures Risk 11: Capacity Issues	TEC Partnership will reduce the completion gap between students from areas of highest deprivation (IMD quintile 1) and students from areas of least deprivation (IMD Quintile 4) by 8 percentage points by 2030 (from 10.6pp for 18/19 entrants to 2pp for 26/27 entrants). PTS_2
3	There has been a recent improvement in the gap in attainment for reported disability that can be reduced to zero.	Risk 6: Insufficient Academic Support Risk 7: Insufficient Pastoral Support Risk 8: Mental Health Risk 10: Cost Pressures Risk 11: Capacity Issues	TEC Partnership will reduce the awarding gap between students with a declared disability and students with no declared disability to zero by 2030 (from 7.5pp for 21/22 qualifiers and 3.2pp for 22/23 qualifiers to 0pp for 29/30 qualifiers). PTS_3

Objective	Indications of Risk	Underlying risks	Target
3	Young students are less likely to gain a good degree than mature students.	Risk 6: Insufficient Academic Support Risk 7: Insufficient Pastoral Support Risk 8: Mental Health Risk 10: Cost Pressures Risk 11: Capacity Issues	TEC Partnership will reduce the awarding gap between young students and mature students by 10 percentage points by 2030 (from 16.4pp for 22/23 qualifiers to 6.4pp for 29/30 qualifiers). PTS_4
4	Students from more deprived backgrounds are potentially missing opportunities for employability support.	Risk 6: Insufficient Academic Support Risk 10: Cost Pressures Risk 11: Capacity Issues	TEC Partnership will reduce the gap between IMD Q2 and IMD Q1 for progression to further study and highly skilled employment by 8 percentage points (from 12pp for 21/22 graduates to 4pp for 29/30 graduates). PTP_1
4	Students from No Disability Declared form part of the larger cohort, and the intervention needs to be widened to the whole cohort to close the equality of opportunity gap.	Risk 6: Insufficient Academic Support Risk 10: Cost Pressures Risk 11: Capacity Issues	TEC Partnership will reduce the gap between Disability Declared and No Disability for progression to further study and highly skilled employment by 8 percentage points (from 12.3pp for 21/22 graduates to 4.3 pp for 29/30 graduates). PTP_2

4.0 Intervention strategies and expected outcomes.

4.1 We have developed three key interventions and related activities to mitigate the risks identified and ensure TEC Partnership delivers the objectives and targets that have been identified as part of this access and participation plan.

Intervention strategy 1: Widening Access to Higher Education

4.2 This intervention strategy has been designed to mitigate Risk 1, Risk 2 and Risk 10. Some students will not have the equal opportunity to access the right information, guidance, or to understand which courses they need to access at pre-16 and post-16 levels to be able to access higher education study.

4.3 Our assessment (see Annex A) is that there is a gap between young people and mature students attending higher education at TEC Partnership, in addition to TEC Partnership serving communities that are significant cold spots for higher education participation.

4.4 The mitigation of this risk, via the activities outlined below, will contribute to the achievement of the following objectives:

Objective 1: To increase the equality of opportunity for applicants from different intersectional characteristics to access higher education by 2030.

Objective 4: To increase the equality of opportunity for graduates from different intersectional characteristics to progress to further study or highly skilled employment by 2030.

4.5 Where activities feature in more than one intervention activity, this will be flagged, and the costs will be shared appropriately between intervention strategies.

Activity	Description	Inputs	Outcomes	Strategy Map
Progression Events	<p>A programme of outreach events with the other local schools and colleges to promote post-16 progression and study options into University and careers.</p> <p>This is a collaborative activity with other providers and the Humber Outreach Project.</p>	<p>Staff time to administer and deliver the programme.</p> <p>£5,000 operating costs annually.</p>	<p>-Local school and college students have access to higher education providers in an accessible location.</p> <p>-Promotes the benefits of higher education study in communities that are cold spots for young people's HE participation (TUNDRA Q1).</p> <p>-Increases progression into Higher Education from local post-16 providers in each community.</p>	IS1
University outreach	A programme of external trips for further education students that promotes available choices for post-18 progression.	<p>Staff time to administer and deliver the programme.</p> <p>£5,000 operating costs annually.</p>	<p>-Awareness of Higher Education opportunities for Further Education students.</p> <p>-Increased progression of further education students from TUNDRA Q1 demographics to higher education providers both within the local area and beyond the immediate region.</p>	IS1
Widening Participation Admissions	TEC Partnership supports the non-standard entry across most programmes for entrants who do not meet the entry tariff of UCAS points. This is part of our fair and inclusive admissions system.	Staff time to administer admissions.	Applicants who were not able to achieve level 3 qualifications due to a lack of equal opportunity at post 16 stage are able to access higher education at a local provider.	IS1
Care Leaver Scholarships	A Care Leaver Fee waiver and bursary for 4 students per year across the TEC Partnership. This offers free education to care-experienced individuals who have recently left local authority care and gives them support for up to three academic years.	<p>Staff time to administer the system.</p> <p>£34,000 in Fee Waivers</p>	<p>-Increased participation in higher education due to zero fees for their chosen course.</p> <p>-Food, accommodation and travel during term time.</p> <p>-Address the needs of care-experienced individuals and work with local authorities to give individuals the opportunity to take the next step in their education or career.</p>	IS1, IS2

Total cost of intervention over four academic years:
£176,000 (£44,000 per annum).
Summary of evidence base and rationale:
This intervention has been designed based on the evidence from the Office for Students APP Data Dashboard. This has evidenced the importance of supporting and encouraging access to higher education courses in our local communities. The evidence is available in Annex A, and further details on the rationale are in Annex B.
Evaluation:
We will evaluate this strategy using the Monitoring and Evaluation Framework (MEF) as described by TASO. The APP Committee will require each intervention to collect and evaluate data on student outcomes, reflective practice (for progression events) and the evaluation of feedback from students and external stakeholders. This will be used to reflect on findings and improve the delivery in the following year. This will be shared at our annual staff conferences and published in TEC Creates online journal.

Intervention strategy 2: Academic Support and Personal Development

4.6 This intervention strategy has been designed to mitigate Risk 6, Risk 7, Risk 8, Risk 10 and Risk 11. The aim of this intervention is to address the lack of opportunities that students who study in a HE in FE environment often do not have, which impacts the cultural capital that they can bring into their HE studies. This includes guest speakers, academic support, pastoral support and financial support. This intervention seeks to address the lack of cultural and/or social capital that students lack when they enter higher education at TEC Partnership.

4.7 Our assessment (see Annex A) is that there is a gap between IMD (2019) cohorts for continuation. For completion, there are gaps between young people and mature students attending higher education at TEC Partnership, and we also aim to reduce the gap between declared disability and no declared disability to zero. We are also seeking to ensure that the awarding gaps identified are narrowed over the life of this Access and Participation Plan.

4.8 The mitigation of this risk, via the activities outlined below, will contribute to the achievement of the following objectives:

Objective 2: To increase the equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase the equality of opportunity for students from areas of high deprivation to be awarded a good degree by 2030.

4.9 Where activities feature in more than one intervention activity, this will be flagged, and the costs will be shared appropriately between intervention strategies.

Activity	Description	Inputs	Outcomes	Strategy Map
Care Leaver Scholarships	A Care Leaver Fee waiver and bursary for 4 students per year across the TEC Partnership. This offers free education to care-experienced individuals who have recently left local authority care and gives them support for up to three academic years.	Staff time to administer the system. £35,000 in Bursary support (annually).	-Increased participation in higher education due to zero fees for their chosen course. -Food, accommodation and travel during term time. -Address the needs of care-experienced individuals and work with local authorities to give individuals the opportunity to take the next step in their education or career.	IS1, IS2
Hardship Fund	A package of financial support that is accessible to all students through means testing. This is to help support with cost of living and the crisis students encounter while studying at TEC Partnership.	Staff time to administer the system. 226 Hardship grants annually (£113,000)	-Increased engagement in studying higher education. -Mitigate risks associated with cost pressures. -Support all students with payments needed to enter higher education. -Help build cultural capital that college-based students need to succeed in higher education.	IS2
Wrap-around support service	A team of student support services staff who provide pastoral support to higher education students. Provide regular non-academic support, information, advice and guidance on student issues, advocacy support and referrals to other services, including safeguarding. The service will also be able to provide events and talks that support the personal development of students' cultural capital in higher education.	Staff time to administer support (college contribution). £4,000 annual operating costs.	-Increased engagement in studying higher education. -Increased continuation rates of higher education students. -Increased completion rates of higher education students. -Increased support and advocacy for student case work and mitigations. -Awareness of on-programme and post-programme opportunities for personal development, volunteering and skills that can support future aspirations.	IS2, IS3

Activity	Description	Inputs	Outcomes	Strategy Map
Academic Achievement Service	A team of early career academics/learning centre staff who provide academic support to non-DSA eligible students.	Staff time to administer support (college contribution).	-Increased submission of work at the first point of submission. -Access to support for academic issues that are not subject-specific. -Reduced Academic Integrity cases. -Increased completion rates.	IS2
Accessibility Sustainment Project	-Implementing UDL/inclusion principles based on recommendations by the British Psychological Society (for neurodivergence). -Implementing employability services tailored to autism, ADHD, dyslexia and disabilities, including a module on the TEC Partnership Graduate Award. -Maintain guides and resources for teaching and support staff. -Transition from university to workplace mentoring. -Development of student social activities and clubs (social connection can be beneficial for mental health and is even sometimes prescribed).	Staff time to administer the system. £3,000 annual operating costs.	-Increased engagement in higher education study for those with a declared disability. -Awareness of support and intervention available for those who are not aware that they have a disability. -Increased attendance and increased continuation in HE courses. -Awareness of on-programme and post-programme opportunities for personal development, volunteering and skills that can support future aspirations.	IS2/IS3
Curriculum Design	All higher education courses at TEC Partnership are developed using the latest curriculum planning and pedagogy techniques. This includes using varying calendars where appropriate, such as Trimester delivery, to support student engagement and achievement.	Staff time to develop curriculum. Staff time to validate new programmes.	-Programmes that are inclusive and support student achievement through curriculum sequencing. -Assessment methods and workloads that ensure students can reach the academic thresholds, and beyond the academic thresholds, while being supported to complete HE when being amongst the first in their family or community to do so.	IS2, IS3

Total cost of intervention over four academic years:
£620,000 (£155,000 per annum).
Summary of evidence base and rationale:
<p>The rationale for the care leaver scholarship aligns with the evidence of disadvantage in our local communities and aligns with the strategic objectives of our local authority stakeholders.</p> <p>The Office for Students APP Data Dashboard has been used to evaluate the student lifecycle stages for continuation and completion, and this intervention will mitigate the identified risks. Further information is available in Annex A and Annex B.</p>
Evaluation:
<p>We will use the Office for Students' financial evaluation toolkit to evaluate the outcome of the Hardship grant available to students.</p> <p>We will evaluate this strategy using the Monitoring and Evaluation Framework (MEF) as described by TASO. The APP Committee will require evaluation on longitudinal tracking of student outcomes, reflective practice (for smaller interventions) and the evaluation of feedback from students and external stakeholders. This will be used to reflect on findings and improve the delivery in the following year. This will be shared at our annual staff conferences and published in TEC Creates online journal.</p>

Intervention strategy 3: Employability and postgraduation support

4.10 This intervention strategy has been designed to mitigate Risk 6, Risk 10 and Risk 11. This intervention aims to mitigate the risk to equality of opportunity for students who are seeking opportunities beyond their initial HE courses. The intervention aims to build on the knowledge, skills, access to information and cultural/social capital needed to succeed after graduating from their course. This includes guest speakers, events and a graduate attribute award. This intervention will work in partnership with our interventions in Educational Gain as part of the Teaching Excellence Framework.

4.11 Our assessment (see Annex A) is that there is a gap between IMD (2019) Q2 and Q1 for progression to further study and highly skilled employment. There is a 12pp gap for progression between students who have a declared disability and no declared disability. This intervention aims to ensure that all students have access to opportunities for employability and post-graduation support over the life of this Access and Participation Plan.

4.12 The mitigation of this risk, via the activities outlined below, will contribute to the achievement of the following objective:

Objective 4: To increase the equality of opportunity for graduates from different intersectional characteristics to progress to further study or highly skilled employment by 2030.

4.13 Where activities feature in more than one intervention activity, this will be flagged, and the costs will be shared appropriately between intervention strategies.

Activity	Description	Inputs	Outcomes	Strategy Map
Employability Support Team	<p>A range of guest speakers and keynote speakers, trips to promote post-graduate study & Nursing related undergraduate study to highlight progression opportunities to our students. We will be hosting a careers event where students can find out more about graduate opportunities and routes for postgraduate study.</p> <p>Activities which will be included as a part of this project will include:</p> <ul style="list-style-type: none"> • Industry speakers • Post-graduate trips and visits • Industry masterclasses 	<p>Staff time to administer support (college contribution). £7,000 annual operating budget.</p>	<p>- To create an employability enrichment package which allows UCG students to take part in a range of employability-focused activities. This will allow students to access graduate jobs (SOC 1-3) and provide them with the opportunity to network with industry professionals.</p> <p>-To provide an employability offer including guest speakers, trips and industry-focused activities</p> <p>-To create an aspirational culture and celebrate the success of UCG graduates</p> <p>-To increase students' knowledge of the graduate jobs market</p> <p>-To equip students with the knowledge to start their own business</p>	IS3
Alumni Support Service	<p>-Alumni events and activities, such as networking lunch and reunion event.</p> <p>-Access to guest speakers and events at TEC Partnership.</p> <p>-Monthly newsletter with support guidance for graduates.</p>	<p>Staff time to administer support (college contribution). £3,000 annual operating budget.</p>	<p>-Create a central service for recent TEC Partnership graduates to access resources, receive support and access graduate vacancies.</p> <p>-To encourage graduates to continue to access support to achieve graduate-level employment after they have completed their studies.</p> <p>-To empower graduates with the information to make an informed choice about their futures.</p>	IS3
Wrap-around support service	<p>A team of student support services staff who provide pastoral support to higher education students. Provide regular non-academic support, information, advice and guidance on student issues, advocacy, support and referrals to other services, including safeguarding.</p>	<p>Staff time to administer support (college contribution). Costs identified in IS2.</p>	<p>-Increased engagement in studying higher education.</p> <p>-Increased continuation rates of higher education students.</p> <p>-Increased completion rates of higher education students.</p> <p>-Increased support and advocacy for student case work and mitigations.</p>	IS2, IS3

Activity	Description	Inputs	Outcomes	Strategy Map
	The Coaches will also be able to provide events and talks that support the personal development of students' cultural capital.		-Awareness of on-programme and post-programme opportunities for personal development, volunteering and skills that can support future aspirations.	
Accessibility Sustainment Project	<ul style="list-style-type: none"> -Implementing UDL/inclusion principles based on recommendations by the British Psychological Society (for neurodivergence). -Implementing employability services tailored to autism, ADHD, dyslexia and disabilities, including a module on the TEC Partnership Graduate Award. -Maintain guides and resources for teaching and support staff. -Transition from university to workplace mentoring. -Development of student social activities and clubs (social connection can be beneficial for mental health and is even sometimes prescribed). 	Staff time to administer the system. £3,000 annual operating costs.	<ul style="list-style-type: none"> -Increased engagement in higher education study for those with a declared disability. -Awareness of support and intervention available for those who are not aware if they have a disability. -Increased attendance and increased continuation in HE courses. -Awareness of on-programme and post-programme opportunities for personal development, volunteering and skills that can support future aspirations. 	IS2/IS3
Integrated Work Placements	All HE programmes with a professional standard or sector role attached (including HTQs) have an integrated work placement. Students are supported in developing their employability.	Staff time to administer the system.	-All students on employer/professional programmes have had on-programme access to development support and learning that prepares them for the workplace.	IS3
Personal Development	A package of guest speakers, trips and events that support the development of students' cultural capital and graduate attributes that allow them to succeed in higher education.	Staff time to administer the system. Costs identified in IS2.	<ul style="list-style-type: none"> -Increased engagement in higher education study. -Increased attendance and increased continuation in HE courses. 	IS2, IS3

Activity	Description	Inputs	Outcomes	Strategy Map
Curriculum Design	Maintenance of TEC Partnership Graduate Attributes. Mapping of Higher Education programme to TEC Partnership Graduate Attributes. Provision and delivery of 'TEC Partnership Graduate Award'	Staff time to administer the system. Staff time to validate programmes.	-Programmes that are inclusive and support student achievement through curriculum sequencing. -Assessment methods and workloads that ensure students can reach the academic thresholds, and beyond the academic thresholds, while being supported to complete HE when being amongst the first in their family or community to do so.	IS2, IS3

Total cost of intervention over four academic years:
£52,000 (£13,000 per annum).
Summary of evidence base and rationale:
The Office for Students APP Data Dashboard has been used to evaluate the student lifecycle stages for progression, and this intervention will mitigate the identified risks. Further information is available in Annex A and Annex B.
Evaluation:
We will evaluate this strategy using the Monitoring and Evaluation Framework (MEF) as described by TASO. The APP Committee will require longitudinal tracking of Graduate Outcomes data and other provider-level data, as well as interviews with students and graduates on the impact of activities. This will analyse data and seek links between activities and specific outcomes or trends in outcomes. This will be used to reflect on findings and improve the delivery in the following year. This will be shared at our annual staff conferences and published in TEC Creates online journal.

5.0 Whole provider approach

5.1 TEC Partnership offers opportunities, within its communities, for higher education. It is successful at training and preparing learners in its further education provision to achieve attainment to allow them to progress to higher education and to aspire to progress to higher education. In addition, it provides opportunities for students to use higher education to get a job or to get a better job. As such, its work throughout the student life cycle is to ensure all its actions are inclusive and break down the barriers to success and progression for its students. This is captured in our Ambition 2030 strategic plan as the college aims to:

1. Empower students to succeed.
2. Improve operational performance.
3. Contribute to Economic Development
4. Achieve Organisational Growth

5.2 To achieve this, TEC Partnership's Governors, senior teams, academic staff, support staff, stakeholders and students all engage with the plan through being part of its creation and implementation. The TEC Partnership Corporation has ultimate responsibility for the delivery of the APP. At each of these stages, the reporting on the plan ensures that monitoring occurs and where there is variance from the plan or progress is too slow, how the plan will be brought back on track. Involved in the monitoring are the Chief Executive, Campus Principals from each college, the chair of the governing body and the chairs of each college's governance team. The Corporation delegates this responsibility to the Curriculum and Quality Oversight Committee. This committee is constituted of governors from all sites delivering higher education and student representatives and is chaired by an expert governor. Campus Principals of all sites delivering higher education and the Group Academic Registrar report to, and are challenged by, the committee.

5.3 The Higher Education Curriculum, Quality and Standards Committee monitors the delivery of the plan through oversight of the operational delivery committee. At each Higher Education Curriculum, Quality and Standards Committee, papers associated with the APP are presented and reviewed.

5.4 Operational delivery of the plan is delegated down to the Access and Participation Plan Committee. It is chaired by a nominated senior lead on higher education, and constituted by the Campus Principals, Heads of Area, Group Academic Registrar, Director of Learner Services and the Access and Participation Research Officer. This Access and Participation Plan has the projected investment estimates and estimated budgets for the interventions. The Access and Participation Plan Committee will confirm these budgets on an annual basis. The Access and Participation Plan Committee is responsible for monitoring the implementation of the plan and receiving evaluation reports as the interventions are implemented.

5.5 The Access and Participation Plan is a central part of the strategy at TEC Partnership. In addition to being part of Ambition 2030, annual strategic measures are set for Higher Education, which is reviewed annually and includes the targets set out in the plan and all commitments within the plan.

5.6 TEC Partnership is committed to ensuring the plan itself and all activities conducted under this plan are compliant with the Equality Act 2010. As such, for all activities, a risk assessment will be compiled to consider whether an Equality Impact Assessment is required. The initial risk assessment is conducted by the project sponsor, and the Chair of the Access and Participation Plan Committee, or a designated officer, will review the risk assessment before approval of the activity or project. If it is judged that a full Equality Impact Assessment is needed, this will be conducted by the Project Sponsor.

5.7 TEC Partnership is engaged with the Association of Colleges and the Mixed Economy Group. Within both groups, TEC Partnership has shared practice around ensuring the success of non-

traditional students. In addition, TEC Partnership is a member of the University of Hull Federation of Colleges. This is a partnership of nine further and higher education providers, all of whom have validated HE in FE provision with the university. The Federation fulfils its strategic aims of supporting socio-economic development across the region. TEC Partnership is also an active member and represented on the Boards of the Humber Outreach Project, Linc Higher and Inspiring Choices (for Scarborough). We work with all three Uni Connects to implement outreach events and programmes.

5.8 Alongside universities and colleges in the region, TEC Partnership is a strong presence in two Institutes of Technology (IoT). These provide greater access to professional and technology-based Foundation Degrees in the area that TEC Partnership serves.

6.0 Student consultation

6.1 The Student Senate is the elected student representative body within TEC Partnership and is made up of students from a range of backgrounds representative of TEC Partnership's student population. It holds meetings which sit inside the deliberative committee structure. In addition, it is represented on all levels of higher education committees and meetings, and members attend the Curriculum and Quality Oversight Committee and the Corporation. At these meetings, the evaluation of activity is confirmed, discussed and reviewed, with student representatives present.

6.2 The development of this Access and Participation Plan has been consulted on with students from across TEC Partnership. Students were consulted on the changes to both the fee limits and the proposed intervention strategies. We held a meeting with the Student Senate, sent out a formal consultation to all students, and circulated the draft plan for comment with the Student Senate. The Student Senate declined to submit its own APP submission. Student feedback on the plan is included below.

6.3 Students stated that they did not view a change to the fee limits as a detriment to their experience at the college. Student responses broadly agreed that TEC Partnership needed to simplify and streamline the agreed student fee limits and that it was possible for individual colleges to set their fees within those fee limits to suit the prevailing market conditions that they are operating in. Many student responses highlighted that they were not aware of the fee limits or that, as fees were funded through the SFE loan system, they felt any simplification of fee structures would help them. Many students commented that they understood costs of delivery were rising and fees had to be looked at, particularly with the introduction of inflation rises in fees.

6.4 Feedback on the intervention strategies from the students included:

- Widening Access to Higher Education. Students were positive about the progression event proposals and the funding for care leaver scholarships. Some students made comments that they felt the college could do more to promote HE in the wider area, which this intervention would partially address.
- Academic Support and Personal Development. Many responses stated that they would want to see the college implement more academic support. Students from East Riding College highlighted that they would want to see more HE academic support. The planned intervention would be made available across all college sites. The accessibility project (IS2) was renamed following student feedback.
- Employability and Postgraduation Support. Many responses broadly supported this proposal for intervention in this area.

7.0 Evaluation of the plan

7.1 The APP Committee is responsible for ensuring that all evaluation is completed, robust and credible. The evaluation system is designed to ensure that all interventions are assessed to ensure they contribute to eliminating inequality across the student lifecycle, providing the most benefit. The system is designed to ensure TEC Partnership can identify which activities work well and learn from the activities that are not working well. An annual report of the interventions, including the impacts of the projects and the lessons learned, will be published on the TEC Partnership website. Case studies on individual interventions are also presented at our annual TEC Partnership staff conferences.

7.2 The APP Committee is responsible for ensuring that future practice is informed by the evaluation of previous activity. Learning from the evaluations is shared through the APP Committee and in Community and Practice, and HECQS to influence future programme designs. TEC Partnership will use the Office for Students' financial evaluation toolkit to evaluate the outcome of the Hardship grant available to students. All other strategies will be evaluated using Impact Evaluation and the Monitoring and Evaluation Framework (MEF) as described by TASO. Each intervention will have project sponsors who will be reporting to the APP Committee. The sponsors will capture the data they need (and gain ethical clearance from our Ethics committee as required) and report their progress on an annual basis. Longitudinal tracking of student data will be used where available. The Care Leavers Scholarship will always be evaluated in a way that does not use personal data.

7.3 At TEC Partnership, all staff members are engaged and responsible for the monitoring of the work towards this plan. The APP Committee meets bi-monthly and will monitor progress against the plan and report this to the governing body through HECQS and the Curriculum and Quality Oversight Committee. Students sit on HECQS and the Curriculum and Quality Oversight Committee. Using the Theory of Change model, the Committee will assess the impact of the intervention strategies and check progress against the targets that have been set. Over the life of the previous Access and Participation Plan, the use of live data has made material and significant improvements to outcomes at TEC Partnership. Live reporting down to programme level exists for all aspects of engagement of different student types. Gaps can be identified early and interventions put into place. It is embedded within TEC Partnership's culture and practice to constantly refer to and review data. The weekly 'HE on a Page' report is made available to all staff and illustrates the current position, by programme, for continuation, retention and attendance of each programme level. This report is referred to at all meetings concerned with higher education.

7.4 The APP committee is the first area responsible for taking necessary robust actions. Where progress is not being made towards the objective, or where performance is worsening, the APP committee is well-positioned with leaders from across the organisation to rigorously monitor and enact the changes required to reverse any emerging trends. The APP committee reports to the Higher Education Curriculum, Quality and Standards Committee (HECQS) and Executive Leadership Team (ELT) at Strategic Level and to the Curriculum and Quality Oversight Committee (CQOC) at Governor Level. This committee includes experienced Governors with a higher education background who challenge and provide robust scrutiny of the plans and outcomes. The oversight at these levels ensures that, should progress not be made, corrective actions would be taken to ensure that the objectives set out in the plan are achieved.

8.0 Provision of information to students

8.1 Information about fees is provided to applicants on the TEC Partnership website. It is updated by 1st September for the following year's application cycle. TEC Partnership's fees are not increased during the programme of study for any reason, i.e. a student stays on the same fees for all the years of study on their programme. At enrolment on to a programme, each student completes and signs a

curriculum mix. This details the fee per year and the total fees a student pays throughout their programme. All Fees are published on the TEC Partnership website on an annual basis.

8.2 Financial support and the mechanism by which it can be applied for is published on the TEC Partnership website. This will be updated by 1st September for the following year's application cycle. All students can apply for financial support through the Hardship Fund each year of their studies. The Hardship Fund is means-tested, and based on evidence provided by each applicant. Arrangements for financial support remain throughout the life of the programme.

8.3 The Hardship Fund is means-tested and is a grant awarded to each student of £500 towards the costs of living and emergencies while being a higher education student at TEC Partnership. From September 2026, 226 support grants will be awarded based on individual assessed needs. These can be requested throughout the year, and applicants will be required to attend a one-to-one meeting about their support needs to be considered for a grant.

8.4 Students with learning difficulties or disabilities should apply for the Disabled Students Allowance in the first instance. For further information, visit www.gov.uk website.

8.5 The college may be able to assist with financing a diagnostic assessment of specific learning difficulties (e.g. dyslexia), depending on financial circumstances.

8.6 This grant is not intended to pay for costs normally covered by Student Loans. Applications may be means-tested, and awards are allocated according to need.

8.7 The Care Leavers Scholarship is published on each college website at the start of each recruitment cycle, and where there are more applications than places, a selection process will be used. The Care Leaver Scholarship provides individuals who have left care, and are entering higher education, with a fully funded package of support during the academic year.

Eligibility Criteria

To qualify and applicant must:

- Have evidence that they left care settings in the previous 5 years.
- Have applied through UCAS for study for the academic session.
- Have applied to SFE for the Tuition Fee and Maintenance Loan and have already made these arrangements, as this will be used to access your entitlement. This would then be in place if the scholarship application was not successful and could be cancelled if the scholarship is awarded.
- Have applied for a course that does not attract a training bursary, e.g. NHS or Social Work bursary.
- Be accepted and enrolled on one of our eligible HE courses.
- Not have fees paid or part-paid through a sponsorship arrangement.
- Be a new entrant to Higher Education (i.e. you do not have an existing HE qualification, e.g. Foundation Degree or HND).
- Not be undertaking a postgraduate initial teacher training course leading to qualified teacher status.
- Studying on a programme that begins in its first year as a level 4 programme on the framework for higher education qualifications.
- Not be transferring in from another institution.
- Not be undertaking a postgraduate qualification.
- Have good standing regarding attendance and submission of work.

Benefits

The package for these students will include:

- Zero fees for the life of the programme or for 3 years of study where multiple programmes are used to reach a Bachelor's award with TEC Partnership.
- A food budget.
- A budget for course-associated travel.
- For the selected students studying at Grimsby Institute of Further and Higher Education, they will also receive free accommodation in our halls or residence.

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

1.0 Indications of Risk

1.1 TEC Partnership has undertaken an analysis of data provided by the Office for Students Access and Participation Plan data dashboard (published in 2024), and we have supplemented this with other data where the OfS data has suppression rules applied which means this is not available for publication.

1.2 As a smaller provider of predominantly level 4, 5 and 6 qualifications, TEC Partnership has used its best judgement when using the dashboard data, although it has generally used data trends from the past four years of available data. We are unable to exclude cohorts as we have small cohorts in every category. There are gaps in the available published data, particularly for attainment and progression life cycle stages, and this is where other data, such as that held by the college or provided through the National Student Survey and HESA.

Access

1.3 TEC Partnership considers the risks for Access to its own higher education provision to be relatively low. As a further education college group with significant higher education provision and degree awarding powers, delivering higher education in cold spot areas for HE participation is central to our mission and outlined in our Ambition 2030 strategic plan. As of the 2024-2025 academic year, over 67% of our higher education students live within 5 miles of the college they attend at application. Less than 10% of our students come from over 20 miles away from TEC Partnership colleges. A short narrative of the cold-spot areas is included in the following paragraphs.

Beverley

1.3 Beverley Town has three postcode areas that, according to IMD (2019) data, are amongst the 20% most deprived postcodes in England. This deprivation increases to the top 10% most deprived for central Beverley when considering the Income Deprivation Affecting Children Index. TUNDRA data shows that the same postcodes in Beverley are in TUNDRA Quintile 2 or Quintile 5 for participation in HE by young people.

Bridlington

1.4 Bridlington has four postcode areas that, according to IMD (2019) data, are amongst the 10% most deprived postcodes in England. This deprivation increases to five postcode areas when considering the Income Deprivation Affecting Children Index. Bridlington has postcodes in the rural districts that are amongst the top 20% most deprived areas. TUNDRA data shows that the same postcodes in Bridlington are in TUNDRA Quintile 1 for participation in HE by young people.

Grimsby

1.5 Grimsby has 20 plus postcode areas that, according to IMD (2019) data, are amongst the 10% most deprived postcodes in England. This deprivation is the same in those postcode areas when considering the Income Deprivation Affecting Children Index. The other major suburban area in North East Lincolnshire, Immingham, also has two postcodes in the top 10% for deprivation. TUNDRA data shows that the same postcodes in Grimsby and Immingham are in TUNDRA Quintile 1 for participation in HE by young people.

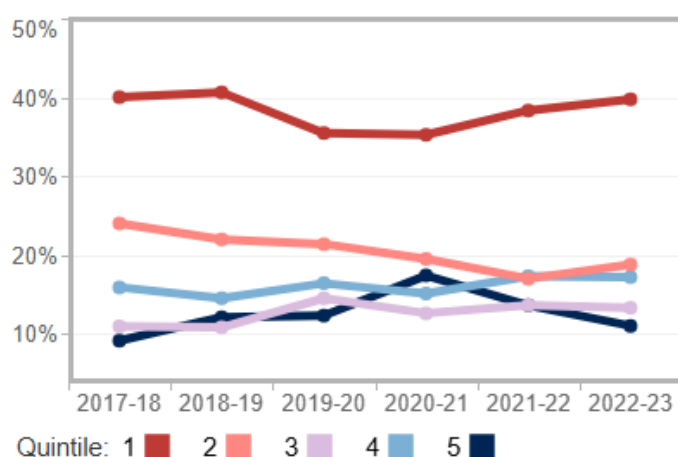
Scarborough

1.6 Scarborough has five postcode areas that, according to IMD (2019) data, are amongst the 10% most deprived postcodes in England. Scarborough has a significant number of postcodes in the rural districts that are amongst the top 20% most deprived areas. TUNDRA data shows that the same postcodes in Scarborough are in TUNDRA Quintile 1 for participation in HE by young people.

Skegness

1.7 Skegness has five postcode areas that, according to IMD (2019) data, are amongst the 10% most deprived postcodes in England. Skegness has a significant number of postcodes in the rural districts that are amongst the top 20% most deprived areas. TUNDRA data shows that the same postcodes in Skegness are in TUNDRA Quintile 1 for participation in HE by young people.

Figure 1: Deprivation (IMD 2019); Indicators for Access (OfS, 2024)



1.8 Overall, we have noted the general overall trends for Access from students with deprived backgrounds:

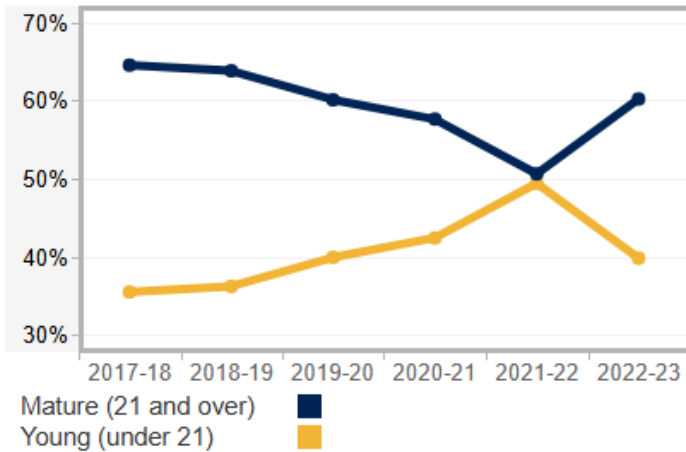
1.9 IMDQ1 (Most Deprived Quintile): The percentage of entrants from the most deprived areas (IMDQ1) has fluctuated over the years. For example, in the 2017-18 academic year, the proportion was around 40.9%, while in the 2022-23 academic year, it was approximately 38.2%. This suggests a slight decrease over time, indicating a potential area for improvement in attracting students from the most deprived areas.

1.10 IMDQ1234 (Combined Deprived Quintiles): The proportion of entrants from the combined deprived quintiles (IMDQ1234) has consistently been high, with values like 91.9% in 2017-18 and 90% in 2022-23. This shows that while there is a strong representation from deprived areas, there is a slight downward trend that might need addressing to maintain or improve access.

1.11 For students recruited to First Degree courses, we have noted that the representation of students from the most deprived areas (IMDQ1) has varied. For instance, in 2017-18, it was 41.4% and in 2022-23, it was 42%. This indicates relatively stable access from the most deprived areas over time. IMDQ1234 (Combined Deprived Quintiles): The proportion of entrants from the combined deprived quintiles has been consistently high, with 91.6% in 2017-18 and 89.1% in 2022-23. This suggests strong access from deprived areas, though there is a slight decrease that may need attention.

1.12 For students recruited to Other Undergraduate courses, we have noted the representation from the most deprived areas (IMDQ1) has also varied, with 40.7% in 2017-18 and 35.8% in 2022-23. This shows a decrease over time, indicating a potential area for improvement. We have considered this against the recruitment of young people on these programmes and their continuation, and consider this to be a risk to equality of opportunity to be mitigated.

Figure 2: Age – Indicator values for Access (OfS, 2024)

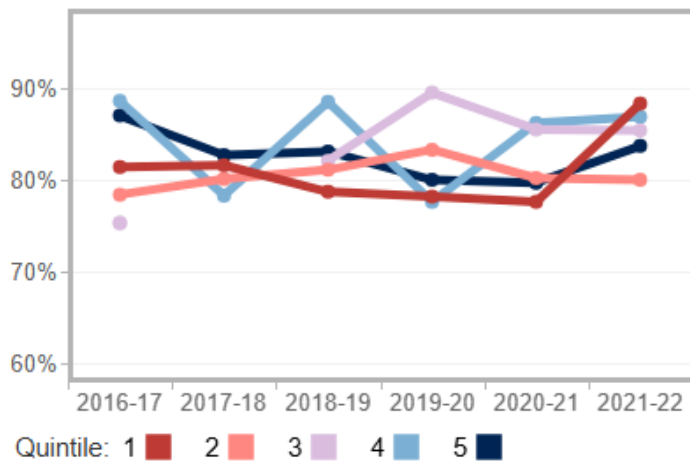


1.13 Care Leavers. TEC Partnership operates in communities where there are significant numbers of care leavers and where there are strategic priorities amongst the local authorities to increase the progression and opportunity for care leavers into higher-level study. Nationally, only 6% of care leavers enter higher education compared to 40% of the rest of the population (DfE, 2025). Our approach to mitigating this risk to equality of opportunity includes providing fully funded scholarships for care leavers, in addition to the existing interventions that we provide to all students.

Continuation

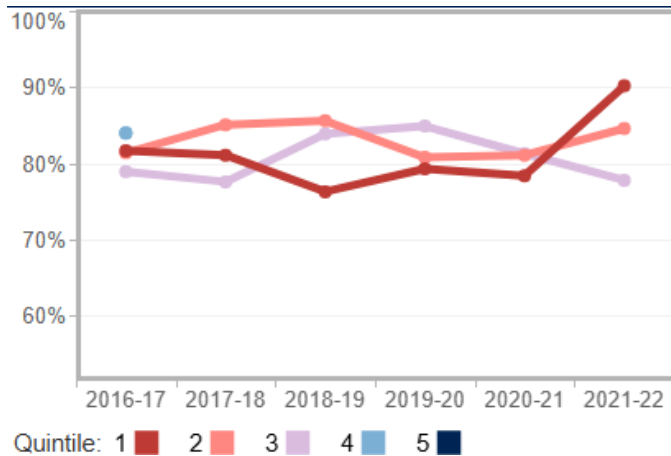
1.14 Continuation at TEC Partnership has demonstrated a recent positive upward trend, with continuation from IMD Quintile 1 students now performing above Quintile 4 students (as of the 2021/2022 academic year). IMD Q1 is one of the largest demographic cohorts that we recruit our HE students from, and we would expect to see an improvement in this metric as the work of the previous Access and Participation plan has continued over the past few years.

Figure 3: Continuation Indicator Values, IMD 2019 (OfS, 2024)



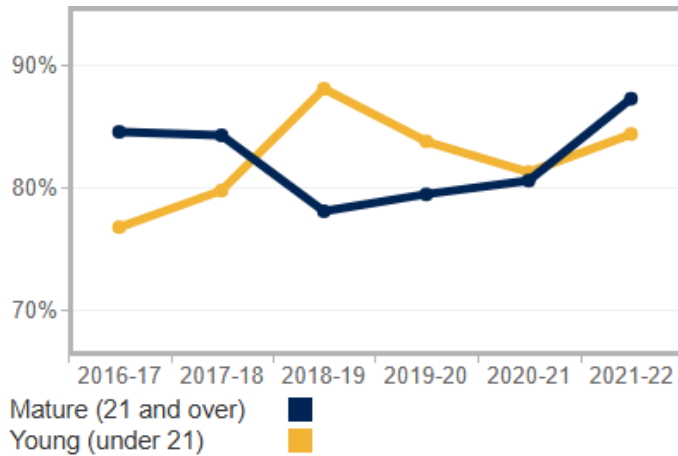
1.15 The performance of continuation in Indices of Multiple Deprivation continues when looking at intersectional metrics such as the ABCS quintiles of the Eligibility for free school meals, which reflect the performance of IMD seen in Figure 1.

Figure 4: ABCS Quintile Continuation Values (OfS, 2024).



1.16 Where TEC Partnership has seen a gap develop in continuation is between young students and mature students. We have seen the gap fluctuate over a 4-year period.

Figure 5: Age – Continuation Values (OfS, 2024)



1.17 When broken down further, the gap widens for students in the Other Undergraduate cohort (250 students in 2021-2022) and reverses in the First-Degree cohort (110 students in 2021-2022). Our assessment of risk to equality of opportunity for these cohorts in Other Undergraduate is a cause for a concern, when also compared to other indicators such as Free School meals (limited data available) or when comparing the Other Undergraduate continuation to the completion student lifecycle stage, where students from more deprived IMD backgrounds are less likely to complete their qualification, and over the past four years (from 2015-16 to 2018-19 data) young people have had the gap to completion in Other Undergraduate. These are often short 1- or 2-year courses.

1.18 There are no other significant gaps to report in continuation. For part-time students, it is noted that published data is subject to suppression rules.

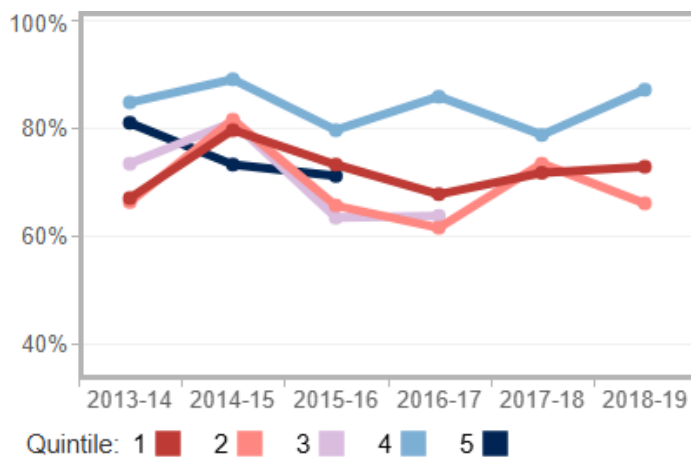
Completion

1.19 The data indicates strong performance in the IMD Q4 demographic across multiple years. For instance, in 2016-17, the completion rate for all undergraduates in IMD Q4 was 86.2%, which is significantly higher than the national average of 75.2%. This trend is consistent across other years in the dataset, showing a positive gap in performance.

1.20 The First-Degree courses have shown a consistent trend of maintaining or exceeding national averages in certain demographics. For instance, in 2017-18, the completion rate for First Degree students in IMD Q3 was 81.7%, which is above the national average of 72.3%. The Other Undergraduate courses have shown improvement in completion rates in the dataset. In 2018-19, the completion rate for Other Undergraduates in IMD Q5 was 86.3%, compared to the national average of 74.7%.

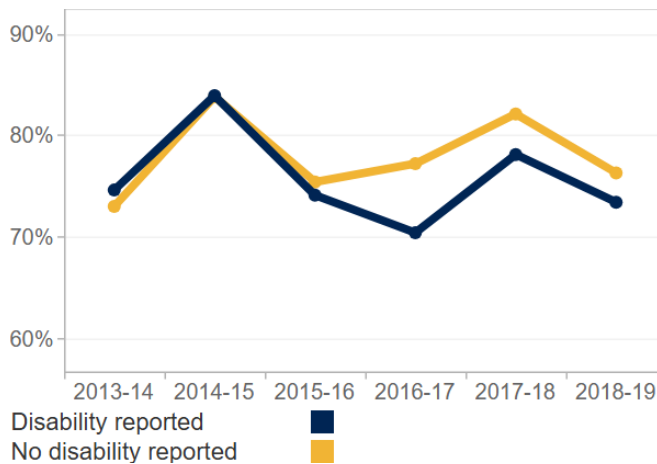
1.21 Some demographics within the First-Degree courses have lower completion rates compared to OfS benchmarks (Figure 6). For instance, in 2018-19, the completion rate for First Degree students in IMD Q1 was 65.9%, which is below the benchmark of 72.7%. This demonstrates that there is an equality of opportunity risk to mitigate in completion. Overall, the difference between IMD Q1 and IMD Q5 is 5pp for all undergraduates.

Figure 6: Deprivation (IMD 2019) – completion First Degree (OfS, 2024)



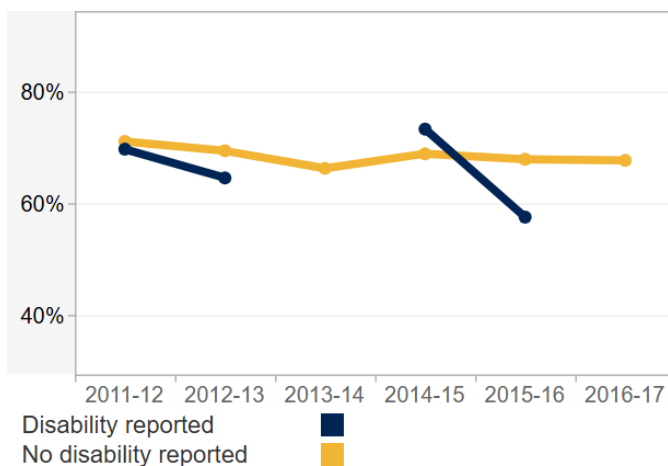
1.22 The data (Figure 7) indicates that disabled students generally have lower completion rates compared to non-disabled students. However, there are instances where disabled students outperform their non-disabled counterparts. There are strengths in the performance of cohorts for completion where a disability has been declared. In the academic year 2017-18, disabled students had a completion rate of 82.1%, which is 4% higher than the national average of 78.1%. For students with sensory impairments, completion rates in 2018-19 were significantly higher at 89.4%, compared to the national average of 76.4%. Internal data held by the college for the 2023-2024 academic year demonstrates that students with declared disabilities in areas that are traditionally supported by Disabled Students Allowance, such as dyslexia, are outperforming no declare disability students. However, we have cohorts of students with medical conditions and other neurodivergences that are underperforming against no declared disability.

Figure 7: Disability reported – Completion all undergraduates (OfS, 2024)



1.23 There are areas for improvement, for example, students with mental health issues consistently show lower completion rates. In 2018-19, the completion rate for these students was 71.4%, compared to the overall rate of 76.4%. For part-time students, cognitive impairments show a completion rate of 58.3%, which is 9.6% lower than the national average for all undergraduates. This is not a clear trend due to the incompleteness of data across academic years (Figure 8). However, it suggests that continued intervention may be required to mitigate the equality of opportunity risk.

Figure 8: Disability reported – Part-time completion (OfS, 2024)



Attainment

Analysis by Indices of Multiple Deprivation for all undergraduates.

1.24 The following analysis compares the attainment rates of IMDQ1 with other IMD quintiles (IMDQ2, IMDQ3, IMDQ4, and IMDQ5) over three academic years to identify gaps and trends. Existing data demonstrates that current interventions have reduced the awarding gaps for all undergraduates by deprivation background.

Figure 9: Year 2018-19

IMD Quintile	Attainment (%)	Gap with IMDQ1 (%)
IMDQ1	64.5	-
IMDQ2	43.6	-20.9
IMDQ3	62.1	-2.4
IMDQ4	61.5	-3.0
IMDQ5	82.6	+18.1

Figure 10: Year 2019-20

IMD Quintile	Attainment (%)	Gap with IMDQ1 (%)
IMDQ1	63.3	-
IMDQ2	79.5	+16.2
IMDQ3	76.0	+12.7
IMDQ4	65.4	+2.1
IMDQ5	82.6	+19.3

Figure 11: Year 2020-21

IMD Quintile	Attainment (%)	Gap with IMDQ1 (%)
IMDQ1	63.4	-
IMDQ2	67.9	+4.5
IMDQ3	69.0	+5.6
IMDQ4	68.3	+4.9
IMDQ5	54.2	-9.2

Figure 12: Year 2022-23

IMD Quintile	Attainment (%)	Gap with IMDQ1 (%)
IMDQ1	59.1	-
IMDQ2	67.5	+8.4
IMDQ3	53.6	-5.5
IMDQ4	60.0	+0.9
IMDQ5	59.3	+0.2

1.25 The gaps between IMDQ1 and other IMD quintiles reveal varied performance across different years. IMDQ2 and IMDQ5 often show higher attainment rates, while IMDQ3 and IMDQ4 exhibit fluctuating performance.

Analysis by declared disability for all undergraduates.

1.26 This analysis examines the attainment rates of full-time undergraduate students at TEC Partners over a six-year period (2017-2023), with a focus on the impact of disability status on qualification achievement. The data is segmented by specific disability types, including cognitive, mental health, multiple impairments, sensory, and social and communication disabilities. Disabled students consistently show lower attainment rates compared to their non-disabled peers. The attainment gap between disabled and non-disabled students fluctuates across the years, with notable differences in specific disability categories.

1.27 The most recent data (2021-2023) indicates an improvement in attainment rates for disabled students, reaching 67.8% in 2021-22. However, this improvement is not uniform across all disability types, with cognitive and mental health disabilities showing better outcomes compared to sensory and multiple impairments.

Figure 13: Disability Declared/No Disability Declared Attainment Gap, 2017-2023 (OfS, 2024)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Disability Declared (%)	54.2	48.0	61.1	56.6	67.8	62.9
No Disability Declared (%)	65.0	68.8	71.4	71.1	60.5	59.6
Gap - PP	10.8	20.8	10.3	14.5	7.3	3.2

Analysis by age for all undergraduates' attainment.

1.28 This analysis relates to full time undergraduates. The majority of data for part time undergraduates has been suppressed.

1.29 Students aged 26-30 consistently show high attainment rates across multiple years. For instance, in 2019-20, the attainment rate was 84.6% for this age group, which is significantly above the rates for other age groups. Similarly, in 2022-23, students aged 26-30 had an attainment rate of 73.1%, indicating strong performance. Young undergraduates (aged 21-25) have shown improvement over the years. For example, their attainment rate increased from 44.4% in 2018-19 to 61.5% in 2019-20. This is due to intervention already undertaken in this area by TEC Partnership, such as success coaches and the academic achievement coach.

1.30 The data below demonstrates that although there has been improvement in the attainment of young people, due to previous intervention activity, the young qualifiers still have a gap to those in the mature category that needs to be mitigated for equality of opportunity.

Figure 14: First Degree Attainment Gap, 2017-2023 (OfS, 2024)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Young Students (%)	67.9	44.4	61.5	50.0	54.3	51.1
Mature Students (%)	52.5	72.7	76.5	73.3	73.3	67.5
Gap – PP	15.4	28.3	15.0	23.3	19.0	16.4

Figure 15: Other Undergraduate Degree Attainment Gap, 2017-2023 (OfS, 2024)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Young Students (%)	62.5	44.4	61.5	50.0	54.3	51.1
Mature Students (%)	52.4	72.7	76.5	73.3	73.3	67.5
Gap – PP	10.1	28.3	15.0	23.3	19.0	16.4

Note that some categories are the same in each table due to data suppression rules.

Progression

1.31 This analysis relates to full-time undergraduates. The majority of data for part-time undergraduates has been suppressed.

1.32 The progression data available from the OfS Access and participation data set is limited, and this is likely due to the small cohorts and the small numbers within those cohorts that respond to the Graduate Outcomes survey that occurs 15 months after graduation. TEC Partnership has a published set of Graduate Attributes and an Employability team that supports students with the preparation for entering the workforce or taking the next steps with postgraduate study.

1.33 The data available for Progression to further study and highly skilled jobs is limited in terms of deprivation, with TUNDRA not available to use at all and IMD (2019) available in broken series (Figure 16). However, this data does show that there is a gap between IMD Q2 and IMD Q1 cohorts for progression. IMD Q1 is a cohort of 80, and IMDQ2 is a cohort of 50 in the 2021-22 data. There is a similar gap in the Age indicator between young students and mature students, which aligns with the analysis found with completion data; however, mature students are more likely to be retraining, which can explain some of this gap.

1.34 For progression and disability reported (Figure 17), there is a positive gap of 12.3pp between disability reported and no disability reported. The ABCS data (Figure 18) shows a mixed set of outcomes, suggesting that although there has been an improvement in data for progression for disability reported, there are intersectional equality of opportunity issues to be mitigated within the no disability reported cohort.

Figure 16: Deprivation (IMD 2019) – Progression for All Undergraduate (OfS, 2024)

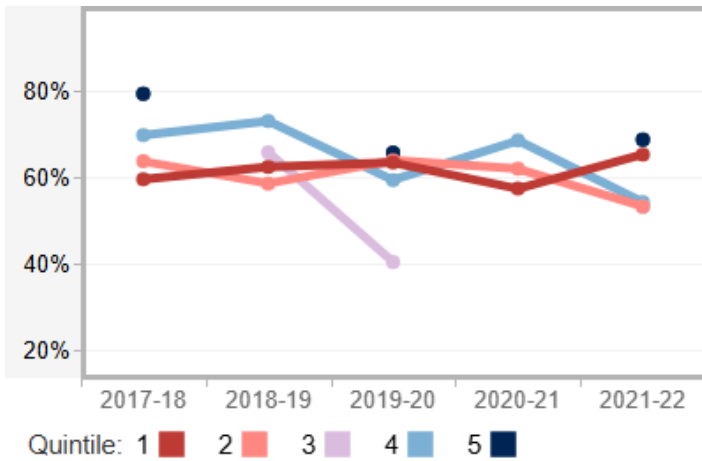


Figure 17: Disability reported – Progression for All Undergraduate (OfS, 2024)

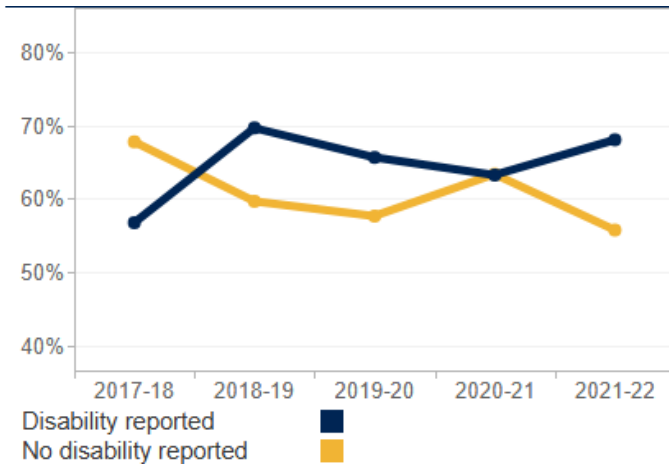
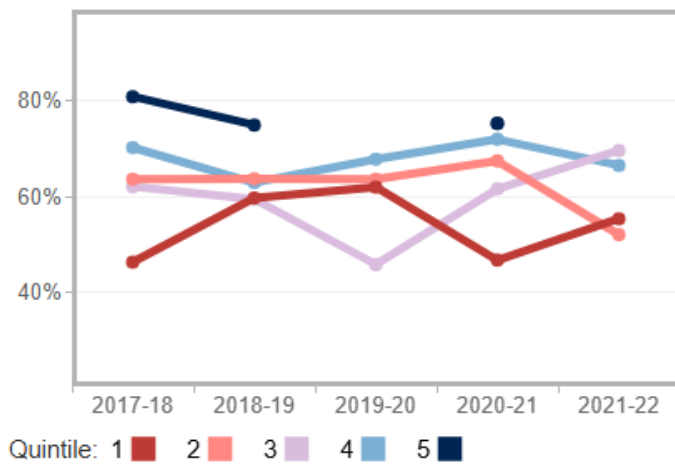


Figure 18: ABCS Quintile – Progression for All Undergraduate (OfS, 2024)



2.0 Underlying Risks – The TEC Partnership Equality of Opportunity Risk Register

Risk	Evidence at TEC Partnership	Student Lifecycle stage
<p>Risk 1: Knowledge and skills – Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.</p>	<p>Quantitative evidence:</p> <ul style="list-style-type: none"> -Poor school achievement in the local area -High eligibility for free school meals in the local area. -High IMDQ1/2 across the communities TEC Partnership serves. -2/3 drop in the number of entrants who were eligible for FSM. -Access to higher education, there has been a growing gap between Young People and Mature students at entry. -Other undergraduate courses have seen a 5% reduction in IMDQ1 from 2018 to 2023. <p>Qualitative evidence:</p> <ul style="list-style-type: none"> -Student feedback about support required. -NSS results around the need for student support. 	<p>Access and progression.</p>
<p>Risk 2: Information and Guidance – Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choices about their higher education options.</p>	<p>Quantitative evidence:</p> <ul style="list-style-type: none"> Poor school achievement in the local area -High eligibility for free school meals in the local area. -High IMDQ1/2 across the communities TEC Partnership serves. -2/3 drop in the number of entrants who were eligible for FSM. -Access to higher education, there has been a growing gap between Young People and Mature students at entry. -Other undergraduate courses have seen a 5% reduction in IMDQ1 from 2018 to 2023. <p>Qualitative evidence:</p> <ul style="list-style-type: none"> -Student feedback about the support that is required. -NSS results around the need for student support. 	<p>Access and continuation.</p>

Risk	Evidence at TEC Partnership	Student Lifecycle stage
<p>Risk 5: Limited Choice of course type and delivery mode – students may not have equal opportunity to access a sufficiently wide variety of higher education course types.</p>	<p>Quantitative evidence:</p> <ul style="list-style-type: none"> -Reduced HE recruitment due to employment pressures. -Reduced HE recruitment to Level 4/5 courses from the most deprived postcodes (IMDQ1). <p>Qualitative evidence:</p> <ul style="list-style-type: none"> -Lack of developed degree apprenticeships. -Few higher apprenticeships. -Reduced part-time offer. 	<p>Access, continuation and completion.</p>
<p>Risk 6: Insufficient academic support – students may not receive sufficient personalised academic support to achieve a positive outcome.</p>	<p>Quantitative evidence:</p> <ul style="list-style-type: none"> - Other Undergraduate continuation in 2024 is 65% (TEC, 2024) - IMD quintile 2 underperforms compared to the other quintiles. - Students from IMD Q4 outperform those from Q1. - Students who report a disability outperform those who do not report a disability. <p>Qualitative evidence:</p> <ul style="list-style-type: none"> -NSS and internal survey feedback on available academic support. 	<p>Continuation, Completion, Attainment and Progression</p>
<p>Risk 7: Insufficient personal support – students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.</p>	<p>Quantitative evidence:</p> <ul style="list-style-type: none"> - Other Undergraduate continuation in 2024 is 65% (TEC, 2024) - IMD quintile 2 underperforms compared to the other quintiles. - Students from IMD Q4 outperform those from Q1. - Students who report a disability outperform those who do not report a disability. <p>Qualitative evidence:</p>	<p>Continuation, Completion and Progression</p>

Risk	Evidence at TEC Partnership	Student Lifecycle stage
<p>Risk 8: Mental Health – students may not experience an environment that is conducive to good mental health and wellbeing</p>	<p>Quantitative evidence: -Reduced continuation rates amongst young students and IMD Q2/3 students. -NSS response for Mental Health is below the benchmark for an FE provider (NSS, 2024).</p> <p>Qualitative evidence: -Evidence of additional consideration requests made by students due to mental health reasons.</p>	<p>On-course and Progression</p>
<p>Risk 10: Cost pressures – increases in cost pressures may affect a student’s ability to complete their course or obtain a good grade.</p>	<p>Quantitative evidence: -Reduced continuation rates amongst young students and IMD Q2/3 students. - Other Undergraduate continuation in 2024 is 65% (TEC, 2024) - IMD quintile 2 underperforms compared to the other quintiles. - Students from IMD Q4 outperform those from Q1. - Students who report a disability outperform those who do not report a disability.</p> <p>Qualitative evidence: -Decrease in the number of academic appeals. -Increase in the number of students in debt to the college.</p>	<p>Access, Continuation, Completion and Attainment.</p>
<p>Risk 11: Capacity issues – students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation.</p>	<p>Quantitative evidence: - Students from IMD Q4 outperform those from Q1. - Students who report a disability outperform those who do not report a disability.</p> <p>Qualitative evidence: -Evidence of additional consideration requests made by students due to capacity reasons.</p>	<p>Access, Continuation, Completion and Progression.</p>

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

Situation	Objective	Inputs	Activities	Outputs	Outcomes	Impact
Lower young people's recruitment into higher education. Lack of cultural capital to attend higher education due to a lack of access to opportunities in secondary education.	1	Staff time. £7,000 per annum operating cost.	Progression Events - A programme of outreach events with the other local schools and colleges to promote post-16 progression and study options into University and careers. This is a collaborative activity with other providers and the Humber Outreach Project.	-A progression event at each site in TEC Partnership. -10 HEIs at each progression event. -5 Local Schools invited to the progression event. -500 students attend the combined events annually.	-Local school and college students have access to higher education providers in an accessible location. -Promotes the benefits of higher education study in communities that are cold spots for young people's HE participation (TUNDRA Q1).	-Increased young people recruitment to the TEC Partnership. -Increased young people recruitment from deprived backgrounds (TUNDRA/IMDQ1) to any higher education.
Lower young people's recruitment into higher education. Lack of cultural capital to attend higher education due to a lack of access to opportunities in secondary education.	1	Staff time. £3,000 per annum operating cost	University Outreach - A programme of external trips for further education students that promotes available choices for post-18 progression.	-Trips to a wider variety of HEIs for FE students to experience different subject areas. -Each college in the group is to arrange its own trips.	-Awareness of Higher Education opportunities for Further Education students. -Increased progression of further education students from TUNDRA Q1 demographics to higher education providers, both within the local area and beyond the immediate region.	-Increased young people recruitment from deprived backgrounds (TUNDRA/IMDQ1)

Situation	Objective	Inputs	Activities	Outputs	Outcomes	Impact
Lower young people with care experience participation in higher education. Alignment with local authority strategic objectives on care experience in education.	1,2,3	Staff time to administer the system. £34,000 in Fee Waivers £35,000 in bursary support.	Care Leaver Scholarship - A Care Leaver Fee waiver and bursary for 4 students per year across the TEC Partnership. This offers free education to care-experienced individuals who have recently left local authority care and gives them support for up to three academic years.	4 students with care experience are supported per year through higher education.	-Increased participation in higher education due to zero fees for their chosen course. -Food, accommodation and travel during term time. -Address the needs of care-experienced individuals and work with local authorities to give individuals the opportunity to take the next step in their education or career.	-Increase HE participation for young people with care experience.
Lower continuation and completion rates in students from IMD Q1/2 postcodes compared to IMD Q345.	1,2,3,4	Staff time to administer the system. 226 Hardship grants annually (£113,000)	Hardship Fund - A package of financial support that is accessible to all students through means testing. This is to help support with the cost of living and crises students encounter while studying at TEC Partnership.	100 students per year are financially supported with higher education.	-Increased engagement in studying higher education. -Mitigate risks associated with cost pressures. -Support all students with payments needed to enter higher education. -Help build cultural capital that college-based students need to succeed in higher education.	-Increased continuation in students from IMDQ1/2 -Increased completion in students from IMDQ1/2 -Narrowing the awarding gaps between Young Students and Mature Students.

Situation	Objective	Inputs	Activities	Outputs	Outcomes	Impact
Lower continuation and completion rates in students from IMD Q1/2 postcodes compared to IMD Q345.	2,3,4	Staff time to administer support (college contribution). £4,000 annual operating costs.	A team of student support services staff who provide pastoral support to higher education students. Provide regular non-academic support, information, advice and guidance on student issues, advocacy. support and referrals to other services, including safeguarding. Student support will also be able to provide events and talks that support the personal development of students' cultural capital.	350 students will be engaged by the support services and events offered by the Success Coach team.	-Increased engagement in studying higher education. -Increased continuation rates of higher education students. -Increased completion rates of higher education students. -Increased support and advocacy for student case work and mitigations. -Awareness of on-programme and post-programme opportunities for personal development, volunteering and skills that can support future aspirations.	-Increased continuation in students from IMDQ1/2 -Increased completion in students from IMDQ1/2 -Narrowing the awarding gaps between Young Students and Mature Students.
Young People, those from IMDQ1/2 and Declare disability have lower completion rates than other demographics.	2, 3	Staff time to administer support (college contribution).	Academic Achievement Service - A team of early career academics/learning centre staff who provide academic support to non-DSA eligible students.	-350 students annually have access to support workshops for academic skills.	-Increased submission of work at the first point of submission. -Access to support for academic issues that are not subject-specific. -Reduced Academic Integrity cases. -Increased completion rates.	Increased completion in the following cohorts by 5pp -Young People -IMD Q1/2 -Disability Declared

Situation	Objective	Inputs	Activities	Outputs	Outcomes	Impact
<p>Students with declared disability/hidden disability are more likely not to complete their course or be awarded a good degree.</p> <p>Students with declared disability/hidden disability are less likely to progress to further study or highly skilled employment.</p>	2,3,4	<p>Staff time to administer the system.</p> <p>£6,000 annual operating costs.</p>	<p>-Implementing UDL/inclusion principles based on recommendations by the British Psychological Society (for neurodivergence).</p> <p>-Implementing employability services tailored to autism, ADHD, dyslexia and disabilities, including a module on the TEC Partnership Graduate Award.</p> <p>-Maintain guides and resources for teaching and support staff.</p> <p>-Transition from university to workplace mentoring.</p> <p>-Development of student social activities and clubs (social connection can be beneficial for mental health and is even sometimes prescribed).</p>	<p>-350 students every year have attended workshops in class or out of class time.</p> <p>-All learning resources implement the UDL principles by 2030.</p> <p>-All employability services are tailored to support students with additional needs.</p>	<p>-Increased engagement in higher education study for those with a declared disability.</p> <p>-Awareness of support and intervention available for those who are not aware if they have a disability.</p> <p>-Increased attendance and increased continuation in HE courses.</p> <p>-Awareness of on-programme and post-programme opportunities for personal development, volunteering and skills that can support future aspirations.</p>	<p>-Close the completion and awarding gaps in: Declared Disability</p> <p>-Increase the progression to further study and highly skilled employment by 5pp in 2030.</p>

Situation	Objective	Inputs	Activities	Outputs	Outcomes	Impact
Students from IMD1/2 are less likely to progress to further study and highly skilled work than students from other demographics. There is a 12.3pp gap between disability declared and no disability declared for progression to further study or highly skilled employment.	4	Staff time to administer support (college contribution). £7,000 annual operating budget.	<p>Employability Support Team - A range of guest speakers and keynote speakers, trips to promote post-graduate study & Nursing-related undergraduate study to highlight progression opportunities to our students. We will be hosting a careers event where students can find out more regarding graduate opportunities and routes for postgraduate study.</p> <p>Activities which will be included as a part of this project will include:</p> <ul style="list-style-type: none"> • Industry speakers • Postgraduate trips and visits • Industry masterclasses 	300 students will have taken part in Employability Team activities annually. 60% of all qualifiers will achieve the TEC Partnership Graduate Award by 2030.	<p>- To create an employability enrichment package which allows UCG students to take part in a range of employability-focused activities. This will allow students to access graduate jobs (SOC 1-3) and provide them with the opportunity to network with industry professionals.</p> <p>-To create an aspirational culture and celebrate the success of UCG graduates</p> <p>-To increase students' knowledge of the graduate jobs market</p> <p>-To equip students with the knowledge to start their own business</p>	<p>Close the gap between IMD cohorts for progression to further study and highly skilled jobs by 5pp.</p> <p>Close the gap between declared disability and no declared disability by 8pp by 2030.</p>

Situation	Objective	Inputs	Activities	Outputs	Outcomes	Impact
Students from IMD1/2 are less likely to progress to further study and highly skilled work than students from other demographics. There is a 12.3pp gap between disability declared and no disability declared for progression to further study or highly skilled employment.	4	Staff time to administer support (college contribution). £3,000 annual operating budget.	Alumni Support Service - Alumni events and activities, such as networking lunch and reunion event. -Access to guest speakers and events at TEC Partnership. -Monthly newsletter with support guidance for graduates.	-200 Alumni per year are engaged with support and events by 2030.	-Create a central service for recent TEC Partnership graduates to access resources, receive support and access graduate vacancies. -To encourage graduates to continue to access support to achieve graduate-level employment after they have completed their studies. -To empower graduates with the information to make an informed choice about their futures.	Close the gap between IMD cohorts for progression to further study and highly skilled jobs by 5pp. Close the gap between declared disability and no declared disability by 8pp by 2030.

Situation	Objective	Inputs	Activities	Outputs	Outcomes	Impact
Other Undergraduate Continuation is 10pp lower than the OfS Benchmark.	2,3	Staff time to administer the system.	Curriculum Design - All higher education courses at TEC Partnership are developed using the latest curriculum planning and pedagogy techniques. This includes using varying calendars where appropriate, such as Trimester delivery, to support student engagement and achievement.	-All programmes have appropriate delivery and assessment strategies that address the needs of their student demographic by 2030.	-Programmes that are inclusive and support student achievement through curriculum sequencing. -Assessment methods and workloads that ensure students can reach the academic thresholds, and beyond the academic thresholds, while being supported to complete HE when being amongst the first in their family or community to do so.	-Increase continuation rates for Other Undergraduate and Young People Demographics by 10pp.
Students from TEC Partnership communities are in the top 20% most deprived postcodes in England (IMD 2019) and/or are in TUNDRA Quintile ½ for Young Person participation.	1	Staff time to administer the system.	Widening Participation Admissions - TEC Partnership supports the non-standard entry across most programmes for entrants who do not meet the entry tariff of UCAS points. This is part of our fair and inclusive admissions system.	Increase participation in higher education for relevant demographics.	Applicants who were not able to achieve level 3 qualifications due to a lack of equal opportunity at post 16 stage are able to access higher education at a local provider.	Increase participation rates for higher education in our communities.

Annex C: Targets, investment and fees.



Fees, investments and targets

2026-27 to 2029-30

Provider name: TEC Partnership

Provider UKPRN: 10007938

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£30,000	£30,000	£30,000	£30,000
Financial support (£)	NA	£182,000	£182,000	£182,000	£182,000
Research and evaluation (£)	NA	£10,000	£10,000	£10,000	£10,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£15,000	£15,000	£15,000	£15,000
Access activity investment	Post-16 access activities (£)	£15,000	£15,000	£15,000	£15,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£30,000	£30,000	£30,000	£30,000
Access activity investment	Total access investment (as % of HFI)	2.2%	2.2%	2.2%	2.2%
Access activity investment	Total access investment funded from HFI (£)	£30,000	£30,000	£30,000	£30,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£35,000	£35,000	£35,000	£35,000
Financial support investment	Fee waivers (£)	£34,000	£34,000	£34,000	£34,000
Financial support investment	Hardship funds (£)	£113,000	£113,000	£113,000	£113,000
Financial support investment	Total financial support investment (£)	£182,000	£182,000	£182,000	£182,000
Financial support investment	Total financial support investment (as % of HFI)	13.5%	13.5%	13.5%	13.5%
Research and evaluation investment	Research and evaluation investment (£)	£10,000	£10,000	£10,000	£10,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.7%	0.7%	0.7%	0.7%

Annex D: Glossary of Terms and Abbreviations

ABCS – Associations between characteristics of students

APP – Access and Participation Plan

Continuation – a measure of students still on programme or achieved 1 year and 14 days after enrolment.

Completion – a measure of students who have completed their course against those who originally enrolled.

HE – Higher Education

HECQS – Higher Education Curriculum, Quality and Standards Committee

HESA – Higher Education Statistics Agency

IMD – Indices of Multiple Deprivation (all age demographics)

NSS – National Student Survey

OfS – Office for Students

TASO – Transforming Access and Student Outcomes in Higher Education

TEC – Training, Education and Careers

TEF – Teaching Excellence Framework

TUNDRA – Tracking underrepresentation by area (young people)

HE19 Access and Participation Plan 2026 - 2030

