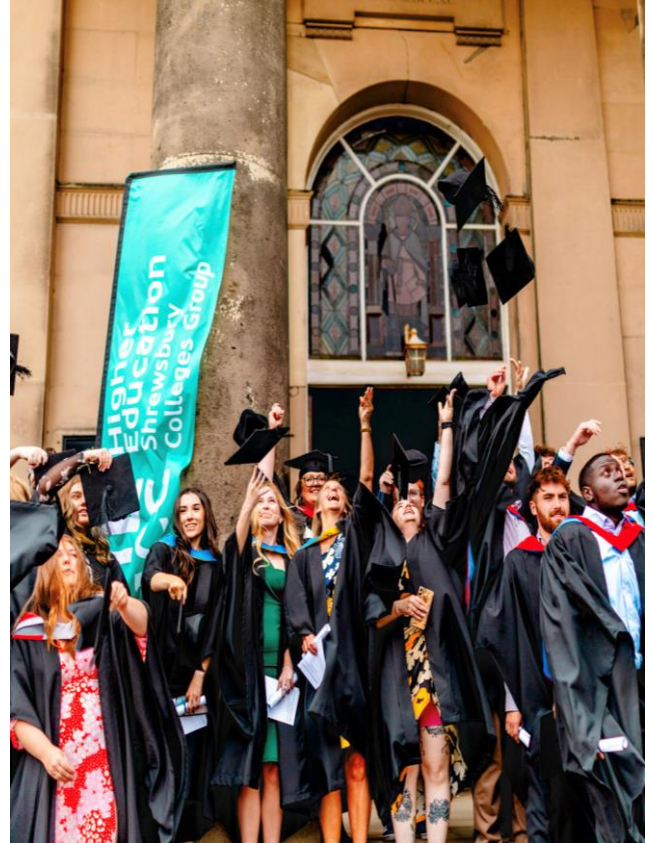


Shrewsbury College

Access and Participation Plan 2026-30



 **Shrewsbury College**

 **Ofsted**
Outstanding Provider

Introduction and Strategic Aim

Shrewsbury College's Context, Mission and Vision

Shrewsbury College is an outstanding designated sixth form college which serves the communities of Shropshire, Telford and Wrekin, and the Welsh Borders.

It is a key provider of higher education in Shropshire; a region identified as a higher education "cold spot" due to the absence of a dedicated county university. In response to this challenge, Shrewsbury College has delivered higher education for over 25 years.

A significant proportion of the colleges higher level programmes are working in collaboration with Pearson and implementing the recently developed Higher Technical Qualifications (HTQs) at Levels 4 and 5. Subject areas include Construction, Engineering, Health, Media, Leadership and Management, Performing Arts, Computing and Digital.

In addition, and in partnership with the University of Staffordshire; the college provides several higher-level courses in Foundation Degrees, BA Hons and BSc's in subject areas of Counselling and Education.

Our **Vision**:

Shrewsbury College, where every student makes outstanding progress.

We recognise that, to be truly student-focused, we must all be committed to this vision. Therefore, we prioritise engagement and co-operation with all colleagues to promote and reinforce our culture of dedication to our students.

Our **Mission** is to:

- **Provide outstanding academic and vocational education and training in order that all students progress to university or employment.**
- **Be a local centre of excellence for higher education.**
- **Be the college of choice.**

SCG's vision and mission are supported by a set of strategic goals:

- **To deliver a high-quality impactful student experience.**
- **To create a strong culture and reputation.**
- **To build capacity to meet the growth in demand.**
- **To innovate and shape the future.**

These goals recognise the positive impact we have on, not only our students and staff, but also our community and environment.

The college was rated as ‘**Outstanding**’ by Ofsted in the report of March 2025.

Shrewsbury College’s A&PP Strategic Aim

Shrewsbury College’s Access and Participation Plan articulates our ongoing commitment to widening access to high-quality educational opportunities and enhancing inclusive participation by removing barriers for underrepresented and disadvantaged students, ensuring equitable outcomes and long-term success for all.

Risks to Equality of Opportunity

Using the Equality of Opportunity Risk Register (EORR) provided by the Office for Students (OFS), Shrewsbury College have been able to identify and understand associated risks to equality of opportunity. Data analysis of the groups identified for Shrewsbury College and further supporting information is available in Annex A and B.

Risk 1. Knowledge and Skills

Students entering Shrewsbury College may not have the foundational academic or study skills needed to be accepted onto or succeed in higher education.

Impact: This can lead to lower attainment, disengagement, or dropout.

Who’s affected: Students from under-resourced schools, care-experienced students, or those with disrupted education.

This risk contributes to indications of risk within the access lifecycle stage, and poses risks to attainment, continuation, and completion for students.

Risk 2. Information and Guidance

Students may lack the means to access the high-quality, advice and guidance provided by Shrewsbury College that may enable them to make informed choices about higher education options.

Impact: Inadequate decision-making about courses, leading to mismatched expectations.

Who’s affected: First-generation students, those from low-income backgrounds, or rural areas from across Shropshire.

This risk contributes to indications of risk within the access lifecycle stage, and poses risks to attainment, continuation, and completion for students.

Risk 3. Perception of Higher Education

In Shropshire, some students may perceive higher education as distant, unwelcoming, or unattainable. This perception is shaped by several factors including but not limited to socio-economic factors, prior attainment levels, and a lack of local exposure to HE pathways. These perceptions can stem from a lack of visible role models, insufficient outreach from universities, or a prevailing belief that academic success is reserved for

others. For students in rural or underrepresented communities across Shropshire, higher education may not appear relevant to their lived experiences or future aspirations, particularly if local employment opportunities do not require a degree and that reinforces the belief that university is 'not for people like me.'

Impact: Lower application rates and self-exclusion from opportunities.

Who's affected: Students from lower socio-economic groups, ethnic minority groups, mature learners, or those with disabilities.

Risk 6. Insufficient Academic Support

Whatever the grades that a student has when they enter higher education with Shrewsbury College, different students may require different levels of academic support. Students may not receive the personalised academic support they need during their studies to achieve a positive outcome.

Impact: Lower attainment, increased dropout risk.

Who's affected: **Students with disabilities**, mature learners, or those with non-traditional qualifications.

Experiencing this risk is likely to impact a student on-course and at the progression stages of their education with Shrewsbury College.

Risk 7. Insufficient Personal Support

Students may not receive sufficient personalised non-academic support or have sufficient access to additional support to achieve a positive outcome. Students may lack access to pastoral, financial, or wellbeing support.

Impact: Poor mental health, disengagement, or withdrawal.

Who's affected: Students with disabilities, or those with mental health conditions, those with care responsibilities, mature students, and those from lower socio-economic backgrounds.

This risk can contribute towards indications of risk with attainment, continuation, completion and progress.

Risk 8. Mental Health

Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing or may develop during higher education study at Shrewsbury College. Some students may have difficulties that are not formally diagnosed or treated, and may experience delays in receiving a diagnosis, treatment or support. Some students may not disclose mental health difficulties.

Impact: Affects academic performance, retention, and overall wellbeing.

Who's affected: Students with pre-existing conditions, LGBTQ+ students, or those with protected characteristics.

Experiencing this risk is likely to impact a student on-course and at the progression stage.

Risk 10. Cost Pressures

Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade at Shrewsbury College. Financial barriers may prevent students from fully engaging or completing their studies.

Impact: Part-time work overload, food/housing insecurity, or dropout.

Who's affected: Low-income students, commuter students across Shropshire, or those with dependents.

Experiencing this risk is likely to impact a student at the access, on-course and at the progression stages of their education.

Risk 12. Progression from Higher Education

Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

Impact: Underemployment, lower earnings, or limited access to postgraduate study.

Who's affected: Students from lower socio-economic backgrounds, ethnic minorities, or those with care responsibilities.

Experiencing this risk is likely to impact a student at the access, on-course and at the progression stages of their education.

Shrewsbury College's intervention strategies focus on mitigating such identified risks, with the expectation that work undertaken through intervention strategies will reduce gaps in performance across the full student lifecycle.

Objectives

Below are the objectives and numerical targets for Shrewsbury College during the Access and Participation Plan period (2026-30).

Objective 1

Objective: To increase the number of enrolments from Black, Asian and minority ethnic students, students with disabilities, TUNDRA Q1, and IMD Q1 students

Indication of Risk: A difference in access to the Higher Education at Shrewsbury College by BAME students, TUNDRA Q1, and IMD Q1.

Risks of Equality of Opportunity: Risk 1 – Knowledge and skills, Risk 2 – Information and guidance, Risk 3 – Perceptions of HE

Target: To increase the proportion of students from the above characteristics enrolling Higher Education at Shrewsbury College. PTA_1, PTA_2, PTA_4 BAME students -from 7 to 19, TUNDRA Q1 students from 13 to 32, IMD Q1 students from 6 to 25 by 2030.

Objective 2

Objective: To increase the number of enrolments from students with learning difficulties, disabilities, or health problems

Indication of Risk: A difference in access to the Higher Education at Shrewsbury College by students with learning difficulties, disabilities, or health problems

Risks of Equality of Opportunity: Risk 1 – Knowledge and skills, Risk 2 – Information and guidance, Risk 3 – Perceptions of HE, Risk 6 – Insufficient academic support, Risk 7 – Insufficient personal support, Risk 8 – Mental Health

Target: To increase the proportion of students enrolling Higher Education at Shrewsbury College with learning difficulties, disabilities, or health problems from 11 to 30 (headcount) by 2030. PTA_3

Objective 3

Objective: To reduce the continuation gap for students with learning difficulties, disabilities, or health problems

Indication of Risk: A difference in on-course continuation and as a result, completion by students with learning difficulties, disabilities, or health problems compared to students categorised as 'no learning disability'.

Risks of Equality of Opportunity: Risk 2 – Information and guidance, Risk 6 – Insufficient academic support, Risk 7 – Insufficient personal support, Risk 8 – Mental Health

Target: To reduce the continuation gap for students identified as having a learning difficulty and/or disability and/or health problem to 5p.p. (percentage points) 2030. PTS_1

Objective 4

Objective: Ensure the completion gap remains small, between Young (Under 21) and Mature (21+) students.

Indication of Risk: A difference in completion by students considered Young (Under 21) to those classed as Mature (21+).

Risks of Equality of Opportunity: Risk 1 – Knowledge and skills, Risk 6 – Insufficient academic support, Risk 7 – Insufficient personal support, Risk 8 – Mental Health

Target: Ensure the completion gap remains small between Young (Under 21) and Mature (21+) students to no more than 2 percentage points by 2030. PTS_2

Objective 5

Objective: To increase the percentage of completed students progressing into Full Time Employment or additional Higher Education by 2030.

Indication of Risk: Analysis of data for students' 'seeking employment' as their destinations in 2020/2021 indicated that this objective is relevant to all students regardless of their risk characteristics.

Risks of Equality of Opportunity: Risk 2 – Information and guidance, Risk 12 – Progression from higher education

Target: To increase the percentage of completed students progressing into Full Time Employment from 55.88% to 65% by 2030 or additional Higher Education from 23.52% to 30% by 2030.

PTP_1, PTP_2

Intervention Strategies and Expected Outcomes

Intervention Strategy 1: Aspire Accessing Higher Education

Objectives: This intervention strategy supports the achievement of **Objective 1:** To increase the number of enrolments from Black, Asian and minority ethnic students, students with disabilities, TUNDRA Q1, and IMD Q1 students.

Risks to equality of opportunity:

Risk 1 – Knowledge and skills, Risk 2 – Information and guidance, Risk 3 – Perceptions of HE

Targets: To increase the proportion of students from the above characteristics enrolling Higher Education at Shrewsbury College.
PTA_1, PTA_2, PTA_4 BAME students -from 7 to 19, TUNDRA Q1 students from 13 to 32, IMD Q1 students from 6 to 25 by 2030.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>Aspire Careers Events (A1)</p>	<p>New - Aspire Careers events which highlight different experiences of students from various backgrounds connected to risk characteristics.</p> <p>Student speakers with diverse stories and inspirational careers present their journeys.</p> <p>Universities are present to explain top-up and next step options</p> <p>Employers are present to discuss opportunities and first steps – top tips</p> <p>Target group – up to 100 potential students post 18+, over a series of subject specific events 4 per year.</p>	<p>Event costs - £1000.00 each</p> <p>4 year cost: £16,000</p>	<p>To increase the numbers of successful applications to Higher Education at Shrewsbury College from students belonging to under-represented groups.</p> <p>Increased confidence to succeed in HE.</p> <p>Increased subject knowledge.</p> <p>Increased positive engagement with HE academic staff.</p> <p>Increased awareness of HE opportunities;</p> <p>Improved perceptions of HE;</p>	<p>A4 cross over with transition support</p>

<p>Masterclass (A2)</p>	<p>New - Subject-specific masterclasses delivered by inspiring guest speakers provide relatable role models and real-world context.</p> <p>This helps students connect academic content to future opportunities, increasing motivation and confidence to pursue HE.</p> <p>Target group – up to 75 potential students post 16+, over a series of subject specific events.</p>	<p>Guest speaker recruitment and coordination</p> <p>Promotional materials</p>	<p>Increased interest in subject areas linked to HE progression</p> <p>Improved understanding of academic and career pathways</p> <p>Positive shift in perceptions of HE among target groups</p> <p>Higher application and enrolment rates in relevant courses</p>	<p>Cross with A3</p>
<p>School based Masterclasses (A3)</p>	<p>New – School level masterclasses. Engaging students early through subject-specific masterclasses with student ambassadors, demystifying higher education and builds confidence in their ability to succeed.</p> <p>Exposure to university-level content and role models helps shift perceptions and encourages informed decision-making about future study.</p> <p>Target group – up to 5 Secondary schools</p>	<p>Academic staff and student ambassadors to deliver masterclasses</p> <p>Coordination with secondary schools</p> <p>Transport and materials for sessions</p>	<p>Increased interest in HE among target school groups</p> <p>Improved understanding of university course content and expectations</p> <p>Raise aspirations and awareness of higher education pathways</p> <p>Improve understanding of university-level study</p> <p>Challenge misconceptions about HE among underrepresented groups</p>	<p>Cross with A2</p>

Total cost of activities and evaluation for intervention strategy: £21,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Intervention 1 - Evaluation

Activity	Overarching Outcomes	Evaluation Methods	Published
Aspire Careers Events (A1)	Enhanced awareness and understanding of HE pathways Improved perceptions and attitudes toward HE Strengthened engagement and relationships with HE Academic and personal empowerment Measurable enrolment improvements	Pre- and post-event surveys Attendance and demographic tracking Application and enrolment monitoring Focus groups for qualitative feedback.	Termly summary reports for HE Enhancement Group; Annual Review in APP monitoring review;
Masterclass (A2)		Attendance and engagement tracking Pre- and post-event surveys on subject interest and HE perceptions Feedback from students and guest speakers Monitoring of subject-specific application trends Tracking of HE application and enrolment rates from participating schools	Event Feedback: Within 2 weeks of each masterclass Annual Review: July, including subject interest trends and student feedback
School based Masterclasses (A3)			

Intervention Strategy 2: Supporting HE Transition

Objectives: This intervention strategy supports the achievement of **Objective 2:** to increase the number of enrolments from students with learning difficulties, disabilities, or health problems

Risks to equality of opportunity: Risk 1 – Knowledge and skills, Risk 2 – Information and guidance, Risk 3 – Perceptions of HE, Risk 6 – Insufficient academic support, Risk 7 – Insufficient personal support, Risk 8 – Mental Health

Targets: To increase the proportion of students enrolling Higher Education at Shrewsbury College with learning difficulties, disabilities, or health problems from 11 to 30 (headcount) by 2030. (PTA_3)

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Specific transition support (A4)	<p>Existing and enhanced - Programme of specialist support from Student Support Tutor for both Level 3 student progression and return to education students specifically with declared needs.</p> <p>Providing early and sustained support through a dedicated Student Support Tutor helps students from disadvantaged or underrepresented backgrounds navigate the transition into higher education.</p>	<p>Trained Student Support Tutor</p> <p>Time allocation for one-on-one and group sessions</p> <p>Access to academic and wellbeing resources</p> <p>Administrative support for</p>	<p>Increased student satisfaction with transition support</p> <p>Improved retention rates in the first year</p> <p>Higher levels of engagement with academic and support services</p> <p>Reduction in withdrawal due to transition-related challenges</p> <p>Improve transition into higher education for underrepresented groups</p>	<p>A1, A2, A3</p> <p>Cross over with all Aspire to Accessing HE intervention</p>

	Target group – 50 - Level 3 potential students and 20 – return to education students.	scheduling and tracking 4 year cost: £60,000	Enhance student confidence and preparedness Reduce early withdrawal rates	
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Total cost of activities and evaluation for intervention strategy: £60,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Intervention 2 - Evaluation

Activity	Overarching Outcomes	Evaluation Methods	Published
Specific transition support (A4)	Increased student satisfaction with transition support Improved retention rates in the first year Higher levels of engagement with academic and support services Reduction in withdrawal due to transition-related challenges and early withdrawal rates Improve transition into higher education for underrepresented groups	Pre- and post-transition surveys to assess student confidence and preparedness Monitoring retention and withdrawal data Focus groups and interviews with students receiving support Tutor logs and feedback reports	Initial Review: End of first academic term Mid-Year Evaluation: February Annual Review: July, summarising impact, feedback, and recommendations for improvement

Intervention Strategy 3: Supporting HE Success

Objectives: This intervention strategy supports the achievement of **Objective 3:** To reduce the continuation gap for students with learning difficulties, disabilities, or health problems

Risks to equality of opportunity: Risk 2 – Information and guidance, Risk 6 – Insufficient academic support, Risk 7 – Insufficient personal support, Risk 8 – Mental Health

Targets: To reduce the continuation gap for students identified as having a learning difficulty and/or disability and/or health problem to 5 p.p. by 2030. PTS_1.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Combining Academic skills with wellbeing support (A5)	New - Providing holistic support through a dedicated tutor who addresses both academic and wellbeing needs ensures that students are better equipped to manage the demands of higher education.	Trained Student Support Tutor Access to wellbeing and academic resources Time allocation for one-on-one and group sessions 4 year cost: £60,000	Improve academic confidence and performance Enhance student wellbeing and resilience Reduce attrition due to academic or personal challenges Promote inclusive and supportive learning environments Increased use of academic and wellbeing support services Improved academic performance and progression Reduction in mental health-related withdrawals Higher student satisfaction and engagement	Cross over with A7 and A8. Knowledge of the support available and access to wider mentoring support.

<p>Use of the HE centre and HE specific IT facilities outside of class times. (A6)</p>	<p>Existing and enhanced - By providing extended access to IT facilities, students who lack adequate resources at home can fully participate in digital learning. This reduces inequality, supports academic achievement, and creates a more inclusive learning environment.</p>	<p>IT infrastructure and maintenance</p>	<p>Increased student use of IT facilities Improved digital skills and academic performance Reduced digital exclusion among disadvantaged students Higher satisfaction with learning resources Ensure equitable access to digital learning resources Support independent study and digital literacy</p>	<p>Cross over with A5</p>
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Total cost of activities and evaluation for intervention strategy: £60,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Intervention 3 - Evaluation

Activity	Overarching Outcomes	Evaluation Methods	Published
<p>Combining Academic skills with wellbeing support (A5)</p>	<p>Improve academic confidence and performance Enhance student wellbeing and resilience Reduce attrition due to academic or personal challenges Promote inclusive and supportive learning environments Improved academic performance and progression</p>	<p>Student support usage data Academic performance tracking Wellbeing surveys and feedback forms Retention and progression analysis</p>	<p>Termly Check-ins: Summary of support usage and student feedback Annual Review: July, including academic and wellbeing outcomes</p>
<p>Use of the HE centre and HE</p>	<p>Increased student use of IT facilities</p>	<p>Usage logs of IT facilities</p>	<p>Quarterly Usage Reports: Including</p>

specific IT facilities outside of class times. (A6)	Improved digital skills, independent study and academic performance Reduced digital exclusion among disadvantaged students Higher satisfaction with learning resources Ensure equitable access to digital learning resources	Student surveys on digital access and satisfaction Academic performance tracking Feedback from support staff	access trends and feedback Annual Review: July, assessing impact on academic outcomes and digital inclusion
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Intervention Strategy 4: Supporting HE Success for Younger Students

Objectives: This intervention strategy supports the achievement of **Objective 4:** Ensure the completion gap remains small between Young (Under 21) and Mature (21+) students.

Risks to equality of opportunity: Risk 1 – Knowledge and skills, Risk 6 – Insufficient academic support, Risk 7 – Insufficient personal support, Risk 8 – Mental Health

Targets: Ensure the completion gap remains small between Young (Under 21) and Mature (21+) students to no more than 2 p.p. by 2030.
PTS_2

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>Induction Fair (A7)</p>	<p>New - A well-structured induction fair that introduces students to wide, varied, and key support services and resources at the HE Centre to support feeling a sense of belonging and connection.</p>	<p>Staff to coordinate and deliver induction activities Promotional materials and digital guides Access to support service representatives Feedback and evaluation tools</p> <p>4 year cost: £4000</p>	<p>High attendance and engagement at induction events Increased use of support services throughout the year Improved student satisfaction and wellbeing Higher retention and academic success rates reducing early withdrawal and improve academic outcomes Improve student awareness of available support services Develop a sense of belonging and community</p>	<p>A5 linked to support from HE Student Support Tutor.</p>

Total cost of activities and evaluation for intervention strategy: £4,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Intervention 4 -Evaluation

Activity	Overarching Outcomes	Evaluation Methods	Published
Induction Fair (A7)	High attendance and engagement at induction events Increased use of support services throughout the year Improved student satisfaction and wellbeing Higher retention and academic success rates reducing early withdrawal and improve academic outcomes Improve student awareness of available support services Develop a sense of belonging and community	Attendance tracking at induction events Follow-up surveys on awareness and usage of services Monitoring of support service engagement Retention and academic performance data	Initial Feedback: Within 1 month of induction Mid-Year Review: January Annual Review: July

Intervention Strategy 5: Thrive in HE

Objectives: This intervention strategy supports the achievement of **Objective 5:** To increase the percentage of completed students progressing into Full Time Employment or additional Higher Education by 2030.

Risks to equality of opportunity: Risk 2 – Information and guidance, Risk 12 – Progression from higher education

Targets: To increase the percentage of completed students progressing into Full Time Employment to 65% by 2030 ,or additional Higher Education to 25% by 2030.(PTP_1, PTP_2).

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Mentoring Programme (A8)	<p>New - Create a mentor / buddy system to support students researching next steps.</p> <p>Connecting students with mentors from industry and higher-level study provides real-world insights, encouragement, and personalised guidance.</p> <p>.</p>	<p>Recruitment and training of mentors Coordination and matching system Communication and promotional materials</p> <p>4 year cost: £1,000.00</p>	Builds confidence, reduces uncertainty, and supports smoother transitions into employment or further education	Cross over with A5
Masterclasses from local universities (A9)	<p>New - Engaging students with local university masterclasses provides early exposure to HE-</p>	Collaboration with local universities	Strengthened partnerships with local universities	Cross over with A2 and A3.

	level teaching and environments.	Staff time for coordination and delivery Transport and logistics support 4 year cost: £1,000.00	Build academic confidence and aspiration Support informed decision-making about progression routes	
College Careers Activity (A10)	Existing and enhanced - Developed approach to the use of college careers support access for HE students. Early and ongoing access to careers advice supports successful transitions into employment or further study.	Careers advisors with HE expertise Scheduling and booking systems Promotional materials Monitoring and evaluation tools 4 year cost: £1,000.00	Increased engagement with careers services with Improved clarity around career and study options Higher progression rates into employment or postgraduate study Positive feedback on careers support Improve access to tailored careers advice for HE students Support mental wellbeing through clear progression planning	Cross over with A4, A5, A7
Develop opportunities for top-up agreements (A11)	New - Developed relationships with local and flagship universities with opportunities for top-up agreements and partnership work. Formalising partnerships with universities creates clear, supported routes for students to continue their education.	Staff time for partnership development Legal and administrative support for agreements Communication and outreach materials 4 year cost: £1000.00	Increased number of students progressing to partner universities Improved awareness of top-up opportunities Enhanced student confidence in progression planning Reduce barriers to top-up and transfer opportunities	Cross over with A8 and A9.

Total cost of activities and evaluation for intervention strategy: £4,000.00 (please note budget predictions are subject to achieving projected student FTE in forecast).

Intervention 5 - Evaluation

Activity	Outcomes	Evaluation Methods	Published
Mentoring Programme (A8)	Builds confidence, reduces uncertainty, and supports smoother transitions into employment or further education	Participation tracking in the mentoring scheme Pre- and post-mentoring confidence surveys Progression destination data Qualitative feedback from participants	Pilot Review: After first term of implementation Annual Review: July,
Masterclasses from local universities (A9)	Increased interest in and applications to HE Improved understanding of university-level study Enhanced student confidence and motivation Strengthened partnerships with local universities Raise awareness of HE opportunities and expectations Build academic confidence and aspiration Support informed decision-making about progression routes	Attendance and engagement tracking Pre- and post-event surveys Feedback from students and university partners Progression data analysis	Event Feedback: Within 2 weeks of each masterclass Annual Review: July, including progression trends and feedback
College Careers Activity (A10)	Increased engagement with careers services Improved clarity around career and study options Higher progression rates into employment or postgraduate study Positive feedback on careers support Improve access to tailored careers advice for HE students	Careers service usage data Student surveys and focus groups Destination of leavers data Feedback from careers advisors	Termly Updates: Careers engagement and feedback Annual Review: July, including progression outcomes

	Support mental wellbeing through clear progression planning		
Develop opportunities for top-up agreements (A11)	<p>Increased number of students progressing to partner universities</p> <p>Improved awareness of top-up opportunities</p> <p>Enhanced student confidence in progression planning</p>	<p>Partnership activity logs</p> <p>Student progression tracking</p> <p>Feedback from students and partner institutions</p> <p>Review of top-up agreement uptake</p>	Annual Review and Partnership Review: July, including student outcomes and feedback

Whole Provider Approach

A whole provider approach (WPA) to the college's Access and Participation Plan is a comprehensive, college-wide strategy aimed at improving equity in access, success, and progression for all students—especially those from underrepresented or disadvantaged backgrounds.

The college's Vision and Mission as outlined in the introduction of this plan is supported by the college's six **Pillars** that serve to underpin everything that it does. These being:

Student Centred – placing students at the heart of everything it does; being ambitious for all students, enabling them to achieve and progress; empowering students to own their own learning; listening to students and responding; providing impartial advice and guidance; and adapting teaching and learning support to respond to its students; – the college want the very best experience for its students.

Acting with Integrity – the college does what it says it will do and takes responsibility for its actions; treating others with courtesy and respecting the views and opinions of others; being honest with students and colleagues; leading by example.

Professional – leading by example and demonstrating the highest standards; meeting expectations and are accountable; taking responsibility for its continuing professional development and establishing and respecting professional boundaries.

Committed to Continuous Improvement – reflecting on and sharing best practice; empowering staff and students to suggest and try new ideas; believing in a culture where all outcomes are used as learning opportunities; investing in high quality feedback to colleagues, students and partners; whilst investing in colleagues own professional development.

Positive – working with passion, energy and a smile; adopting a 'can-do' and considerate attitude; recognising and praising the contribution of others; being open-minded and resilient in the face of challenges.

Inclusive – providing all students the opportunities to develop and succeed; valuing difference and responding to individual needs and promoting opportunities for all.

This plan demonstrates the college's commitment to embed work to support access, participation and success into wider college practice, structures and strategies.

To support the implementation and delivery of the intended impact of the intervention strategies outlined within this plan, the college adopts the core principles of a WPA; with these being:

College-Wide Engagement

Involving all curriculum departments, student support services, and wider staff from across the college, not just those in widening participation roles. Everyone from academic staff to administrative, business support, exams teams etc with each playing their role in contributing to the college's access and participation goals.

Student Lifecycle Focus

Spanning the entire student journey:

- Pre-entry: Outreach, admissions, and transition support provided by highly skilled and trained college personnel
- On-course: Inclusive teaching, student engagement, wellbeing support, enhancement opportunities
- Post-graduation: delivering highly effective Career support and postgraduate access opportunities

Leadership and Governance

The Vice Principal for Technical and Vocational Education, supported by the Curriculum Director for Higher Education both lead as visible champions within the college driving the A&PP agenda. Governance structures remain in place with support from committee members and the college's HE Link Governor tasked with reviewing, monitoring and challenging progress made against the A&PP.

Alignment and Integration

Policies, practices, and resources remain aligned with the college's commitments to equity. This includes integrating the A&PP goals with strategies for teaching, EDI (equality, diversity, inclusion), and community engagement.

Data-Driven and Decision Making

Shrewsbury College will utilise its performance data dashboard to continue:

- Identifying gaps in access, continuation, and outcomes
- Setting measurable targets
- Evaluating interventions and refine college strategies

Enabling Environment

A successful WPA approach will support the college with:

- Delivering clear communication of its A&PP commitment

- Identifying and investing in staff development and training needs
- Engaging with student partnerships and co-creation of strategies
- Evaluating its learning culture and the effectiveness of its strategies.

The college implements several educational strategies to support the delivery of outstanding teaching, learning and assessment of all higher education students.

Key principles which underpin the colleges teaching approach include:

- Professional Practice Reviews
- Professional Exchange Meetings
- Collaborative Partnerships
- Digital Enhancement of Learning
- Excellence Visits
- Flexibility and responsiveness to students learning and study needs
- Peer Collaboration
- Self-Assessment Review (SAR)

Shrewsbury College provides a diverse portfolio of study for students, including the following opportunities:

- Provision of a wide range of Undergraduate Higher Technical Qualifications at levels 4 and 5 in Engineering, Construction, Health, Digital, Computing, Leadership and Management, Performing Arts and Media.
- Higher Apprenticeships across different sectors and specialisms. The college is proud to offer a variety of apprenticeships, designed with a personalised approach, supporting employer needs established through consultation.

Institutional Equality, Diversity and Inclusion (EDI)

Under the Equality Act 2010, Shrewsbury College complies with the general duties under the Public Sector Equality Duty (PSED). As a public authority, as listed under schedule 19 of the Equality Act (2010), the college is bound by the general and specific duties of the PSED.

The general duty of the PSED requires the college to act in a way which is fair, non-discriminatory, and does not put individuals or groups at a disadvantage. It has developed and implemented strategies to rectify situations where groups are at a disadvantage in order to meet the different needs of all students and staff.

To this end Shrewsbury College is committed to demonstrating due regard to the aims of the duty to:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- foster good relations between people who share and people who do not share a relevant protected characteristic

The relevant protected characteristics are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The college's EDI statement sets out its approach to matters relating to EDI across the college and underpins its commitment to demonstrate the due regard to the 3 aims of the PSED general duty.

Shrewsbury College celebrates and values the diversity brought to it by all members of the community and is committed to providing a supportive, creative and inspiring environment where everyone is treated fairly, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

It remains committed to creating a positive learning and working environment that is free from discrimination, harassment or victimisation and place equality, diversity and inclusion at the heart of everything it does.

Its approach to Equality, Diversity and Inclusion ensures that there are a great many ways in which due regard for the 3 aims of the PSED are demonstrated. These are embedded in the culture and processes of the college with examples listed below. This list cannot therefore be exhaustive but gives a comprehensive indication of the range of substantive work undertaken to ensure discrimination, harassment and victimisation are eliminated, equality of opportunity advanced and good relations fostered.

- All college policies and procedures are impact assessed for Equality, Diversity and Inclusion to ensure that impacts on individuals with protected characteristics are appreciated as well as opportunities to pay due regard to the 3 aims of the PSED are not missed.

- The college's Equality, Diversity and Inclusion Committee is chaired by the Vice Principal – Students and includes representation from students, staff and governors meeting each half term to further the objectives of the college related to EDI.
- Opportunities for training and development related to EDI are extended to all college staff. This includes mandatory EDI training at the commencement of employment with the college and as part of new staff induction.
- Governors participate in EDI training to ensure a good grasp of the key relevant issues.
- An EDI link governor is designated and works closely with the Vice Principal – Students to enhance the EDI work taking place in the college.
- The Student Union Executive attend meetings, such as the EDI committee, to voice the views and suggestions of the student population in relation to EDI and are able to influence and drive forward strategies that raise awareness, break down barriers and ensure all students, including those with protected characteristics, have a positive experience whilst at college.
- The college's Additional Learning Support team is structured in such a way to enable specialist advice to be given to staff and students regarding a range of needs including Specific Learning Difficulties, Social, Emotional and Mental Health, Medical needs, Neurodevelopmental conditions and hearing/ visual impairments. Reasonable adjustments are made for High Needs and SEND support students.
- The college's EDI Action Plan (ever evolving) ensures due regard to the 3 aims of the general duty of the PSED. It is informed by student voice, learning from impact assessments, student achievement data, information regarding staff, policy changes and amendments to legislation.

Organisational Oversight and Governance

Ensuring college oversight and governance in a WPA to Access and Participation Plans requires embedding accountability, leadership, and cross-college coordination at every level. The Vice Principal for Technical and Vocational Education is the strategic lead for Higher Education and specifically for access and participation. The college has an established senior leadership strategic commitment securing senior leadership buy-in from colleagues within the senior leadership group, governors and the Curriculum Director for Higher Education.

The senior leadership and governance structure around access and participation reflects the college's ambition to ensure effective collaboration across the college and formal oversight planning, monitoring and evaluating works outlined within the A&PP. The structure includes but not limited to a Higher Education agenda item in its weekly senior leadership team meetings, HE papers presented in the termly governor Quality and Standards Committee meetings, HE Curriculum Quality Review meetings with cross-

college personnel and termly meets with the HE link governor; all of which provide oversight and monitoring of higher education, access and participation.

Student Consultation

Shrewsbury College has a long-standing commitment to the incorporation of student consultation within its decision-making processes, which is demonstrated through student representation within its cross-college curriculum structures.

The student consultation component of Shrewsbury College's Access and Participation Plan played a crucial role in ensuring that the college meaningfully engaged its students in shaping the college's strategies to improve equality of opportunity. It ensured that the voices of those directly affected—especially students from underrepresented or disadvantaged backgrounds—are heard and considered.

Led by the Curriculum Director for Higher Education, a hybrid approach to wider student consultation around the Access and Participation Plan was utilised, consulting and engaging with students from different backgrounds to ensure that views were representative of the college's student population and reflected in the plan. Efforts were made to provide a variety of opportunities and channels for student input and feedback, as well as clear processes for recognising and disseminating feedback where student contributions impacted the content of the college's plan. Consultation methods included but not limited to:

- Student Consultative Meetings
- A&PP Focus Groups
- MS Teams Meetings
- Student Surveys

Student consultation resulted in a significant volume of feedback informing and endorsing the development of interventions proposed by the college for inclusion within the A&PP.

The feedback will be continually reflected upon to ensure the identified interventions are shaped with student feedback at the heart of its design.

Student Submission

A single student submission commenting on the college's plan and how the students have been consulted with and involved in the college's access and participation work has been submitted alongside the college's A&PP. The Curriculum Director for Higher Education provided effective and robust assistance and advice to students on how to submit the student submission through the access and participation plan process.

A summary of the outcomes from the consultation include:

- Students felt their views were genuinely considered and integrated into the final A&PP
- There was strong confidence among the students in the credibility of the confirmed intervention strategies
- Students reported feeling significantly engaged in the design process of the A&PP
- Students felt reassured that future consultations will include specific questions related to the college's A&PP identified interventions and actions to ensure continued involvement in the delivery and evaluation.

Evaluation of the Plan

Evaluation is an important aspect to Shrewsbury College because it helps the college to understand whether the intervention strategies, activities and measures are effectively addressing the risks to equality of opportunity identified through its assessment of performance.

Evaluation provides a comprehensive look at how effective the Access and Participation Plan is in improving equality of opportunity in higher education. To ensure the credibility and effectiveness of the access and participation interventions, the college embed evaluation planning at the outset of each activity. The detail of each planned evaluation is listed in the table for each intervention strategy.

Each intervention has undergone an evaluability assessment to determine the feasibility and focus of evaluation. This process has helped Shrewsbury College identify:

- The most relevant outcomes to measure
- The appropriate data sources and collection methods
- The capacity and resources required for robust evaluation

This approach aligns with the Office for Students (OfS) guidance and supports continuous improvement through evidence-based decision-making. It employs both quantitative (e.g., enrolment data, retention rates, usage logs) and qualitative (e.g., focus groups, feedback forms) methods. Triangulation of these data sources enhances the reliability of findings and provides the college a richer understanding of impact.

Shrewsbury College will commit to further developing links with external networks to support the robustness of evaluation and increased understanding of sector evidence.

Provision of Information to Students

Providing high-quality, timely and impartial information, advice and guidance to prospective and current students is of the utmost of importance at Shrewsbury College. The college recognises that it is not only students in need of support but also key influencers such as parents, carers, school practitioners and employers. The college strives to ensure that all information provided to prospective students is transparent, informative and readily accessible at appropriate points, so that students can make informed decisions about their entry into Higher Education.

The College provides a range of clear, accurate, accessible and regularly updated information to prospective and current students in a variety of formats:

An overview of the information readily available on the **college website** is available and below for reference:

- Study Options
 - Delivery Modes
 - Course Options
- Advice & Guidance
 - Learning Support for HE Students
 - UCAS Tariff Calculator
 - Financial Help
 - Student transfer Arrangements
 - Benefits of Studying University Courses with Shrewsbury College
- How to Apply
- Regulatory Info
 - HE Policies
 - Summary of Course Fees
 - HE Regulatory Information
 - Access & Participation Plan 2022-27

The college will continue to maintain enhanced information on the website in relation to course costs. Printed materials about financial support will also provide signposting to the relevant webpages for further information.

In addition to the above, accessible information is also provided via:

- **HE Prospectus:** produced annually.
- **HE Events:** advice and guidance provided throughout the academic year.
- **Student Consultative Meetings:** termly briefings updating student representatives of the progress made against the colleges interventions as outlined in the A&PP.

Fees, investments and targets

2026-27 to 2029-30

Provider name: Shrewsbury College

Provider UKPRN: 10005822

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	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£4,000	£6,000	£7,000	£8,000
Financial support (£)	NA	£2,000	£2,000	£3,000	£3,000
Research and evaluation (£)	NA	£31,000	£31,000	£31,000	£31,000

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 (£)	£1,000	£1,000	£1,000	£1,000
Access activity investment	Post-16 access activities (£)	£3,000	£5,000	£6,000	£7,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£4,000	£6,000	£7,000	£8,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	10.8%	12.0%	11.3%	10.8%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£4,000	£6,000	£7,000	£8,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£2,000	£2,000	£3,000	£3,000
Financial support investment	Total financial support investment (£)	£2,000	£2,000	£3,000	£3,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	5.4%	4.0%	4.8%	4.1%
Research and evaluation investment	Research and evaluation investment (£)	£31,000	£31,000	£31,000	£31,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	83.8%	62.0%	50.0%	41.9%

Fees, investments and targets

2026-27 to 2029-30

Provider name: Shrewsbury College

Provider UKPRN: 10005822

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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Increase the number of students accessing Higher Education from IMD Quintile 1 by 2030	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 3	The data source used to support this aim was internal data produced from our Performance Data dashboard.	No	Other data source (please include details in commentary)	2023-24	Headcount	6	10	15	20	25
Increase the proportion of students identified as Black, Asian and Minority Ethnic enrolling into Higher Education at Shrewsbury College by 2030	PTA_2	Access	Ethnicity	Not specified (please give detail in description)		Students identified as Black, Asian and Minority Ethnic. The data source used to support this aim was internal data produced from our Performance Data dashboard.	No	Other data source (please include details in commentary)	2023-24	Headcount	7	10	13	16	19
Increase the proportion of students identified as having a learning difficulty and/or disability and/or health problem, enrolling into Higher Education at Shrewsbury College by 2030	PTA_3	Access	Reported disability	Disability reported		The data source used to support this aim was internal data produced from our Performance Data dashboard.	No	Other data source (please include details in commentary)	2023-24	Headcount	11	16	23	30	30
Increase the number of students accessing Higher Education from TUNDRA Quintile 1 by 2030	PTA_4	Access	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	TUNDRA quintile 3	The data source used to support this aim was internal data produced from our Performance Data dashboard.	No	Other data source (please include details in commentary)	2023-24	Headcount	13	18	23	28	32
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Reduce the continuation gap for students identified as having a learning difficulty and/or disability and/or health problem to 5 p.p by 2030.	PTS_1	Continuation	Reported disability	Disability reported	No disability reported	The data source used to support this aim was internal data produced from our Performance Data dashboard.	No	Other data source (please include details in commentary)	2023-24	Percentage points	10.32	8	7	6	5
Ensure the completion gap remains small between Young (Under 21) and Mature (21+) students to no more than 2 p.p by 2030	PTS_2	Completion	Age	Young (under 21)	Mature (over 21)	The data source used to support this aim was internal data produced from our Performance Data dashboard.	No	Other data source (please include details in commentary)	2023-24	Percentage points	8.22	6	4	3	2
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression 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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
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