

Bournemouth and Poole College

Access and participation plan 2026-27 to 2029-30

1. Introduction and strategic aim

The Bournemouth & Poole College (BPC) is a large, well-established further and higher education college in Dorset with a broad academic and vocational curriculum. Rated Good by Ofsted (2025), the College's 9,000 students' study on programmes that range from entry level to higher education (HE). Our ambition for all students is clearly reflected in our College Strategy to 2030.¹

Our HE portfolio is aimed at students who are local, living within the Bournemouth, Poole and Christchurch areas of our region who wish to access excellent vocational resources and expertise. The college's current HE portfolio includes Higher National Certificates, Foundation Degrees at levels 4 and 5, along with BA (Hons) top-up courses at level 6 and a range of higher and degree apprenticeships.

HE programmes are underpinned by well-established partnerships with excellent franchising and validating Higher Education Institutions (HEIs) including The Arts University Bournemouth (AUB), Bournemouth University (BU), Health Sciences University (HSU) and Pearson.

Bournemouth and Poole College currently has direct part-time and registered apprenticeship provision, all our full-time provision, Foundation Degrees and BA (Hons) top-up courses, is currently franchised through Arts University Bournemouth (AUB) as the registered provider.

Our college's strategic plan has been to capitalise on our strong provision at level 2 and 3 and strong employer links to grow our vocational HE provision. The aim is to support widening participation by offering pathways into higher education which enable students who need to be in regular employment to access HE. Developing apprenticeship provision also provides cost effective, flexible options for employers to upskill and develop staff. We have also expanded our range of franchised courses at levels 4, 5 and 6 so that students receive personalised support in small cohorts with the additional benefit of the extensive learning and career resources of our university partners. This is reflected in the reduction in enrolments on full-time courses and a subsequent increase in students taking higher and degree apprenticeship courses. The number of students on higher and degree apprenticeships at BPC has grown over the past four years, now accounting for 59% of the total BPC HE student population (including franchised full-time) in 2024/25, this is compared to the national picture of 4% (according to the OfS Access and Participation dashboard).

We are determined to improve equality of opportunity at each stage of our student journey and addressing any gaps in achievement of low participation groups. The college plays a significant role in widening participation amongst adult students through well established Access to HE Courses across curriculum areas. Extensive work with our own cohorts at level 2 and 3 focuses on ensuring that students achieve the necessary English and Maths qualifications to enable them to access HE. A comprehensive careers and personal development programme sets high expectations for all students coupled with practical support and advice on post 18 choices and applying for university. Since 2022/23, the college has employed a full-time HE Inclusion Coach

¹ [Our Strategy | College | Bournemouth & Poole College](#)

who provides 1-1 study skills support for HE students. The college also has a full-time SUN Progression Mentor who works closely with student services and lecturers to provide a wide range of services, support and opportunities for our current 633 Uni-connect students. In 2023/2024 academic year, 76 adult learners on access courses at the college secured a place at universities across the UK, 87% of all access students. 339 UCAS applications were submitted in the 2023/24 academic year and 288 students progressed onto an HE course with providers across the UK, an acceptance rate of 85%.

2. Risks to equality of opportunity

In this section, we summarise the key risks to equality of opportunity that have been identified through our assessment of our own performance (Annex A: Assessment of Performance) and consideration of the Equality of Opportunity of Risk Register (EORR). This register identifies 12 sector-wide risks that may affect a student's opportunity to access and succeed in higher education.

When creating our plan, we have considered all the identified indicators of risk. However, as a small provider of HE with large FE provision, we have chosen those risks where we think we are able to make the most impactful interventions based on our provider context and that align with our overall strategic aims.

Our small HE student numbers have mostly suppressed the Office for Students (OfS) dashboard data, where we have OfS APP dashboard data for full-time, part-time and apprenticeships this is aggregated across two and four years, therefore, intersectional, disaggregated and granular analysis has been limited. We have mainly used internal data to assess performance, considering the different stages of the student lifecycle (See Annex A: Assessment of Performance).

From our Assessment of Performance, we have identified five key risks that may impact the ability of students to access and succeed in higher education. These will inform the planned intervention strategies designed to mitigate the risks to equality of opportunity.

Risk 2.1: higher education in further education (HE in FE) continues to be perceived as a less desirable option compared to traditional university routes. This perception can deter prospective students, particularly those with high academic potential, from considering HE in FE as a viable and valuable pathway. The stigma associated with FE-based higher education may also affect student confidence and aspirations. Whilst student enrolments for apprenticeships (including franchised apprenticeships) have increased by 70.85% from 223 in 2020/21 to 381 in 2023/24, BPC has seen a 34.27% decline in franchised full-time enrolments from 143 in 2020/21 to 94 in 2023/24. With regards to part-time enrolments (including franchised) BPC has seen a 21.43% decline in part-time enrolments from 266 in 2020/21 to 209 in 2023/24.

Lower proportions of learners from the most deprived socio-economic group (IMD Q1) are accessing higher education at BPC. OfS Access and Participation (AP) dashboard aggregated access data for last two years (2022/23 and 2021/22) for part-time students shows that only 9.5% are from IMD Q1 and 25.9% are from IMD Q5. For apprenticeship students, the OfS AP dashboard aggregated access data for last two years (2022/23 and 2021/22) shows 7% of students are from IMD Q1 compared with 22.3% from IMD Q5. In 2022/23, OfS AP dashboard for Access showed that only 8% of part-time students were from IMD Q1 compared with 25.0% from IMD Q5 and only

6.5% of apprenticeship students were from IMD Q1 compared with 24.1% from IMD Q5. This data indicates that students from areas of most deprivation may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to prior knowledge and skills (Risk 1), information and guidance (Risk 2), perceptions of higher education (Risk 3), academic support (Risk 6), personal support (Risk 7), cost pressures (Risk 10) and progression from higher education (Risk 12).

We will seek to increase the access and participation of students at BPC from most deprived socio-economic group (IMD Q1) from 8% in 2022/23 to 14% in 2029/30 as set out in our objectives and intervention strategies in this plan by strengthening our outreach work with local sixth form schools and community organisations to raise awareness, increasing knowledge and understanding of available progression routes and contribute to the raising of aspiration.

Risk 2.2: we will improve progression rates for level 3 learners onto college higher education provision by increasing knowledge and understanding of available progression routes and by implementing a communications campaign that highlights the success stories of our students, showcases employer endorsements, and promotes the quality and value of our provision.

In 2024/25, our internal student enrolment data (including franchised courses) showed that level 3 internal progressing students made up 44.8% of our total higher education cohort at BPC. This data indicates that level 3 learners may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), perceptions of HE (Risk 3) academic support (Risk 6), personal support (Risk 7) and cost pressures (Risk 10). Through this objective and intervention strategy we will seek to increase internal progression rates for level 3 students to college HE provision from 44.8% in 2024/25 to 57% in 2029/30.

Risk 2.3: there is a persistent achievement gap for students with a reported learning difficulty and students without a reported learning difficulty. Despite the availability of support services, students with learning difficulties often encounter barriers that hinder their academic progress and achievement. These may include inaccessible learning environments, limited availability of assistive technologies, and inconsistent implementation of reasonable adjustments. These students may face challenges in processing information, managing workload, and navigating assessment requirements, which can adversely affect their academic outcomes. Without targeted support, this group remains at risk of underachievement.

Our internal 2022/23 student ILR data showed that the achievement gap was significant between part-time students with a reported learning difficulty and part-time students without a reported learning difficulty showing achievement of 69.2% and 89.4% respectively with an achievement gap of 15.6%. In 2021/22, this achievement gap from our internal student ILR data was even wider between part-time students with a reported learning difficulty and part-time students without a reported learning difficulty showing achievement of 71.4% and 90% respectively with an achievement gap of 18.6%. This shows that this achievement gap is a persistent gap which needs to be addressed.

This data indicates that students with a reported learning difficulty may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7), mental health (Risk 8), cost pressures (Risk 10) and progression from higher education (Risk 12). We will

seek to reduce this achievement gap between students with a reported learning difficulty and students without a reported learning difficulty from 15.6% in 2022/23 to 5% in 2029/30 as set out in our objectives and intervention strategies in this plan.

Risk 2.4: students from most deprived socio-economic group (IMD Q1) are less likely to achieve than students from least deprived socio-economic group (IMD Q5). Our 2023/24 Internal student ILR data for apprenticeship students shows that the achievement gap was notable with students from IMD Q1 and IMD Q5 showing achievement of 75.0% and 91.7% respectively with an achievement gap of 16.7%. This data indicates that students from areas of most deprivation may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7), cost pressures (Risk 10) and progression from higher education (Risk 12). We will seek to reduce this achievement gap between students from most deprived socio-economic backgrounds (IMD Q1) and more affluent socio-economic backgrounds (IMD Q5) from 16.7% in 2023/24 to 6% in 2029/30 as set out in our objectives and intervention strategies in this plan.

Risk 2.5: female higher apprentices tend to achieve less well than their male peers. Gender disparities in apprenticeship outcomes may be influenced by a range of factors, including occupational segregation, workplace culture, and differential access to mentoring and support. Addressing these disparities is essential to ensuring equitable outcomes for all apprentices. In 2022/23 the achievement gap (from our internal student ILR data) was notable with female higher apprentices and male higher apprentices showing achievement of 74.4% and 86.7% respectively with an achievement gap of 12.3%. In 2023/24, the achievement gap (from our internal student ILR data) was more significant with female higher apprentices and male higher apprentices showing achievement of 71.8% and 90.4% respectively, an achievement gap of 18.6%. This data indicates that female apprentices may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7) and progression from HE (Risk 12). We will seek to reduce the achievement gap between female and male higher apprentices from 18.6% in 2023/24 to 6% in 2029/30 as set out in our objectives and intervention strategies in this plan.

3. Objectives

As we are a small HE provider, we have chosen to address the risks we think we are able to make the most impactful interventions and have therefore set the following objectives:

3.1: Performance Target Access 1 (PTA_1): To increase access and participation for students entering BPC HE from most deprived socio-economic group (IMD Q1) from 8% in 2022/23 to 14% in 2029/30.

Year	Increase Access IMD Q1
Year 1: 2026/27	11%
Year 2: 2027/28	12%
Year 3: 2028/29	13%
Year 4: 2029/30	14%

3.2: Performance Target Access 2 (PTA_2): To improve progression rates for level 3 learners onto college higher education provision from 44.8% in 2024/25 to 57% 2029/30.

Year	Improve progression rates for level 3 learners onto college HE provision
Year 1: 2026/27	48%
Year 2: 2027/28	51%
Year 3: 2028/29	54%
Year 4: 2029/30	57%

3.3: Performance Target Success 1 (PTS_1): Reduce the achievement gap between students with a reported learning difficulty and students without a reported learning difficulty from 15.6% in 2022/23 to 5% in 2029/30.

Year	Learning Difficulty Achievement Gap
Year 1: 2026/27	12%
Year 2: 2027/28	9%
Year 3: 2028/29	7%
Year 4: 2029/30	5%

3.4: Performance Target Success 2 (PTS_2): Reduce the achievement gap between students from most deprived socio-economic backgrounds (IMD Q1) and more affluent socio-economic backgrounds (IMD Q5) from 16.7% in 2023/24 to 6% in 2029/30.

Year	Deprivation Achievement Gap
Year 1: 2026/27	15%
Year 2: 2027/28	12%
Year 3: 2028/29	9%
Year 4: 2029/30	6%

3.5: Performance Target Success 3 (PTS_3): Reduce the achievement gap between female and male higher apprentices from 18.6% in 2023/24 to 6% in 2029/30.

Year	Gender Achievement Gap
Year 1: 2026/27	16%
Year 2: 2027/28	12%
Year 3: 2028/29	9%
Year 4: 2029/30	6%

4. Intervention strategies and expected outcomes

In this section, we outline our intervention strategies which summarise the programmes of work we will deliver to address our identified risks to equality of opportunity and achieve our objectives listed in Section 3. Please note the order in which the intervention strategies are listed does not reflect any hierarchy of importance.

Intervention strategy 1 (1S1): Enhanced support to address disadvantage

Objective and targets: To increase access and participation for students entering BPC HE from most deprived socio-economic group (IMD Q1) from 8% in 2022/23 to 14% in 2029/30. (Target PTA_1)

Risks to equality of opportunity: The intervention strategy addresses the risks that those students from most deprived backgrounds will not experience equality of opportunity in relation to knowledge and skills (Risk 1), information and guidance (Risk 2), perceptions of higher education (Risk 3), academic support (Risk 6), personal support (Risk 7), cost pressures (Risk 10) and progression from higher education (Risk 12).

Activity/ Description	Inputs	Outcomes	Cross Intervention?
1.1 Sixth Form Schools and Third Party Partnerships (Enhanced Existing Activity) <ul style="list-style-type: none">Development and maintenance of effective and targeted local sixth forms schools through BPC HE offer visits and third party partnerships (BPC Council, Dorset Careers Hub).HE Careers Lead day each year at University Centre Poole Local Sixth Form Careers Advisors to learn about HE Offer and network with BPC curriculum staff and students.Activity will focus on schools with the highest number of students from the most deprived backgrounds (IMDQ1).	Staff time Student ambassadors Marketing and event Promotion Travel costs	<ul style="list-style-type: none">Effective (targeted, positive, structural, sustainable) relationships and partnerships.Identification of mutual goals and expectations.Identification and uptake of opportunities to further develop and improve collaborative practice to achieve the objectives.Deepening understanding and insights of the challenges, barriers and what works for target groups, to improve practice.HE Careers Lead event participant satisfaction rates and feedback either at 'good' or 'excellent.'Increased access and awareness of technical/vocational career pathways across the region.Increase in the positive perception of HE.	IS2 2.4

1.2 Student Ambassador programme (New Activity) <ul style="list-style-type: none"> Actively promote and fund a Student Ambassador Programme to support internal and external outreach activities. 	Staff and training costs	<ul style="list-style-type: none"> Providing first hand insights into student life and role models for students from priority group. Improved motivation and engagement in learning. Build confidence of students in their capabilities. 	
1.3 Staff Training (New Activity) <ul style="list-style-type: none"> Training for HE admissions, support and teaching staff around social mobility and the barriers students face accessing higher education. 	Admissions staff/ Teaching staff/ staff hours to develop training	<ul style="list-style-type: none"> Increased knowledge of range of HE pathways and career choices. Increase in positive perception of HE. Staff training satisfaction rates and feedback either at 'good' or 'excellent.' Increase in % of these students finding skills support/IAG helpful. 	
1.4 Academic and Digital Literacy Skills (Enhanced Existing Activity) <p>Provide bespoke support workshops and online training packages for target students, in the following areas:</p> <ul style="list-style-type: none"> Academic skills. Digital literacy skills to support studies and accessing resources. 	Staffing costs/ Online resources/ Staff training	<ul style="list-style-type: none"> Improved motivation and engagement in learning. Improved meta cognitive skills of students. Improved self-perceptions about belonging, academic abilities and confidence in academic practice and digital literacy. Improved module / assessment grades. Improved continuation rates for target students. Improved achievement rates for target students. 	
1.5 Targeted marketing campaigns (New Activity) <ul style="list-style-type: none"> Promoting BPC HE provision to target group. Postcode targeting. Increased presence in local community activities and targeted local campaigns. 	Proportion of Marketing budget	<ul style="list-style-type: none"> Increased access. Increased knowledge of range of HE pathways and career choices. Increase in positive perception of HE. Increased enquiries from potential applicants from IMD Q1. Increased HE applications from applicants from IMD Q1. 	
1.6 Industry Insight sessions (Enhanced Existing Activity) <ul style="list-style-type: none"> Employers, guest speakers and alumni from disadvantaged backgrounds will be invited to speak to students (to include target students) about their own learning and employment journeys. 	Funding for sessions	<ul style="list-style-type: none"> Increased knowledge and capacity relating to career and employability skills. Increased level of professional networks and contacts. 	

		<ul style="list-style-type: none"> Increased knowledge and understanding of the labour market, professional standards and competencies. Improved self-perceptions about career and employability capacities, readiness and confidence. Improved motivation and engagement in learning. 	
IS1: Total cost of activities over 4 year cycle: £102,000 as taken from the FIT workbook and rounded to the nearest £1000 and covering delivery spend for the next 4 years.			

Intervention strategy 2 (1S2): Raising aspirations of level 3 students to enrol onto college HE programmes

Objective and target: To improve progression rates for level 3 learners onto college higher education provision. (Target PTA_2)

Risks to equality of opportunity: The intervention strategy addresses the risks that students will not experience equality of opportunity in relation to information and guidance (Risk 2), perceptions of HE (Risk 3), academic support (Risk 6), personal support (Risk 7), cost pressures (Risk 10), and aspiration raising to progress into higher education and specifically college-based provision.

Activity/Description	Inputs	Outcomes	Cross Intervention?
2.1 Conduct level 3 Student Survey and Focus Groups (New Activity) <ul style="list-style-type: none"> Survey level 3 students to ascertain trends in perceived and actual barriers to participation. Run focus groups with level 3 students to help inform potential growth areas in HE. 	Staff time	<ul style="list-style-type: none"> Identify college, programme specific and student specific barriers to access and participation in higher education. Help inform future BPC HE Curriculum offer with clearer pathways to HE from level 3. 	
2.2 Alumni Champions (New Activity) <ul style="list-style-type: none"> Develop alumni champion roles in order to positively engage with level 3 learners and enable informed choice. 	Staff time/ Alumni Champions/recruitment and training costs	<ul style="list-style-type: none"> Improve perception of college higher education provision. Build confidence of students in their capabilities. Improved motivation and engagement in learning. 	IS5 5.5

2.3 Level 3 Progression support (New Activity) <ul style="list-style-type: none"> Provide internal level 3 students with direct application process, University Centre Poole Guided tours with Ambassadors and an opportunity to participate in HE Taster sessions before deciding to apply. 	Staff time/ Staff preparation of sessions	<ul style="list-style-type: none"> Increase in applications of BPC FE learners who progress to HE while remaining in the local area with the reassurance of continued support in a familiar environment and smaller class sizes. Improve student understanding of the nature of degree level study. 	
2.4 Foster partnerships with schools and regional networks (Enhanced Existing Activity) <ul style="list-style-type: none"> Continue to participate in regional networks aimed at raising aspirations of school aged learners across Dorset. Attend and deliver at sixth form assemblies, parents evenings, open and taster days and career/sector specific learning events. 	Staff time to attend events/ Resources and costs to host events	<ul style="list-style-type: none"> Effective (targeted, positive, structural, sustainable) relationships and partnerships. Identification of mutual goals and expectations. Identification and uptake of opportunities to further develop and improve collaborative practice to achieve the objectives. Deepening understanding and insights of the challenges, barriers and what works for target groups, to improve practice. HE Careers Lead event participant satisfaction rates and feedback either at 'good' or 'excellent.' Increased access and awareness of technical/vocational career pathways across the region. Increase in the positive perception of HE. 	IS1 1.1
2.5 Targeted marketing campaigns to internal level 3 students (New Activity) <ul style="list-style-type: none"> Make college HE provision more visible to internal level 3 students by promoting HE provision on all computer screens and TV screens across college. 	Proportion of Marketing budget	<ul style="list-style-type: none"> Increased knowledge of range of HE pathways and career choices. Increase in positive perception of college HE provision. 	
IS2: Total cost of activities over 4 year cycle: £50,000 (cost of 2.4 included in IS1) and as taken from the FIT workbook and rounded to the nearest £1000 and covering delivery spend for the next 4 years.			

Intervention strategy 3 (IS3): Reducing the achievement gap for students with a reported learning difficulty

Objective and targets: Reduce the achievement gap between students with a reported learning difficulty and students without a reported learning difficulty from 15.6% in 2022/23 to 5% in 2029/30. (Target_PTS_1)

Risks to equality of opportunity: The intervention strategy addresses the risks that those students with a reported learning difficulty will not experience equality of opportunity in relation to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7), mental health (Risk 8), cost pressures (Risk 10) and progression from higher education (Risk 12).

Activity/Description	Inputs	Outcomes	Cross Intervention?
3.1 Pre-enrolment and transition care (Enhanced existing activity) Programme of development and promotion of access to services, to ensure timely provision of support, adjustments and other considerations from commencement of study which includes: <ul style="list-style-type: none"> Promotion and information on disability support across outreach, admissions and induction. Positive campaigning for declaration, using role models to encourage early self-reflection, presentation and declaration amongst students. Students introduced to disability support service and HE Inclusion Coach during induction week. 	Staff time/ Resources	<ul style="list-style-type: none"> Early disability declaration, assessment and access to support where required. Improved student emotional and mental wellbeing. Improved self-perceptions about academic abilities, confidence and belonging. 	
3.2 Support programme (Enhanced Existing Activity) <ul style="list-style-type: none"> During student induction or as a refresher for continuing students, sessions with LRC HE Link librarian on study support topics including academic integrity/plagiarism and ethical and responsible use of AI. Weekly 1-1 academic support drop in sessions with HE Inclusion Coach for targeted group. 	Staff time and costs	<ul style="list-style-type: none"> Improved academic skills and confidence. Improved achievement rates for target group. 	IS4 4.1

3.3 Staff training (Enhanced Existing Activity) <ul style="list-style-type: none"> Teaching, Learning and Assessment materials and coaching available to HE teaching staff on best practice teaching strategies for students with a reported learning difficulty, so staff can develop their understanding of the teaching strategies that work for students with a reported learning difficulty. 	Staff costs Student Inclusion Team Preparation of TLA materials	<ul style="list-style-type: none"> Staff have an increased understanding of effective teaching, learning and assessment strategies that work for learners with a reported learning difficulty. Improved understanding and insights of the challenges, barriers and what works for target groups, to improve teaching practice. Improved achievement rates for target students. 	
3.4 Careers Service (Enhanced Existing Activity) <ul style="list-style-type: none"> Increase take-up of 19+ careers service support by HE students, especially by students with a reported learning difficulty. 19+ Careers Advisor to provide 1-1 coaching sessions on CV writing, interview skills and how to make good career choices throughout life. 	Staff time 19+ Careers Advisor	<ul style="list-style-type: none"> Greater uptake of individual career support by students with a reported learning difficulty. Increased knowledge of graduate career pathways. Improved motivation and engagement in career development. Improved self-perceptions about career and employability capacities, readiness and confidence. 	IS4 4.2
3.5 Individual Learner Agreements (ILAs) (Enhanced Existing Activity) <ul style="list-style-type: none"> Students from targeted group have three progress reviews throughout the academic year to track their progress both from a pastoral and academic point of view. Interventions and ILAs are put in place where necessary. 	Staff time, development of ILAs/ coordination of progress reviews/ resources	<ul style="list-style-type: none"> Students can adapt to the demands of higher education. Students engage with their personal tutor and are supported to develop a professional relationship to achieve their targets. Improved continuation and achievement rates for targeted group. 	IS4 4.3
IS3: Total cost of activities over 4 year cycle: £108,000 as taken from the FIT workbook and rounded to the nearest £1000 and covering delivery spend for the next 4 years.			

Intervention strategy 4 (IS4): Reducing the achievement gap for students from most deprived background

Objective and targets: Reduce the achievement gap between students from most deprived socio-economic group (IMD Q1) and least deprived socio-economic group (IMD Q5) from 16.7% in 2023/24 to 6% in 2029/30. (Target_PTS_2)

Risks to equality of opportunity: The intervention strategy addresses the risks that students will not experience equality of opportunity in relation to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7), cost pressures (Risk 10), and progression from higher education (Risk 12).

Activity/Description	Inputs	Outcomes	Cross Intervention?
4.1 Support programme (Enhanced Existing Activity) <ul style="list-style-type: none"> During student induction or as a refresher for continuing students sessions with LRC HE Link librarian on topics including academic integrity/plagiarism and ethical and responsible use of AI. Weekly 1-1 academic support drop in sessions with HE Inclusion Coach for targeted group. 	Staff time and costs	<ul style="list-style-type: none"> Improved academic skills and confidence. Improved achievement rates for target group. 	IS3 3.2
4.2 Careers Service (Enhanced Existing Activity) <ul style="list-style-type: none"> Increase take-up of 19+ careers service support by HE students, especially by students from most deprived backgrounds (IMD Q1). 19+ Careers Advisor to provide 1-1 coaching sessions on CV writing, interview skills and how to make good career choices throughout life. 	Staff time 19+ Careers Advisor	<ul style="list-style-type: none"> Greater uptake of individual career support by students from most deprived backgrounds (IMD Q1). Increased knowledge of graduate career pathways. Improved motivation and engagement in career development. Improved self-perceptions about career and employability capacities, readiness and confidence. 	IS3 3.4
4.3 Personalised Support Plans (Enhanced Existing Activity) <ul style="list-style-type: none"> Create personalised support plans for students from deprived backgrounds, addressing their specific needs and challenges. 	Staff time, development of support plans/ coordination/resources	<ul style="list-style-type: none"> Students can adapt to the demands of higher education. Students engage with their personal tutor and are supported to develop a professional relationship to achieve their targets. Improved continuation and achievement rates for targeted group. 	IS3 3.5
4.4 Financial Support/ Management workshops (New Activity)	Staff time/ of presentations from	<ul style="list-style-type: none"> Students understand how to support themselves financially. 	

<ul style="list-style-type: none"> This will be a new programme of activity aimed at supporting students with budgeting and managing their finances during their time at BPC. 	external organisations and guest speakers.	<ul style="list-style-type: none"> Decreased anxiety regarding management of finances. 	
IS4: Total cost of activities over 4 year cycle: £11,000 (cost of 4.1, 4.2, and 4.3 included in IS3) as taken from the FIT workbook and rounded to the nearest £1000 and covering delivery spend for the next 4 years.			

Intervention strategy 5 (IS5): Reducing the achievement gap for female higher apprentices

Objective and targets: Reduce the achievement gap between female and male higher apprentices from 18.6% in 2023/24 to 6% in 2029/30 (Target_PTS_3).

Risks to equality of opportunity: The intervention strategy addresses the risks that female higher apprentices will not experience equality of opportunity in relation to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7), pastoral and employer support to successfully complete their apprenticeships and achieve equivalent outcomes to their male peers, progression from HE (Risk 12).

Activity/Description	Inputs	Outcomes	Cross Intervention?
5.1 Training for Mentors (Enhanced Existing Activity) <ul style="list-style-type: none"> Develop a training package for employer mentors to enable them to understand all aspects of their role in supporting higher apprentices. Where applicable place female higher apprentices with female mentors as role models. 	Resource development/staff time	<ul style="list-style-type: none"> Mentors are better supported to enable them to offer the best guidance, technical on-the-job training and off-the-job training. Providing first hand insights into working life and role models for female higher apprentices. 	
5.2 Enhanced data monitoring for HE apprenticeship students (Enhanced Existing Activity) <ul style="list-style-type: none"> Investigate possible use of learning analytics, if appropriate. Use data monitoring to look for trends in attendance, performance etc. 	Resource development/staff time	<ul style="list-style-type: none"> Improved continuation and achievement rates for target students. 	

5.3 Unconscious Bias Training (New Activity) <ul style="list-style-type: none"> Provide unconscious bias training for all assessors, focusing on assessment and feedback practices. 	Staff time/ training resources	<ul style="list-style-type: none"> Reduced bias in assessment processes, contributing to narrower achievement gaps. 	
5.4 Showcasing success stories (New Activity) <ul style="list-style-type: none"> Showcasing and promoting female higher apprentices success stories on International Women's Day each year (March). 	Proportion of Marketing budget/ staff time/ marketing resources	<ul style="list-style-type: none"> Providing alumni success stories and role models for female higher apprentices. Improved self-perceptions about career and employability capacities, readiness and confidence. 	
5.5 Alumni Champions (New Activity) <ul style="list-style-type: none"> Develop alumni (female) champion roles as employability ambassadors for the Apprenticeship programmes they completed and positively engage with current female higher apprentices. 	Staff time/ Alumni Champions/recruitment and training costs	<ul style="list-style-type: none"> Improve perception of college higher education provision. Build confidence of students in their capabilities. Improved motivation and engagement in learning. 	IS2 2.2
IS5: Total cost of activities over 4 year cycle: £64,000 (cost of 5.5 included in IS2) as taken from the FIT workbook and rounded to the nearest £1000 and covering delivery spend for the next 4 years.			

Evaluation

This section provides an overview of the way in which the intervention strategies will be evaluated, including the evaluation methods and planned dissemination of these evaluation activities and findings.

Evaluation: Intervention Strategy 1 (IS1): Enhanced support to address disadvantage			
Activity	Outcomes (Short description of outcomes)	Method (s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2). Standards of evidence denoted as (T1), (T2), (T3).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
1.1 Sixth Form Schools and Third Party Partnerships	Short Term: <ul style="list-style-type: none"> Effective (targeted, positive, structural, sustainable) relationships and partnerships. 	Process Evaluation <ul style="list-style-type: none"> Data Analysis: Number and % of pupils at partner schools and colleges from target group. (T1) 	There will be internal reporting to the Higher Education Quality Committee (HEQC) from HE Access and

	<ul style="list-style-type: none"> • Identification of mutual goals and expectations. <p>Long Term:</p> <ul style="list-style-type: none"> • Identification and uptake of opportunities to further develop and improve collaborative practice to achieve the objectives. • Deepening understanding and insights of the challenges, barriers and what works for target groups, to improve practice. • HE Careers Lead event participant satisfaction rates and feedback either at 'good' or 'excellent.' • Increased access, awareness of technical/vocational career pathways across the region + positive perception of HE. 	<ul style="list-style-type: none"> • Output analysis: the number of schools / colleges and third parties in a relationship. (T1) <p>Impact Evaluation Surveys and interviews with sixth form schools and partners to:</p> <ul style="list-style-type: none"> • Understand the effectiveness of the relationship and whether agreed goals / expectations were met. (T1, T2) • Identify further opportunities. (T2) • Draw out deeper understanding about challenges and what works. (T1, T2) 	<p>Participation Group who meet termly to monitor overall plan and associated activity and produce an annual report against targets. This annual report and associated actions from the report forms part of our college's Quality Improvement Plan (QIP) and Self-Assessment Report process.</p> <p>The annual report along with minutes from each termly HEQC will go to the Higher Education Academic Board (HEAB), which ultimately reports to the Governors of the organisation (with student representation at each level). The HEQC will track progress of the report and associated objectives at each meeting (3 per academic year), with the minutes of these meetings being fed to the HEAB and Governors. There will be a final annual review report against each objective presented to HEQC in April each year, and this will be sent to the HEAB and Governors. The report will be published on the college intranet and website.</p>
1.2 Student Ambassador programme	<ul style="list-style-type: none"> • Providing first hand insights into student life and role models for students from priority group. • Improved motivation and engagement in learning. • Build confidence of students in their capabilities. 	<ul style="list-style-type: none"> • Student cross programme focus group: explore whether student ambassador training programme was effective in aspiration raising. (T2) 	
1.3 Staff Training	<ul style="list-style-type: none"> • Increased knowledge of range of HE pathways and career choices. • Increase in positive perception of HE. • Staff training satisfaction rates and feedback either at 'good' or 'excellent.' • Increase in % of these students finding skills support/IAG helpful. 	<ul style="list-style-type: none"> • Staff feedback survey on the impact of training. (T2) • Data Analysis: Number and % of students from target group accessing skills support/IAG. (T1) 	
1.4 Academic and Digital Literacy Skills	<ul style="list-style-type: none"> • Improved motivation and engagement in learning. 	<ul style="list-style-type: none"> • Annual student survey exploring perceptions and confidence in 	

	<ul style="list-style-type: none"> Improved meta cognitive skills of students. Improved self-perceptions about belonging, academic abilities and confidence in academic practice and digital literacy. Improved module / assessment grades. Improved continuation rates for target students. Improved achievement rates for target students. 	<p>respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2)</p> <ul style="list-style-type: none"> Comparison of student continuation and achievement rates for those who have accessed one to one academic support and those who haven't. (T2) 	
1.5 Targeted marketing campaigns	<ul style="list-style-type: none"> Increased access, knowledge of range of HE pathways and career choices + positive perception of HE. Increased enquiries from potential applicants from IMD Q1. Increased HE applications from applicants from IMD Q1. 	<ul style="list-style-type: none"> Data Analysis: % of enquiries from target group. (T1) Data Analysis: % of applications from target group. (T1) 	
1.6 Industry Insight sessions	<ul style="list-style-type: none"> Increased knowledge and capacity relating to career and employability skills. Increased level of professional networks and contacts. Increased knowledge and understanding of the labour market, professional standards and competencies. Improved self-perceptions about career and employability capacities, readiness and confidence. Improved motivation and engagement in learning. 	<ul style="list-style-type: none"> Data analysis: % of students who engage from target group. (T1) Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2) 	
IS1: Total cost of evaluation of activities over 4 year cycle: £26,400			

Evaluation: Intervention Strategy 2 (IS2): Raising aspirations of level 3 students to enrol onto college HE programmes			
Activity	Outcomes (Short description of outcomes)	Method (s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2). Standards of evidence denoted as (T1), (T2), (T3).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
2.1 Conduct level 3 Student Survey and Focus Groups	<ul style="list-style-type: none"> Identify college, programme specific and student specific barriers to access and participation in higher education. Help inform future BPC HE Curriculum offer with clearer pathways to HE from level 3. 	<ul style="list-style-type: none"> Data analysis: % of students who complete survey. (T1) Identify key themes and potential new curriculum pathways from student focus group. (T2) 	<p>There will be internal reporting to the Higher Education Quality Committee (HEQC) from HE Access and Participation Group who meet termly to monitor overall plan and associated activity and produce an annual report against targets. This annual report and associated actions from the report forms part of our college's Quality Improvement Plan (QIP) and Self-Assessment Report process.</p> <p>The annual report along with minutes from each termly HEQC will go to the Higher Education Academic Board (HEAB), which ultimately reports to the Governors of the organisation (with student representation at each level). The HEQC will track progress of the report and associated objectives at</p>
2.2 Alumni Champions	<ul style="list-style-type: none"> Improve perception of college higher education provision. Build confidence of students in their capabilities. 	<ul style="list-style-type: none"> Student cross programme focus group: explore whether alumni champions scheme was effective in aspiration raising. (T2) 	
2.3 Level 3 Progression support	<ul style="list-style-type: none"> Increase in applications of BPC FE learners who progress to HE while remaining in the local area with the reassurance of continued support in a familiar environment and smaller class sizes. Improve student understanding of the nature of degree level study. 	<ul style="list-style-type: none"> Data Analysis: % of HE applications from target group. (T1) Qualitative feedback evaluation through student consultative forums. (T2) 	
2.4 Foster partnerships with schools and regional networks	<p>Short Term:</p> <ul style="list-style-type: none"> Effective (targeted, positive, structural, sustainable) relationships and partnerships. Identification of mutual goals and expectations. <p>Long Term:</p> <ul style="list-style-type: none"> Identification and uptake of opportunities to further develop and 	<p>Process Evaluation</p> <ul style="list-style-type: none"> Data Analysis: Number and % of pupils at partner schools and colleges. (T1) Output analysis: the number of schools / colleges and third parties in a relationship. (T1) <p>Impact Evaluation</p>	

	<p>improve collaborative practice to achieve the objectives.</p> <ul style="list-style-type: none"> • Deepening understanding and insights of the challenges, barriers and what works for target groups, to improve practice. • HE Careers Lead event participant satisfaction rates and feedback either at 'good' or 'excellent.' • Increased access and awareness of technical/vocational career pathways across the region + positive perception of HE. 	<p>Surveys and interviews with sixth form schools and partners to:</p> <ul style="list-style-type: none"> • Understand the effectiveness of the relationship and whether agreed goals / expectations were met. (T1, T2) • Identify further opportunities. (T2) • Draw out deeper understanding about challenges and what works. (T1, T2) 	<p>each meeting (3 per academic year), with the minutes of these meetings being fed to the HEAB and Governors. There will be a final annual review report against each objective presented to HEQC in April each year, and this will be sent to the HEAB and Governors. The report will be published on the college intranet and website.</p>
2.5 Targeted marketing campaigns to internal level 3 students	<ul style="list-style-type: none"> • Increased knowledge of range of HE pathways and career choices + positive perception of College HE provision. 	<ul style="list-style-type: none"> • Qualitative feedback evaluation through student consultative forums. (T2) 	
IS2: Total cost of evaluation of activities over 4 year cycle: £14,400 (cost of 2.4 included in IS1)			

Evaluation: Intervention Strategy 3 (IS3): Reducing the achievement gap for students with a reported learning difficulty			
Activity	Outcomes (Short description of outcomes)	Method (s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2). Standards of evidence denoted as (T1), (T2), (T3).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
3.1 Pre-enrolment and transition care	<ul style="list-style-type: none"> • Early disability declaration, assessment and access to support where required. • Improved student emotional and mental wellbeing. • Improved self-perceptions about academic abilities, confidence and belonging. 	<ul style="list-style-type: none"> • Data analysis: number and % of students with declared learning difficulty and accessing support. (T1) • Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, 	<p>There will be internal reporting to the Higher Education Quality Committee (HEQC) from HE Access and Participation Group who meet termly to monitor overall plan and associated activity and produce an</p>

		and personal support/ experience at BPC. (T2)	annual report against targets. This annual report and associated actions from the report forms part of our college's Quality Improvement Plan (QIP) and Self-Assessment Report process.
3.2 Support programme	<ul style="list-style-type: none"> Improved academic skills and confidence. Improved achievement rates for target group. 	<ul style="list-style-type: none"> Data analysis: % of students who engage from target group. (T1) Monitoring overall take up of 1-1 academic support sessions. (T2) Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2) 	The annual report along with minutes from each termly HEQC will go to the Higher Education Academic Board (HEAB), which ultimately reports to the Governors of the organisation (with student representation at each level). The HEQC will track progress of the report and associated objectives at each meeting (3 per academic year), with the minutes of these meetings being fed to the HEAB and Governors. There will be a final annual review report against each objective presented to HEQC in April each year, and this will be sent to the HEAB and Governors. The report will be published on the college intranet and website.
3.3 Staff training	<p>Short Term:</p> <ul style="list-style-type: none"> Staff have an increased understanding of effective teaching, learning and assessment strategies that work for learners with a reported learning difficulty. Improved understanding and insights of the challenges, barriers and what works for target groups, to improve teaching practice. <p>Long Term: Improved achievement rates for target students.</p>	<ul style="list-style-type: none"> Staff feedback survey on the impact of training and how it has informed their practice. (T2) Data Analysis: achievement rates comparison for target students. (T2) 	
3.4 Careers Service	<ul style="list-style-type: none"> Greater uptake of individual career support by students with a reported learning difficulty. Increased knowledge of graduate career pathways. Improved motivation and engagement in career development. Improved self-perceptions about career and employability capacities, readiness and confidence. 	<ul style="list-style-type: none"> Data analysis: % of students who engage from target group. (T1) Monitoring overall take up of 1-1 coaching sessions. (T2) Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2) 	

3.5 Individual Learner Agreements (ILAs)	<ul style="list-style-type: none"> Students can adapt to the demands of higher education and engage with their personal tutor and are supported to develop a professional relationship to achieve their targets. Improved continuation and achievement rates for targeted group. 	<ul style="list-style-type: none"> Data analysis: % of students who engage from target group. (T1) Monitoring overall take up of 1-1 progression review sessions. (T2) Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2) 	
IS3: Total cost of evaluation of activities over 4 year cycle: £20,500			

Evaluation: Intervention Strategy 4 (IS4): Reducing the achievement gap for students from most deprived background			
Activity	Outcomes	Method (s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2). Standards of evidence denoted as (T1), (T2), (T3).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
4.1 Support programme	<ul style="list-style-type: none"> Improved academic skills and confidence. Improved achievement rates for target group. 	<ul style="list-style-type: none"> Data analysis: % of students who engage from target group. (T1) Monitoring overall take up of 1-1 academic support sessions. (T2) Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2) 	There will be internal reporting to the Higher Education Quality Committee (HEQC) from HE Access and Participation Group who meet termly to monitor overall plan and associated activity and produce an annual report against targets. This annual report and associated actions from the report forms part of our college's Quality Improvement Plan (QIP) and
4.2 Careers Service	<ul style="list-style-type: none"> Greater uptake of individual career support by students from most deprived backgrounds (IMD Q1). 	<ul style="list-style-type: none"> Data analysis: % of students who engage from target group. (T1) Monitoring overall take up of 1-1 coaching sessions. (T2) 	

	<ul style="list-style-type: none"> Increased knowledge of graduate career pathways. Improved motivation and engagement in career development. Improved self-perceptions about career and employability capacities, readiness and confidence. 	<ul style="list-style-type: none"> Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2) 	<p>Self-Assessment Report process.</p> <p>The annual report along with minutes from each termly HEQC will go to the Higher Education Academic Board (HEAB), which ultimately reports to the Governors of the organisation (with student representation at each level). The HEQC will track progress of the report and associated objectives at each meeting (3 per academic year), with the minutes of these meetings being fed to the HEAB and Governors. There will be a final annual review report against each objective presented to HEQC in April each year, and this will be sent to the HEAB and Governors. The report will be published on the college intranet and website.</p>
4.3 Personalised Support Plans	<ul style="list-style-type: none"> Students can adapt to the demands of higher education, engage with their personal tutor and are supported to develop a professional relationship to achieve their targets. Improved continuation and achievement rates for targeted group. 	<ul style="list-style-type: none"> Data analysis: % of students who engage from target group. (T1) Monitoring overall take up of 1-1 personal support plan sessions. (T2) Annual student survey exploring perceptions and confidence in respect of academic skills, industry knowledge and links, and personal support/ experience at BPC. (T2) 	
4.4 Financial Support/ Management workshops	<ul style="list-style-type: none"> Students understand how to support themselves financially. Decreased anxiety regarding management of finances. 	<ul style="list-style-type: none"> Qualitative feedback evaluation through student consultative forums. (T2) 	
IS4: Total cost of evaluation of activities over 4 year cycle: £4,800 (cost of 4.1, 4.2, and 4.3 included in IS3)			

Evaluation: Intervention Strategy 5 (IS5): Reducing the achievement gap for female higher apprentices			
Activity	Outcomes (Short description of outcomes)	Method (s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan

		Standards of evidence denoted as (T1), (T2), (T3).	When evaluation findings will be shared and the format that they will take.
5.1 Training for Mentors	<ul style="list-style-type: none"> • Mentors are better supported to enable them to offer the best guidance, technical on-the-job training and off-the-job training. • Providing first hand insights into working life and role models for female higher apprentices. 	<ul style="list-style-type: none"> • Staff feedback survey on the impact of training package for mentors and how it has informed their practice. (T2) • Student cross programme focus group: explore whether mentoring scheme was effective in aspiration raising for target group. (T2) 	<p>There will be internal reporting to the Higher Education Quality Committee (HEQC) from HE Access and Participation Group who meet termly to monitor overall plan and associated activity and produce an annual report against targets. This annual report and associated actions from the report forms part of our college's Quality Improvement Plan (QIP) and Self-Assessment Report process.</p>
5.2 Enhanced data monitoring	<ul style="list-style-type: none"> • Improved continuation and achievement rates for target students. 	<ul style="list-style-type: none"> • Comparison analysis of student continuation and achievement rates between female and male higher apprentices. (T2) 	
5.3 Unconscious Bias Training	<ul style="list-style-type: none"> • Reduced bias in assessment processes, contributing to narrower achievement gaps. 	<ul style="list-style-type: none"> • Staff feedback survey on the impact of training and how it has informed their practice. (T2) • Data Analysis: achievement rates comparison for target students. (T2) 	
5.4 Showcasing success stories	<ul style="list-style-type: none"> • Providing alumni success stories and role models for female higher apprentices. • Improved self-perceptions about career and employability capacities, readiness and confidence. 	<ul style="list-style-type: none"> • Student cross programme focus group: explore whether success stories scheme was effective in aspiration raising for target group. (T2) 	<p>The annual report along with minutes from each termly HEQC will go to the Higher Education Academic Board (HEAB), which ultimately reports to the Governors of the organisation (with student representation at each level). The HEQC will track progress of the report and associated objectives at each meeting (3 per academic year), with the minutes of these meetings</p>
5.5 Alumni Champions	<ul style="list-style-type: none"> • Improve perception of college higher education provision. • Build confidence of students in their capabilities. • Improved motivation and engagement in learning. 	<ul style="list-style-type: none"> • Student cross programme focus group: explore whether alumni champions scheme was effective in aspiration raising for target group. (T2) 	

			being fed to the HEAB and Governors. There will be a final annual review report against each objective presented to HEQC in April each year, and this will be sent to the HEAB and Governors. The report will be published on the college intranet and website.
IS5: Total cost of evaluation of activities over 4 year cycle: £9,800 (cost of 5.5 included in IS2)			

Total cost of activities and evaluation for intervention strategies:

The total cost of activities for all BPC's 5 Intervention Strategies over 4 year cycle is: **£335,000** (taken from the FIT workbook, rounded to the nearest £1,000 and covering delivery spend for the next 4 years.)

The total cost of evaluation for all BPC's 5 Intervention Strategies over 4 year cycle is: **£76,000** (£19,000 per academic year taken from the FIT workbook, rounded to the nearest £1,000).

Summary of evidence base and rationale

To begin with, we conducted an analysis of the data that was available for Bournemouth and Poole College on the OfS AP Data Dashboard to help identify the groups that are at risk of inequality. As mentioned in section 2, our small HE student numbers have mostly suppressed the Office for Students (OfS) AP dashboard data, where we have OfS AP dashboard data for full-time, part-time and apprenticeships, this is mostly aggregated across two and four years.

We then examined our own institution data reports that monitor the recruitment, success and progression of students from underrepresented groups. Drawing on internal data sources, we were able to get a picture of key areas of risk in our student population. Due to the size of our HE population, we decided to focus on those groups where we believe we could make the most meaningful interventional impact: students from most deprived backgrounds (IMD Q1), students with a reported learning difficulty, progression to HE and improving achievement for female apprentices. We have also drawn upon TASO guidance on best practices for evaluations with small cohorts.

Intervention Strategy 1 (IS1) Enhanced support to address disadvantage

The TASO Evidence Toolkit and research around access to higher education for students at risk of lower levels of engagement with higher education, were explored to assess current practice and identify further or enhanced activity. Research indicates that part-time education can be a key pathway for students from most deprived backgrounds, providing flexibility to balance study with work or family commitments, (Callender, C., & Wilkinson, D., Gibson, A., & Perkins, C., 2011. *The impact of higher education for part-time students*. Evidence Report 36. UK Commission for Employment and Skills). This intervention uses targeted information to address the barriers faced by IMD Q1 students which are often related to a lack of information and guidance (Bowes, L et al., 2015, *Understanding progression into higher education for disadvantaged and under-represented groups*. BIS Research paper no.229). Evidence shows that students from areas with low participation rates often lack sufficient information and support to access higher education, (Gorard, S., & See, B., 2013. *Overcoming disadvantage in education*. Routledge). This intervention aims to address this by providing targeted outreach and engagement activities.

Intervention Strategy 2 (IS2) Raising aspirations of level 3 students to enrol onto college HE programmes

The TASO evidence toolkit suggests that a sustained multi-intervention approach is effective and impactful for schools liaison and outreach activity. A quasi-experimental evaluation of the UniConnect multi-intervention outreach programme also showed that engagement with the multi-intervention approach was associated with a greater likelihood of achieving a place in a higher education provider, (Burgess et al., 2021). This study also found that combinations of information, campus visits and master-classes were most effective for progression to HE.

Intervention Strategy 3 (IS3) Reducing the achievement gap for students with a reported learning difficulty

The rationale for these activities have been influenced by Type 1 and Type 2 evidence from OfS Standards of Evidence toolkit, the use of the TASO toolkit and TASO mental health toolkit. There are a number of research studies which generally suggest a positive correlation between support programmes and HE success for students with a reported learning difficulty (Kim, W. H., & Lee, J., 2016); Brewer, G., Urwin, E., & Witham, B., 2025). Staff have identified that students require more tailored support to support students with reported learning difficulties. Improved 1-1 tutorial support can prove beneficial for supporting achievement for students with a reported learning difficulty and suggests that a personalised approach helps build feelings of community and belonging which

impact positively on student retention, (Pedler, M,L., Willis, R., & Nieuwoudt, J,E., 2022). Research also suggest that higher education providers need to do more to support students with a reported learning difficulty to raise their confidence and career goals, which 1-1 tutorials can help bolster, (Kelly, R., & Mutebi, N., 2023). Through our observations of teaching and learning sessions we have also identified that some staff could benefit from further training on effective teaching, learning and assessment strategies so they are able to tailor the support for learners.

Intervention Strategy 4 (IS4) Reducing the achievement gap for students from most deprived background

Research suggests that students from most deprived background IMD Q1 face unique challenges. Providing flexible learning options and targeted study skills support can significantly enhance their ability to succeed in higher education. This intervention is designed to address these challenges and improve outcomes for students from IMD Q1 and reduce the achievement gap between students from most deprived socio-economic group (IMD Q1) and least deprived socio-economic group (IMD Q5). Academic self-efficacy plays an important part in learning. Research generally shows a link between self-efficacy, achievement and openness to learning from feedback, (Adams, A et al., 2019). This intervention strategy is based on Type 1 and Type 2 evidence.

Intervention Strategy 5 (IS5) Reducing the achievement gap for female higher apprentices

Participation in government supported apprenticeship programs in the UK is characterised by stereotypical gender imbalances, (Fuller, A., & Unwin, L., (2014). This intervention is designed to address imbalances and improve outcomes for female apprentices. Woolhouse, C., & Nicholson, L. (2020) suggest that mentoring plays an important role especially in relation to higher education with mentoring programmes also helping to bridge the gap between academic settings and professional workplaces. Providing targeted support and fostering alumni and mentor connections for female apprentices can enhance their academic and professional success. This intervention strategy is based on Type 1 and Type 2 evidence.

5. Whole provider approach

Bournemouth and Poole College (BPC) is committed to widening participation, inclusion and ensuring all students are enabled to achieve their full potential, which is clearly articulated within the College's Strategic Plan to 2030. This outlines the priorities and direction of BPC to key stakeholders, including staff and therefore influences policy and practice, shaping corporate culture and activity.

The overall student experience at BPC is the responsibility of all staff and is jointly led by Directors and Managers within specialist and curriculum areas. The Student Experience Directorate takes the strategic lead on student experience and works closely with a wide range of stakeholders including the National Association of Managers in Student Services, Ofsted, the National Union of Students, Career Development Institute Group and the Local Safeguarding in Education and Prevent Boards. The College achieved 100% in all 8 Gatsby Benchmarks for the Careers provision.

Alignment with Careers and Equality and Diversity Strategy

The College aims to provide a high quality, impartial and accessible Careers Education, Information, Advice and Guidance service (CEIAG). The Careers Guidance Team is a fully Matrix accredited all age service designed to provide careers education, information and guidance in the college, and helping students to overcome barriers to progression, learning and employment.

BPC are committed to providing high quality CEIAG to prospective, current and former students in order to address gaps in Access for low participation groups identified in the APP. This will ensure that we are raising aspirations and confidence and building resilience to ensure our students are work ready and equipped with the skills required to make a positive contribution to employers and to the local economy.

In line with the Equality Act 2010 the College prioritises an inclusive approach to teaching, learning and assessment. In March 2025 the College became a signatory of the AoC's Equity, Diversity and Inclusion Charter and made a pledge committing the organisation to meeting a range of EDI objectives that align with our overall strategy. The following objectives align with the overall aims of the Access and Participation Plan in terms of ensuring that all learners, regardless of background are able to reach their full potential, creating an inclusive learning environment and developing our high-quality support services to meet the rapidly changing pressures on our diverse student cohorts:

- Increase the representation of protected characteristics at all levels, including at Board level
- Reduce achievement gaps · Identify and manage achievement gap concerns in QIPs, QRMS, Exec Reviews and team meetings
- Continuously improve our college environment to ensure accessibility and parity for people of all protected characteristics

The following pledge objectives will contribute specifically to the aims of increasing access and raising achievement amongst the low participation groups.

- Provide meaningful diverse partnerships and workforce development opportunities
- Develop the curriculum and ensure high-quality, inclusive content that inspires all students
- Increase the use of accessible teaching, learning and assessment practice
- Actively involve wider community groups in the development of our curriculum
- Build confidence and skills of self-advocacy to improve employment prospects, aspirations and outcomes

Collaboration and alignment with other work and funding sources

We have worked closely with Southern University Network (SUN) for the last 5 years and have co-delivered a range of interventions. Our SUN Progression Mentor works closely with Uni Connect, Strategic Outreach and students underrepresented in higher education. A programme of interventions throughout the year are monitored and evaluated both internally and in partnership with the Further Education Project Manager. We also work closely with our current franchise partners, BU, and AUB to ensure our FE cohorts have access to information, workshops and visits. We anticipate that further development of these partnerships will support the strategic objectives of the plan both in terms of addressing the gaps in access by increasing engagement with HEI's, encouraging confident and informed decision making and raising student aspirations. Collaboration with SUN will align with these objectives, and has included since 2020 to present:

- Inviting in universities to give talks to students on applications and opportunities at university
- Targeting Uni Connect students to offer impartial 1:1 support with applications for the next steps, or information and advice on what their options are
- Supporting students and staff with personal statements through workshops and 1:1 support
- Creating information for staff on the UCAS process
- Supporting curriculum to facilitate off-campus educational visits with target students

Bournemouth and Poole College works closely with employers and considers the priorities within the Local Skills Improvement Plan (LSIP) to inform curriculum development, which meets regional and national demands of employers, providing training to meet current skills gaps. Bournemouth and Poole College courses will continue to be designed with employers to ensure they are focused on providing students with the knowledge and skills employers value. The College continually wins highly recognised national and local awards for its Apprenticeship programmes.

The writing of this Access and Participation Plan is the responsibility of the Executive Director of HE and Skills, who is a member of the Executive Leadership Team of the College along with the Higher Education Manager, who is responsible for managing Higher Education across the College, working closely with both curriculum and professional services colleagues.

A HE Access and Participation Group meets regularly to review relevant aspects of Access and Participation and consists of key staff from the following teams - HE Unit, CEIAG, SENCO, Library, Finance, Quality, BPC Student Union, Study Skills Support, School Liaison and Data Management.

At course level, Access and Participation is a rolling agenda item at each Programme Quality Team Meeting, programme meetings for each higher education course take place termly with programme leader, student representatives and HE Manager present.

Monitoring of the plan and progress towards the targets outlined will be the responsibility of the HE Access and Participation Group which will report into HE Quality Committee, along with scrutiny at the Curriculum Quality and Standards Committee of the Governing Body. Regular updates will be provided to these committees from the HE Access and Participation Group to the Senior Leadership Team, BPC Student Union and the wider BPC community.

6. Student consultation

Bournemouth and Poole College centres student voice as a tool to inform and align our programmes, policies and procedures with the needs and aspirations of our community. The college is committed to recognising that its students are 'active partners in assuring and enhancing the quality of the student learning experience.' This is outlined in our HE Student Engagement strategy.

Although the student body chose not to produce a separate student submission for this APP due to time commitments and the size of HE student cohort, we have ensured that our students have been actively consulted in the development of this plan. This includes students that are traditionally under-represented in higher education, and have met one or more of the widening participation characteristics outlined by the OfS. We also consulted with recent alumni, so they were able to comment on their experiences of the full student lifecycle.

Our primary method of consulting with students and recent alumni was through interviews held with students and members of our higher education team. Students and recent alumni were familiarised with the purpose of an access and participation plan, the risks to opportunity and were asked open ended questions regarding the student lifecycle. Students and recent alumni also provided feedback on the measures they feel would be effective in supporting students to achieve. Students were encouraged to think about existing support interventions and suggest new ideas that could have helped them with accessing HE and having a positive student experience.

As part of the student engagement process, student representatives for each HE course are also briefed during the training for the role on inequalities in HE and provided with resources.

Access and Participation is also a standing agenda item at each termly HE Programme Quality Team Meeting with student representatives, programme leader and curriculum management present, we use these meetings to also discuss APP intervention strategies and related activity in order to gather further feedback and effectiveness of widening participation at course level.

In terms of overall monitoring and evaluation of the plan, student representatives from under-represented groups will be nominated to attend the HE Access and Participation group. This group considers progress made towards our objectives and milestones and examines the impact of intervention activities and reports termly to HE Quality Committee (HEQC). Because key decision makers are present at these meetings, the group can make changes to interventions and to add new interventions if there is evidence of any new risks to equality of opportunity emerging. HEQC takes place three times a year and includes student representation. Updates on monitoring the progress of the APP from the HE Access and Participation group is a standing agenda item at HEQC. This committee also provides further opportunity for student representatives to input thoughts and opinions around APP activity.

We have also recruited a new Student HE Governor role, which we expect to take an active interest in APP activity. It is also important to note that students and alumni will also be directly involved in the delivery of some of the APP activities and as such will be able to assist in the tailoring of these activities such as the student ambassador programme and alumni champions scheme.

7. Evaluation of the plan

Bournemouth and Poole College recognises the importance of continuous monitoring and evaluation of activities within our intervention strategies to monitor effectiveness and we will continually reflect on, adapt, and respond to our own evaluation findings, along with national research and engage with our University partners and national networks to enhance our practices.

Bournemouth and Poole College is a member of the Mixed Economy Group (MEG) and the Association of Colleges (AoC) and will actively contribute to conferences and events. We will draw on existing networks to collaborate and engage to share our findings and contribute to best practice across the sector.

Bournemouth and Poole College adopts a whole institutional approach to widening access, ensuring that a whole lifecycle approach is adopted, and involving staff from departments and services from across the College. Evaluation will be undertaken by the College throughout the life of the plan to help determine whether each intervention strategy is achieving its intended outcome with regards to the risks to equality of opportunity for under-represented groups. This approach will also help identify early where any activities are not contributing towards achieving intended outcomes, and enable discussions about the need to consider changes to the design and delivery of the strategy. As outlined within our Intervention Strategies in this plan, methods of evaluation will include:

- Data analysis and comparisons, e.g. number and percentage of learners with target characteristics engaged / number of activities delivered.
- Post-activity surveys/focus groups/interviews with partners/beneficiaries to help understand where activities have made a positive difference, or where improvements can be made, and to draw out deeper understanding about the challenges being tackled.
- Analysis to ensure that activities are student-focused, are addressing the greatest risks to equality of opportunity in student access, success and progression, are proportionate and targeted, and driven by a desire for continuous improvement

The overall plan and associated activity will be monitored by the HE Access and Participation Group. The group will meet termly to report on activity and will produce an annual report against targets which will feed into the College's HE Committee Structure and the College's Governing body via the College's Quality Improvement Plan (QIP) Cycle and Self-Assessment Report process.

We have drawn from the OfS and TASO toolkits and guidance on effective evaluation approaches. Credible evaluation has been a key consideration, especially in our context with small cohorts. The intervention strategies detailed in this plan are mainly based on Type 1 evidence and Type 2 evidence of the OfS Standards of Evidence, however, we will explore where type 3 evaluation could be used in the future.

We will need to rely on qualitative data such as focus groups to support our understanding, or fill gaps, in quantitative data and have aligned our evaluation and measures across our activities to enable us to minimise the number of collection points where possible and appropriate to avoid survey fatigue.

We are committed to improving our data access and use and supporting staff knowledge and understanding in relation to access and participation. We are aware that students are fundamental to evaluation and will continue to work in partnership with students on not only the design and implementation of activities but also the evaluation. Bournemouth and Poole College is also mindful of the need for publication of the outcomes of its evaluation activity and in due course will place this on an appropriate part of its website.

8. Provision of information to students

The Bournemouth and Poole College will publish the Access and Participation Plan, fees, associated tables, and details of financial support on the Bournemouth and Poole College website to ensure that the documents are accessible and readily available to applicants and current students. Bournemouth and Poole College is compliant with the requirements of consumer protection legislation and the Consumer Markets Authority, ensuring relevant information is made available to students to make informed decisions. Tuition fees are published for each course on the course page of the Bournemouth and Poole College website, to ensure that applicants are aware of the fee level applicable to their chosen course.

We work closely with our University partners to ensure that all information provided to students at all stages of the application cycle is accurate, accessible, clear and timely. At application stage, we explain and provide in writing details of the course content, structure, fees and associated costs in detail. The College's Tuition Fee Payment Policy which is updated annually is available on the College's website and demonstrates the College's compliance. At the point of offer, prospective students receive, as part of their offer letter, the quoted tuition fee cost for their course. In addition, students will receive information relating to financial support that is available, including bursaries, as well as more general advice on living costs. All relevant and important information and facts are delivered in an accurate, clear and timely manner in advance of the student deciding on the offer. Information is easily accessible via the College website, open day events and, following enrolment, the HE handbooks. During the Induction Process students have access to 1-1 support with any student finance matters. Information on bursaries and additional financial support available is covered during the induction process with members from the Student Inclusion and Support Team on hand to offer advice.

Financial support is available to all eligible students from under-represented groups and our approach to providing bursaries is informed by internal data. In terms of Widening Participation, 15 out of 18 students who received a bursary in 2022-2024 either achieved their qualification or remained on programme. We therefore conclude that providing bursaries are enabling the majority of students to complete their qualifications. Research into student referrals for support has demonstrated that financial issues are a key factor in low attendance, and therefore providing bursaries enables students, who are in the groups targeted in this plan, to access the facilities and support needed to succeed and achieve high grades on their course.

The provision of bursaries is promoted during the HE induction process and thereafter in all student handbooks, on the website and promoted to students in need of support on a 1-1 basis by personal tutors. Bournemouth and Poole College offer financial support to Higher Education students, who have a low household income, or are care leavers and meet the below eligibility criteria. There are two types of bursaries available: General HE bursary or Care Leavers bursary.

Eligibility criteria for application

Applicants must:

- be enrolled on a Bournemouth & Poole College HNC, HND or Foundation degree programme; be registered as a UK student; have a family or household income of £25,000 or less (except for care leavers – see below).

Bursary applications cannot be accepted from the following:

- students funded by the Scottish, Welsh and Northern Irish governments
- students from outside England (EU or International)

Bursary information

General HE Bursary

General HE bursaries are £1,000 per academic year and are intended to support BPC HE students with the ongoing costs of study such as purchase of books or other resources, transport to college or general support. Successful applicants will receive the bursary in three equal instalments across the academic year. Good engagement with studies is required for continued receipt of the bursary instalments. Attendance falling below 80% or failure to complete coursework on time can jeopardise payments and may result in a bursary being withdrawn.

Care leavers Bursary

Care leavers are one of the most under-represented groups in UK higher education and often do not have family or other support networks to help with study costs, accommodation or resources. BPC recognises the extra financial support that care leavers may need and will give care leavers on eligible courses a £1,000 bursary without needing to satisfy the household income requirement of £25,000 or less. Successful applicants will receive the bursary in three equal instalments across the academic year. Care leavers must have been in full-time care for a period of three months or more in the last five years. Care leavers who also meet the income requirements will be eligible for an additional £1,000 subject to providing evidence of income of £25,000 or less. Successful applicants will receive the additional bursary in three equal instalments across the academic year.

We have estimated the cost of bursaries for the duration of the plan but understand that the numbers of students who may be eligible is significantly increasing, particularly in terms of those with disabilities. We therefore undertake to provide additional funding where demand outstrips predicted spend.

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

Within this annex we identify risks to the equality of opportunity to a number of stages of the student lifecycle. To complete this analysis, we have used the following data sources:

- OfS Access and Participation Data Dashboard
- OfS Access and Participation Individualised Files
- OfS data resources which show sector aggregated data
- OfS Student Outcomes Data Dashboard
- OfS Equality of Opportunity Risk Register (EORR)
- OfS Standards of evidence and evaluation self-assessment tool
- Internal Student ILR data 2023/24, 2022/23, 2021/22
- HESES Survey 2023/24, 2022/23, 2021/22
- Internal Student Enrolment Data 2024/25, 2023/24, 2022/23, 2021/22, 2020/21

Access

Most deprived IMD Q1

Lower proportions of learners from the most deprived socio-economic group (IMD Q1) are accessing higher education at BPC. OfS Access and Participation (AP) dashboard aggregated access data for last two years (2022/23 and 2021/22) for part-time students shows that only 9.5% are from IMD Q1 and 25.9% are from IMD Q5. For apprenticeship students, the OfS AP dashboard aggregated access data for last two years (2022/23 and 2021/22) shows 7% of students are from IMD Q1 compared with 22.3% from IMD Q5. In 2022/3, OfS AP dashboard for Access showed that only 8% of part-time students were from IMD Q1 compared with 25.0% from IMD Q5 and only 6.5% of apprenticeship students were from IMD Q1 compared with 24.1% from IMD Q5. This data indicates that students from areas of most deprivation may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to prior knowledge and skills (Risk 1), information and guidance (Risk 2), perceptions of higher education (Risk 3), academic support (Risk 6), personal support (Risk 7), cost pressures (Risk 10) and progression from higher education (Risk 12).

Reported Learning Difficulty

We are seeing a continual increase in access for learners with a reported learning difficulty, but there is still a gap between this group and their peers without a learning difficulty and therefore this still presents as an indicator of risk. Note that we report higher access rates for learners with a reported disability than the sector-wide average. The risks identified include a result of prior achievement gaps, gaps in prior knowledge (particularly about the provision of financial and academic support available), and the entrant's perception of higher education (Risks 1, 2 and 3 on the EORR).

Progression rates for level 3 learners onto college higher education provision

In 2024/25, our internal student enrolment data (including franchised courses) showed that level 3 internal progressing students made up 44.8% of our total higher education cohort at BPC. This data indicates that level 3 learners may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), perceptions of HE (Risk 3) academic support (Risk 6), personal support (Risk 7) and cost pressures (Risk 10).

Success

Reported Learning Difficulty

Our internal 2022/23 student ILR data showed that the achievement gap was significant between part-time students with a reported learning difficulty and part-time students without a reported learning difficulty showing achievement of 69.2% and 89.4% respectively with an achievement gap of 15.6%. In 2021/22, this achievement gap from our internal student ILR data was even wider between part-time students with a reported learning difficulty and part-time students without a reported learning difficulty showing achievement of 71.4% and 90% respectively with an achievement gap of 18.6%.

Provision Type	22/23 Achievement with LDD	22/23 Achievement with no LDD	Gap	21/22 Achievement with LDD	21/22 Achievement with no LDD	Gap
Full-time	69.2	79.5	-10.3	57.8	56.8	1
Part-time	69.2	84.9	-15.6	71.4	90	-18.6
Apprenticeship	94	94	0.2	92.9	94.1	-1.2

This data indicates that students with a reported learning difficulty may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7), mental health (Risk 8), cost pressures (Risk 10) and progression from higher education (Risk 12).

Most Deprived IMD Q1 and Least Deprived IMD Q5

Students from most deprived socio-economic group (IMD Q1) are less likely to achieve than students from least deprived socio-economic group (IMD Q5). Our 2023/24 Internal student ILR data for apprenticeship students shows that the achievement gap was notable with students from IMD Q1 and IMD Q5 showing achievement of 75.0% and 91.7% respectively with an achievement gap of 16.7%.

Apprenticeships	23/24
Q1 (most deprived)	75.0
Q2	78.6
Q3	80.0
Q4	88.6
Q5 (Least Deprived)	91.7
Total	85.0

16.7%
(gap)

This data indicates that students from areas of most deprivation may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7), cost pressures (Risk 10) and progression from higher education (Risk 12).

Female apprentices

In 2022/23 the achievement gap (from our internal student ILR data) was notable with female higher apprentices and male higher apprentices showing achievement of 74.4% and 86.7% respectively with an achievement gap of 12.3%. In 2023/24, the achievement gap (from our internal student ILR data) was more significant with female higher apprentices and male higher apprentices showing achievement of 71.8% and 90.4% respectively, an achievement gap of 18.6%.

Sex

Provision Type	23/24 Achievement Male	23/24 Achievement Female	Gap	22/23 Achievement Male	22/23 Achievement Female	Gap
Full Time	71.7	86.7	-15.0	84.1	70.4	13.7
Part Time	80.7	63.5	17.2	89.1	89.6	-0.5
Apprenticeship	90.4	71.8	18.6	86.7	74.4	12.3

This data indicates that female apprentices may be experiencing a risk to equality of opportunity and through consideration of EORR evidence suggests this may be related to information and guidance (Risk 2), academic support (Risk 6), personal support (Risk 7) and progression from HE (Risk 12).

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

Type of evidence is listed in the methods of evaluation column in the evaluation section of this plan (pages 14 – 23) and refers to the OfS Standards of Evidence:

- Type 1 – Narrative evidence
- Type 2 – Empirical evidence
- Type 3 – Causal evidence

Annex C: Targets, investment and fees

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

Fees, investments and targets

2026-27 to 2029-30

Provider name: Bournemouth and Poole College, the

Provider UKPRN: 10000820

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	£38,000	£38,000	£38,000	£38,000
Financial support (£)	NA	£30,000	£30,000	£30,000	£30,000
Research and evaluation (£)	NA	£19,000	£19,000	£19,000	£19,000

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 (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£38,000	£38,000	£38,000	£38,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£38,000	£38,000	£38,000	£38,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	0.0%	0.0%	0.0%	0.0%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£0	£0	£0	£0
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£30,000	£30,000	£30,000	£30,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
Financial support investment	Total financial support investment (£)	£30,000	£30,000	£30,000	£30,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	0.0%	0.0%	0.0%	0.0%
Research and evaluation investment	Research and evaluation investment (£)	£19,000	£19,000	£19,000	£19,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.0%	0.0%	0.0%	0.0%

Fees, investments and targets

2026-27 to 2029-30

Provider name: Bournemouth and Poole College, the

Provider UKPRN: 10000820

Targets

Table 5b: Access and/or raising attainment targets[illegible]

Table 5d: Success targets

[illegible]

