

University Centre Calderdale College Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

University Centre Calderdale College (UCCC), located in Halifax, West Yorkshire, is a small Higher Education (HE) provider that serves a diverse community of students, and we are committed to offering programmes that meet the needs of the region.

Calderdale College is steadfast in its commitment to driving innovation, supporting the well-being of students, and continuously striving for excellence in education. We prioritise the success of our students, adapt to address societal and economic challenges, and maintain a strong focus on national and local priorities. Our 2023-2026 strategic plan provides a comprehensive outline of our dedication to offering high quality and innovative learning experiences whilst actively contributing to the local economy.

Calderdale is the 66th most deprived Local Authority District in England. 10 areas in the borough are within the 10% most deprived in the country. 14.9% live in poverty in Calderdale compared to 12.9% in England (Calderdale Council 2023). The College serves its local population by providing accessible higher education enabling non-traditional students to participate and achieve good outcomes. Small class-sizes, regular one-to-one tutorial time with programme tutors, dedicated academic and pastoral support. The pastoral support is provided by tutors, and all combine to provide a safe learning environment for students to re-enter education, often after an extended break.

The colleges Higher Education provision offers qualifications from Level 4 to Level 7 to adults across 3 sub curriculum areas including Higher Education, Teacher Education and Professional Studies. The University Centres plays a vital role in broadening access to Higher Education and training for local adults. Its curriculum is designed in close collaboration with local employers, aligning closely with regional employment needs and addressing the skills gaps.

The University Centre is a small provision with an average of 150-200 students over the last 3 years. The student body at University Centre Calderdale College is diverse, reflecting a mix of backgrounds and experiences. The institution is dedicated to fostering an inclusive environment where all students can thrive. Approximately 80% of the student population is female. We have a strong representation of ethnic diversity, with a significant proportion of students from Asian, African, and mixed heritage backgrounds. The average age of students is around 29 years, indicating a healthy mix of both young adults and mature learners. University Centre Calderdale College is committed to delivering high-quality education that is accessible to everyone.

To give better indication of our student body, as of 2024:

- 32% are aged 30 and over (59% mature, over 21)
- 25% have a reported disability (this figure includes dyslexia, social and emotional and mental health issues)
- Most of our students do not have the standard entry required at a typical HEI, entering either through Access to HE, generic BTEC (often from school), or alternative L3 qualifications rather than A levels
- 15.5 % come from the highest areas of deprivation (IMD quintile 1 or 2)

The majority of our students fall into one the OFS defined underrepresented groups with a high proportion of students having intersectional disadvantages. All our students are commuters.

Strategic aim and Risk to equality of opportunity

In line with the Cross College strategic priorities, the following areas have been identified as priorities for the Higher Education Provision within the 2023-26 strategic plan;

1. **Demand Led Higher and Professional Skills Curriculum Offer** – LMI indicators identify the main sources of recent growth in jobs are health and social work, retail, administration and support, and manufacturing. Health and Social Care and Caring Personal Service Professions continue to be areas of high job growth
2. **Employer Engagement** – working with employers and local stakeholders to identify skills gaps; increase brand awareness; and to develop a responsive curriculum, supporting students to gain the skills and attributes needed to successfully gain a foothold on their career pathway. Digital pathways continue to be in high demand along with creative roles, reflected in the Leeds City Region Strategic Economic Plan 2016-2036. Development must align with LSIP and LSIF priorities
3. **Growth and Income** –promoting internal progression and growing student numbers, while ensuring that current students are retained and are successful on their programmes. Developing a suite of level 3 provision, funded through local flexibility and the Free Courses for Jobs offer, to align with degree programmes and provide a natural progression route

Our strategic priorities encompass developing our existing strengths in key area;

Health and social care, finance and professional services, digital technologies, creative industries, education, carbon literacy and engineering.

Building and nurturing robust relationships with employers, local community and other educational institutions.

We believe that every individual, regardless of their background, should have equality of opportunity to access, succeed in, and progress beyond higher education to fulfil their potential.

The Strategic plan outlines our vision and objectives for the college and strategies that will be implemented over the next 3 years. These strategies are encapsulated by the six p People, Place, Prosperity, Partnerships, Performance and Planet.

<https://www.calderdale.ac.uk/wp-content/uploads/2023/08/Strat-Plan.pdf>

In practice, this means that we recognise the needs of the local population and local area needs. The Leeds City Region LEP highlights skills shortages in key areas such as digital and engineering. We recognise that we cannot compete with larger universities in manufacturing and engineering, nevertheless, we can specialise and tailor our HE provisions to suit our stakeholders and local employers. Our HE and FE offer meets local demand.

UCCC and the college Senior Leadership Team (SLT) recognise that the HE market is challenging and that we are situated in close proximity to a number of much larger, reputable and successful universities. Therefore, we take a realistic approach to HE recruitment and the number of course that are available. What is more we recognise the need to be dynamic in our approach to curriculum.

It is our strategy to work in partnership in our local area via Go Higher West Yorkshire (GHWY) to undertake access and participation work that an individual HEP cannot do alone. GHWY is a formal consortium of diverse HE providers which we fund to enable collaboration on reducing inequalities in access to and success in higher education, for individuals who experience inequality of opportunity. GHWY's theory of change is that if people, particularly those who experience inequality of opportunity, can get access to information about the whole range of higher education options available to them, it will support them to enrol and succeed in higher education.

Through GHWY, we are well-connected with other HE providers locally across West Yorkshire, as well as key stakeholders such as the West Yorkshire Combined Authority, to collaborate on access and participation activity.

Focus of strategic aims for the Access and Participation Plan over the next 5 years:

- Continue to improve progression into and through HE and continue to support underrepresented groups indicative of our learners HE
- Design, develop and deliver a relevant curriculum that put the students' needs first, offers flexible, responsive programmes appropriate to the social and economic needs of the locality and region that reflect the diversity of the student body.
- Provide tailored support to address individual needs so that every student receives the support and guidance needed to succeed whilst studying.
- Develop and strengthen partnerships with employers, sector groups, HEIs, FECs, schools and other providers to address the regional economic strategies and priorities.
- Develop research and robust recording systems that will help the growth, development and strategic management of HE.

Risks to equality of opportunity

We have pinpointed key challenges affecting student opportunities at University Centre Calderdale College. This section focuses on what we perceive as the most significant threat to equality of opportunity for our students. We have looked at each stage of the student's life cycles, using our limited data, our institutional size and in response to the EORR findings.

We identified our key risks to equality of opportunity through;

1. Identifying indicators of risk in our performance data.
2. Consideration of the Office for Students' (OfS) Equality of Opportunity Risk Register (EORR). We considered the applicability of the EORR risks to our context.
3. Staff and student consultation. Participants were invited to provide their thoughts on the biggest risks to equality of opportunity that they had encountered.

We must be realistic with this plan-UCCC does not have a dedicated outreach/widening participation team. We rely heavily on our partnerships and the work we do through Go Higher West Yorkshire. This APP is a 5-year strategy, and it should be noted that Uni-Connect funding is only confirmed to July 2025.

We are aware of that many of our current students and future students will have other risks to equality of opportunity. We have a number of activities already in place to help address the risks including;

- Open intellectual learning community
- Provision of learning resources and support services

- Reduced fees/ collapsed timetabling
- Learning Centre and Library resources
- Books, e books and journals
- Academic skills support (staff resource)
- Support for Disabled Students (DSA)
- Bursary
- School Liaison –working with Level 3 students in college and school pre 16 to make sure they are aware of our local alternative provision
- Go Higher West Yorkshire

During the data analysis process of this APP we have identified specific key risks and barrier that we can actively work towards reducing with limited resources. (Refer to Annex A in the appendices attached)

Risk 1: Knowledge and Skills

Students from underrepresented groups may not have equal opportunity to develop the knowledge and skills required to be accepted into HE courses that match their expectations and ambitions. This leads to differences over access to high quality education and the resources needed to fully engage with it.

Students may have less chance to acquire the knowledge and skills needed for successful higher education or to achieve grades that reflect their knowledge and skills. It may also limit the range of subjects and course options available to them.

OFS /EORR research has shown that the factors that influence this can include the area where they live (refer to appendix 1 – attached).

Experiencing this risk is likely to lead to lowered attainment at Key Stage 4 and 5 and is likely to impact a student at the access, on-course and at the progression stages of their education.

Nationally students found to be most likely to be affected include

- Low income households
- First in family
- Disabled
- Mature
- White students (Free school meals)
- Males

These are prominent characteristics of both the current UCCC student body and the area we recruit from.

The qualification entry profile at UCC is much more diverse than a typical Higher Education Institution. We recognise that this impacts students' prior knowledge, academic skills and preparedness for higher education which may also have a detrimental impact on their on-course success. For example, over a 5 year period 2018-2023 between 22.7% and 37.6% of entrants to the UC reported a disability at enrolment, a significant majority when compared to the HESA stats from 2019/20 where only 17.4% of students declared a disability at enrolment.

We also recognise that this risk may most prominently impact our mature students, who are entering higher education at a later stage, this is indicated in our application rates of mature students who do not have the standard entry requirements.

The UCC already does work to mitigate this, we recruit, are easily accessible via public transport and offer lower entry tariffs. We have a dedicated academic support officer working with students both in the classroom and through 1 to 1 support to improve achievement and grade profile (progression).

Additionally, GHWY brings together member institutions and stakeholders to ensure that in our local area:

Objectives, Interventions and Expected Outcomes

Please refer to the evaluation table for further information

The University Centre at Calderdale College does not have capacity for a widening participation team and cannot specifically direct the interventions at certain groups. With this in consideration the UCCC will roll out the interventions to the whole student body as they should be beneficial to everyone and may help tackle other risks to equality of opportunity that we are not able to address due to lack of resource.

Risk 1 – Knowledge and skills

Objective - Partnerships to support pre-16 attainment raising to improve knowledge and skills of University Centre Students on enrolment

Activity: GHWY Uni Connect Attainment Raising programme for Y8-10
Lifecycle stage: Access

Target group: the programme works with students from low-participation neighbourhoods who are predicted 4/5 across the majority of GCSE subjects and not taking part in any other attainment-raising programme, with a focus on those eligible for Free School Meals or from one of GHWY's key under-represented groups (Males on free school meals, care-experienced, Black, Asian and minoritised ethnicities, SEND learners capable of academically achieving).

Outcomes: Risk 1: Knowledge and skills: pupils are taught and practice key metacognitive and oracy skills to support their academic attainment.

Outcome indicators: Improved metacognition and attainment at GCSE, this will be evaluated by the core Evaluation team at Go Higher West Yorkshire

Financial & Human Resources

Uni Connect Cost: Fully Funded Outreach Officer for Uniconnect with Membership to Go Higher West Yorkshire

HR – Outreach Officer for UniConnect/Supervisor

Risk 2 – Information and Guidance

Objective -Partnerships to support access to information and guidance for informed choices

Activity 1: GHWY ‘Go Higher In...’ sector-focused careers and education pathways days for Y7-12 (formerly ‘Collaborative Taster Days’)

Lifecycle stage: Access

Target group: the programme works with students from low-participation neighbourhoods, with a focus on those eligible for Free School Meals or from one of GHWY’s key under-represented groups (Males on free school meals, care-experienced, Black, Asian and minoritised ethnicities, SEND learners).

Outcomes: Risk 2: Information and guidance: students are exposed to information about a range of possible careers in specific West Yorkshire priority skills areas, as well as information about the education pathways to reach them.

5 x Go Higher in day events focusing on key sectors linking to Local Skills Improvement Plans per year are funding dependent.

Outcome indicators: improved access to information about and knowledge of an increased range of possible future careers and higher education options.

Financial & Human Resources

Uni Cost: Fully Funded Outreach Officer for Uniconnect, Membership to Go Higher West Yorkshire

HR – Outreach Officer for UniConnect/Supervisor

Risk 8 – Mental health

Objective – to improve the support offered to UCCC students who are suffering with Mental Ill Health improving their overall wellbeing and ability to develop, progress and complete a Higher Education Course.

Target Group – Students suffering from mental ill health and the whole student body.

Lifecycle – Attainment/Continuation

Data from student body 22/23, 23/24 suggests students with mental health issues are less likely to achieve Higher Grades in Higher Education and/or show increased grade profile across the 3 years of the programme. They remain in lower grade boundaries achieving below a first degree or Foundation Degree Distinction. The most prominent cause of Extenuating Circumstances across the UC is identified as Mental Health issues.

Outcome- We will reduce the attainment gap between students reporting mental health issues and students that don't attain a first class or 2.1 degree by 2% per annum by 2029.

Intervention:

- Introduce a wellbeing section to the student handbook with signposting to college, local and national services
- Introduce a wellbeing session to all students – some students may not report mental health
- Introduce a dedicated adult counsellor to UCCC, hold dedicated drop-in times in The University Centre at a time that suits students
- EC strategy group
- Extra sessions/support groups offered to students with declared mental health conditions around academic skills, time management and study skills.
- Staff to complete Mental Health first aid training

Financial & Human Resources

Handbook, Counselling Services & Resources - Approximately £69,000(over 3 years)

Wellbeing sessions- external charity- no cost

EC strategy group

Risk 12 – Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

Objective- to improve the employment and professional support we offer our all our students

Target Group – all students- all our students fall into URGs and intersectionality.

Lifecycle – Progression

Risk – Students are less likely to progress onto further study or enter employment that reflects their degree.

Outcome – by 2029 every student will have at least 2 interactions with a relevant employer.

- Annual career fair held on campus.
- At least 1 interaction with the National careers service

A more effective streamlined system to monitor and record all the above and destination data so that we can start to measure our progress.

The main evidence body is student voice and staff/student focus groups where there is a clear gap of career/programme progression support.

Financial & Human Resources

Please refer to the financial spreadsheet

Careers Fair - £200 to cover refreshments for presenters

National Careers Service - free service

Employers- free, may be able to cover expenses

HR – Outreach Officer for UniConnect/Sup

Total cost of activities and evaluation for intervention strategy is included in the Financial Investment Target Report.

Summary of evidence base and rationale

The UC acknowledges that there are many other risks, however, can only realistically tackle some of them and the ones we need to prioritise. We try to minimise the other risks as much as possible, but we do not have a dedicated widening participation team and no resource, pastoral care is provided by tutors. Again, we have plans to improve this, but this will require financial commitment from the college, and we are working towards this.

The following support already in place which will continue:

- Open intellectual learning community
- Provision of learning resources and support services
- Reduced fees/ collapsed timetabling
- Learning Centre and Library resources
- Books, e books and journals
- Academic skills support (staff resource)
- Support for Disabled Students (DSA)
- Bursary
- School Liaison –working with Level 3 students in college and school pre 16 to make sure they are aware of our local alternative provision
- Go Higher West Yorkshire/Uni Connect work

Evaluation Table

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
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Short name of activity	Short description of outcomes	Type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Uni Connect Attainment raising Programme- Think and Go Higher	<p>1. Improved learning abilities and awareness of metacognition skills across all subject areas: communication, study skills, organise and monitor information, constructing an argument, challenging ideas and revision techniques</p> <p>2. Extended outcomes/non-academic outcomes such as improved wellbeing and confidence in the classroom</p> <p>3. Positive experiences of Think & Go Higher programme to continue sustained engagement</p>	<p>1. Pre/post survey completed by all participating learners</p> <p>2. Post intervention focus groups with a sample of participating learners, review of reflective log</p> <p>3. Interviews with Outreach Officers and school staff, post intervention focus groups with learners</p> <p>4. Interviews with school staff</p> <p>5. Contextual learner data and comparator group data - i.e. attendance rates and grade outcomes</p> <p>6. Tracking participation via Higher Education Access Tracker (HEAT)</p>	Annual report including all the evaluation findings will be produced during the summer of 2026. The information is then broken down into school specific data and individualised reports are provided to the participating schools

	<p>4. Improved engagement and confidence in lessons</p> <p>5. Improved attendance and attainment</p> <p>6. Progression into Higher Education</p>		
Uni Connect Go Higher in Days	Improved access to information about and knowledge of an increased range of possible future careers and higher education options.	Pre and post surveys, surveys for employers and academic staff involved in the day. We also produce Case studies and Blogs	Annual Report will be published in Summer 2026
Mental health Support	To reduce the number of ECs and improve students' resilience and eventually improve their grades	Pre and post surveys and focus groups	<p>We will be reporting our progress and development annually to the board of Governor's/SLT and sharing with UCCC staff and students</p> <p>Monitoring of grades/exam boards/Extenuating Circumstances board – analysis of grade profile</p>
Employment support	To improve the Outcomes of our students through a structured employment/pro	Pre/post surveys, focus groups. - need to also develop systems to record this work so that we can analyse it	We will be reporting our progress and development annually to the board of Governor's/SLT and sharing with UCCC staff and students

	gression strategy	Record sessions on Pro Monitor of number of external speakers/visits Record number of students (subject areas) who attend HEI Fair & career support	
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Evaluation of Uni connect activity is conducted by their dedicated evaluation team at the University of Leeds, this will be shared with The University Centre.

The evaluation process will be pre/post surveys, focus groups and monitoring of counselling services and referrals.

GHWY are also working with the member initiations to help them develop robust evaluation strategies that will be ready to implement in 2025/26.

This plan is a live document and will be updated and amended accordingly as plans progress.

This is likely to include general evaluation skills for non-evaluation specialists

- Opportunity for practical application of what is being learned
- Theories of change (ToC): in particular, how to design a ToC and put it into practice
- Designing of questions/questionnaires
- Data analysis
- Publication/dissemination (reporting/consolidating) of evaluation results
- Using OfS's 'Standards of Evidence'

Whole provider approach



We work with GHWY across our whole institution. Our Vice Principal is a member of the Board of GHWY, which convenes very senior and strategic representatives from across the member institutions to provide governance and strategic steer for the work of the partnership. Our Head of Higher Education is a member of GHWY's 'Access and Participation Strategy Group' which convenes senior representatives in relevant roles to

discuss and respond collectively to local and national issues, as well as maintain operational oversight of GHWY's activity.

We host and employ a GHWY Uni Connect-funded Outreach Officer, who is embedded within our University Centre Team. We also have staff members from across the institution participate in various GHWY networks and action groups.

GHWY brings together member institutions and stakeholders to ensure that in our local area:

- Individuals have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations

Student consultation

General Student consultation

Students are consulted throughout the academic year through engagement activities including Student Forum meetings, questionnaires, module evaluations and other feedback mechanisms, and representation on the Academic Board. Course reps are invited to Student Forum meetings to share the feedback from their course group. Student feedback from throughout the year is shared with the University Centre team at fortnightly meeting slots, and formally reported to Academic Board, evaluated in the Self Evaluation Report (SAR) and Annual Monitoring Reports, which are then annually presented to the Governors' Curriculum, Quality & Standards Committee. Actions or recommendations are passed back to the University Centre team. A key strength of the student engagement framework is that it usually involves direct engagement with a member of staff or UCMT and therefore can yield meaningful dialogue between the student/s and the University Centre. A student representative is included in the membership of the Academic Board.

Student input and feedback is included in papers presenting new programme proposals, along with employer/professional organisation input, labour market intelligence, how the proposal aligns with curriculum priorities, external reference points such as QAA Subject Benchmark Statements, SEEC Credit Level descriptors, the QAA Characteristics Statement for Foundation Degrees (where applicable).

The student consultation for this was specifically focused on Risk 8 and Risk 12 as the proposed interventions relate directly to the student body. Risk 1 and Risk 2 are directly related to Uniconnect (Go Higher West Yorkshire) outcomes.

Student Consultation

Group 1

To what extent do you agree with our proposals relating to risks to equality of opportunity? Please provide an explanation for your answer.

1. Main response: Generally, agree

Comments:

Mental Health is a real problem for adults now

There are so many problems with finance and changes in the Universal Credit

I am not sure where to get help with my finance and I can never get into the Doctors to sort out my head

I think both these are important, I need to know what jobs are out there for when I finish

I want something so I can help myself when I am struggling so mental health a real issue for me

I think the college has some good systems but need to be more for adults I don't want to sit in Student Services all day with 16yr olds, I have lots of commitments beside college and my time is limited.

I love my degree but not sure what I want to go into so would like help knowing what is available (Community, Public Health and Social Care)

There was a HE Fair but didn't have enough organisations can we have this more often and more people there.

To what extent do you agree with our proposals relating to risks to equality of opportunity? Please provide an explanation for your answer.

Group 2

Main response: Agree

Comments:

I really like the fact you are looking at this, I think a handbook for mental health would be great

Lots of links to outside services would be great and can they come in to speak?

I want things that empower me to help myself

Apps would be good to go with the handbook

I have seen a counsellor, and they need more training for adults

If I ask for help it means I am at a crucial point and if we have a dedicated counsellor, I should be able to access them faster

It was identified students in the focus groups were representative of the wider student body and generally agree with chosen risk and interventions. Several suggestions were made by students, and these have been integrated into the intervention process.

Provision of information to students

Information is provided to prospective students through our website, prospectus and events including open events, school visits and information sessions. Information includes student-facing policies, fee information and Student Support. Our current students receive information, advice and guidance on fees and financial support through our Student Support Service and Admissions.

Financial Support

There is a range of financial support available to help you throughout your studies, from loans to cover your fees to bursaries to help with living costs.

Student Finance England

Apply for a Tuition Fee Loan and Maintenance Loan from Student Finance England to cover your tuition fees and support with the cost of living. You can apply online or download a part time application form from www.gov.uk website.

You can also apply for a maintenance loan (depending on your household income) if you require additional financial support to cover living costs. You will pay these loans back in instalments when you have finished the course and are earning more than £25,725.

There is additional support for those with children that you don't have to pay back (for children under 15, or under 17 if they have special educational needs) with 85% of your childcare costs paid (unless you receive the childcare element or Working Tax or Universal Credit) you can get up to £155.24 a week for one child or up to £266.15 a week for more than one child, depending on their household income. Parents Learning Allowance may also be available.

Calderdale College Level 4 Bursary

£500 college bursary available to Level 4 Year 1 students, this is not means tested and does not have to be paid back.

To be eligible you must be a full-time student enrolled on:

- Higher national certificate (HNC)
- Foundation degree (FD) Year 1

Eligibility for this Bursary Scheme will be based on good attendance and progress in your studies.

Target 1: Attendance 90%

Target 2: Submission of all coursework by the deadline

So long as you meet the targets you will receive your first instalment of £150 in December, a second instalment of £150 in March, and the third and final instalment of £200 in July.

Appendix 1

ANNEX A & ANNEX B.

There is no dedicated widening participation team and limited resources available with the university team consisting of tutors, 1 x curriculum area lead, 1 x quality lead and Head of Faculty. The interventions identified are reflective of the nature and size of the University Centre provision and can only be addressed if rolled to whole student body.

The University Centre typically recruits students from within a 20-mile radius of the College. The representation of key demographic groups reflects well the local population. Since all students fall under the broad heading of 'commuter students' (there are no halls of residence at the University Centre), the evidence suggests they are more likely to include individuals who:

- are working part-time
- have family or carer responsibilities
- are the first generation in their family to attend higher education
- are from a lower socio-economic group
- have a low income
- are mature, and/or
- have a BAME background

UCCC Access by Age group (apprentices who sit outside the UCCC have been removed from this data. Data includes ILM and CIPD provision).

	2018		2019		2020		2021		2022	
U21	58	20.9%	62	23.4%	77	25.4%	68	27.1%	54	23.9%
21-25	65	23.5%	53	20.0%	56	18.5%	48	19.1%	38	16.8%
26-30	54	19.5%	50	18.9%	53	17.5%	39	15.5%	28	12.4%
31-40	57	20.6%	61	23.0%	61	20.1%	52	20.7%	62	27.4%
41-50	27	9.7%	26	9.8%	41	13.5%	37	14.7%	35	15.5%
51+	16	5.8%	13	4.9%	15	5.0%	7	2.8%	9	4.0%

The majority age-group is Mature (aged 21+), with a spread of ages within that group including a majority within the age range 21-40 and a smaller proportion in the aged 41+ group. The proportion of Young (U21) students has increased over the period of data included, and the team continue to work on promoting progression activity within the Institution in addition to the work that goes on with Go Higher West Yorkshire.

Attracted by UCCC's smaller class sizes, local and highly supportive provision, mature students typically combine academic study with either work, additional (caring) responsibilities and/or reduced income. They are more likely to need to access financial and pastoral (including mental health) support while studying and more likely to drop out

than younger students, citing difficulties with balancing multiple constraints and responsibilities as the key factor in their decision to withdraw or suspend studies. The impact of Covid and the cost-of-living crisis have only exacerbated this further with a specific need identified around mental health support. Mature students are also less likely to have followed a traditional school/college to HE study path and to have interrupted education, thus requiring considerable support with re-integration into academic study.

UCCC Access by POLAR4 Q1 and Q2, compared with Q3, Q4 and Q5, 2018-2022

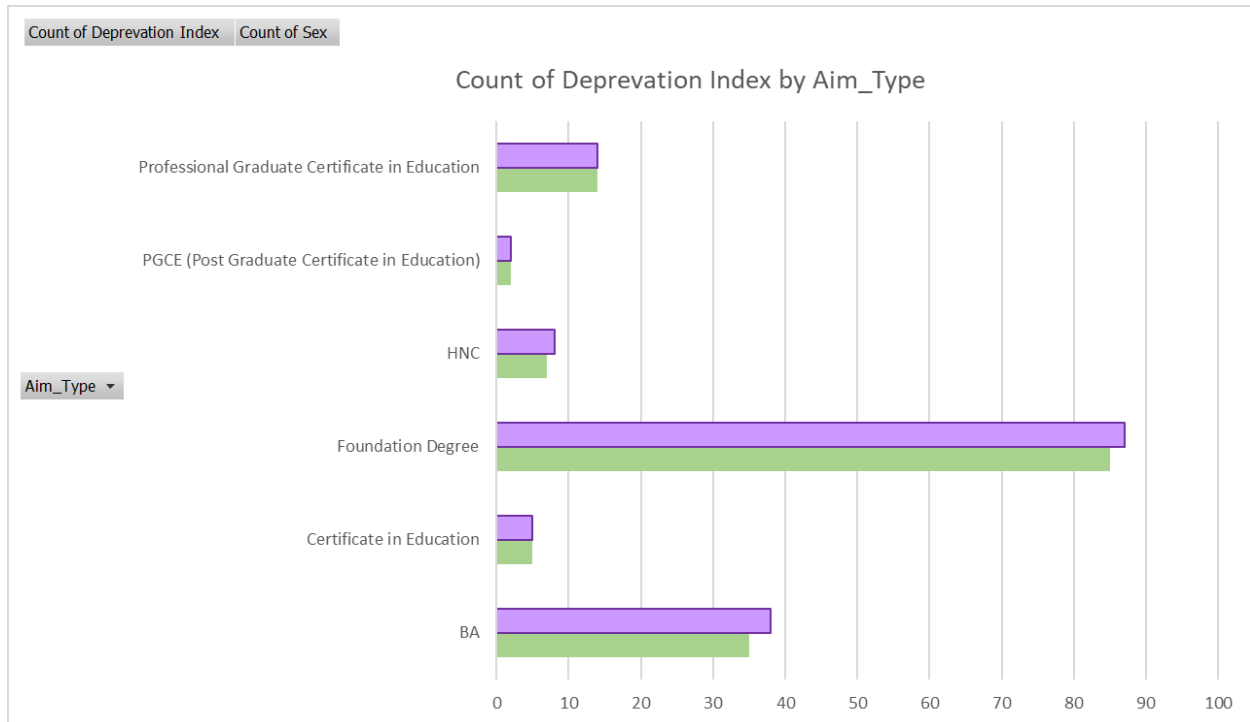
	2018	2019	2020	2021	2022
Q1 and Q2	50%	50%	51.9%	51.5%	42.6%
Q3, Q4, Q5	50%	50%	48.1%	48.5%	57.4%

The University Centre attracts a large proportion of students from under-represented groups. Participation of Local Areas (POLAR4) is a measure of likelihood that individuals from particular postcodes will access higher education. The proportion of students from POLAR4 Quintiles 1 and 2 (i.e. those statistically least likely to participate in HE) is high and remained consistent until 2022.

UCCC Access by Disability

	2018 -2022
Reported Disability	29%
No reported disability	71%

The proportion of students with a reported disability is significant in comparison to the general student population. Disabilities range from specific learning difficulties, such as dyslexic difficulties, to more complex physical needs such as hearing and/or vision impairment. Students are supported through the application process for Disabled Students' Allowance (DSA) where applicable. In March 2024, ONS data identified 28.4% of Calderdale residents aged 16-64 had a recognised disability or life limiting illness.



- More than 1 in 7 UK adults say their mental health is currently either bad, or the worst it's ever been.
- More women than men are currently struggling with poor mental health (18.5% of women vs 12.5% of men). Our students are mainly women (Braithwaite 2024)
- Nationally students are most likely to be affected with negative mental health come from a low-income household (Calderdale 66 deprivation indices,) disability, mature (OFS 2024).
- Mental health is a national risk but we have seen an increase in poor mental health over the last 2 years specifically after Covid and the lack of professional, dedicated, specific support outside of the academic staff had increased the susceptibility of the University Students who are at most risk of mental ill health. The access to specialist adult support within the College is a risk to equality of opportunity that affects both our current and potential student population.
- Financial Pressures – 14.9% of people in Calderdale live in poverty compared to 12.9% in England the impact of this means majority of the HE Students have to be in employment whilst studying adding extra pressures
- Women with dependents, such as children or elderly family members, are more likely to suffer from mental health issues due to a combination of factors related to the stress and responsibilities of caregiving, societal expectations, and potential lack of support. (OFS Data 2024)

Extenuating Circumstances applications for HE – a high percentage answered mental health others cited health/personal issues.



Fees, investments and targets

2025-26 to 2028-29

Provider name: Calderdale College

Provider UKPRN: 10001093

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		7950 N/A	7950
Foundation degree		7950 N/A	7950
Foundation year/Year 0	*	N/A	*
HNC/HND		7950 N/A	7950
CertHE/DipHE		7950 N/A	3850
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		5950 N/A	5950
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	HNC 4490, HND 5870	N/A	5870
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	The University of Huddersfield - 3850	10007148	3850
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Calderdale College

Provider UKPRN: 10001093

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£90,000	£92,000	£95,000	£97,000
Financial support (£)	NA	£35,000	£36,000	£37,000	£38,000
Research and evaluation (£)	NA	£5,000	£5,000	£6,000	£6,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£41,000	£42,000	£43,000	£44,000
Access activity investment	Post-16 access activities (£)	£40,000	£41,000	£42,000	£43,000
Access activity investment	Other access activities (£)	£9,000	£9,000	£10,000	£10,000
Access activity investment	Total access investment (£)	£90,000	£92,000	£95,000	£97,000
Access activity investment	Total access investment (as % of HFI)	8.1%	8.3%	8.6%	8.7%
Access activity investment	Total access investment funded from HFI (£)	£46,000	£48,000	£51,000	£53,000
Access activity investment	Total access investment from other funding (as specified) (£)	£44,000	£44,000	£44,000	£44,000
Financial support investment	Bursaries and scholarships (£)	£26,000	£26,000	£26,000	£26,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£9,000	£10,000	£11,000	£12,000
Financial support investment	Total financial support investment (£)	£35,000	£36,000	£37,000	£38,000
Financial support investment	Total financial support investment (as % of HFI)	3.2%	3.2%	3.3%	3.4%
Research and evaluation investment	Research and evaluation investment (£)	£5,000	£5,000	£6,000	£6,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.5%	0.5%	0.5%	0.5%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Calderdale College

Provider UKPRN: 10001093

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Uni Connect Attainment Raising Programme 'Think and Go Higher' 25/26 - This is reliant on the continuation of funding from the OFS. It is intended to facilitate the development of a coherent and strategic approach to the delivery of activity which aims to improve the academic attainment and progress of pupils that are underrepresented in higher education. In the longer term, this should result in greater proportions of students from such groups accessing higher education.	PTA_1	Raising attainment	Intersection of characteristics	Other (please specify in description)		Programme works with students from low-participation neighbourhoods predicted 4/5 in GCSE subjects with a focus on those eligible for Free School Meals. Focus on developing year 8/9/10, awareness and skills of metacognition and study skills. Working with 15 -20 learners in each year group (45-60 per school). 5 schools participating in the year1, 8 schools in yr2 and 10 in the third year, we anticipate growth in 2025/26. Five school sessions and 1 visit to a HE campus in over a 6 week period.	Yes	Other data source (please include details in commentary)	2021-22	Headcount	225	450	450	450	450
We host a Uni Connect Outreach Officer who is responsible for delivering 'Go Higher in...' sector-focused careers and education pathways days for Y7-12 'Go Higher In...' days each focus on a priority sector in West Yorkshire, and bring together a range of HEPs with different HE courses, qualifications and specialisms along with the West Yorkshire Combined Authority, employers and other relevant stakeholders providing impartial educational information, advice & guidance(EORR 2).	PTA_2	Access	Intersection of characteristics			Baseline data from OFS data and Uni Connect evaluation, LMI and LSIPs We work closely with West Yorkshire Combined Authority to design days that meet the needs of the local community, LMI and LSIPs. Built on the success of the former 'Collaborative taster days' to deliver 6 sector specific days in 2023/24. We aim to deliver 5 in 2024/25 due to funding cuts. If The Uniconnect funding continues we aim to keep this area a key priority to build on the collaboration with WYCA	Yes	The access and participation dashboard		Other (please include details in commentary)	5	6	7	7	7
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the attainment gap between students reporting mental health issues and students that don't to attain a first class or 2:1 degree by 2% per annum by 2029.	PTS_1	Attainment	Intersection of characteristics	Other (please specify in description)	N/A	To improve the support offered to UCCC students who suffer mental ill health to improve their overall wellbeing to develop, progress and complete a Higher Education course. Data from student body 22/23 & 23/24 suggests students with mental health issues are less likely to achieve higher grades in HE and/or show increased grade profile across the 3 years of the programme.	No	Other data source (please include details in commentary)	2022-23	Percentage	5	2%	2%	2%	2%

