Waltham International College
Access and participation plan 2026-27 to 2029-30

1. Introduction and Strategic Aim

1.1. Waltham International College (WIC) is a small independent provider with experience delivering adult higher education (HE) programmes and has been delivering franchised degrees since 2019/20. WIC was approved for inclusion in the Register by the Office for Students in Autumn 2021. Teaching delivered at WIC's own premises utilising classrooms, open access IT and computer suites, library, quiet study spaces, and student-centred social space. Teaching and Learning is further enhanced with a comprehensive virtual learning environment and on-campus, in-person student support services team. Our initial APP has not been fully implemented as a result of delays in validated provision.

1.2. WIC's established and strategic mission can be summarised as "***changing lives through education***". We believe that education should be available to all who would benefit from and participate in it. The traditional HE capacity is not suitable for all who would benefit and therefore WIC's philosophy and approach seeks to contribute to enabling access to and attainment in higher education for those less likely to access the mainstream HE provision. WIC supports individuals wishing to access vocational and enterprise-focused higher education from local areas with traditionally low participation rates in HE predominantly due to inaccessible teaching timetables and geographical locations. WIC is proud to offer small group learning environment to ensure each learner can access individual support.

1.3. WIC is established in 2 locations, East London and Central Birmingham, currently approved to deliver franchised Business, Computing, and Health & Social Care higher education programmes that transform the lives and career opportunities of the learners who select to study with us. Approximately 99% are registered with our franchise university partner and 1% are registered directly through our existing provision with other awarding organisations. Whilst this plan considers WIC-registered learners, its activities and interventions will benefit those registered through franchise arrangements. Students registered with the franchise University partner will be eligible for the interventions in the approved plan of that institution, as such they may not be eligible for WIC financial interventions as presented within this plan.

1.4. WIC's strategic plan includes a commitment to diversify the type of HE provision, this includes courses leading to modular HE awards, and also courses at level 4 and 5 that meet Local Skills Improvement Plans and implementation of the Lifelong Learning Entitlement.

1.5. Our student body predominantly comprises of mature learners aged 35 and above, living local to their place of study, however increasingly our learners are travelling into the campus. The following table presents our 4-year aggregate contextualised student profile registered with our university awarding body based on published data from OfS Dashboards[1]

Aggregate 2018/19-2022/23		WIC %	English HE Sector
Age	Under 21 21-30 years 31+ Years	4.2 21.8 74.1	70.8 17.8 11.4
Ethnicity	Asian Black Mixed Other White Unknown	24.3 5.4 1.4 38.3 25.5 5.0	12.2 8.4 4.3 2.2 52.7 20.1
Deprivation (IMD	Quintile 1 Quintile 2 Quintile 3 Quintile 4 Quintile 5	43.3 33.4 15.7 4.9 1.7	18.1 16.9 14.7 14.2 15.5
Declared Disability	Declared None or non-declared	1.8 98.2	15.3 84.7
Qualification on entry	Previous HE A-levels BTECs Access and Other L3 None or unknown	2.1 0 2.1 7.3 88.4	11.6 44 13.2 18.7 9.2

1.6. This Access and Participation Plan is informed by the profile and experiences of students at WIC under franchised provision, and eligible franchise students will be supported by the lead University's approved access and participation plan. WICs APP and stated interventions are designed to support students registered directly with WIC on Validated provision and eligible HE programmes awarded by OfQual regulated awarding bodies such as Pearson.

2. Risks to equality of opportunity

2.1. In this Plan, prepared for the intake years of 2026/27 through to 2029/30, we present the key risks to equality of opportunity that the WIC team and student body has encountered since our initial APP published in 2023 and considered in light of the Equality of Opportunity Risk Register (EORR).

[1] https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/

2.2. Proportional data relating to the aggregate student entrants across the 4-year (Academic Years 19/20-22/23) published by OfS in its Size and Shape of Provision data dashboard has been used. This is augmented with internal data and reflections of student experience.

2.3. It is noted that the provision approved to be delivered at WIC and informs the OfS data above, is established as a 4-year undergraduate degree with integral foundation year by the franchise University Partner. As such the following risks to equality of opportunity are uniform across all our provision. In the future WIC is minded to consider potential risks as they may impact prospective and actual learners on other modes of HE provision: e.g. 2-year HTQs, part-time students.

2.4. Our student profile is characterised as predominantly mature students (95%), majority of ABMO (70%), often from neighbourhoods of high deprivation (76%) with limited traditional level 3 qualifications on entry. This demonstrates that information and guidance shared with prospective learners with these characteristics warrants further enhancement and demonstrable support systems. However, we recruit very few under 30-year-olds (18-20: 4%; 21-30: 22%) and we also experience extremely low declaration or disclosure of disability or specific learning difficulty at the point of application or prior to enrolment.

2.5. The proportion of Mature students studying at WIC (95%+) is significantly higher that the English sector average of 29%. This presents a potential that those with this characteristic may have insufficient prior knowledge, a low perception of opportunity that HE may be relevant for them or that traditional delivery types of HE provision is in accessible with respect to their life commitments, coupled with a risk of non-disclosure or diagnosis of mental ill health or neuro-disability, and increased financial pressures related to cost of living and supporting dependents. (**EORR Risk 2, 3, 5, 8 & 10**)

2.6. WIC's student body reflects a wide variety of ethnicities with over 70% from ethnic minority, non-white groups that is significantly higher than the English sector at approximately 27%. This presents the potential that these students may have insufficient prior knowledge, a low perception of opportunity that HE may be relevant for them and coupled with a risk of non-disclosure or diagnosis of mental ill health or neuro-disability, and increased financial pressures related to cost of living and supporting dependents. (**EORR Risk 2, 3, 8 & 10**)

2.7. Due to the fact of the locations of WIC and its historic recruitment from local neighbourhoods, it is not unsurprising that 76%+ of the student body reside in the most economically deprived wards represented by Quintiles 1 & 2 which is in stark contrast to the sector aggregate average of 35%. This presents the potential that these students may have insufficient prior knowledge, a low perception of opportunity that HE may be relevant for them and coupled with a risk of non-disclosure or diagnosis of mental ill health or neuro-disability, and increased financial pressures related to cost of living. (**EORR Risk 2, 3, 8 & 10**)

2.8. WIC's student body also has a significantly low proportion of individuals who have declared disabilities at the point of enrolment. This presents significant risks to the completion and progression of the learners through non-disclosure or declaration of cognitive or learning disabilities, leading to not receive the relevant support for academic and personal development. This may also result in worsening Mental health of the learners further contributing to lower completion and progression (**EORR Risk 2, 6, 7 & 8**).

3. Objectives

3.1. In this Plan, we present the key risks to equality of opportunity that WIC team has encountered since our initial APP published in 2023 and considered in light of the Equality of Opportunity Risk Register (EORR). The following objectives are established based on our ongoing strategic focus as supported by the experience shared by students at WIC.

3.2. **Objective 1:** Improve the proportion of students who are under 21.

3.3. This will be achieved by early engagement with local schools and colleges with low HE participation rates to enable young students' access and transition to higher education. Further communication and engagement will be undertaken with local young peoples' charities that support young people at risk of not being in education, training or employment. Whilst WIC has always been a HE provider welcoming adults with alternative modes of HE study, this environment is likely to be beneficial to other learner demographics including young commuter students.

3.4. **Target**: At least 20% of each intake under 21yrs old by end of the plan.

3.5. **Objective 2:** Improve and increase the proportion of students with a disclosed or declared disability or specific learning difficulty.

3.6. There is significant stigma associated with disability or learning difficulties amongst mature students, those from certain ethnicities and residents of areas with high deprivation. Early disclosure of disability including specific learning difficulties, will be achieved by raising awareness and success stories through student-student communication that academic and individualised support is available from the point of enrolment.

3.7. **Target**: At least 15% of each intake declaring a disability within 6 weeks of enrolment by end of this plan.

3.8. **Objective 3:** Improve and increase the proportion of students who continue from year 1 to year 2.

3.9. This will be achieved through raising pre-application awareness of and year-1 participation with HE expectations along with academic and personal support available for all students, particularly the majority students at WIC – Mature, non-white ethnicities and from areas of high deprivation.

3.10. **Target**: Each intake to achieves strong continuation outcomes in each year of the plan.

3.11. **Objective 4:** Improve and increase the proportion of students who attain their intended award.

3.12. This will be achieved through raising participation with HE expectations, support activities and improved sense of belonging amongst all student communities, particularly the majority students at WIC – Mature, non-white ethnicities and from areas of high deprivation.

3.13. **Target**: Each intake to achieves strong completion outcomes in each year of the plan.

3.14. **Objective 5:** contribute to the reduction of cost pressures experienced and associated poor mental health.

3.15. This will be achieved through the establishment of accessible student funds, scholarships and bursaries with relevant communication and administration of the funds across all prospective applicants and students.

3.16. **Target:** Increased proportion of young IMD Q1&2 or disabled or care experienced students from current base line as a result of increased uptake of funds and bursaries commencing 5 of each fund in year 1 to 10 of each fund by the end of the plan.

4. Intervention strategies and expected outcomes

4.1. In this section, are the summaries of our planned intervention strategies developed to address the identified risks to equality of opportunities resulting in the delivery of our stated objectives for those students directly registered by WIC.

4.2. Note that this Plan and it's considered interventions are dynamic and its actual results will be reviewed throughout the lifespan of the plan to ensure appropriate impact and not contribute to unperceived non-beneficial results for WIC directly registered students.

Intervention Strategy 1 (IS1): HE Outreach and Pre-start Intervention	
Objectives and targets	To improve and increase the proportion of students aged 18-20 to 20% of each intake by the end of the plan on WIC registered provision
Risks to equality of opportunity	2 – Information and Guidance; 3 – Perception of HE; 5 – Limited choice of Type and Mode of HE delivery;
Rationale	Historically very few learners at WIC would be categorised as “Young” or of traditional “university going” age ie 18-20-years-old. We also recognise that, based on feedback from local 6th form/key stage 5 institutes, not all eligible students progress into HE or apprenticeships as a result of life commitments, lack of information and lack of role models within their immediate family (potential first in family learners). Driven by this knowledge and the development of new relationships, WIC has developed this approach with dedicated resource and ring-fenced time from existing academics. WIC delivery has traditionally been associated with timetables of learning across set days throughout the year, eg Wednesday-Friday every week. This is focused period of teaching and learning enables students to manage their academic and life commitments that would otherwise be difficult with University-based timetables with scattered teaching commitments throughout the week. Feedback from our local community (council and educators) have informed us that life commitments restrict take-up of university provision by many eligible young people, however the focused WIC timetable may be attractive to enable the balance of commitments. The WIC HE Outreach activity would contribute to local UniConnect activity and support identified low HE participating schools/academies to provide enhanced information about alternative HE opportunities including WIC provision. We recognise that whilst WIC is OfS registered, we are not visible on the UCAS platform and this limits trust-based relationships as schools/academies are very experienced with the UCAS HE cycle of promotion and student applications. Therefore, the building of trust within operational relationships is best served by our Outreach team will deliver the Bootcamps within the community on request. This trust may also be developed through facilitation of credible AccessHE-led attainment projects by the WIC HE Outreach Officer, leading to improved attainment and therefore wider HE opportunities. Whilst WIC seeks to increase its 18-20 year old population across this Plan, we also recognise that these Bootcamps will also contribute to improved perception. The above rationale outlines why this intervention strategy responds to the identified risks to equality of opportunity and enables the target group of individuals to be better informed and prepared to access suitable HE institutions.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
HE Outreach	HE Outreach officer (HEOO) to enhance engagement with local schools and communities within high deprivation neighbourhoods. The HEOO will also collaborate with other partner agencies including Schools, Adult Learning Colleges and UniConnect/AccessHE to promote all HE modes of progression opportunities including Traditional University and Apprenticeship routes. By the end of the plan, WIC anticipate 3 long-term adult learning college partnerships and 3 long-term local low participation school partnerships are established. **(New Activity/Resource)**	1 staff member (new) (0.6FTE on this activity) Preparation of resources to enable communication of diverse HE progression opportunities Preparation and management of communication collateral and channels. Coordination and collaboration with student reps and ambassadors. Promotional activity with partners. Evaluation activity	Improved access to accurate information and guidance within highly deprived neighbourhoods, particularly details relating non-traditional modes of delivery and the highly personal support and reasonable adjustment available Improved sense of belonging leading to improved continuation and completion	IS2 (This activity links directly to EORR Risks: 2, 3, & 5)
Pre-course HE Boot Camps	6-day workshops (over 3 weeks) aiming to bridge and refresh academic skills for 18–21-year-olds with limited level between level 3 qualifications, and supporting mature learners returning to education with confidence and new HE skills development The Bootcamps to be delivered before each intake window (up to 3 per year) (**New Activity**).	Staff time: academic staff (existing team reallocated) (0.1 FTE on this activity condensed within defined windows) Preparation of resources Evaluation activity	Improved sense of belonging leading to improved continuation and completion. Increased number of 18–20-year-olds from local highly deprived neighbourhoods accessing HE in general and WIC particularly	IS3 (This activity links directly to EORR Risks: 1, 2, 3, 4 & 5)

Evaluation & Dissemination of Learning	The success of this intervention will be generally monitored and evaluated using Narrative Type 1 and Empirical Type 2 evidence sets. There is potential for causal Type 3 evidence where individuals that have participated in IS1 activities can be tracked through to WIC enrolment. Ultimately increase proportion of young learners will be recognised through Empirical data gathered. The Outreach elements will be consider: • number of and feedback from new school/academy partners (T1/2) • Attendance and Participation rates (T2), • Post-Workshop questionnaires (T1/2) • Application and enrolment data of outreach (T2) The Bootcamp element will consider: • Post-Workshop questionnaires (T1/2) • On course module evaluations (T2), • continuation and attainment rates of target groups (T2). Dissemination of Learning will be through formal reporting through the College committee structures and operational team meetings. Annual Programme Monitoring reports for relevant Awarding bodies will also contribute to wider dissemination of learning and future enhancements to the sector. Additionally, through WIC membership with AccessHE, NEON and IHE Equal Opportunity Networks, there will be opportunity to share learning and respond to calls for evidence. WIC is also minded to contribute to the forthcoming TASO Higher Education Evaluation Library.
Cost over 4 years **£240K**	**Staff Costs (£180K)** – HEOO £30k x 4; Bootcamps £15k x4 **Resources (£20K)** – materials/licences etc £5k x4 **Ongoing delivery (£20K)** – transport, conference and event attendance including membership with WP agencies eg NEON and AccessHE

Intervention Strategy 2 (IS2): Disclosure Assist Intervention	
Objectives and targets	To improve and increase the proportion of students disclosing a disability or specific learning difficulty to at least 15% of each intake by the end of the plan
Risks to equality of opportunity	2 – Information and Guidance; 6 – Insufficient Academic Support; 7 – Insufficient Personal Support; 8 – Mental Health
Rationale	WIC student body has very low proportion of individuals that disclose a disability or specific learning difficulty. For the purpose of this intervention and WICs context disability encompasses hearing, sight. communication or social impairments, or long standing and/or ongoing medical conditions alongside physical or mobility impairments. However, we observe student cases that speak to higher proportions of specific need or impairment. This detachment between disclosed and observed rates has been discussed across academic and applied research literature for some time with particular discussion regarding intersectionality with ethnicity, age and socio-economic deprivation resulting in fear of discrimination or internalised stigma compounding issues of poor mental health and ultimately poor academic progress. Internalised stigma is a strong factor within ethnic groups amongst WICs wider community, yet where such a student experiences the safety and understanding provided by the WIC team leading to a disclosure, then they also experience the improved mental health as a result of academic and study skill interventions or resources that are tailored for their needs. We have experienced students that have progressed through their studies that were previously on the brink of withdrawal due indirectly to non-disclosure and poor mental health, because of the individualised support plan and support available. Case work related to enabling disclosure and preparing subsequent support plans have increased 300% from the start of 2023/24 to the end of 2024/25. To further accelerate this supported expectancy to disclose, WIC has commenced initial review of its approach to improving Mental health across its community with a specific Mental Health Strategy to be developed to underpin our approach. This has been guided by the principles and resources of the Charlie Waller Trust. The investment under this intervention will significantly contribute to this activity, enabling the consolidation of existing good practice and development of early information advice and guidance considering financial support (scholarships and DSA applications), academic adjustments, specific study skill developments and personal support signposting. This information will be communicated during outreach, marketing and induction sessions through the newly defined outreach team and the specific Mental Health and Specific Learning Needs Ambassador, and also with existing registered students throughout the academic year. The above rationale outlines why this intervention strategy responds to the identified risks to equality of opportunity and enables the target group of individuals to be better informed and prepared to access suitable HE institutions with improved mental health, and ultimately progress and achieve their intended award.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Mental Health & Learning Difficulties Ambassador	A named Ambassador to champion Disability, Mental Health and Specific Learning Difficulties Disclosures and integrated support. The MHSL Ambassador will assure prospective applicants and enrolled students that additional needs can and will be supported. The Ambassador will support DSA applications and monitor interventions and reasonable adjustments to ensure HE students feel they belong and are fully engaged and on track to succeed in their selected programme of study. (**New Activity**)	1 staff member (new) (1FTE) Preparation of resources in collaboration with students to promote and aide engagement with the existing WIC Disability, Mental Health and Specific Learning Difficulties support activities Preparation and management of communication collateral & channels Lead the development and implementation of the WIC Mental-Health Strategy	Improved communication and engagement with support services Improved student access to, continuation with and completion of intended programme of study Increase in DSA applications (and early applications) Increased cases of those with disclosed specific learning difficulties	IS1 (This activity links directly to EORR Risks: 2, 6, 7, & 8)
College-wide Mental Health Strategy	Led by the MHSL Ambassador to fully develop and implement the WIC Mental Health Strategy by end of AY26/27 **(Continuing Activity – initial review)**	MHSL Ambassador with contribution from HEOO, Student Welfare team, registry and academic teams alongside student reps.	Improved academic and student services by design to support those with or at risk of poor mental health. Improved communication and engagement with support services. Improved continuation	IS3 (This activity links directly to EORR Risks: 2, 6, 7, & 8)

HE Outreach	HE Outreach officer (HEOO) to enhance engagement with local schools and communities within high deprivation neighbourhoods. The HEOO will also collaborate with other partner agencies including Adult Learning Colleges and UniConnect to promote all HE modes of progression opportunities including Traditional University and Apprenticeship routes. Further collaboration with third sector agencies that engage with academically capable individuals with variable mental health and/or special learning difficulties. **(New Activity)**	1 staff member (new) (0.4FTE on this activity) Preparation of resources to enable communication of diverse HE progression opportunities for those with additional learning needs Preparation and management of communication collateral & channels Contribute to the WIC Mental-Health Strategy development and implementation	Improved access to accurate information and guidance within highly deprived neighbourhoods, particularly details relating to Mental Health support and services for those with specific learning difficulties. Improved sense of belonging leading to improved continuation and completion	IS1 (This activity links directly to EORR Risks: 2, 5, 6, 7, & 8)

Evaluation & Dissemination of Learning	The success of this intervention will be generally monitored and evaluated using Narrative Type 1 and Empirical Type 2 evidence sets. Ultimately increase proportion of learners with disclosed disability or specific learning difficulties will be recognised through Empirical data gathered. The Outreach elements will be consider: • Attendance and Participation rates (T2), • Post-Workshop questionnaires (T1/2) • Application and enrolment data of outreach (T2) The Mental Health Strategy and Ambassador element will consider: • NSS feedback (T1/2) • Student Voice (T1/2) • On course module evaluations (T1/2), • Increased caseload related to disclosure (T2). • Increased DSA applications (T2) • Review and Analysis of DSA applications considering intersectionality of characteristics (T1) • Continuation and completion rates of students with disclosed disability or difficulty (T2) Dissemination of Learning will be through formal reporting through the College committee structures and operational team meetings. Annual Programme Monitoring reports for relevant Awarding bodies will also contribute to wider dissemination of learning and future enhancements to the sector. Additionally, through WIC membership with IHE Student Experience and Mental Health Networks, there will be opportunity to share learning and respond to calls for evidence. WIC is also minded to contribute to the forthcoming TASO Higher Education Evaluation Library.
Cost over 4 years **£310K**	**Staff Costs (£240K)** – HEOO £20k x 4; Ambassador £40k x4 **Resources (£45K)** – MH Strategy development/materials/licences etc £25K plus £5k x4 **Ongoing delivery (£25K)** – transport, conference and event attendance including membership with MH agencies eg Charlie Waller Trust,

Intervention Strategy 3 (IS3): Academic Assist Intervention	
Objectives and targets	To enable all students to achieve strong outcomes particularly increasing the proportion of students continuing onto second year in each year of this plan ***plus*** to enable all students to achieve strong outcomes particularly increasing the proportion of students completing their intended award in each year of this plan
Risks to equality of opportunity	6 – Insufficient Academic Support; 7 – Insufficient Personal Support; 8 – Mental Health,
Rationale	WIC students present with multiple characteristics that individually are at risk of not continuing or completing their intended programme of study. When there are overlapping intersectionality of characteristics this compounds the risk of non-success even further. We recognise and acknowledge the OfS dashboard data reflecting the university franchise programmes delivered at WIC is not yet achieving the B3 thresholds. Therefore, WIC considers that additional undisclosed factors are implicit in the continuation and completion rates witnessed. These factors may impact approach to study, metacognition, individual perception to belonging or implications of disability. WIC recognises that improved access to academic skills and metacognitive reflection will contribute to improved participation in teaching, learning and assessment across the whole programme. Additional and improved communication and delivery campaigns for academic and personal support activity will also contribute positively This will also be accelerated by the introduction of specialist support officers for academic and pastoral support. However, to fully understand the barriers to achievement within the current complex community, WIC must enhance its data analytics and evaluation capacity as committed to in this intervention. Such analytical resource would also contribute to the improved understanding of where students are facing their greatest barriers within the curriculum or assessment tools, resulting in programme, content or assessment enhancement and future programme development guided by Universal Design for Learning principles. In addition to the future curriculum reviews and design, and enhanced data analytics and evaluation, WIC recognises the discussion and evidence from the sector in the benefits of students being peer-to-peer academic ambassadors. Whilst recognising the potential restrictions also presented in the literature, considers the introduction of this activity within this intervention as a significant contributing factor for student success. The above rationale outlines why this intervention strategy responds to the identified risks to equality of opportunity and enables all learners to succeed in their studies progress and achieve their intended award whilst improving individual mental health.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Transition Boot Camps	3-day workshops (over 1 week) aiming to refresh academic skills for learners transitioning to the next level with confidence and refreshed academic skill proficiency (**New Activity**).	Staff time: academic staff (existing team reallocated) (0.1 FTE on this activity Preparation of resources Evaluation activity	Improved sense of belonging leading to improved completion. Improved assessment grades at early assessment windows	IS1 (This activity links directly to EORR Risks: 1, 2, 3, 4 & 5)
Data & Analysis Development	Extend and enhance our capacity to analyse large complex data sets to develop insights for the coordination of bespoke academic and personal support. Further develop our Participation Data Dashboard . (**Existing activity**)	1 new Data Analyst/Evaluator(new) (1FTE) Working with head of registry and colleagues of the wider professional services quality team to monitor trends and develop data-informed early warning mechanism	Increased number of enrolled students transitioning from year 1 to year 2 with confidence and on time	IS1 (This activity links directly to EORR Risks: 6, 7 & 8)
Student Welfare Promotions	Extend and enhance our existing capacity of student welfare officers to coordinate reasonable adjustments to reflect our at-risk demographic collaborating with Student reps and enhanced social media and on-campus communication (**Existing activity**)	1 new Student Engagement officer (new) (1FTE) 1 Student Wellbeing officer (new) (1FTE) Working with Registry and WIC communication teams in collaboration with the existing Student Reps to develop schedule of awareness campaigns promoting the personal support opportunities available	Increased number of enrolled students transitioning from year 1 to year 2 with confidence and on time	IS1 (This activity links directly to EORR Risks: 7 & 8)

Academic Support Portfolio Promotions	Extend and enhance our existing capacity of academic support officers within WICs ACE team to deliver personalised and small group academic support and also develop and enable teacher-led in-class interventions at critical points of the academic calendar. To coordinate the promotion of academic support portfolio with Student reps and enhanced social media and on-campus communication To coordinate with enhanced personal tutor programme, that links students and personal tutors with enhanced programme of interventions. (**Existing activity**)	1 new Academic Support officer (new) (0.6FTE) Working with Registry and academic teams in collaboration with the existing Student Reps to develop schedule of awareness campaigns promoting the curriculum enhancing academic support opportunities available	Increased number of enrolled students transitioning from year 1 to year 2 with confidence and on time	IS1 (This activity links directly to EORR Risks: 6 & 8)
Student Mentor Programme	To develop a programme of student-led peer-to-peer mentors that support and encourage academic development and personal growth based on individual reflection. Eligible level 5 or 6 students would be available to support students at lower levels. Selection, training and coordination will be administrated via the ACE team to ensure consistency and monitor outputs	1 new Academic Support officer (new) (0.4FTE) Preparation of resources and training Communication and promotional activity Collaborating with Academic and Registry teams for monitoring of attainment impact Evaluation activity	Increased number of enrolled students transitioning from year 1 to year 2 with confidence and on time Increased academic confidence in level 5 & 6 communities resulting in higher assessment grades Increased proportion of enrolled students completing their intended programme of study with strong grades	IS1 (This activity links directly to EORR Risks: 6 & 8)

Evaluation & Dissemination of Learning	The success of this intervention will be generally monitored and evaluated using Narrative Type 1 and Empirical Type 2 evidence sets. Where emerging data presents as Causal Type 3 evidence this will be considered, however it is recognised that the breadth of intervention activity may reduce confidence of causal link between a particular intervention and a successful student outcome. Ultimately increase proportion of learners with continuing to second year and completing the intended programme of study will be recognised through Empirical data gathered. The Bootcamp and Support Activity elements will consider: • Attendance and Participation rates (T2), • Post-Workshop questionnaires (T1/2) • continuation and attainment rates of target groups (T2). The Data Analysis element will consider: • Performance data and useability ratings of dashboard (T1), • continuation and attainment rates of target groups based on dashboard and data analytics (T2) The Student Mentor Programme will consider • Attendance and Participation rates (T2), • NSS feedback (T1/2) • continuation and attainment rates of target groups (T2). Dissemination of Learning will be through formal reporting through the College committee structures and operational team meetings. Annual Programme Monitoring reports for relevant Awarding bodies will also contribute to wider dissemination of learning and future enhancements to the sector. Additionally**,** through WIC membership with IHE Student Experience and Mental Health Networks, and Partner University teaching and Learning conferences, there will be opportunity to share learning and respond to calls for evidence. WIC is also minded to contribute to the forthcoming TASO Higher Education Evaluation Library.
Cost over 4 years **£770K**	**Staff Costs (£740K)** – Data Analyst/Evaluator £50k x 4; Bootcamps £15k x4, Support/engagement officers £120K x 4 **Resources (£20K)** – materials/licences etc £5k x4 **Ongoing delivery (£10K)** – conference and event attendance

Intervention Strategy 4 (IS4): Financial Assist Intervention	
Objectives and targets:	To contribute to the removal of cost pressures associated with mature, residing in high deprivation neighbourhoods or having a disclosed/non-disclosed disability specific learning difficulties to improve and increase the proportion of students achieving their intended programme in each year of this plan through the uptake of WIC funds from 5 of each type in year 1 to 10 of each type at the end of the plan and approx. 100 bursaries per annum
Risks to equality of opportunity	8 – Mental Health, 10 – Cost Pressures
Rationale	Much has been documented about the cost-of-living pressure that have been impacting the mental health of students and their ability to complete their higher education in general and for individuals with certain characteristics particularly. The student community at WIC reflects high proportions of students that identify with the characteristics that have been identified in the OfS EORR, namely mature, commuters and from low household income (IMD data used for this factor). WIC is committed to reduce financial barriers beyond provision of Personal Budgeting workshops Objective 1 and Intervention Strategy 1 presents our strategic approach to recruiting young local individuals who are highly likely to be resident in high deprivation neighbourhoods. This intervention strategy supports and enhances that approach. Objective 2 and Intervention Strategy 2 presents our strategic approach to individuals with disabilities. This intervention strategy supports and enhances that approach. Our internal observations of learner experiences during the Covid-pandemic where loss of earnings clearly impacted mental health and collectively reduced ability to continue with studies. WIC hardship funds and digital support enabled continued participation in studies and these students have benefited from this through their graduation. Working with the local community through delivery of career development workshops, we have witnessed the acute financial pressure that an additional train ticket for a job interview has on an individual and their family, and by extension the emotional decision of whether to invest in the opportunity of a job or provide for household essentials of electricity, food and clothing. These observations have informed the design of each element of the WIC Bursary. The WIC Funds and Scholarship have been designed so that those experienced with named characteristics are able to receive, understand and respond to the “opportunities of HE” message through the WIC outreach in collaboration with other HEIs, without the impact of financial barriers.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
WIC Fee Waiver Fund	Non-repayable fund for those disclosing a **disability, specific learning difficulty or care-experience** to mitigate against cost pressures and associated poor mental health, therefore enabling continued engagement with studies (available in each year of enrolment except repeat years of study or restarting a different programme) • Degree - full cost of advertised fees • Higher National Qualification/HTQ - full cost of advertised fees • Foundation Year - full cost of advertised fees (subject to eligibility) (**Existing activity**)	Staff time: Finance Officer (0.1FTE) (existing staff) Communication of eligibility criteria and application process Promotion from HEOO, Admissions, Registry and Student Wellbeing teams	Increased number of students with disclosure of disability, specific learning difficulty or care-experience accessing and succeeding in HE at WIC without cost pressures and poor mental health associated with cost pressures.	IS 2 & 3 (This activity links directly to EORR Risks: 8 & 10)
WIC Local Fund	Non-repayable fund for those aged **18-20 and from IMD Q1&2** to mitigate against cost pressures and enable continued engagement with studies (available in each year of enrolment except repeat years of study or restarting a different programme) • Degree - £3000 • Higher National Qualification/HTQ - £2250 • Foundation Year - £1500 (subject to eligibility) (**Existing activity**)	Staff time: Finance Officer (0.1FTE) (existing staff) Communication of eligibility criteria and application process Promotion from HEOO, Admissions, Registry and Student Wellbeing teams	Increased number of 18–20-year-olds from local highly deprived neighbourhoods accessing HE at WIC with lessened cost pressures and poor mental health associated with cost pressures.	IS1 & 3 (This activity links directly to EORR Risks: 8 & 10)

WIC Access Scholarship	Non-repayable scholarship following 4-weeks of enrolment to mitigate against cost pressures and enhance initial year of engagement with WIC studies (available 1st year of registration with WIC). Eligible students from the following groups: • **aged 18-20 and from IMD Q1&2** • **Disclosure of disability or specific learning difficulty** (must also have approved Disabled Students' Allowance (DSA) applications,) • Disclosure of having **experience of formal care process** (must have been in Local Authority care for a minimum of 13 weeks since the age of 14.) • Degree - £1000 • Higher National Qualification/HTQ - £750 • Foundation Year - £500 (subject to eligibility) (**Existing activity**)	Staff time: Finance Officer (0.1FTE) (existing staff) Communication of eligibility criteria and application process Promotion from HEOO, Admissions, Registry and Student Wellbeing teams	Increased number of 18–20-year-olds from local highly deprived neighbourhoods, or students with disability or specific learning requirements, or care experienced accessing HE at WIC	IS3 (This activity links directly to EORR Risks: 8 & 10)
WIC Bursary	Non-repayable funds for • **Open Day Transport** (up to £100) • **General Hardship** (up to £250) • **Digital Security** (up to £200) • **Progression Transport** level 7 open days or employment interviews (up to £200) (subject to eligibility) (**Existing activity**)	Staff time: Finance Officer (0.1FTE) (existing staff) Communication of eligibility criteria and application process Promotion from HEOO, Admissions, Registry and Student Wellbeing teams	Improved Mental health through reduction of cost pressures related to continuity of studies and progression following completion of studies at WIC	IS3 & 4 (This activity links directly to EORR Risks: 8 & 10)

Evaluation & Dissemination of Learning	The success of this intervention will be generally monitored and evaluated using Narrative Type 1 and Empirical Type 2 evidence sets. Where emerging data presents as Causal Type 3 evidence this will be considered, however it is recognised that continuation on and completion of HE studies is not solely reliant on the removal of financial pressures. Ultimately increase number of learners continuing to second year and completing the intended programme of study following access to WIC bursaries and funds will be recognised through Empirical data gathered. WIC will utilise the OfS Financial Support Evaluation Toolkit. The Financial Support Activity elements will consider: • Uptake of Personal Budgeting Workshops (T2) • Feedback from Personal Budgeting Workshops (T1) • Uptake of the various bursaries and funds (T2) • Personal feedback from recipients of financial support (T1) • Access/Progression data related to Open Day Transport and Progression Transport Bursary (T2/3) • Continuation and attainment rates of target groups (T2)
Cost over 4 years **£372K**	**Staff Costs (£80K)** – Finance officer (£20x4) **Resources (£10K)** – materials/promotions/etc £2.5K x4 **Ongoing funds and bursaries (£282K)** – Yr1: £22K+£20K; Yr1: £42K+£20K; Yr3: £69K+£20K; Yr4: £69K+£20K;

5. Whole provider approach

5.1. WIC has been historically and strategically committed to widening participation through access to and enablement of higher education amongst communities who would otherwise not be able to engage with traditional forms of higher education provision. Our Governor-led strategic plan continues to articulate our approach to ensure that we are "***changing lives through education***". The current student profile and extracurricular activities, demonstrates that diversity, inclusion and equality are embedded throughout our culture and experience. This is evident in the classroom, social spaces and through engagement opportunities with our local neighbourhoods through the networks within the local authority, local enterprise and grassroots organisations.

5.2. The College continues to challenge the approved curriculum and content to ensure it is appropriately designed and delivered in consideration of our student profile characterised as highly ethnic diverse, mature and from neighbourhoods with high deprivation. The central academic community participate in regular teaching observations in order to identify and disseminate outstanding practice, and also test new approaches to our teaching, learning and assessment strategy, including the experiences gained by students on work placements.

5.3. The college observes that the majority of our students, through denial or perceived fear avoid disability disclosure. Through our analysis this is predominantly linked to our identified student characteristics. This significant resistance driven by cultural biases and misconceptions often prevent disclosure of personal disability or specific learning difficulties at the point of application or within 4 weeks of induction. Without appropriate support, students struggle to participate with their studies and this contributes to deterioration of mental health which reinforces poor performance.

5.4. However, since autumn 2023, increasing the number of dedicated Student Well-being officers and enhanced services have resulted in increased caseloads reflecting increased disclosures of disability or specific learning difficulties leading to improved mental health and ongoing participation in the studies. Additionally, students that have a specific difficulty or disability, having received a positive academic or personal outcome via interaction with the Well-being team, have often self-appointed themselves as ambassadors encouraging their peers to take up the services available. This is further reflected in the 2025 NSS results where nearly 95% of eligible learners declared that information about their mental wellbeing support services were communicated well – a further improvement from the previous year.

5.5. Furthermore, WIC is a listening institution as reflected in NSS 2025 result for the Student Voice theme returning nearly 92% of the students satisfied with the opportunities to provide feedback and the high satisfaction that their feedback on their courses is acted upon (94.5%).

5.6. This Listening Philosophy has directly contributed to the confirmation of the risks impacting the participation in and success from HE by learners at WIC, and the interventions developed in response to what the student community feel would benefit them.

5.7. Specifically, enhanced and sensitive communication with students displaying specific learning difficulties whilst also being un-disclosed, have resulted in diagnosis, implementation of support strategies, improved participation in learning and assessment results, and overall improvement in general well-being and individual mental resilience. This is an example of enhancing an existing intervention with additional resources.

5.8. The college commenced its current HE provision prior to the COVID-Pandemic. Since then, the employment/career aspirations and financial context of our learners have changed resulting in student feedback that states that shorter HE provision would have greater career benefit and transformational impact. This re-affirms the College Strategy aligning with the UK government Lifelong Learning Entitlement agenda, resulting in college management progressing additional HE provision reflecting the requirements of the London and Birmingham Local Skills Improvement Plans with specific consideration of stackable micro-credentials, and level 4 or 5 discrete vocational and technical programmes.

5.9. The credibility of WIC provision has always strategically been based on meeting the employability needs of the learners, whilst reflecting the skills needs of the employers that we are engaged with. WIC enjoys strategic relationships with the local councils/borough and other skills/employment agencies such as Shaw Trust and the Trussel Trust, whilst maintaining operational relationships with small and medium employers through our team of work-placement officers. This enables WIC to triangulate and test the results of intelligence gathering to ensure secure governor decisions are implemented successfully by the management team for the benefits of the learners.

5.10. The inter-dependency of this Access and Participation Plan with the Marketing and Recruitment Strategy is operationalised through its co-ownership by the new HE Outreach Officer alongside the Marketing and Recruitment Manager who is a member of the Operational Management Committee. This manager also directly reports to the Registrar who has tactical oversight of student data and performance, and reports to the Governors via the Principal.

5.11. WIC has established a Widening Participation Action Team (WiPAT) consisting of the operational leads of Marketing, Outreach, Student Services, Academic Registry, and

Quality to oversee the design, delivery and evaluation of all access and participation interventions. The WiPAT will also consult with senior Student Reps and Governors to ensure student-centric strategic oversight and engagement within the institutional Risk Register and the business of the Board of governors.

5.12. The WiPAT is the central body to monitor existing and consider new interventions as data becomes available, providing reports and analysis to Senior Leadership Team and Board of Governors particularly through the Data and Quality Board and Student Experience board. They will also direct the development of external relationships to materially contribute to the strategic and delivery outcomes of this plan on behalf of WIC. Eg WiPAT will direct and/or respond to collaborative approaches with schools and adult colleges within its catchment area, plus contribute to the project interventions of Access HE and AimHigher.

6. Student consultation

6.1. WIC is dedicated to recognising students as active partners in their educational journey. This approach is central to maintaining the quality and standards of its higher education provision and enhancing the overall student experience. Student contributions are both encouraged and valued, as their involvement plays a key role in the processes of quality enhancement and assurance. Engaging students in these processes not only strengthens institutional outcomes but also positively influences their motivation, community spirit and academic achievement.

6.2. Research by the Higher Education Academy (HEA), particularly the What Works? Student Retention & Success Project highlights the importance of active student engagement in fostering a sense of belonging. When students feel heard and valued, their motivation and connection to the institution increase. Enabling an infrastructure and culture for students to be co-creators in the learning environment, promotes a more collaborative and inclusive academic culture. In this spirit, WIC students are co-contributors in the development and implementation of this Access and Participation Plan.

6.3. Student input was gathered primarily through monthly Student Representative Committees, governor-led Student Experience Board, and evaluation of feedback and comment mechanisms across the college. Constructive feedback was received particularly relating to the objectives and intervention strategies. Moving forward, the implementation and progress of this plan will continue to be monitored through the WiPAT and the Student Experience

Board, where it will be a standing agenda item. Students will also play an active role in evaluating the plan's effectiveness.

6.4. During the development of the plan, consideration has been raised relating to broadening student representation – particularly to capture and amplify the voices and opinions of students at higher risk of disassociation from HE. As a result, a new specific representative role has been identified with a clear remit to engage with and speak for students with disabilities or poor mental health.

6.5. Student representatives are eligible members of the deliberative governance boards and committees including the board of governors These representatives, will self-select individuals to serve on named boards with a senior Rep serving on the Academic Board, which oversees the academic standards and enhancement of higher education provision, and also the Student Experience board as they are responsible for this Plan. They will be instrumental in monitoring progress against this plan and will advocate for the communities they represent. Their involvement is intended to ensure that all student voices are reflected in institutional decision-making and that the plan remains responsive, inclusive, and effective.

6.6. As the Plan lifecycle progresses, the monitoring and evaluation of its impact will be made transparent and accessible to students at multiple levels. At programme level, outcomes and developments will be shared through the Virtual Learning Environment (VLE), ensuring students across all programmes have ongoing access to relevant information. At Governance level, this will be escalated through the Student Experience Board. At a general student body level, clear communication campaigns will highlight what has been achieved and progress on activities yet to be fully implemented. This layered approach to dissemination supports transparency, encourages accountability, and ensures students collectively and individually remain engaged as active stakeholders in the implementation and continuous improvement of the APP.

7. Evaluation of the plan

7.1. At WIC, we understand the importance of continuous monitoring and evaluation in ensuring the effectiveness of all our interventions and particularly our access and participation strategies. We are committed to regularly reflecting on and adapting our approach, informed by both internal evaluation findings and sector research, as well as examples of sector-leading practice. Summary annual evaluation of progress made will be included within the

College Annual Statement, and a formal evaluation will be prepared at the end of the plan for publication in Autumn 2030.

7.2. This plan marks the introduction of a strengthened evaluation framework. A Theory of Change approach has been embedded into the design of interventions, encouraging teams to consider impact and evidence from the outset. This ensures that evaluation is not an afterthought, but a key component of planning and delivery.

7.3. Our self-assessment using the Office for Students (OfS) Evaluation Self-Assessment Tool has identified our current evaluation practices as “emerging” across all areas. In response, we are working to embed evaluation more deeply within activity design and delivery, ensuring continuous learning and improvement. Staff will apply the Theory of Change model when delivering workshops, enabling us to measure impact more meaningfully and to challenge assumptions about what best supports students in achieving their academic goals. The reflections gathered during the self-assessment have contributed to areas of staff development and skills gaps. It has also refreshed our expectations relating to the depths of engagement with existing networks particularly within AccessHE, NEON and Independent HE specialist groups.

7.4. We recognise that students are central to effective evaluation. Our experience has shown that students with any particular characteristics are more likely to share feedback if requested by their peers rather than college officers. Therefore, their involvement as feedback ambassadors within the student rep roles will be enhanced and supported with training. These ambassadors will continue to test and affirm received feedback alongside data to ground our evaluation of interventions and ensure enhanced activities reflect their needs and improved outcomes.

7.5. Due to the structuring of our intake cohorts as multiples of small groups, we place a strong emphasis on using qualitative data to complement and contextualise our quantitative findings. We aim to triangulate our evidence wherever possible. While our evaluations primarily fall within Type 1 and Type 2 of the OfS Standards of Evidence, we are actively exploring opportunities to undertake more robust Type 3 evaluations in appropriate areas, especially where eligible participants who self-select not to engage with an intervention can be considered as a control group. This will be considered in developing new theories of change in consultation with the new Data Analyst/Evaluator to ensure the validity and credibility of the data being captured and analysed.

7.6. Evaluation is now a core element of every activity delivered by staff. Feedback and evaluation mechanisms are embedded into everyday practice, ensuring our work remains responsive and impactful. In response to survey fatigue experienced by everyone across modern life and particularly within education, we have trialled the use Mentimeter and Slido style real-time feedback tools within staff development and training sessions. This experience has contributed to our use of them with learners across their academic journey in gathering immediate feedback during workshops and adjust content in response to participants' needs.

7.7. Internally, we will establish a community of practice focused on Access and Participation co-led by our HE Outreach Officer and Marketing and Recruitment Manager. This will facilitate peer review and shared learning across the organisation, promoting a culture of evidence-informed practice. Furthermore, insights gained from Access and Participation work will be used to inform wider areas of the WIC community, including programme design, assessment strategies, and pedagogical development. WIC's specialist staff will also be encouraged to contribute to national calls for evidence and research publications, supporting broader sector advancement and sharing our learning with others. This could include engagement with TASO's Higher Education Evaluation Library (HEEL) and case-history contributions with Independent HE's Equality of Opportunity Network.

7.8. The impact of WIC's financial support within this plan will be evaluated with reference to the OfS Financial Support Toolkit.

8. Provision of information to students

8.1. WIC is committed to ensuring that all individuals are aware of the opportunity for additional and applicable support to enable meaningful access and participation in HE. This includes fees, financial support, academic and pastoral support, etc, and is currently overseen by the Operations Management Committee. Public information is prepared by the Marketing team and approved prior to use. The Fees and Funding section on our website provides this clear and comprehensive information for UK-domiciled applicants relevant to available provision where students have a contractual relationship with WIC. This will be published at the launch of a relevant programme.

8.2. WIC does not own or manage residential accommodation and therefore has limited influence on residential costs experienced by students. However, in addition to the personal finance and budgeting master classes available through the WIC Welfare team, WIC has ring-fenced a significant resource for non-repayable financial support, including WIC Funds and Scholarships to support all eligible students from target groups and in each year of their study.

8.3. Students may apply for any of our financial support schemes through an easy-to-use online application form. This form offers detailed guidance on each specific fund, including the documentation and evidence required, how applications are assessed, and when applicants can expect to receive decisions. Where students are eligible for the financial support over multiple years this will be highlighted with the relevant process. It also directs applicants to additional advice and support to ensure they are fully informed throughout the process.

8.4. To ensure information remains accurate, clear, and accessible, the Fees and Funding homepage is reviewed and updated annually to reflect any policy changes or updates to funding options. As the new funds are developed and launched through the lifetime of this Plan, these will be collated and shared on this homepage, along with dissemination via marketing collateral, student well-being team and the student VLE.

8.5. In addition to online resources, we produce an annual Student Finance leaflet available both as a downloadable PDF and in hardcopy. This leaflet is distributed at events for prospective students and their supporters and covers tuition fees, government financial support, College bursaries, and any known additional costs for students, eg travel costs to placements or field visits, individual equipment costs. Providing this information through multiple channels supports prospective students and their supporters in making well-informed decisions about financing their education.

8.6. All personal data shared with and collected by WIC, is governed by the current Privacy Policy as informed by the UK's Data Protection Act (2018) and GDPR. Details of the WIC Privacy Policy and use of data can be accessed directly from the WIC website

Fees and Bursary details for WIC directly registered students

WIC Bursary – Non-repayable

This bursary is open to support any individuals experiencing short-term financial difficulty who would otherwise face a barrier to potential access to or continued participation in their studies. Students may apply for WIC Bursaries more than once across the whole period of study where there is demonstrable requirement:

- Open Day Transport (up to £100)
- General Hardship (up to £250)
- Digital Security (up to £200)
- Progression Transport level 7 open days or employment interviews (up to £200)

Eligibility

- Open Day Transport Bursary available to individuals who attend an open-day following an outreach event or submission of an Expression of Interest to Study form on WIC website
    - Payment within 2 working days to nominated bank account

- All other Bursaries accessible to all registered and active students regardless of SLC tuition fee, maintenance loan or DSA status (for the avoidance of doubt they are not-available to students that are currently suspended or within a break of studies period)
- based on assessment of
    - greatest demonstrable financial need, or
    - cost of transport for relevant journeys
    - Payment within 5 working days to nominated bank account

WIC Access Scholarship – Non-repayable

This Scholarship is open to enhance the welcome by and access to WIC of targeted individuals that are underrepresented within WIC community. This is only available to those commencing with WIC for the first time. Individuals presenting with multiple characteristics will only receive this Scholarship once – they may be eligible for other support in addition. This is a 2-stage payment reflective of the type course they are enrolled upon (50% 4-weeks after enrolment and 50% at beginning of semester/term 2 subject to continued registration and participation in studies):

- Degree £1000
- Higher National Qualification/HTQ £750
- Foundation Year £500

Eligibility of target student groups:

- aged 18-20 and from IMD Q1&2
    - as per passport, driving license or birth certificate
    - Utility Bill (not mobile phone statement) or council tax statement confirming postcode of term time residential address
    - SLC Approved tuition fee and maintenance loan
- Individuals with disability or specific learning difficulty
    - approved Disabled Students' Allowance (DSA) applications
    - SLC Approved tuition fee and maintenance loan
- experience of formal care process
    - in Local Authority care for a minimum of 13 weeks since the age of 14.
    - approved Disabled Students' Allowance (DSA) applications
    - SLC Approved tuition fee and maintenance loan

WIC Fee Waiver Fund – Non-repayable

This specific fund is to remove the financial barriers from continuing and succeeding in HE by specific groups of learners. It is a strategically historical fund that reflects WICs ongoing commitment to alleviating poor mental health. The fund is ringfenced to support upto 5 learners in total each year.

It is available for each year of study automatically following initial application. It is not accessible to those learners who are repeating a year, suspended or on break of studies period, or restarting a different programme.

Students who have a disability or learning need disclosure or experience a life changing incident post initial enrolment and commencement of studies will be exceptionally considered on the base of their case. Successful applicants will not be also eligible for the WIC Local Fund.

- Degree full cost of advertised tuition fees
- Higher National Qualification/HTQ full cost of advertised tuition fees
- Foundation Year full cost of advertised tuition fees

Eligibility of target student groups:

- Individuals with disability or specific learning difficulty at the point of application
    - approved Disabled Students' Allowance (DSA) applications
    - SLC Approved tuition fee and maintenance loan
    - a maximum household income of up to £27,000 as confirmed by SLC application
- experience of formal care process
    - in Local Authority care for a minimum of 13 weeks since the age of 14.
    - approved Disabled Students' Allowance (DSA) applications
    - SLC Approved tuition fee and maintenance loan
    - a maximum household income of up to £27,000 as confirmed by SLC application

WIC Local Fund – Non-repayable

This specific fund is to remove the financial barriers from continuing and succeeding in HE by young (18-20-year-olds at the point of initial commencement) learners residing in neighbourhoods experiencing high levels of deprivation. It is a strategically historical fund that reflects WICs ongoing commitment to alleviating poor mental health of those learners from often local neighbourhoods. The fund is ringfenced to support upto 15 learners in total each year.

It is available for each year of study automatically following initial application subject to no change in personal circumstances. It is not accessible to those learners who are repeating a year, suspended or on break of studies period, or restarting a different programme. Eligible learners may also apply for the WIC Fee Waiver Fund at the same time: Applicants will be awarded the most favourable fund based on availability of the ringfenced funds.

- Degree £3000
- Higher National Qualification/HTQ £2250
- Foundation Year £1500

Eligibility of target student groups:

- aged 18-20 and from IMD Q1&2
  - as per passport, driving license or birth certificate
  - Utility Bill (not mobile phone statement) or council tax statement confirming postcode of term time residential address
  - SLC Approved tuition fee and maintenance loan
  - a maximum household income of up to £27,000 as confirmed by SLC application

Office for Students OfS

Fees, investments and targets

2026-27 to 2029-30

Provider name: Waltham International College Limited

Provider UKPRN: 10029843

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	£55,000	£55,000	£55,000	£55,000
Financial support (£)	NA	£42,000	£62,000	£89,000	£89,000
Research and evaluation (£)	NA	£65,000	£65,000	£65,000	£65,000

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 (£)	£55,000	£55,000	£55,000	£55,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£55,000**	**£55,000**	**£55,000**	**£55,000**
Access activity investment	***Total access investment (as % of HFI)***	**13.8%**	**7.2%**	**5.1%**	**5.1%**
Access activity investment	***Total access investment funded from HFI (£)***	**£55,000**	**£55,000**	**£55,000**	**£55,000**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£5,000	£16,000	£35,000	£35,000
Financial support investment	Fee waivers (£)	£17,000	£26,000	£34,000	£34,000
Financial support investment	Hardship funds (£)	£20,000	£20,000	£20,000	£20,000
Financial support investment	**Total financial support investment (£)**	**£42,000**	**£62,000**	**£89,000**	**£89,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**10.5%**	**8.2%**	**8.2%**	**8.2%**
Research and evaluation investment	Research and evaluation investment (£)	£65,000	£65,000	£65,000	£65,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	16.3%	8.6%	6.0%	6.0%

Office for Students

Fees, investments and targets

2026-27 to 2029-30

Provider name: Waltham International College Limited

Provider UKPRN: 10029843

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
To improve and increase the proportion of students aged 18-20 to 20% of each intake by the end of the plan on WIC registered provision	PTA_1	Access	Age	Young (under 21)		Historically very few learners at WIC would be categorised as "Young" or of traditional "university going" age ie 18-20-years-old. We also recognise that, based on feedback from local 6th form/key stage 5 institutes, not all eligible students progress into HE or apprenticeships as a result of life commitments, lack of information and lack of role models within their immediate family (potential first in family learners). Driven by this knowledge and the development of new relationships, WIC has developed this approach with dedicated resource and ring-fenced time from existing academics.	Yes	The access and participation dashboard	2022-23	Percentage points	4.2	8	12	16	20
Improve and increase the proportion of students with a disclosed or declared disability or specific learning difficulty.	PTA_2	Access	Reported disability	Disability reported		There is significant stigma associated with disability or learning difficulties amongst mature students, those from certain ethnicities and residents of areas with high deprivation. Early disclosure of disability including specific learning difficulties, will be achieved by raising awareness and success stories through student-student communication that academic and individualised support is available from the point of enrolment.	No	The access and participation dashboard	2022-23	Percentage	1.8	4	7	11	15
Contribute to the reduction of cost pressures experienced and associated poor mental health.	PTA_3	Access	Low income background	Other (please specify in description)		Increased proportion of young IMD Q1&2 or disabled or care experienced students from current base line as a result of increased uptake of funds and bursaries commencing 5 of each fund in year 1 to 10 of each fund by the end of the plan.	No	Other data source (please include details in commentary)	2022-23	Other (please include details in commentary)	0	2	5	7	10
	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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Improve and increase the proportion of students who continue from year 1 to year 2.	PTS_1	Continuation	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	This will be achieved through raising pre-application awareness of and year-1 participation with HE expectations along with academic and personal support available for all students, particularly the majority students at WIC – Mature, non-white ethnicities and from areas of high deprivation. Data from internal sources and University Partner	No	Other data source (please include details in commentary)	2022-23	Percentage	60	80	80	80	80
Improve and increase the proportion of students who attain their intended award.	PTS_2	Completion	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	This will be achieved through raising participation with HE expectations, support activities and improved sense of belonging amongst all student communities, particularly the majority students at WIC – Mature, non-white ethnicities and from areas of high deprivation. Data from internal sources and University Partner	No	Other data source (please include details in commentary)	2022-23	Percentage	0	75	75	75	75
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														