# Annex A - 2019-20 access and participation plan

## Gloucestershire College
## 2019-20 access and participation plan

## 1. Introduction

Gloucestershire College is a large general further education college with three main campuses in Cheltenham, Gloucester and the Forest of Dean. Across Gloucestershire post 16 numbers have declined in recent years, following the demographic trend which has presented financial pressures. However, growth is expected from 2019 onwards.

Deprivation maps all identify three key areas; Gloucester, Cheltenham and the Central Forest (Cinderford, Coleford and Lydney) as being areas of concern based on, for example, c10% lower achievement of GCSE A*-C grades, including English and maths, at KS4 in the Forest of Dean – i.e. the catchment areas of the College.

The College's 16-18 catchment in particular is characterised as having low prior attainment and c50% of students coming from the top 5 bands indicating the most deprived areas.

The Forest of Dean is an area of low attainment and high deprivation. Cheltenham and to a lesser extent Gloucester comprises some state comprehensive schools but also a large number of selective and private schools. Whilst overall attainment across the County at age 16 appears good, the College recruits primarily from schools with much lower attainment at KS4. In fact, just 17% of the College's learners come with 5 A-C including maths and English. Around 20% of learners have no grade / U in English and 17% in maths. Over 50% of our 16-18 learners have to re-sit English and/or maths qualifications.

In terms of Index of Multiple Deprivation (IMD) Cheltenham is ranked 212 of 326, Forest of Dean 181 and Gloucester 120; all of the areas contain wards with significant deprivation and the College's recruitment is largely from the most deprived areas of these towns. In Cheltenham in particular a disproportionate number of learners are recruited from areas of deprivation.

In addition, the College has a large provision for High Needs Students, having the 5th largest number of any College. The proportion of classroom based learners from black minority ethnic heritages is at 13% and is substantially above that in the local population which is 6.2%. Going into 2017/18 there are growing numbers of Syrian refugees in Cheltenham and particularly Gloucester which will further diversify the student population at the College.

The College has a formal strategic alliance with the University of Gloucestershire, and Bath College and South Gloucestershire and Stroud College, to deliver a coherent higher and professional study offer. Other higher education partners include Birmingham City University, the University of the West of England and Pearson. The College-based HE offer includes Higher National Certificates and Diplomas as well as Foundation and Honours Degrees in Art & Design, IT, Business, Education, Health & Social Care, Early Years, Counselling, Construction and Engineering. This raises aspirations of current Level 3 students where 59% of leavers whose destinations were captured are going to HE in 2017/18, 11% of those will progress to GC HE.

The College's vision for higher education is grounded within our strategic vision and mission, objectives and values for the period 2017 to 2020.

> Vision: We guide any ambitious and motivated person on their journey through education and into their careers, by providing the right environment for each and every one, which encourages and nurtures their individual talents and prepares them to be successful in the workplace and their life ahead

Objectives:
- The learning experience at the college is personalised to ensure that learners are not left behind but have every opportunity to succeed.
- High quality teaching and learning is built on high aspirations and leads to outstanding outcomes, including destinations into careers, which develops a reputation that is aligned with the articulated proposition.
- A range of relevant activities and approaches are embedded within students' programmes which prepare them for the work place and their future lives.
- College structures, systems and ethos are designed to provide learners with progression and destination pathways that match their aspirations

The Higher Education mission at Gloucestershire College is:

> To develop and deliver sustainable, high quality higher education programmes which meet the needs of our students and businesses. To provide students with an outstanding experience at Gloucestershire College whilst enabling them to progress throughout their careers.

Whilst the college can charge up to £7875 for HE courses the proposed fees for 2019/20 will remain as per 2018/9.

| Course type | Maximum fee at GC | Proposed fee for 2019/20 |
|---|---|---|
| HND full time | £7875 | £6700 |
| HND Business | £7875 | £6000 |
| Foundation Degree | £7875 | £7700 |
| Postgraduate ITT | £7875 | £7700 |

Gloucestershire College will give prospective students clear, accurate and timely information on fee rates prior to and at point of application. The college reserves the right to offer a lower fee.

## 2. Assessment of current performance

The college predominantly attracts learners from within the county (over 90% of HE learners live within 30 miles of the college) and enrolments are closely linked to the demographics locally.  Over one quarter of our new HE learners each year have progressed directly from our FE level 3 cohort. The actual number of full time HE learners at the college has declined between 2016/7 and 2017/8, from 222 to 205, with 20 fewer first year enrolments, which reflects the demographic changes in the county. The college has maintained the total numbers of part time HE learners (140) but has seen a decline in the first year enrolments of part time HE learners, from 81 to 62, which reflects the national picture. [In recent years, there has been a significant decline in the number of mature entrants to undergraduate studies nationally, with 145,000 fewer entrants in 2015-16 than there were in 2006-07].

The college has identified a potential decline in HE enrolments as outlined in the resource plan as a result of the demographics and, partly due to the increase in unconditional offers being made to learners from universities. With a small cohort any fluctuations in numbers may impact upon percentage changes significantly.

Whilst total numbers of new enrolments have declined as per the demographic changes the college has remained committed to increasing percentages of internal progression rates from our level 3 learners and percentages of underrepresented groups progressing to HE (both our own HE courses and other organisations).

**Access**

A significant proportion of our HE learners (42%) are from the bottom two bands of low participation neighbourhoods (POLAR4 quintile 1 and 2), with 14.7% from quintile 1, which represents a small increase (0.3%) since 2016/7. Nationally participation gaps in higher education remain large with those from the most underrepresented backgrounds (POLAR 3 quintile 1) still 2.3 times less likely to enter higher education than their most advantaged peers (POLAR 3 quintile 5).

We have made some progress in this area but not as high as targeted (15%) or South West benchmark (15%). Within this there have been particular successes e.g. 30% of our HE learners from Cheltenham are from low participation neighbourhoods. We do, however recognise that, whilst we have increased the percentage overall of HE learners from LPN, this is not represented when analysing the access of those under 21 years.

62% of our HE learners are male and 38% female. There are a higher proportion of male students enrolled on to HNC courses (predominantly IT, Engineering, construction) and a higher proportion of female learners enrolled on to foundation degrees (Counselling, teacher training, health and social care and early years). The HND enrolments (predominantly arts and media courses) are 45% female and 55%

male, although there are courses that are predominantly male cohorts (IT and Engineering). The BSc in media has enrolled a 33% female and 66% male cohort progressing from the HND.

The percentage of BME students enrolled on to HE courses at the college is 10.6% compared to 8.9% in 2016/7. (8.8% on full time HE and 11.7% on part time courses). The most significant proportion of our BME HE entrants are Black / African / Caribbean / Black British and are enrolled onto a range of HNC programmes. Whilst we recognise that our proportions are in the bottom half of the sector for Asian and Black students and the bottom quarter for mixed/other students, we have assessed this in relation to our catchment area. 90% of our higher education learners are local learners (within 30 mile radius), we have a local provider emphasis. As such we have benchmarked our learners against our local BME population statistics. The county has a BME population of 8% so our current enrolments are reflective of the catchment area. We will continue to monitor this and work to support progression with our further education BME learners but as retention and success of BME learners had been higher than other groups in the college and has recently declined we are concentrating on closing these gaps.

There has been a slight increase (0.5%) in our entrants declaring at least one disability, with 3.7% of our HE entrants having a declared disability in 2017/8 compared to 3.2% in 2016/7. 9.1% of our HE entrants have a declared learning difficulty this was 8.8% in 2016/7.

75% of our all our HE learners (FT and PT) are over 21 years old (75% in 2016/7) and 34% are 24+ which has been a static picture over last three years. Those over 21 years make up 56% of our full time HE learners and 85% of our part time HE learners.

**Success**

Low participation neighbourhoods**:** There has been a significant increase in our retention of those from POLAR4 quintile 1 since 2015, from 78.6% to 91% in 2017. There has also been an increase in their pass/achievement rates (85% pass to 87% pass) and, hence success rates (67% success to 79% success) over this period. This reflects the support that the learners have received in relation to advice and guidance, the transition period between their level 3 and HE studies and the on-programme support which learners have highlighted in their focus group feedback. In fact analysis of our data shows that students from deprived wards are currently achieving higher grades (based on achievement of distinction on Higher Nationals) than students from non-deprived wards (50% v 33%)

Gender**:** The retention, achievement and success rates of males and females have not been significantly different over the last three years (no more than 5% difference) as success data has improved by 10% over this period. However analysis of grade profiles shows that 50% of females achieve distinctions when studying for Higher Nationals compared to the equivalent male group where 29% achieve distinctions.

| GenderTitle QualificationTypeGroup | 2015 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | % Retention | % Achievement | % Success | % Retention | % Achievement | % Success |
| **Female Total** | 83.3% | 85.5% | 71.2% | 86.3% | 95.7% | 82.5% |
| **Male Total** | 82.7% | 87.6% | 72.4% | 89.6% | 90.9% | 81.5% |
| **Other Total** | | | | 100.0% | 100.0% | 100.0% |
| **Grand Total** | 82.9% | 87.0% | 72.1% | 88.4% | 92.7% | 81.9% |

<u>BME</u>: 2017 was the first year that we have seen the success of BME learners fall below that of white learners. This relates to a decline in retention of BME learners over the last three years. However the BME cohort in 2017 comprised 18 students which identifies that the gap in success is represented by just 1 student. Further analysis of local data shows that there is an attainment gap in terms of the grade profile of students – 50% of BME male students achieve distinction at Higher National level, versus 34% of white males achieving distinctions. The gender difference contributes to this gap, as outlined above.

| EthnicityGroup Qual Type | 2015 | | | 2016 | | | 2017 | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Retention | % Achievement | % Success | % Retention | % Achievement | % Success | % Retention | % Achievement | % Success |
| **BME Total** | 90.0% | 94.4% | 85.0% | 85.7% | 100.0% | 85.7% | 83.3% | 93.3% | 77.8% |
| **White Total** | 82.6% | 86.1% | 71.1% | 88.8% | 94.0% | 83.4% | 88.8% | 92.6% | 82.2% |
| **Not Known Total** | 0.0% | | 0.0% | | | | 100.0% | 100.0% | 100.0% |
| **Grand Total** | 82.9% | 87.0% | 72.1% | 88.4% | 94.6% | 83.7% | 88.4% | 92.7% | 81.9% |

<u>Disability and learning difficulty</u>**:** Whilst there has been an increase in achievement rates for those with disabilities/learning difficulties there has been a 3% decline in retention between 2016 and 2017. The college has provided a range of support to learners that has supported achievement but we need to explore further ways to work with learners to prevent them withdrawing from their courses in year. This particularly relates to learners who report mental health conditions who are at increased risk of not being retained. The 2017 cohort comprises 19 students so the performance gap is represented by 2 students.

| Learning Difficulty And/Or Disability | 2015 | | | 2016 | | | 2017 | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Retention | % Achievement | % Success | % Retention | % Achievement | % Success | % Retention | % Achievement | % Success |
| **None declared Total** | 82.6% | 87.3% | 72.1% | 88.6% | 95.9% | 84.9% | 88.9% | 93.5% | 83.2% |
| **learning difficulty and/or disability Total** | 85.7% | 83.3% | 71.4% | 87.5% | 85.7% | 75.0% | 84.6% | 86.4% | 73.1% |
| **Grand Total** | 82.9% | 87.0% | 72.1% | 88.4% | 94.6% | 83.7% | 88.4% | 92.7% | 81.9% |

<u>Age</u>**:** Whilst there have been improvements in the retention and achievement data for those learners aged under 23 years there has been a decline in the retention and achievement for the 24+ year learners. This has been particularly impacted by the early year's foundation degree group and computing in 2017 and specific actions are in place to support these cohorts of learners. The continuation rates of 24+ learners from year 1 to year 2 has been impacted significantly by the Early Years course. We completed research with this group to ascertain the specific reasons and have implemented a change to the delivery mode in response. We are monitoring the attendance, feedback and retention of this group now these changes have been made.

| Ageband | QualificationTypeGroup | 2015 | | | 2016 | | | 2017 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | % Retention | % Achievement | % Success | % Retention | % Achievement | % Success | % Retention | % Achievement | % Success |
| | 16-18 Total | 78.8% | 84.6% | 66.7% | 84.7% | 98.0% | 83.1% | 91.9% | 94.1% | 86.5% |
| | 19-23 Total | 81.3% | 82.1% | 66.7% | 92.1% | 90.0% | 82.9% | 90.2% | 94.6% | 85.3% |
| | 24+ Total | 86.0% | 92.5% | 79.6% | 87.3% | 97.9% | 85.5% | 84.4% | 89.2% | 75.3% |
| | **Grand Total** | **82.9%** | **87.0%** | **72.1%** | **88.4%** | **94.6%** | **83.7%** | **88.4%** | **92.7%** | **81.9%** |

<u>Care Leavers:</u>

Currently any data relating to care leavers is limited to progressing learners for whom we received transition information at age of 16 years when they start a further education course (although this information may not be received in all instances). We monitor and support the learners throughout their time at college and encourage and monitor progression. In relation to external applications direct to HE we do not have a data source and will extend our data collected at enrolment and embed this into our in year monitoring as per other characteristics. We will then be able to monitor and evaluate access, success and progression of this group.

**Progression**

The majority of our part time HE learners are already in employment whilst studying with us. These learners are either studying to support, or achieve, a promotion. From our college destination data analysis 2016/7 the majority of our full time HE learners (81%) progress into employment with 17% progressing into higher levels of education. 80% of those progressing to employment were employed full time and 2% of these were self-employed. 9% of those progressing to employment were employed part-time and 20% of these were self-employed. These percentages have remained relatively stable over last three years. 2014/5 DHLE data identified 74% progress into employment and 20% on to full time study. 62% progressed into employment/employment and study in 2015/6, with 25% progressing to full time study. The majority of those who progressed into higher levels of education stayed relatively locally, with most studying in Gloucestershire, Worcester or Bristol. Most employment was secured within the county.

**Areas for Development**

Our assessment of current performance leads to the identification of the following areas for further development:

- To further target students from low participation neighbourhoods and rural areas, particularly those below age of 21 years, by increasing our internal progression from FE courses.
- To continue to support the success of those from low participation areas.
- To improve retention and success of BME learners
- To improve the retention and success rates of mature learners (24+)
- To improve retention of those with declared disability, learning difficulty and mental health problems. Monitoring the data specifically for those with declared mental health problems.
- To further promote our STEM campaigns to encourage more females into STEM based subjects.
- To develop our data source for the monitoring of Care Leavers.
- To improve the analysis of our progression data in order to monitor more closely the progression of underrepresented groups and information on promotion/salary increases/successful career changes for our part time learners that were employed whilst studying.

# 3. Ambition and strategy

The College is committed to widening access and participation in higher education, and ensuring equality of success and outcomes for underrepresented groups. The College focuses on initiatives to remove barriers and provide continuous support through to successful completion of study and onward progression to further study or employment, in line with students' aspirations.

### 3.1 Access

**To further target students from low participation neighbourhoods and rural areas, particularly those below age of 21 years, by increasing our internal progression from FE courses.**

Currently 14.7% of our HE learners come from low participation neighbourhoods and our ambition is to increase this to 16% in 2019/20 and 18% by 2021/22.

The College's catchment is characterised as having low prior attainment and c50% of students coming from the top 5 bands indicating the most deprived areas, including the Forest of Dean, which is an area of low attainment, high deprivation and with a low percentage of participation at HE. The majority of the wards in the Forest of Dean have young participation rates of between 23-29%. Our ambition is to work with the GAP project to increase the number of learners from these areas enrolling on to HE provision.

The College's recruitment is largely from the most deprived areas of the region. A significant proportion of our HE learners (42%) are from the bottom two bands of low participation neighbourhoods LPN (POLAR4 quintile 1 and 2), with 14.7% from quintile 1, which represents a small increase (0.3%) since 2016/7.

75% of our all our HE learners (FT and PT) are over 21 years old (75% in 2016/7) and 34% are 24+ which has been a static picture over last three years. Those over 21 years make up 56% of our full time HE learners and 85% of our part time HE learners. We do, however recognise that, whilst we have increased the percentage overall of HE learners from LPN, this is not represented when analysing the access of those under 21 years (87 learners) where we have seen a decline in LPN, IMD and white IMD backgrounds from quintiles 1 and 2.

Our strategy is to work as both a partner and recipient in the GROWS consortium administering the Gloucestershire Aspiration Programme (GAP) - a HEFCE funded NCOP collaborative project to raise awareness and aspirations with this target group. The project has detailed targets and evaluation process. As recipient we are funded £60000 for activities. Moving forward we will be monitoring closely the impact of this activity. We need to monitor and evaluate the proportions of our FE learners from underrepresented groups enrolling on Higher Education courses recognising that this activity may not always result in these learners attending our own HE courses but may increase participation nationally.

Alongside the GAP project the college continue to develop a range of activities that specifically target those from low participation areas, particularly by working to encourage internal progression from our further education learners. These activities are outlined in detail in section 4 but include:
- School liaison and outreach: We offer activities to raise attainment and opportunity awareness to a number of secondary schools in the County;
- Open Evenings; HE festival and taster sessions: This event, that runs every March, is specifically aimed at our current level 3 learners in order to encourage them to consider progressing to higher levels of study;
- Tutorial provision: We have a progression launch ('This time next year') in January and a variety of progression tutorials and tasters are timetabled in between Jan-March. The engagement in these sessions is tracked on our activity monitoring system (AMS) so we can clearly identify and track participation from under-represented groups. We can analyse this against future HE applications and participation.

**To further promote our STEM campaigns to encourage more females into STEM based subjects.**

Currently only 11% of our learners on key STEM Higher Education courses are female (computing 10%, construction 17% and Engineering 0.3%). Our ambition is to improve this to 15% in 2019/20 and aim for 20% over the following three years.

The key activities to support this ambition include:

- Tasters and tutorial sessions with level 3 computing cohorts (whilst there are a higher percentage of male learners across all levels of computing groups the percentage of females is higher at level 2 and 3 than represented in HE groups). We can monitor engagement through AMS system and evaluate applications and progression of these learners.
- STEM activities: the college continues to host STEM activities/events for school students and specific events aimed at increasing the number of females into these sectors, particularly engineering.
- Publish and share case studies of current and alumni female STEM HE learners in order to challenge the stereotypes and raise awareness and aspirations.
- Specific social media campaigns can be evaluated in relation to analytics to review the appeal of such campaigns and we will review web traffic from the campaigns.

Progress will be measured through examination of application data, enrolments and conversion data.

**Develop our data source for the monitoring of Care Leavers.**

In relation to external applications direct to HE we do not have a data source and will extend our data collected at enrolment and embed this into our in year monitoring as per other characteristics. We will then be able to monitor and evaluate access, success and progression of this group. We are also developing our in year monitoring documentation to allow for examination of different intersections of characteristics.

**3.2 Success**

**To continue to support the success of those from low participation areas.**

As identified we have seen significant improvements in the retention of this group of learners. Focus groups have identified that this has been a result of the support provided by course teams and support teams in college. Whilst achievement/pass rates have improved (85% to 87% pass) our ambition is to improve this by at least 3% to reflect the college average rates.

Improvement in success is related to close monitoring of the learners at course and management level so that specific interventions can be actioned with individual learners. Attendance, assignment achievements, learner experience feedback are monitored via interim exam boards, performance reviews, student tracking system and at team meetings (outlined below) and this close monitoring results in individual action plans to support learners. These actions may include referrals to onsite support and mentoring as outlined.

This group have identified that they have struggled with the transition from level 3 to level 4 courses and staff have also identified that the group require extra support with study skills required at this level. Taster sessions directed at these learners as part of

our progression programme and the increased availability of tailored study skills sessions have been developed in 2017/8 and the impact of these will be monitored through the internal student survey and focus group sessions.

**To improve retention and success of BME learners**

Our ambition is to reverse the decline in the success of BME learners so that they return to or exceed the rates seen in 2014/5 and 2015/6. These success rates are impacted by retention and the strategy is to improve the retention of BME learners by 5% (from 83% to at least 88%) which is on a par with other groups of learners. We would continue to support the learners to gain the current high achievement rates and improve our success rates as a result (5%).

Improvement in retention is related to close monitoring of the learners at course and management level so that specific interventions can be actioned with individual learners. Attendance, assignment achievements, learner experience feedback are monitored via interim exam boards, performance reviews, student tracking system and at team meetings (outlined below) and this close monitoring results in individual action plans to support learners. These actions may include referrals to onsite support and mentoring as outlined.

Progress will be measured through examination of in year retention data, end of year retention and success data and via the focus groups with learners to review their experiences and evaluate the support accessed.

**To improve the retention and success rates of mature learners (24+)**

Our ambition is to improve the continuation and retention rates (and hence success) of mature learners by 4% (from 84% to at least 88%).

We recognise that two areas are having significant impact on this data and have worked with the learners to develop an action plan that is currently being implemented and monitored through performance reviews.  The continuation rates of 24+ learners from year 1 to year 2 has been impacted significantly by the Early Years course. We completed research with this group to ascertain the specific reasons and have implemented a change to the delivery mode in response. We are monitoring the attendance, feedback and retention of this group now these changes have been made.

Improvement in retention is related to close monitoring of the learners at course and management level so that specific interventions can be actioned with individual learners. Attendance, assignment achievements, learner experience feedback are monitored via interim exam boards, performance reviews, student tracking system and at team meetings (outlined below) and this close monitoring results in individual action plans to support learners. These actions may include referrals to onsite support and mentoring as outlined. We are developing an adult support area in the student hub to support with specific themes that may impact on adult learner's success.

Progress will be measured through examination of in year retention data, end of year retention and success data and via the focus groups with learners to review their experiences and evaluate the support accessed.

**To improve retention (and success) of those with declared disability, learning difficulty and mental health problems.**

Our ambition is to improve the retention and continue to improve the pass/achievement rates of those with a declared disability, learning difficulty and mental health problems by 4%. As per the groups above we will monitor this group of learners at course and management level and implement specific action plans to support. We will develop data monitoring set for those with a declared mental wellbeing concern so we can monitor this group specifically.

In relation to those with declared mental wellbeing concerns and those who experience difficulties there will be access to an on-site confidential counselling service. Due to the nature of this support it may be difficult to demonstrate correlation between the activity and any data improvements but this was a service that has been requested by learners through focus groups.

Progress will be measured through examination of in year retention data, end of year retention and success data and via the focus groups with learners to review their experiences and evaluate the support accessed.

**Develop our data source for the monitoring of Care Leavers success.**

**To improve the proportion of male students who achieve distinctions at Higher National Level, particularly white male students.**

Whilst we identify that white males are not an underrepresented group we also have an ambition to close the gap between the grade profiles of male and female students studying for Higher Nationals. The current performance gap is 21%.   We plan to reduce this significantly by 2020/21. We currently recognise that intersections of this data reveal no significant difference between the grade profile of white males from different socio-economic backgrounds/low deprivation postcodes but we do need to monitor this closely to make sure differences are not masked.

**3.3 Progression**

**To improve the analysis of our progression data**

As part of the College's Business Information Project, we will improve our access to, and analysis of progression data in order to monitor more closely the progression of underrepresented groups. We also aim to track and report successful career changes, promotions or salary increases for our part time learners who combine study and employment.

Whilst our progression data to employment is good (81% our full time HE learners progress into employment), our ambition is to improve this to at least 85%. We need

to further develop the analysis of this data so we can monitor more closely the progression of particular underrepresented groups.

The majority of our part time HE learners are already in employment whilst studying with us. These learners are either studying to support, or achieve, a promotion. A strategic aim is to evaluate whether these learners identify that their studies are having or had a positive impact within their current employment. This will be evaluated through focus groups and intended destination data forms.

## 3.4 Target groups

The College has identified the following target groups;

   a) Level 3 learners on our FE provision: to improve internal progression from level 3 courses, including the Access to HE programme, **to GC and Partner organisations**. This programme, due to the demographic of our FE learners, will target learners from a range of underrepresented groups.
   b) Mature learners (24+): to improve retention and success.
   c) Those learners with a declared disability, learning difficulty and mental wellbeing concerns: to support their success.
   d) BME learners: to improve retention and success.
   e) Learners from low participation neighbourhoods and low income households: to raise aspirations and awareness of the benefits of HE and improve access rates from these groups locally. This includes those in rural areas locally.
   f) Care leavers: to develop the data source to allow us to monitor, support and review


## 3.5 Ensure continuous improvement

The College is committed to continuous improvement and will focus on achieving this through the following priorities:

Process to monitor performance**.** There is a detailed schedule in place to monitor, review and evaluate in year performance. These arrangements are outlined below and provide an opportunity to review, predict and implement interventions to support learner outcomes.

Performance reviews. Each subject area has four formal reviews throughout the academic year (November, December, March and May). These focus upon attendance, retention and predicted achievement for each cohort. In year interventions are identified and reviewed at each consecutive review.

Promonitor. The college uses student tracking software to closely monitor in year achievement, attendance and record risk ratings of the learner (red, amber, green). This is explored at team meetings and performance reviews and individual action plans and interventions are implemented to support learners.

HE practitioner group. This group meets termly and consists of the course leaders for each cohort of learners. The group review progress of the learners, examine learner experience and evaluate and develop action plans.

HE strategy group. This group meets every six weeks throughout the academic year and consists of the Heads of School (managers) of each subject area with HE provision, admissions, student services and marketing. This group reviews the progress of the HE action plan and monitors progress of the access and participation plan. The group develops strategies to improve access, success and progression and reviews the quality of the HE provision.

Interim exam boards. For Pearson these take place in February each academic year and are chaired by the Quality Improvement Manager and Higher Education Coordinator (Quality and Student Experience). University partner interim boards are run according to university requirements. The Heads of School and course leaders for each subject area review attendance, retention achievement and student feedback to date. The exam boards would provide an overview of learner grades achieved at point of board, numbers of extenuating circumstances applied for and any issues with plagiarism and action plans would be formed where required. An overview of the minutes are submitted to Curriculum and Quality Governing board.

Annual Monitoring reports. Annual monitoring reports for each programme are completed by course leaders and submitted to the quality team in July. This would include an action plan for the following academic year that reflects upon areas for development in relation to retention, success and student experience.

Self-Evaluation Document [SED]. The SED is structured to cover, not only the expectations of the UK Quality Code, but also the recently introduced regulatory frameworks (details for some are still emerging).  The SED 2017/8 will provide an external assessment of our HE provision as it will be by a QAA independent reviewer. This will provide judgements on our provision and identify areas for improvement.

Access and participation plan. The monitoring of this access agreement is the responsibility of the Chief Executive, Vice Principal and Heads of School. These managers also have formal responsibility for ensuring the delivery of the Agreement.

The College has an established HE strategy group where the access agreement is monitored. This group includes representation from the Safeguarding and Inclusion Group to ensure that there is a good fit between the access and Equality and Diversity strategies. The College complies with the Equality Act 2010 and this is overseen by the Safeguarding and Inclusion Group lead by Vice Principal for Students. Minutes from the HE strategy groups are submitted to the VP Students.

The HE Strategy group, with guidance from the Safeguarding and Inclusion Group, will systematically assess the likely equality impact of an activity. There is a focus on assessing the impact on people with protected characteristics. This involves

anticipating the consequences of activities on these groups and making sure that, as far as possible, any negative consequences are eliminated or minimised and opportunities for promoting equality are maximised.

**Evidence-led approach:** Data relating to actual spend and participation in access and outreach activities is considered to evaluate success and value for money. Data relating to spend on bursaries is considered with, for example, data on retention and achievement. The HE strategy group is the main arena where the college monitors the impacts of the activities outlined in the plan. This group, in consultation with both FE and HE learners, will review existing activity in relation to the impacts upon access, success and participation.

Access activities will be evaluated in relation to attendance, evaluations related to ratings on how likely the event would influence behaviours and final enrolments and/or analysis of progression data in terms of numbers of learners moving on to HE courses at college and other organisations (tracking student progression to HE)

Success activities are evaluated through performance review cycle and interim exam boards. These represent a detailed monitoring process of retention, achievement and outcomes predictions in year. Learners are rag rated and any support needs identified. Here the activities outlined in the plan to support success will be evaluated in terms of student engagement in support available and the impact it is having on their potential success. The activities can then be expanded, adapted or changed in order to support our ambitions and targets.

Progression will be evaluated as part of the College's Business Information Project. As stated, we will improve our access to, and analysis of progression data in order to monitor more closely the progression of underrepresented groups. We also aim to track and report successful career changes, promotions or salary increases for our part time learners who combine study and employment. Once our data sources are more robust the HE strategy group will develop relevant activities in relation to specific progression targets. These will be reviewed and monitored for impact against targets set.

### 3.6 Consulting with learners

<u>Student experience group</u>. Focus groups with students on level 3 courses are held to determine the success of the progression bursaries in influencing behaviour. All students complete questionnaires with questions relating to their awareness of additional support measures and their view on the success of those measures.

The Heads of School run focus groups with their learners in October, December, March and May to include HE cohorts. The feedback is reviewed at termly customer feedback meetings, performance reviews and HE Strategy Group. This was supported this year with focus groups with an external researcher to triangulate

feedback. The focus groups provide a forum to consult with learners and examine their experiences/support needs and review our support plans.

Internal HE survey. We complete a shadow NSS survey with all of our first year HE learners to evaluate their experience. This information is evaluated and action plans formulated to work with the learners to further enhance their HE experience.

Student representatives. Each cohort has a student representative who Heads of School, Quality Manager and Higher Education Coordinator can consult with in relation to a range of issues. There is a HE student Governor represented at Curriculum and Quality governing board, where progress against the plan will be monitored. Drafts of this plans are circulated to this group for comments and feedback. Due to the size of our HE population and the systematic termly focus groups **all** HE learners from **all** backgrounds will be involved in the implementation and monitoring of the plan.

Evaluating financial support. Student focus groups have identified the importance of the progression bursary in relation to access and success. Whilst recognising the research conducted by OFFA 2016 the context and size of our provision has meant that we have utilised a focus group evaluation of the bursary. We will utilise and adapt the toolkit questions to further explore how and why financial support affects outcomes but the feedback from the learners has been that this was necessary for them to access and succeed on their courses, particularly those on courses that require materials and filming budgets.

## 4 Access, student success and progression measures

### 4.1 Access

College activities include, but are not limited to the following:

**School liaison and outreach**: We have two schools outreach advisors who work with over 30 schools across the county, many within the low participation postcode areas. We offer activities to raise attainment and opportunity awareness to a number of secondary schools in the County, and work closely with feeder schools to provide and support their careers education programmes. This includes assemblies, in school subject tasters, college insight days, group IAG sessions, careers fayres and one to one guidance. Success of these activities is measured through both feedback from the students and schools and through the enrolment and progression data for those who attend activities.

We have developed this year, in collaboration with another college, FE mentors. Our learners had to complete a mentor training programme before working with young people in Gloucestershire schools. They work with school children, mainly year 9's and 10's, helping them to think about their progression routes and how they can develop and improve their own skills for their futures. Our ambition is to develop and growth this programme further.

We have also developed staff mentoring opportunities with a local secondary school with a high proportion of pupil premium students. Subject specialist lecturing staff run group and 121 sessions with learners helping them to aspire to progress to higher level courses. Other activities include the Chefs Forum, masterclass events aimed at secondary school pupils. These are primarily to raise aspirations about opportunities in the hospitality and catering industries but showcase managerial positions and higher level programmes.

We have also appointed four HE leads. These are course-leaders from a variety of HE courses who have been remitted 170 hours each from their teaching commitments to focus upon the promotion of the benefits of professional and technical HE courses. These activities include school talks, tasters and work across college with our current FE students. They are focused upon promoting the benefits of HE to those learners who may not have considered progression.

The Vice Principal is currently leading a group of careers leads based in schools in the Forest of Dean (an area with high proportion of low participation) in order to support the schools in raising awareness and aspirations specifically around further education, apprenticeships, HE and Higher apprenticeships. This includes the development of a specific area based careers fayre.

The Assistant Site Principal works with primary schools heads group to work to promote HE offer at this level. This is supported through specific activities via the sports coaching team and through our supporting teaching and learning students.

We have developed close links with various HE providers to raise aspirations of our further education students. Science students are taken to the University of Worcester each year to spend a day in the labs with their Genetics tutors to support an assignment they complete with us.  As a result of this, four students applied (successfully) for Bio-Medical Science or Forensic Biology degrees.

We take a group of health and social care students to taster sessions at UWE campuses in October, November and December – they have the opportunity to see their teaching rooms, speak to current students and tutors and have practice interviews.  This year, five of our students were accepted for adult nursing degrees together with three midwifery students.

The success of these activities will be measured through feedback from those who engage in the activities and tracking of their progress/destinations.

**Open Evenings**: There are open evenings at each of the three campuses in November, January and May covering further and higher education courses and apprenticeships (including higher apprenticeships). These provide learners the opportunity to explore the offer and meet with the academic teams delivering HE courses. Information relating to support available to the learners is available at these evenings. There will be a specific HE open day event each October/November.

**Access bursary** – We have identified that increasingly our further education learners are reviewing the costs associated with studying at higher levels. This is reflected in progressing learners who may want to stay close to home but also in learners from low participation areas who may view the costs associated with HE negatively. In order to support these learners, existing or previous learners, that are progressing from a GC qualification achieved at the college to a full-time, level 4 HE course at the College are offered a bursary of £1000 in their first year of HE study. This includes progression onto all HNCs and foundation degrees.

**HE festival and taster sessions**: This event, that runs every March, is specifically aimed at our current level 3 learners in order to encourage them to consider progressing to higher levels of study. Each cohort attend a central promotional event about the benefits of higher education and the support available for those wishing to progress. Throughout the course of this identified week these learners have targeted taster sessions where they can meet the HE course leaders and engage in a taster session in a range of subject areas. This event allows us to target learners from low participation areas - the College's 16-18 catchment in particular is characterised as having low prior attainment and c50% of students coming from the top 5 bands indicating the most deprived areas. In 2018 this event resulted in 58% of our learners from low participation areas engaging in at least one HE activity during the week. This includes STEM tasters attended by female FE learners and health and early year's tasters attended by male learners. The success of these will be monitored through tracking of progression/destination of those who attended.

**Tutorial provision:** We have a progression launch ('This time next year') in January and a variety of progression tutorials and tasters are timetabled between Jan-March. There are progression tutorials with each group of further education learners. For level 3 learners there are specific higher education tutorials relating to the benefits of higher education and challenging the myths associated with finances. This is supported with parental events to reinforce these messages. We also provide free transport to UCAS events for our learners. The success of these will be monitored through tracking of progression/destination of those who attended.

**STEM activities:** The College continues to host STEM activities/events for school students and specific events aimed at increasing the number of females into these sectors.

**Raising attainment:** In order to support the access and success of our progressing learners we are focused upon improving literacy and numeracy skills whilst they are further education students. We have a series of projects in order to improve these skills and are ultimately focused upon improving the grade 9-4 achievements at GCSE English and maths with 17 and 18 year olds who have not achieved at school.

**GAP project**: In addition to our broader activities GC is a member of the GROWS consortium administering the Gloucestershire Aspiration Programme (GAP) - a HEFCE funded NCOP project. As one of the county's six HE providers we develop and deliver activities aimed at raising participation in HE of young people from target wards, often via partnership working with the schools that they attend. GAP activities

include Theatre in Education sessions, mentoring, subject related Saturday clubs, campus-based Insight Days, motivational speakers, and aspiration days.

We are both a partner and recipient in this project. As partner we deliver a range of aspirational and awareness events in a range of schools in the county. As a recipient we are able to access a range of activities to support our own cohort to apply to HE courses.

**Strategic Alliance and bilateral agreements**: The College has a compact agreement with the University of Gloucestershire and Hereford College of the Arts, which offers bursary support to our FE learners progressing to these institutions. These arrangements enhance the awareness of progression opportunities amongst our learners, particularly through specific workshops and outreach events.

**Specific marketing campaigns:** The College develop and publish a range of marketing materials based around alumni case studies that also raise awareness and aspirations. These are used at school events, open evenings and through social media to targeted audiences as learners respond and relate to learners from their previous school or area.

**Apprenticeship promotional event**: The College organises an annual apprenticeship event attended by over 200 learners each year. This event promotes apprenticeship routes and pathways with an increased emphasis on Higher Apprenticeships. The apprenticeship team also attend level 3 tutorials to specifically promote the degree apprenticeships available to learners.

### 4.2 Success

**Progression bursary**: All existing full-time level 4 students that progress to their second year of full-time study at level 5 with the college will receive a bursary of £500. This supports the retention of our progressing learners (hence those with low deprivation postcodes and low income) and provides the learners with some financial support to aid achievement/success. Focus groups with learners identify that the learners use this bursary to purchase materials that support their assignment completion.

**The Student Opportunities Fund**: This fund is available from Gloucestershire College for Higher Education students who are experiencing additional hardship. Learners from disadvantaged and under-represented backgrounds are able to apply for support. The total amount we have for this fund is £10000; a full time learner is entitled to a maximum of £1,000 and a part time learner is entitled to a maximum of £500. This money can be used for a range of supportive activities e.g transport, trips, events and assistance towards the cost of diagnostic tests for DSA. Student services are represented at each HE enrolment session and provide advice and guidance of support available to all learners.

**HE Study Support sessions:**   We have identified that those progressing from vocational routes and those who are returning to education as mature learners often find the research and referencing involved at HE difficult and require specific help to support their success. Whilst these aspects are covered on course and via supportive online materials (e.g. HN Global) some learners do require more individual face to face support. There is a named HE study support mentor based in the learning resource centre who runs sessions with groups and individuals to support their academic study skills. These are sessions on request according to the subject needs of the group or individual and can be recommended as an action from interim exam boards and focus groups.

**Digital and Study skills:** Mature learners often require support with digital and study skills in order to be successful on their courses. All HE learners complete a digital and study skills assessment at induction and the college uses this information to target support from the HE study support mentor or digital learning team.

**Counselling support** – from 2018/9 18 years+ learners will be able to access an on-site counselling service to support with their mental wellbeing whilst studying at college. This service will be reviewed in relation to the impact upon the retention and success of these learners.

**Access to Learning support** - HE learners have access to learning support from onsite specialists. This includes advice on coping strategies and help with completing DSA claims. These learners get access to assisted technology provision through this team. There are study mentors on each campus who provide support on a drop in basis, to include time management skills, English and maths skills.

## 4.3 Progression

**Careers:** The College is committed to the implementation of the Department for Education's Career Strategy (2017). The college has outlined an action plan to use the Gatsby Benchmarks to assess and improve careers provision. An assessment identifies that our current careers provision aligns to the benchmarks which include supporting graduates into skilled employment. Qualified careers advisors, a careers lead and support staff within the college are available to advise learners about their next steps. The college also works closely with external agencies (National careers Service; Careers and Enterprise Company) to enhance the advice that learners can access.

**Student hub:** There is a student hub on each college campus. This is a very visible drop-in area with a focus upon careers, work placements and employment coaching. Job and work placement opportunities are displayed and learners can access support from professional development coaches and employment coaches. There are specific HE focused staffed drop in slots available for HE learners, where they can get advice and guidance.

**Employer links:** Our HE provision is focused upon professional and technical skills linked to employability. Course leaders have extensive industry experience and industry links, which is commented upon in student focus groups. Learners have access to industry masterclasses, guest speakers, site/industry visits and live briefs (assignments set by external clients), which develop their employability skills and allow them to develop their network of employer links. Graphics students, for example, run a design agency, media learners have access to an extensive range of masterclasses and work placement opportunities and construction students have a range of site visits and projects built into schemes of work. These opportunities enhance and support their progression into employment. Each department has employer forums and links, which are utilised to enhance the curriculum offer.

## 5. Investment

We have assumed, based upon analysis of trend data, that between 15-20% of our learners will come from underrepresented backgrounds but have factored for 10% APP countable**, unless specifically stated.**

| Table 7a - Access and participation plan investment summary (£) | 2019-20 |
|---|---|
| Access investment | 5,349 |
| Success investment | 2,900 |
| Progression investment | 1,000 |
| Investment in financial support | 21,700 |
| **Total investment** | **30,949** |

| Table 7b - Access and participation plan investment summary as a proportion of higher fee income (HFI) (%) | 2019-20 |
|---|---|
| Higher fee income (HFI) | 135,300 |
| Access investment (as % HFI) | 4.0 |
| Success investment (as % HFI) | 2.1 |
| Progression investment (as % HFI) | 0.7 |
| Investment in financial support (as % HFI) | 16.0 |
| **Total investment (as % HFI)** | **22.9** |

The table above outlines the college spend in cash terms and the proportions for access, success and progression. We will review this annually and are currently discussing levels of access investment in relation to the demographic changes locally.

We will review these activities annually and reassess whether further investment is required.

**5.1 Access**

We have two schools outreach advisors who work with over 30 schools across the county, the majority within the low participation postcode areas. Their work covers school visits, working with particular groups of learners on progression activities, raising aspirations, developing subject links between the schools and the college and arranging tasters. **The investment of this outreach work specifically focused upon Higher Education is £12,944 with £2588 (20%) being APP-countable.**

As a significant focus is progressing learners we employ an HE advisor to work throughout the year with our further education students. Her role encompasses working with learners to encourage them to consider higher level options and supporting learners through the application and finance processes. The HE advisor also organises evenings for parents of further education learners, particularly those who would be the first in their families applying for higher education. **The investment of this work is £5000 with 20% (£1000) assumed as APP-countable,** as her work would reach many learners from underrepresented groups (20% being a conservative estimate – we will look to track this more specifically).

**GAP project**: In addition to our broader activities GC is a member of the GROWS consortium administering the Gloucestershire Aspiration Programme (GAP) - a HEFCE funded NCOP project. As one of the county's six HE providers we develop and deliver activities aimed at raising participation in HE of young people from target wards, often via partnership working with the schools that they attend. GAP activities include Theatre in Education sessions, mentoring, subject related Saturday clubs, campus-based Insight Days, motivational speakers, and aspiration days.

We are both a partner and recipient in this project. As partner we deliver a range of aspirational and awareness events in a range of schools in the county. As a recipient we are able to access a range of activities to support our own cohort to apply to HE courses, we are funded for £60,000. **This investment is not APP-countable but does support our focus upon low participation neighbourhoods, particularly with young learners.**

We currently employ two members of part time staff to run the project and develop and deliver the activities. The funding ceases in December 2018 but with our focus upon enrolment numbers and the access of learners from underrepresented groups (particularly young learners from LPN) we are looking to continue the work by continuing the part time post. The post holder would also be tasked to evaluate the success of any activities introduced. **The investment of this work would be £13000 with all being APP-countable.** *[We will assess whether to include once we know whether funding will be extended or not]*

**Progression launch:** We have a progression launch ('This time next year') in January and a variety of progression tutorials and tasters are timetabled between Jan-March. For level 3 learners there are specific higher education tutorials relating to the benefits of higher education and challenging the myths associated with finances. This is supported with parental events to reinforce these messages. We

also provide free transport to UCAS events for our learners. The success of these will be monitored through tracking of progression/destination of those who attended. The investment of this work is focused upon the event management and the progression booklets and **is £3400 estimated as £340 APP-countable**

We have also appointed four HE leads. These are course-leaders from a variety of HE courses who have been remitted 170 hours each from their teaching commitments to focus upon the promotion of the benefits of professional and technical HE courses. These activities include school talks, tasters and work across college with our current FE students. They are focused upon promoting the benefits of HE to those learners who may not have considered progression **The investment of this work would be the cost of the remitted hours £28430 (with half focused upon access) with £1421 as APP-countable.**

**Financial Support:**
Our bursary for 2018/9 is specifically focused around access. This is specifically aimed at our further education learners who would not necessarily even consider higher education but with this support are progressing on to our own level 4 and 5 provision.

All students (existing or previous learners) that are progressing from a GC qualification achieved at the college to a full-time, level 4 HE course at the College are offered a bursary of £1000 in their first year of HE study at the college. This includes progression onto all HNCs and foundation degrees. We estimate this will cost £84,000. For some subject areas a proportion of the bursary is specified to fund the purchase of equipment/materials for use throughout the course. GC propose that this would continue annually. This supports internal progression and hence those from low deprivation postcodes and low income households.


**5.2 Success**

Extra mentoring support. Students from underrepresented backgrounds need extra mentoring support to succeed in higher education. The College delivers mentoring support to all students, but there are extra one-to-one sessions arranged for students to improve retention, achievement and employability for specific student groups who are currently underrepresented on the College's Higher Education Programmes. Specifically this will be young white males from lower socio-economic groups, some groups of BME students and students with mental health issues. This mentoring may be provided by the course tutor, Head of School, study mentor or counselling service depending upon the need of the individual.

Progression Bursary. All existing full-time level 4 students that progress to their second year of full-time study at level 5 with the college will receive a bursary of £500. We estimate this cost will be £33,000. GC propose that this would continue annually. This supports internal progression and hence supports those from low deprivation postcodes and low income households.

Counselling support From 2018/9 18 years+ learners will be able to access an on-site counselling service to support with their mental wellbeing whilst studying at college. This service will be reviewed in relation to the impact upon the retention and success of these learners. This bookable service will be positioned in the entrance of the HE zone. This will allow the college to review data in relation to numbers of learners seeking support for their mental wellbeing year on year. We estimate the costs of this support will be £3000.

HE Study Support There is a named HE study support mentor based in the learning resource centre who runs sessions with groups and individuals to support their academic study skills. These are sessions on request according to the subject needs of the group or individual and can be recommended as an action from interim exam boards and focus groups.

Access to learning support. There are study mentors on each campus who provide support on a drop in basis, to include time management skills, English and maths skills and using assisted technology. The study support from HE mentor and study mentors and associated admin costs £26,000.

**5.3 Progression**

The College has a very strong careers provision. However the service is being improved to support the progression of HE students into employment. This includes access to the Student Hub (This is a very visible drop-in area with a focus upon careers, work placements and employment coaching). The College determines that the funding of the specific HE work of this team is £6000.

# 6. Provision of information to students

The College is committed to publishing clear and accessible information for prospective students, parents and employers and this will be done via the College website, the College printed prospectus and other publications produced in conjunction with HE partners. The College also runs a series of open days and evenings for prospective students at all levels and a number of specific HE events throughout the year.

The course fees and any associated material fees are confirmed in the college curriculum planner and published against each course on the college website. This is clearly indicated as per year fees. Those commencing on a two or three year programme will not be subject to fee increases in the second year of their course.

The course fees identified for 2019/20 entrants will remain at the same amount for the length of the programme.

The bursary and support funds information are also published on the college website. Information on financial support for HE learners is also shared at HE enrolment sessions. The information on these documents explains the eligibility criteria.

A link to the access and participation plan will be published on the HE pages of the website. [The 2018/9 plan can be accessed at: http://www.gloscol.ac.uk/about-us-and-jobs-at-gc/partnerships-and-governance/partnerships/he-strategic-alliance/] The plan will be shared at the HE practitioners group so tutors are able to direct learners to copies of the plan.

* course type not listed.

| Full-time and part-time course fee levels for 2019-20 entrants. | | |
|---|---|---|
| Please enter inflationary statement in the free text box below. | | |
| We are not increasing fees in line with inflation due to increased competition in a declining market. | | |

| Full-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | | * |
| Foundation degree | | £7,700 |
| Foundation year / Year 0 | | * |
| HNC / HND | All except Business | £6,700 |
| HNC / HND | Business | £6,000 |
| CertHE / DipHE | | * |
| Postgraduate ITT | | * |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| Franchise full-time course type: | Additional information: | Course fee: |
| First degree | | * |
| Foundation degree | | * |
| Foundation year / Year 0 | | * |
| HNC / HND | | * |
| CertHE / DipHE | | * |
| Postgraduate ITT | | * |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| Part-time course type: | Additional information: | Course fee: |
| First degree | | * |
| Foundation degree | | £3,850 |
| Foundation year / Year 0 | | * |
| HNC / HND | - All except Engineering and Business | £3,350 |
| HNC / HND | - Engineering | £2,750 |
| HNC / HND | - Business | £3,000 |
| CertHE / DipHE | | * |
| Postgraduate ITT | | * |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| | | |

| | Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reference number | Stage of the lifecycle (drop-down menu) | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
| | | | | | | | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| T16a_01 | Access | Low participation neighbourhoods (LPN) | **HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants) | Currently 13% of HE students come from low participation neighbourhoods | Yes | 2015-16 | 13% | 16% | 17% | 17% | 18% | | |
| T16a_02 | Access | Other (please give details in Description column) | **Other statistic** - Other (please give details in the next column) | Increase internal progression from level 3 programmes | No | 2015-16 | 15% | 18% | 18% | 19% | 20% | | |
| T16a_03 | Student success | Ethnicity | **Other statistic** - Ethnicity (please give details in the next column) | Improved success rates for BME students | No | 2016-17 | 78% | 83% | 85% | 87% | 88% | | |
| T16a_04 | Progression | Other (please give details in Description column) | **Other statistic** - Other (please give details in the next column) | Improved progression to employment or postgraduate study. | No | 2015-16 | 65% | 75% | 80% | 85% | 85% | | |
| T16a_05 | Access | Low participation neighbourhoods (LPN) | **HESA T2b** - Low participation neighbourhoods (POLAR3) (Young, part-time entrants) | To increase participation in rural areas where some rural participation is as low as 3.5%. | No | 2015-16 | 3.5% | 5.5% | 6% | 6.5% | 6.5% | | |
| T16a_06 | Success | Disabled | **Other statistic** - Disabled (please give details in the next column) | improved success rates for disabled students/learning difficulty | No | 2016-17 | 73% | 77% | 80% | 83% | | | |
| T16a_07 | Success | Mature | **HESA T2a** - (Mature, full-time, all undergraduate entrants) | Improve retention rates of those 24+ | No | 2016-17 | 84% | 86% | 88% | | | | |

| | Table 8b - Other milestones and targets. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reference Number | Select stage of the lifecycle | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
| | | | | | | | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| T16b_01 | Access | Part-time | Other (please give details in Description column) | Support for the recruitment of part time students after a number of years of reductions | No | 2015-16 | 215 | 240 | 245 | 250 | | | This includes higher apprenticeships |
| T16b_02 | Access | State school | Outreach / WP activity (other - please give details in the next column) | The College aims to work with 10 Primary Schools | No | 2015-16 | 10 | 10 | 10 | 10 | | | |
| T16b_03 | Access | State school | Outreach / WP activity (other - please give details in the next column) | The College aims to work with 30 Secondary Schools | No | 2015-16 | 30 | 30 | 30 | 30 | | | |
| T16b_04 | Access | Low participation neighbourhoods (LPN) | Outreach / WP activity (collaborative - please give details in the next column) | Increase the number of trained FE mentors | Yes | 2017-18 | 2 | 3 | 4 | | | | |
| T16b_05 | Access | Attainment raising | Other (please give details in Description column) | Improve percentage of 17 and 18 year olds achieving GCSE English or maths grade 9-4 (A-C) | No | 2016-17 | 22% | 23% | 24% | | | | |