

Gloucestershire College Access Agreement for 2018/19

1) Introduction

Gloucestershire College and the Local Community

1.1 Background of the College

In 1969, the two branches of Gloucestershire College of Art in Cheltenham and Stroud amalgamated with the Gloucester City College of Art to form the Gloucestershire College of Art and Design (GCAD).

Gloucestershire College of Arts and Technology was formed in 1980 from the merger of four county (Local Education Authority) Colleges, Gloucestershire College of Education, Gloucestershire College of Art and Design, Gloucester City College of Technology, and North Gloucestershire College of Technology. In 1990 GlosCAT divided its provision forming a separate Higher Education Trust to go forward with a separate merger to become Cheltenham & Gloucester College of Higher Education and then the University of Gloucestershire. It maintained the remaining part as a Local Authority institution, which became a Further Education Corporation.

In early 2011 Gloucestershire College merged with the former Royal Forest of Dean College and thus acquired the sites of the College to safeguard the provision of further education in the region.

A 10-year Memorandum of Understanding was put in place from 2013, signed by the University of Gloucestershire's Vice Chancellor and the Principals of Gloucestershire College and South Gloucestershire and Stroud College to support access to higher education locally in Gloucestershire. The Memorandum was reviewed and City of Bath College joined the Strategic Alliance in April 2017.

1.2 Campuses

Gloucestershire College has three main campuses at large purpose-built facilities in Cheltenham, Gloucester and the Forest of Dean.

1.2.1 Cheltenham Campus

Cheltenham Campus, situated on Princess Elizabeth Way since 2001, is home to GC Sixth Form; Cheltenham Fashion Academy; Construction School (incorporating new purpose built construction and building services workshops) and Foundation Studies School and the international student hub.

Courses available include A Levels; Apprenticeships; Catering and Hospitality; Construction and Building Services; Counselling; Hairdressing; Beauty; ESOL, EFL and CELTA; Fashion; Independent Living; Early Years; IT and Computing; Languages; Sport; STLS and Teacher Training.

Facilities provided at the site include: Student Services, a new library (2015) and the commercial Food Central Cheltenham Restaurant; a Starbucks coffee shop; Hair Salon; Tinies Nursery.

1.2.2 Gloucester Campus

Gloucester Campus relocated to a brownfield site within Gloucester Docks in 2007. The building, situated on Llanthony Road, won the Civic Trust Award for Best Climate Friendly Scheme in July 2008.

The campus is home to a purpose-built Construction Street; Taylor Theatre; a commercial salon and spa; dance, TV, photography and recording studios; an Enterprise Lab; purpose-built flight room; sports hall; modern library; and large workshops for engineering, construction and motor vehicle.

Courses available include Apprenticeships; Arts, Media, Music and Performing Arts; Business, Administration, Management and Finance; Construction and Building Services; Counselling; Engineering; ESOL; Hairdressing, Beauty and Holistic Therapies; Health, Care and Early Years; IT and Computing; Motor Vehicle; Sport and Public Services; Teacher Training and Education; and Travel and Tourism.

Facilities provided at the site include: Student Services; Library; refectory; Starbucks coffee shop and Tinies Nursery.

1.2.3 Royal Forest of Dean Campus

The Royal Forest of Dean Campus is set in a rural location at Five Acres in Coleford and is home to GC Sixth Form; new purpose-built Construction and Building Services workshops; the Outdoor Education Academy and recording studios.

Courses available include A Levels; Apprenticeships; Arts, Media, Music and Performing Arts; Catering and Hospitality; Construction and Building Services; Counselling; Finance; Independent Living; Hairdressing, Beauty and Holistic Therapies; Health, Care and Early Years; IT and Computing; Sport and Outdoor Education; and Teacher Training and Education.

Facilities provided include Student Services; a modern library; refectory, Little Stars Nursery, a bistro and dining room; the commercial Beechwood Restaurant; Forest Theatre; fitness centre.

A new Campus at Cinderford was approved in March 2017 and will open in September 2018. All RFD provision will move to the new Campus and the Coleford Campus will close.

1.3 Students Numbers

The College caters mainly for the 16–18 age group. It also offers higher education up to and including HND, HNC and Foundation Degree levels, NVQ Level 4 and higher apprenticeships.

Course type	Student numbers (16-17)	Proposed fee (18-19)
HND full time	140	£7,875
Foundation Degree Full time	58	£7,875
Honours degree Full time	19	£7,875

HNC part time	126	£3,580
Honours degree part time.	3	£3,990

There are approximately 4,000 full-time and 10,000 part-time students enrolled at Gloucestershire College across all FE and HE programmes.

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.

1.4 HE Partnerships

Gloucestershire College benefits from strategic partnerships with the University of Gloucestershire, the University of the West of England and Birmingham City University to offer a range of qualifications including: Early Years Studies; Health and Complementary Therapies; Therapeutic Counselling; Electronic and Computer Engineering; Health and Social Care, Teacher Training and Film Production.

The Strategic Alliance is a partnership between the University of Gloucestershire, South Gloucestershire and Stroud College (SGS), City of Bath College and Gloucestershire College. The aim is to enhance accessibility and recruitment into Higher Education.

1.5 Curriculum

Our curriculum offer covers 15 subject sector areas grouped into the specialist vocational areas of:

- Arts, Media, Music and Performing Arts
- Business, Administration, Management and Finance
- Catering and Hospitality
- Construction and Building Services
- Counselling and Wellbeing
- Engineering
- ESOL, EFL and CELTA
- Fashion Academy
- Hairdressing, Beauty and Holistic Therapies
- Health, Care and Early Years
- Independent Living
- IT and Computing
- Languages
- Motor Vehicle
- Sport, Public Services and Outdoor Adventure
- Teacher Training and Education
- Travel and Tourism
- Access to Higher Education
- Adult Community and ALDD
- Apprenticeships
- Discover Pathways
- Higher Education
- Recreational and Leisure
- Sixth Form

The College's higher education provision is concentrated in the departments of Arts and Media, Computing, Business, Engineering, Beauty & Holistic Therapies, Education and Training, Health & Social Care, Early Years, Public Services, Construction.

Students are counted according to programme type and funding route

- 16-18 students funded by the Education & Skills Funding Agency
- 16-18 Apprentices funded by the Education & Skills Funding Agency
- 19+ apprentices funding by the Education & Skills Funding Agency
- 19+ adult skills learners funded by the Education & Skills Funding Agency
- Higher Education students
- Overseas students (non-HE)
- Adult leisure learners
- Adult Community Learners

2. GC HE Strategy

The HE vision is grounded within GC's strategic vision and mission, objectives and values for the period 2017 to 2020.

2.1 College Strategic Objectives

1. To **deliver outstanding student outcomes** through high quality teaching, learning, assessment and student support. This is the College's core activity and it embraces the challenges of raising value added, developing maths and English skills amongst students, and new assessment regimes and e-learning.
2. To equip students with the **skills to be successful beyond College**. Entrepreneurship, charity work, fundraising and internships will be embedded into the College curriculum to ensure students develop the wider skills needed to be successful.
3. To deliver an **excellent experience** to students, parents, employers and external stakeholders. The College will extend beyond its existing quality processes to engage more systematically with the needs of key customer groups, and design services that are robust and meet their needs.
4. To engage with and **meet the needs of the College's local community**. The College will build on its strong links with employers and other stakeholders, and continue to ensure it meets the needs of its local community.
5. To be a **viable, sustainable and effective organisation**. The College will implement the next phases of its financial strategy, rationalise and improve its estate, and focus on people and culture to modernise the organisation.

The size and scale of HE at GC is influenced by its history and HE partnerships. The national context informs GC's approach to HE and the local context informs key networks and projects to enable achievement of the vision. GC's approach to HE was reviewed in 2016-17 with the recruitment of a new Head of Higher Education. As a result the vision has been set for the period of 2017-20:

To **EXPAND** HE student numbers through improved internal and external progression and widening participation and to **EXPAND** HE Provision through market-informed curriculum development.

This will be enabled by: boosting the **EXPERIENCE** of students, **EXCELLENCE** of Teaching and Learning, **EVOLVING** a College-based HE culture, **ENHANCING** our visibility and reputation and **EMBEDDING** structures and systems throughout the college.

The Higher Education mission 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.

2.2 HE Strategic Aims 2017-20

Our HE strategy (2017-20) aims to contribute to the college's Strategic Objectives and Values through 6 main aims:

EXPAND

Aim: Grow HE student numbers and HE provision through the creation and implementation of Operational Plans for prescribed and professional HE.

EXCELLENCE

Aim: Review and adapt the GC quality assurance and teaching excellence frameworks to meet requirements for the revised QA operating model (HEFCE) and the UK Quality Code for Higher Education (QAA); Empower ownership of HE quality at strategic, tactical and operational levels within GC.

EXPERIENCE

Aim: Develop a consistent, sustainable and shared model of learner engagement and customer service to enhance student satisfaction and enable student success.

EVOLVE

Aim: Develop a vision for professional development of HE staff and nurture the formation of an HE scholarly culture.

ENHANCE

Aim: Enhance our reputation internally and externally, through identification of our unique selling points for the quality of HE at GC through engagement with local, regional and national stakeholders.

EMBED

Aim: Formally embed HE structures, systems and skills into college academic schools and professional service teams; Support strategy and decision-making through the HE Strategy Group and the HE Practitioner's Group.

3. Proposed Tuition Fees

Higher Education fees	£7,875 £656	for 120 credits per 10 credit module	FT PT
HNC/HND fees	£7,875 £984	for 120 credits per 15 credit module	FT PT
International students HE fees	£9,670		
International students HND fees	£8,190		

4. College Performance across the Student Lifestyle

1.1 Access Arrangements

The areas outlined below are the key priority groups for the College for 2018/19.

- a. Internal progression from level 3 courses including the Access to HE programme to GC and Partner organisations looking at bursaries, recruitment, retention and attainment.
- b. Mature students; The College currently has 46.2% of its HE students who are over the age of 25. The majority of which are studying their first HE programme.
- c. Disabled students; There are currently 3.2% of HE students who have declared a disability.
- d. Ethnicity ; There are currently 11% of full time HE students and 8% of part time HE students from ethnic minority groups
- e. Low participation neighbourhoods; there are currently 17.7% of the Colleges HE students from low participation postcodes. Of the HE learners that live in Gloucester, 22.6% are from a low participation postcode. Of the HE learners that live in rural Forest of Dean area, 25% are from low participation postcodes. Specific funding will be identified to raise awareness and participation rates in these areas.

4.2 Wider Access

- a. School links Key stage 3 and 4 progression to GC and Partners (e.g. Tasters, Chefs Academy, in school workshops)
- b. Engage primary schools in HE aspiration raising.
- c. Employer engagement to attract and engage mature students (Part time) working with collaborative outreach networks and business support to HE programmes and apprenticeships
- d. Access to HE support for mature students returning to HE through additional tutorials.

See Appendix A for examples.

4.3 Consultation with Students

The College has a number of methods that allow student representatives to take part in decision making processes across the College. The HE Student Governor represents on the College Curriculum and Quality Board. There is regular consultation with students through the HE Student Rep Group as well as the College Internal Satisfaction Survey and course feedback surveys. Students are also represented on most College committees and academic board which considers financial issues as part of its remit.

4.4 Working with external schools to raise attainment

We offer activities to raise attainment and opportunity awareness to all 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, and one to one guidance.

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 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.

GC works with numerous primary schools through the Supporting Teaching and Learning in Schools (STLS) provision at GC. Through these primary school relationships GC can help raise children's aspirations and attainment in order to widen participation in HE - for example, introducing them to the concept and vocabulary of HE through quizzes.

5. Access and widening participation Income and expenditure

A bursary for 2017/18 – 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. For some subject areas a proportion of the bursary is specified to fund the purchase of equipment/materials for use throughout the course. We estimate this will cost £80,000. Please see GC OFFA 18/19, table 4a, on Activity expenditure tab. GC propose that this would continue annually.

6. Student Success Expenditure

Students from under-represented backgrounds need extra tutorial/mentoring support to succeed in higher education. The College delivers tutorial/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.

The standard entitlement is for an individual tutorial once per term, but for students from underrepresented backgrounds this is increased to two per term with an opportunity for further mentoring. The College is expecting to have a population of 470 direct funded students in 2017/18.

From 2018/19 – 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 £51,000. Please see GC OFFA 18/19, table 4a, on Activity expenditure tab. GC propose that this would continue annually.

We assume about 20% will come from under-represented backgrounds therefore 94 will be eligible for the extra tutorials and the extra spend amounts to approx. £12,000. This is part of the £169,000 total spend on student success.

7. Collaborative Outreach

The College works with the neighbouring FE Colleges who also offer College Based Higher Education to raise awareness and aspiration of non-traditional HE participants. There is an annual marketing campaign which aims to appeal to those who are having to question very carefully the cost of higher education, so the focus is on staying at home, studying locally and possibly part time. We have assumed that £5000 expenditure is aimed directly at non-traditional participants in HE.

The College also works collaboratively with partner Universities. As the College FE population is the audience the Universities are trying to reach, all the local Universities offer to come in and give talks on finance, the application process and support for personal statements (University of Gloucestershire, UWE). Compact agreements are in place with several universities so that contextualised applications can be made to support an applicant who may not have the entry criteria for a particular course and has genuine reasons why but no further barriers to prevent successful study. The College is therefore involved in a great deal of collaborative work which is funded through the Access Agreement. Much may be being claimed by partner Universities but we see this aspect of our work as best practice in preparing all students with all the information they need for successful application and transition to HE.

8. Financial Support for Students

8.1 Gloucestershire College Scholarship Bursary Scheme

The National Scholarship Programme was important to attract and support students from low income backgrounds. The College introduced a bursary scheme in 2015/16 to continue that support to students from low income households of £16,000 or below, both from internal progressing students and those from elsewhere. In 2018/19 the bursary will be £500 but will be available to students across all years, and will continue to be available to students from households with income of less than £16,000. It is estimated that this will cost approx. £47,000.

8.2 Gloucestershire College Progression Bursary Scheme for UK/EU Students

The College has identified the need to attract more of its own level 3 students to its higher education courses. Progression in 2011/12 from full time level 3 to level 4 (HE) was 33%, with 15% to the College's own Higher Education courses. Similarly progression from level 3 Apprenticeships to Higher Education at 4% presents an opportunity to attract more learners from this non- traditional area.

Improving our progression statistics into higher education is the focus of the College's widening participation activities. In order to support progression for 2017/18 – 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. For some subject areas a proportion of the bursary is specified to fund the purchase of equipment/materials for use throughout the course. From 2018/19 – All existing 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. .

9. Progression to Employment

The College has a very strong careers provision. However the service is being improved to support the progression of HE students into employment. This is to be done by the development of a dedicated work placement team, making support for securing work placement more systematic. The College determines that the funding of the HE work of this team is £5,000.

10. Supporting Students with Disabilities and /or Mental Health Problems

For 2016/17 there were some changes to the way the Disability Support Allowance is being managed. The College is budgeting to fund extra support activities at £12,000 which previously would have been covered by DSA. This is being funded through the Student Opportunity Fund.

11. Support for Part time students

In keeping with the national picture, the College has experienced a continued reduction in mature and part time students' recruitment. This Agreement reflects the College's commitment to providing a range of part time higher education course which support the widening participation agenda through flexible study patterns and multiple enrolment points throughout the year. As a member of the Mixed Economy Group the College has contributed to that group's research as well as that of University UK on the decline of part time student numbers.

The College's Access to Higher Education programme attracts approximately 150 new students each year and offers the opportunity for local adults to develop those knowledge and skills to facilitate progress to higher education. This provision continues for 2017– 2018 and can accommodate increased numbers to provide a route to the College's increased HE portfolio. The College also runs a Foundation Access programme for students wishing to enrol on an access programme but without the necessary entry requirements.

12. Specific activities funded

- 12.1 “Chefs Academy” is an interactive cooking initiative set up by the hospitality department at Gloucestershire College. GC works with schools demonstrating, to groups, how cooking can be interesting, great fun and something anyone can do and highlighting the opportunities for further study at FE and HE levels. The College have been nationally recognised for the work done with getting younger learners to cook and eat healthily.
- 12.2 HE and Professional Open Evenings - specific events to raise awareness of the HE and professional offer and how GC can support a learner to achieve their ambitions.
- 12.3 Information and Guidance Sessions for progressing and new learners at the multiple College Open Evenings annually.
- 12.4 Parent Information Evenings – specifically for parents of learners progressing from BTEC and A Levels.
- 12.5 School of Arts and Media school visits – HE Leads form Arts and Media raising awareness of progression opportunities in to HE.

13. Targets and Milestones

Targets	Measurable outcome	Milestones
1) Students from disadvantaged backgrounds and low participation neighbourhoods (inc white males)	3% increase each year in recruitment of students from disadvantaged back grounds and low participation backgrounds	See table 7a
2) Internal progression from level 3	3% increase each year in students from Gloscol level 3 programmes progressing to Higher education	See table 7a
3) Improved outcomes for BME students	5% improvement in success rates over 3 years	See table 7a
4) Supporting part time students in Higher education	5% year on year improvement in recruitment for part time students for 2 years	See table 7a

14. Monitoring and evaluation arrangements

Monitoring oversight of this access agreement is the responsibility of the Deputy Principal and Chief Executive and Head of Higher education. These senior managers also have formal responsibility for ensuring the delivery of the Agreement.

The College has established an Access Agreement Monitoring Group. This group includes representation from the Equality Assurance Group to ensure that there is a good fit between the access and Equality and Diversity strategies. Data relating to actual spend and participation in access and outreach activities is considered to evaluate their success and value for

money. Data relating to spend on bursaries is considered with, for example, data on retention. 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.

15. Equality and Diversity

The College complies with the Equality Act 2010 and this is overseen by the E&D and Safeguarding Committee, headed up by Sue Steed, a College vice principal and with a number of cross-College members.

16. Information for prospective 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 College commits to providing timely and accurate information to UCAS.

Appendix 1

EXAMPLES OF COLLEGE WIDENING PARTICIPATION ACTIVITY

These activities cover the student lifecycle from long term preparation for and entry to higher education to graduation and progression to further study or employment.

The cycle includes; Schools liaison events and competitions, the pre-access programme, the Access to HE programme, study support on-programme through to graduating events and progressing to employment or post-graduate study. Examples of some of the activities undertaken are as follows.

Pre Entry

- Attendance at Year 9 / Year 11 options and parents evenings in schools around the county to raise awareness of educational pathways to HE, apprenticeships, and employment.
- Delivery of career-related curriculum days in local schools years 8-11 including HE progression.
- In school application support, group sessions, and 1 to 1 advice on options for pupils

- Offers are made based on meeting the standard entry requirements via centralised admissions, or where relevant experience can be evidenced they are referred to curriculum.
- Student Support for mature applicants returning to education (so they are ready for HE), those progressing from FE to HE, internal and external pathways.
- Open days and evenings that cover all the College's provision – encouraging all markets to attend HE- specific Open Events
- School specific HE events giving the opportunity for potential FE applicants to find out about higher education.
- Impartial information, advice and guidance on suitable career and course journeys provided through student services including one-to-one appointments, open events, and drop in.
- Assistance with UCAS apply / personal statements
- Assistance with SFE applications
- Assistance finding suitable accommodation

On Course Retention and Success

- Curriculum tutorial support through a tutorial system to support retention and progression.
- Dedicated Learning Resource Centres providing digital and academic study skills workshops.
- One to one sessions for study skills for strategies to enhance grades in addition to extra support to get back on track and complete.
- Provide a series of group sessions linked in with curriculum planning thus ensuring career and employability objectives are covered and progression options are highlighted
- Financial support via a variety of bursaries and grants (e.g. support for FE students to complete studies and progress to HE: Transport, Accommodation and Childcare)
- Financial assistance for those HE learners who experience financial difficulty.
- Assistance with UCAS applications/personal statements.
- Assistance with funding applications
- Careers and Industry Week as part of key graduate skills development and Employability

Progression Planning to Further Study or Employment.

- Inspirational talks delivered to Level 3 FE students by external speakers to encourage progression to HE
- Group and one-to-one support for all students, whether moving onto Higher Education from FE or Apprenticeships, or from HE to Post Graduate study options,
- A focus on employability skills, to enhance CVs and applications making students competitive in the employment market.
- Employer/Industry/alumni based talks and industrial visits
- Mock Interviews as part of group tutorials.
- Continued Careers support

Table 7 - Targets and milestones

Institution name: Gloucestershire College

Institution UKPRN: 10002696

Table 7a - 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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR2) (Young, full-time, first degree entrants)	Currently 13% of HE students come from low participation neighbourhoods	No	2015-16	13%	15%	16%	17%	17%		
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%	17%	18%	18%	19%		
T16a_03	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Improved success rates for BME students	No	2015-16	n/a	n/a	n/a	n/a	n/a		Accurate success rate information will be collected for all BME students and this information will be used to set a baseline and then target % for improvement.
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%	75%	75%	75%		
T16a_05	access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR2) (Young, full-time, first degree entrants)	To increase participation in rural areas where some rural participation is as low as 3.5%.	No	2015-16	3.5%	5%	5.5%	6%	6.5%		

Table 7b - 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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Other/Multiple stages	Part-time	Other (please give details in the next column)	Support for the recruitment of part time students after a number of years of reductions	No	2015-16	215	230	240	245	250		
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	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	30		

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.