



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Gloucestershire College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

Gloucestershire College's ambition and strategy as detailed in the 2019-20 access and participation plan:

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.

The college continues to predominantly attract 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.

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).

Our strategy includes work as a partner 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.

We continue to monitor and evaluate the proportions of our FE learners from underrepresented groups enrolling on Higher Education courses nationally as we recognise that our activities may not always result in these learners attending our own HE courses but may increase participation nationally.

The college strategy includes developing a range of activities that specifically targeted those from low participation areas, particularly by working to encourage internal progression from our further education learners.

These activities 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: These events are 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.

The college is also committed to improve the retention and attainment of underrepresented groups. The college strategy has been to work to the strengths of being a small HE provider and utilise close monitoring and implementation of support strategies to support individual need. These activities are key in closing the small number of gaps identified for some underrepresented groups in the college. These activities included:

progression bursary  
study support sessions  
counselling support  
access to learning support  
extra mentoring support

The college is also focused upon improving our collection and analysis of destinations information for different student groups and to increase student engagement in the development and evaluation of our access and participation activities.

Our specific ambitions include:

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

Develop our data source for the monitoring of Care Leavers.

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

To improve the analysis of our progression data

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Gloucestershire College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Gloucestershire College's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018 19 milestone	2019 20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Currently 13% of HE students come from low participation neighbourhoods	2015-16	13%	16%	17%	Percentage	2019-20	17	Expected progress
T16a_02 (Access)	Increase internal progression from level 3 programmes	2015-16	15%	18%	18%	Percentage	2019-20	21	Expected progress
T16a_03 (Student success)	Improved success rates for BME students	2016-17	78%	83%	85%	Percentage	2019-20	79	Limited progress
T16a_04 (Progression)	Improved progression to employment or postgraduate study.	2015-16	65%	75%	80%	Percentage	2016-17	66	Expected progress
T16a_05 (Access)	To increase participation in rural areas where some rural participation is as low as 3.5%.	2015-16	3.5%	5.5%	6%	Percentage	2019-20	3	No progress
T16a_06 (Success)	improved success rates for disabled students/learning difficulty	2016-17	73%	77%	80%	Percentage	2019-20	77	Limited progress
T16a_07 (Success)	Improve retention rates of those 24+	2016-17	84%	86%	88%	Percentage	2019-20	88	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018 19 milestone	2019 20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Support for the recruitment of part time students after a number of years of reductions	2015-16	215	240	245	Headcount	2019-20	206	No progress
T16b_02 (Access)	The College aims to work with 10 Primary Schools	2015-16	10	10	10	Other	2019-20	10	Expected progress
T16b_03 (Access)	The College aims to work with 30 Secondary Schools	2015-16	30	30	30	Other	2019-20	30	Expected progress
T16b_04 (Access)	Increase the number of trained FE mentors	2017-18	2	3	4	Headcount	2019-20	4	Expected progress
T16b_05 (Access)	Improve percentage of 17 and 18 year olds achieving GCSE English or maths grade 9-4 (A-C)	2016-17	22%	23%	24%	Percentage	2019-20	30	Expected progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019 20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£5,349.00	£4,917.00	-8%
Financial Support	£21,700.00	£14,055.00	-35%

### 4. Action plan

Where progress was less than expected Gloucestershire College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	As outlined in the 2020/2024 plan we will continue to develop this individualised approach to support.
T16a_05	Introduction of Forest Campus Growth group to specifically focus upon activities that will increase numbers of students from Forest postcodes. Further work focused upon raising aspirations with level 2 and 3 learners and parental communications relating to HE and finance. Developing Forest based blended Access to HE course in order to provide opportunities to encourage students to consider HE
T16a_06	As outlined in the 2020/2024 plan we will continue to develop this individualised approach to support.
T16b_01	Increased marketing focus upon the benefit of the part time offer. Targets related to IOT growth include the part time offer in Engineering and Cyber.

## 5. Confirmation

Gloucestershire College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Gloucestershire College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Matthew Burgess
Position	Principal

## Annex A: Commentary on progress against targets

Gloucestershire College's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
We have seen improved success rates for BME learners. There has been ongoing improvements in the pass rates for these students (and these are currently 5% higher pass rates for other learners) but success has not improved at the same rates due to a slight change in retention rates in 2019/20, this reflects the withdrawal of 3 BME learners in very specific circumstances in this academic year. We have, therefore, not met the milestone target set for 2019/20 - this does, however, relate to data of 19 learners where 3 withdrawals has a significant impact on % rates.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have developed the red flagged process at each in-year exam board with an increased emphasis on individualised action plans

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
This has been a spikey profile with increases between 2018/9 and 2019/20 but not meeting the milestones targeted. We have met the commitments in our plan in relation to specific access work focused upon the progression of our learners from these rural areas. We have been successful in increasing the % of learners from low participation areas but have not seen the same impact with those from rural areas, some of this is a result of the decline in level 3 numbers at the Forest campus, which is the campus where most of our learners with rural postcodes attend.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Working alongside the GAP project we did initiate some focused work with the learners at our Forest of Dean campus. These included working closely with Computing, Art, Health and Social Care and Business students. The learners had 121 careers time with independent GAP advisor and a series of intervention activities with HE focus.

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
We have seen improved success rates for disabled learners as a direct result of improving retention as outlined as a commitment in our plan. The wider support and availability of onsite counselling has had an impact. We have, however, not met the milestone target set for 2019/20



Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have developed the red flagged process at each in-year exam board with an increased emphasis on individualised action plans

**Target reference number: T16b\_01**

How have you met the commitments in your plan related to this target?

We did see an small increase in numbers in 2018/9 but this dropped back in 2019/20. We have continued to market, as per the commitments in the plan, but these courses but have not attracted the learners in the same numbers since the fee increases for HNC/Ds as Government grants towards the fees were reduced and the changes to teacher training requirements in FE

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have continued to market, as per the commitments in the plan.

## Annex B: Optional commentary on targets

Gloucestershire College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16b_01	There has been some impact upon recruitment in Engineering and Construction part time as a result of Covid.
T16b_02	number of schools
T16b_03	number of schools
T16b_04	
T16b_05	