

Annex A - 2019-20 access and participation plan provider template

**West Nottinghamshire College
2019-20 access and participation plan**

Assessment of current performance

It is noteworthy that this is the first year that we have entered into UCAS. Therefore, we do not currently have a full cycle of UCAS data, and we do not have access to HESA data. The following is an assessment of our current performance in relation to the student lifecycle.

The assessment will focus on the following identified underrepresented groups where there are gaps in access; success and progression:

- students from areas of low higher education participation, low household income and/or low socioeconomic status
- students of particular ethnicities
- mature students
- disabled students
- carers and students estranged from their families

Mature students

The College has consistently enrolled approximately 400 Higher Education students. The college has seen a steady increase in the number of mature students apply to a higher education course at the college. Mature learners make up approximately 60% of the College's student population. The College's current widening participation strategy has been successful in encouraging mature learners to access the College's courses and will continue to look to increase these further, by offering flexible/bite-size courses and using blended/online approaches. The pedagogical approach of offering a part time route for courses continues to be a focus as outlined in our current Access agreement.

Mature learners also have comparable results in relation to success to students under 25 years of age. Mature learners attain 58% high grades (1st/2i) in comparison to 58.7% - students under 25 years old.

The TEF metrics 2017 show a positive flag for mature student continuation rate (89.6%), and for progression into employment or further study (97.9%). Progression into highly skilled employment or study is above the college average (69.8% compared with 66.7% college average).

Students from areas of low higher education participation, low household income and/or low socioeconomic status

The main underrepresented group at the College is students from areas of low higher education participation, low household income and/or low socioeconomic status (47% of the student body). Current 18/19 applications indicate a similar percentage from this underrepresented group, though we will analyse the data further when we have completed the full recruitment cycle. Therefore, the College needs to continue to focus on Those from DANCOP/POLAR 3 target wards and those who will be 'first in family' to undertake higher education.

The College continues to ensure that there is no disparity in relation to student performance during and after the completion of their higher education course. We are well aware that there continues to be large differences in the performance of students from different POLAR quintiles, and that nationally disadvantaged students are more likely to leave their course of study after one year (HEFCE,2017).

The College is part of the DANCOP (Derbyshire and Nottinghamshire Collaborative Outreach Programme) and has a DANCOP Hub based at the College. This consortium covers wards in or near some of the most deprived local authorities nationally. According to the 2010 Indices, the East Midlands is the fourth most deprived region, including 7% of the 20% most deprived areas in the country, with Mansfield being the most deprived in the region for Education, Skills and Training.

The key performance indicator will be progression to HE from the POLAR 3 Q1 gaps areas. We will seek to increase this by two percentage points per year collectively across the Derbyshire and Nottinghamshire gaps areas. We are yet to have EMREP data HEFCE to establish if these targets have been met, though the following is an analysis of our performance in relation to students from low social economic backgrounds using our internal data.

When analysing performance, the number of students from low socio economic backgrounds attaining high grades (1st/2i) has improved significantly 57.7% 16/17 in comparison to 42.8% in 15/16. However, when analysing success, students from low social economic backgrounds is lower in comparison to students from a higher social economic backgrounds: High grades: low social economic backgrounds: 57.7% compared to 59%. Related to retention, students from a low social economic background is 0.8% lower in comparison to students from a higher social economic background. However, it is noteworthy that students from a low social economic background has improved by 6.5% (16/17 compared to 15/16). In relation to success (course completion), in 16/17 97% of students from low social economic backgrounds completed the course which is 6.9% higher than the previous year.

Therefore, the focus on the improvement in pastoral support for this group, and the dedicated study skill support has had a positive impact on retention/continuation and success. The College will continue to focus on ensuring that there is not a disparity of performance in relation to students from different socio economic backgrounds.

In relation to student destination, The TEF metrics 2017 show a continuation rate of 84.3%, and a positive flag for IMD quintiles 1 or 2 for progression into employment or further study (97.2%). However, for POLAR quintiles 1-2, there remains a negative variance against the college average on continuation and progression into employment/highly skilled employment which the college's plan seeks to address. HEFCE (2017) data has shown that that learners from disadvantaged background are less likely to be in professional

employment in comparison to non-disadvantaged students. The College will continue to monitor this data which will be supported by the College's first UCAS cycle.

Intersection Analysis

The College internal data shows that ethnic minority groups from a low socio economic status perform less well in comparison to white British students with a low socio economic status. Students achieving High grades from ethnic minority groups with a low social economic status is 27.3% in comparison to 60.1% for white British students with a low socio economic status. Furthermore, achievement is 6.2% lower for ethnic groups with a low social economic status in comparison to white British students from a low socio economic status.

Though is noteworthy that only 10 students were categorised as from an ethnic group and a low social economic status, compared to 134 white British students with a low socio economic status.

Mature students with a low socio economic status, have similar success and performance in comparison to mature students not with a low socio economic status: Achievement is 2% lower for mature students from a low socio economic status; retention and high grades is 3% lower.

Unfortunately our internal data does not allow the analysis of male/female comparison in relation to socio economic status.

Disabled students

The College has a dedicated team to support those with a declared disability. The number of learners that have a disability is relatively low, 17% in 16/17 and 18% in 17/18. The number of applicants declaring a disability to date has increased to 20% for the 18/19 academic year. Success for learners with a disability has improved substantially over the last three years. The number of students attaining high grades has improved by 21%, though there was a decline of 11.1% when comparing 15/16 and 16/17 data (though the number of learners is relatively low: 16 and 18 students respectively). However, there is still a disparity in relation to students declaring no disability, as there is a 30.6% gap in relation to high grade attainment in the 16/17 academic year (though the number of student with a disability is low in comparison). Furthermore, although achievement (course completion) of learners with a disability is good (90% in 16/17), it is 7.2% lower than lower than students with no declared disability. In relation to retention, students declaring a disability is 95% which is 0.03% increase in comparison to 15/16, though is 2.2% lower than students not declaring a disability.

In relation to student destination (16/17), students with a disability: 46% progressed to Higher Education courses; 23% to employment; 7% to Further Education; 7% Unemployment; 17% no response/other. In comparison, students with no declared disability: progressed to Higher Education courses: 33%; 35% to employment; 3% to Further Education; 4% unemployment and 25% no response/other. Therefore, there is no large 'gap' for students with a disability attaining a positive destination.

From analysing the data the College's current systems it has in place including pastoral and study skill support, has had a positive impact and we will continue to adopt this strategy moving forward.

Students of Particular Ethnicities

The office for National Statistics ranks Mansfield as having low ethnic diversity amongst its population, with almost 97% of the population being White British, compared to the England and Wales average of 87.5%. Mansfield Council Figures from the 2001 census also reveal that no ethnic minority group makes up more than 1% of its total population of over 98,000. When analysing our own application data, the number of applicants from ethnic minorities is as follows: 4% in 16/17; 5% in 17/18 and to date applications for 18/19 is 2% (though we are yet to complete our application cycle). All the learners that applied to the College enrolled onto a course over the past three years.

In 15/16 there was a decline in success rates for ethnic minority learners 83.3% compared to 95.2% in 14/15. However, achievement (course completion) was 100% in 16/17 based on 13 students classed as being from an ethnic minority. Furthermore, 30.8% of ethnic minority learners in 16/17 attained high grades though this is 31.4% lower than White British students (* though the number of ethnic minority students is very low in comparison to White British students). This is mirrored by HEFCE data which indicates that black students are between six and 28 percentage points less likely than white students to get a higher classification degree, while Asian students are between three and 17 percentage points less likely.

In relation to student destinations (internal college data 16-17), 36% progressed to other Higher Education courses, 21% progressed into employment; 14% unemployment and 29% no response. In comparison to White British, where 34% progressed to other Higher Education courses, 35% into employment; 4% unemployment; 3% to Further Education and 24% had no response. Therefore, there are no large gaps in relation to ethnicity (* the number of ethnic minority learners is relatively low).

The analysis of this underrepresented group does indicate a gap in relation to access (students numbers) though this is reflected in the area's ethnic minority profile. Student 'success' and progression in relation to the student lifecycle is improving and there is not a large gap in relation to other ethnic groups (though the College will continue to monitor and ensure the gap closes further in the future).

Carers and students estranged from their families

In relation to the underrepresented group carers, there has only been two students classed as carers in the last two years and one learner classed as estranged from family. This is mirrored nationally, where students who have been in care continue to be significantly underrepresented in higher education. Data from the DFE (2017) indicates that only about 6.1 per cent of all care leavers between the ages of 19-21 were in higher education in 2017. The College will continue to promote internal/external progression to HE, to students classed as carers and students estranged from their families.

Ambition and strategy

West Nottinghamshire College is a general further education college (GFE) located in Mansfield. Its main campus has benefitted from a £24 million capital programme, culminating in the £6 million Vision University Centre which opened in October 2016. HE courses in Engineering are also delivered at the college's Oddicroft Lane campus which opened in 2015.

HE represents 5.2% of the college's current turnover, with around 470 HE students. The College has ambitious plans for growth in HE and higher level skills which align with both national and regional (LEP) strategies. The College's ambitious growth targets in HE have been developed because of a recognised local need to grow higher level skills to serve our local communities and the local economy, including the need to ensure that graduates are retained within the East Midlands region. Key areas identified for growth include leadership and management, health & care, and STEM based subjects. For HE alone, the ambition is to grow HE student numbers to 680 by 2020. Students study on both full and part-time courses, and the College is working to develop a range of Higher Apprenticeship models which will support those in employment as well as younger students.

According to the 2010 Indices, the East Midlands is the fourth most deprived region, including 7% of the 20% most deprived areas in the country. The Mansfield District is one of contrast, comprising the rural Meden Valley and the former mining communities situated in Mansfield Woodhouse, Warsop and Forest Town. The district has several areas of social need and five ward areas fall within the serious social need category. While the level of cohesion within North Nottinghamshire is mixed, Mansfield is ranked amongst the most deprived districts regionally, in particular for both education, skills & training and employment.

It is in this context that the College has developed its HE and Higher Level Skills Strategy 2016-2019, which identifies the following key objectives:

1. To continue to broaden and widen access to, and participation in, higher level provision in Mansfield and Ashfield, subject to government priorities and alternative funding.
2. To build on the college-wide HE ethos and culture to develop a consistent and high quality student learning experience for all higher level skills provision.
3. To build on the employer-led culture in employer engagement to ensure employer involvement in both quality assurance and the student experience.
4. To review and enhance local, regional and national partnerships and networks, with partner universities, employers, colleges, schools, other educational providers, and other agencies to increase participation in higher level provision.

In particular, the College recognises the need to build aspiration locally, building 'pipelines for progression' for apprentices, local school students, internal progressors and employers.

To do this, the College recognises the need to invest in resources to create robust vocational pathways into HE, and to target areas of low participation, both geographic and sector-related, in order to address the long-standing low engagement with HE and support local economic development, as outlined above.

To meet these targets and the College's commitment to its local communities, the College recognises the need to extend and develop the range of its HE offer, and at the same time to work with key stakeholders (employers, schools, other community-based organisations) to improve aspirations in terms of HE study. Thus, for example, the College has been proactive in supporting the Derbyshire and Nottinghamshire Collaborative Outreach project (DANCOP), led by the University of Derby, and enabling the location of a DANCOP Hub at the college to support targeting of local wards in the project's aims.

We consider that our partnership with DANCOP and related funding will be key in our widening participation strategy, as their objectives and ours aligns in relation to improving student progression to HE from the POLAR 3 Q1 gaps areas, and DANCOP's following objectives:

1. Raising learners' motivation to work hard and their understanding of the importance of education in their future
2. Equipping learners to plan for progression and make appropriate choices for post-16 study and HE
3. Promoting activities to raise attainment

Therefore, the college will continue to work with local schools in POLAR target wards areas to meet both DANCOP and our own access and participation targets.

The College's assessment of its current performance in relation to widening participation which has been outlined in our 18-19 Access Agreement, has identified that the following areas need to be developed further at each stage of the student lifecycle:

Access

-Improving the number of students from areas of low higher education participation, low household income and/or low socioeconomic status, that apply and enrol to a higher education course (including students who are the first in their family to go to university).

Success

- Removing the disparity between students' performance from areas of low higher education participation, low household income and/or low socioeconomic status, compared to students from high social economic groups. Including the improvement of both student continuation; and student success (measured by the attainment of high grades (1st/2i) and course completion).

Progression

-Improving the employability skills and therefore the destinations of students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds.

Monitoring and Evaluation

The range of both quantitative and qualitative data which the college plans to use will inform the annual monitoring process and rolling action planning, and enable in-year as well as end-of-year evaluation of practice. The college sees the use of student feedback as particularly effective with regard to in-year changes, for example, to study skills activity.

The college will introduce bursaries for the first time in 2018-19, and has planned to target this to support semester two retention. Continuation data will therefore be available at the end of the 2018-19 academic year, together with additional data on student engagement, and will inform modifications to the bursary scheme for 2019-20 as part of the annual monitoring process, as well as reporting to OfS. At this point however, as we have no baseline data, the college has assumed positive impact of bursary activity, and projected steady state increase.

The Director of Learning and Innovation will report on progress to the Deputy Principal, and will provide formal reports, including the annual Self-Evaluation Document, to the College's HE Academic Standards Committee (which in turn reports to the Standards Committee, a sub-committee of the governing body) on progress against targets, including student intake and retention, and on widening participation activities against the identified cohorts.

At strategic level, the impact of the fee policy and identified activity will be monitored against the HE & HLS Strategy. Widening access plans will be monitored through the HE Curriculum Review process, and the HE & HLS Steering Group.

Evaluation of the effectiveness of activity will be included in the College's normal reporting structures as outlined above, and will draw on the following data:

- tracking of student progress for students in receipt of bursaries (recruitment, retention, achievement, high grades), including through HE Curriculum Reviews, held twice a year
- the college will use learner analytics to identify students engagement(academic and work related and enrichment activities)
- student focus group activity: impact of IAG, impact of study skills support
- regular meetings with student representatives who formed part of the access and participation plan consultation. The college has in place a well-established approach to student voice activity, led through the central HE team, including a range of mechanisms to capture student feedback. As indicated above, the college will meet with student representatives to gain feedback on the implementation of the access and participation plan and will organise focus groups to monitor impact of specific activity across cohorts.

- There is also student representation at the college's HE Academic Standards Committee and at Standards Committee which formally consider HE data, annual monitoring and action planning.
- employer focus group activity: impact of employability hub and students performance on placements and related activity
- analysis of EMWREP and internal data to identify performance indicators

Equality and Diversity

The Vice-Principal: Communications, Engagement and Student Experience has oversight of the College's Equality and Diversity scheme which sets out the College's approach to ensuring inclusion and success for all learners from the communities it serves. This Access and Participation Plan has been written in line with requirements of the Equality Act 2010. This act introduced a new single public sector duty for people who share the following protected characteristics:

Age

Disability

Gender reassignment

Marriage/civil partnerships

Pregnancy and maternity

Race

Religion and belief

Sex

Sexual orientation

In fulfilling our duty under the Act we may have to treat some people more favourably than others. The strategy in the Access and Participation Plan supports the College's Equality and Diversity Strategy to address disadvantage or under representation. This includes the following underrepresented groups:

- students from areas of low higher education participation, low household income and/or low socioeconomic status (potentially all protected characteristics)
- students of particular ethnicities (protected characteristic: Race)
- mature students (protected characteristic: Age)
- disabled students (protected characteristic: Disability)

The College's vision is rooted in the belief that the College has a role to play in addressing disadvantage and or under representation, and in so doing improving the life chances of individuals and the prosperity of the whole community. The College monitors its equality and diversity management and procedures through the equality and diversity steering group which is chaired by the Principal with representation from across the College and corporation board. The steering group will ensure that this Access and Participation Plan and associated activity is in line with the College's policies and procedures.

The annual monitoring process for HE currently captures data on achievement gaps in terms of gender, disability and ethnicity, as well as mode of study. The college will seek to identify mechanisms for tracking and reporting on achievement of students in receipt of bursaries (e.g. via EMWREP).

Consultation with Students

Discussion on the Access and Participation Plan has taken place with the College's HE students representatives who are from a wide range of backgrounds. The students agreed that our proposals would improve all aspects of the student lifecycle in relation to the identified underrepresented groups. We have ensured that we have reflected on their feedback and proposals and included them in the Access and Participation Plan. We plan to meet with learners in the Autumn term who represent our new 'student body' to gather further feedback.

Access, student success and progression measures

The following is an overview of the activities and support measures the college will undertake to achieve the following objectives and priorities:

1. Removing the disparity between students' performance from areas of low higher education participation, low household income and/or low socioeconomic status compared to students from high social economic groups. Including the improvement of both student continuation; and student success (measured by the attainment of high grades (1st/2i) and course completion).

2. Improving the number of students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds, that apply and enrol to a higher education course (including students who are the first in their family to go to university)

We understand the challenges potential students face, as a College we are determined to remove these barriers and close the gap and ensure equality of opportunity regardless of background, and enable all learners to reach their full potential.

As confirmed by HEFCE from data received from HESA (2017), the proportion of students whose parents did not attend university has grown recently. In 2011-12, 46 per cent of the entrant population, with known parental education data, did not have any parents or guardians with an HE qualification, but by 2014-15 this had increased to 50 per cent, though this can be improved further.

However, there is a clear correlation of parental education and POLAR classification, with a higher proportion of disadvantaged students being first generation students.

We therefore propose to offer a 'First in the Family/Generation' scheme which will be available to college/school students studying and living in the Mansfield and Ashfield area. The scheme will provide a complete support package including: financial, professional and personal support throughout their studies at the College.

Programme eligibility

- Neither the student's parent(s) or guardian(s) have attended university and obtained an undergraduate degree or equivalent level qualification in the UK or abroad
- They are a Home (UK) student, or expect to be by the time you apply for higher education

We will prioritise learners from the following backgrounds:

- Applicants who are, or have been, looked after by their Local Authority.
- Applicants who are estranged from their families.

- Mature learners
- Applications who live in a 'low participation' neighbourhood. Priority will be for those in the lowest POLAR3 young participation quintile).

The programme/scheme will consist of the following:

- Access to pre-entry guidance to support university application, including guidance on access to funding (including support with completing the related documentation/application)
- Peer mentorship from students with similar life experience from the College
- Opportunity to meet/communicate with Alumni with similar backgrounds
- Mentoring from our dedicated Study Skills Mentors
- Mentoring from local employers in the students' chosen sector
- A place on the College's summer school, which includes study skill support and will offer transitional Summer School workshops to support continuation and attainment
- Team building/social event to support the transition to College that builds confidence and self-belief (to be delivered in the first couple of weeks at the College)
- A First in the Family bursary of £500 per academic year, and will be payable in February to support retention into semester two.

The College believes that the bursary will support the motivation of students and reduce the number of students who withdraw from the course during the February period, and therefore support continuation. Historically, February is a period where students can often feel demotivated due to the assessment period coupled with the pressure of supporting themselves financially via part time employment. Furthermore, the lack of parental support to re-motivate learners can also be apparent with some learners from a disadvantaged background. This is mirrored by OFFA data 2017 which shows that disadvantaged students have higher non-continuation rates, which in 2014-15 was 9%, compared to 5% for the most advantaged students

We anticipate that a large proportion of these students will be based within the College, so we will promote the scheme to all our Further Education students via the College tutorial system (with a particular focus on Level 2 learners, to raise aspiration before they enrol on to a level 3 programme). Furthermore, we will work with DANCOP to disseminate the scheme to local Schools e.g. parent information evenings.

We will continue to offer targeted 1-1 study skills support for students from a low social economic background to ensure they are supported to attain high grades. We will use learner analytics to establish trends of non-engagement of academic and student experience activities to ensure that we are pro-active not reactive to potential retention/continuation problems. We believe this will improve the following:

- retention
- increase a sense of belonging within the course community
- improve attainment

We will continue our journey in HE scholarship which started via the AOC HE Scholarship Programme which has contributed to an improvement in high grades (58.3% in 17-18 in comparison to 46.7% in 16-17). The HE Scholarship Project is informed by Boyer's influential conceptualisation of four scholarships (Boyer, 1990).

We therefore view this as both an opportunity to improve academic performance and the application of theory in the field to real world problems. We envisage that this aspect will work in synergy with the proposed 'Employer Hub', and therefore the new manager for this area will also drive the HE scholarship agenda.

We will set ambitious targets to all our curriculum areas in relation to the performance of students from low economic groups. We will use Progress Review boards to monitor student from low social economic groups on an ongoing basis against these ambitious targets.

3.Improving the employability skills and therefore the destinations of students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds.

Internal analysis has shown that we have made improvements in positive destinations of student from a low social economic background, though we still need to improve this further.

It is therefore proposed that the College establishes an 'Employer Hub', which would enable the College to respond coherently and cost-effectively to its Access and Participation agreement.

The aim would be to establish a more visible Employer Hub within the University Centre, offering a one-stop shop to both employers and students in terms of work-related learning, employability skills, opportunities for employers through HE & professional courses, student projects/live briefs and graduate recruitment.

The main cost of this activity would be in creating an additional post at manager level to lead on the creation of the Hub and its activity; further support could be made available through the existing HE team as required.

Key activity in order to respond to external drivers would be as follows:

1. Activity to promote graduate level employment.

Activity would be two-pronged:

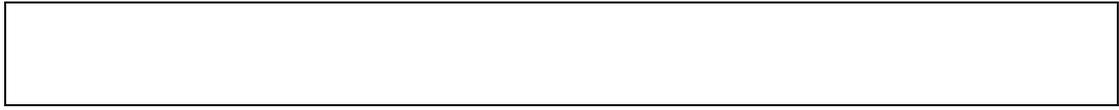
- Work with students to raise aspirations in terms of career progression, and preparation for more demanding selection processes
- Messaging to employers which highlights the benefits of employing graduates, and strategies to support recruitment of our graduates

2. Centralised coordination of HE work-related learning/employer engagement

Activity would be three-pronged:

- Monitoring and checking of work-related learning, and provision of key information to employers and students
 - Promotion of the benefits of placements, live briefs and work-related activity to employers
 - Engagement of employers in course evaluation and development activity
3. Liaison with NTU/master classes and insight sessions

To grow our offer of master classes and insight session in partnership with Nottingham Trent University. These sessions enhance student experience through employer input into courses and enable employer engagement in terms of course evaluation.



Investment

Fees and fee income

The college proposes charging the following tuition fees for students:

All full time courses (regardless of level and awarding partner) will have a maximum fee of £7,000 per annum.

All part time courses (regardless of level and awarding partner) will have a maximum fee of £3,610 per annum.

Based on current projections for first year students, this will generate an additional fee income of: £276,035

We intend to spend funding on widening participation activity in the following ways:

Access:

Bursaries

37.4% (£103,100) on First in the Generation bursaries at £500.

- The vast majority of these students will be from DANCOP/POLAR target wards
- Those who will be first in family to undertake higher education
- Mature learners

Access:

16.3% (£44,935) on Access activity. The college will maintain its commitment to outreach activity and marketing communications and events, but recognises the need to support growth in the student population from under-represented groups.

We will use the resource to:

- deliver activity which focuses on a whole-family approach, engaging parents/carers in progression where possible.
- deliver bespoke subject-related sessions for schools and internal progressors, which will be embedded in the widening access plans as indicated above, and which will aim to support attainment at level 3, as well as aspiration/progression.
- ensure that college-led activities align with, and add value to, DANCOP-led activity with local schools. The location of a DANCOP Hub at the college means that the college is redrawing its outreach activity to ensure synergies (rather than overlap) with DANCOP activity.

Success

24.6% (£68,000) Study skills support: as numbers increase, it will be critical to ensure that current access to study skills is maintained in order to maintain current levels of retention, and to sustain our journey on enabling achievement of higher grades. Our data suggests a higher uptake of students from low economic backgrounds, therefore the pre-course and transitional activity and related promotion (e.g. summer school) is critical for non-traditional students- 'First in family/ generation'.

Progression

21.7% (£60,000) Creation of an 'Employability Hub'. It is proposed that the £42,000 committed to additional activity should be used to establish an 'Employer Hub', which would enable the college to respond coherently and cost-effectively to its Access and Participation agreement. The main cost of this activity would be in creating an additional post at manager level to lead on the creation of the Hub and its activity and HE Scholarship within the College; further support will be made available through the existing HE team as required.

Investment to Funding beyond that identified in the Access and Participation Plan

College Bursary

£42,000-The college will also continue to support learners via the HE Discretionary Fund. This is a discretionary fund to help HE students who need short-term support to remain on their course. Students who meet the criteria may apply for additional help from the College's HE Discretionary Fund for help with costs such as childcare, travel, materials and resources. Payments from the fund will usually be in the form of non-repayable grants.

Access

£63,189- The college will continue to support the success of students through our dedicated Advice and Guidance team. The college will offer IAG to ensure that all students continue to receive the individualised guidance currently offered, and which has been recognised as good practice. In particular, the college will seek to maintain its pro-active approach to supporting students with additional learning support needs, care leavers and students with caring responsibilities.

Success

£70,000-We will also continue to offer dedicated Study Skill support for guidance on academic writing, time management and critical thinking. The College has a dedicated Study Skill coach and has just secured funding via DANCOP for two further Study Skill Coaches who will work specifically with POLAR 3 quantile (1-3) students.

Related to pastoral support, students that are identified as at risk of not completing their studies due to low engagement/low attendance will continue to be supported by a dedicated support coach. The college also has a dedicated Additional Support Team (ALS), who offer an extensive range of support to students with learning difficulties/and or disabilities.

Provision of information to students

We will continue to publicise financial support and fee information (including our fee policy information/ and a statement on fee increases in subsequent years) to both prospective and current students via the information on our dedicated webpage of our website and the College's HE prospectus. Also, we have a dedicated IAG team who provide the information prior to application and at open day events to prospective students. All applicants are/will be invited to an *Applicant Event*, which includes a presentation by the central HE team, introduction to the course by the course coordinator and an Applicant pack, as well as an individual interview and/or audition. Information on finance and funding is included in the Applicant pack, including signposting to advice and support.

The college will publish the Access and Participation Plan (Student Version) on our College website (HE web page).

* 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.

There will be no fee increase for entrants in 2019-20 for subsequent years of study, provided they remain continuing students on the course they have registered for and do not withdraw or request a formal break in learning of more than one academic year. In those situations, the fees paid for the remainder of their course will revert to the prevailing fees charged to the cohort of students embarking on a new course of study during the academic year in which their studies recommence.

Full-time course type:	Additional information:	Course fee:
First degree	New Students From 18/19 onwards	£7,000
Foundation degree	New Students From 18/19 onwards	£7,000
Foundation year / Year 0		*
HNC / HND	New Students From 18/19 onwards	£7,000
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		£3,610
Foundation year / Year 0		*
HNC / HND		£3,610
CertHE / DipHE		*
Postgraduate ITT		£3,610
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	Part-time	Other statistic - Applications (please give details in the next column)	Specific activity linked to part-time study including information events and promotion via the business development team, including development of higher apprenticeships. Active liaison with DANCOP through the Higher apprenticeships role to develop targeted opportunities.	No	2017-18	internal: 111 as at 11.9.17	130	150	170	190	200	Numbers of mature and part-time students decreased on the introduction of student fees and have not recovered.
T16a_02	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	Specific annual targets are set for retention of students at college and course level. Activity includes tutorial entitlement, broader student support, pre-course, on-course and transition study skills workshops, as well as actions at course level.	No	2016-17	internal: overall continuation (year 1) = 86% (TBC)	college: 91%	college: 92% course level targets TBC	college: 93% course level targets TBC	college: 94% course level targets TBC	college: 95% course level targets TBC	
T16a_03	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	The college will support progression to employment by the introduction of an Employer Hub. The Employer Hub will promote the employability skills of students at the College. Targets will be set and monitored against internal and external data (DLHE)	No	2015-16	DLHE graduate employment = 61.6%	DLHE graduate employment = 65%	DLHE graduate employment = 67	DLHE graduate employment = 68%	DLHE graduate employment = 70%	DLHE graduate employment = 72%	

T16a_04	Access	Socio-economic	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	The college will introduce a 'first in the family/generation scheme'. The scheme will include a complete support package including information and advice; peer and employer mentoring; Summer School, and study skill and pastoral support. Clear targets will be set and monitored related to number of enrolments from the underrepresented category	No	2017-18	No of first in the generation enrolments: 90	No of first in the generation enrolments: 100	No of first in the generation enrolments: 130	No of first in the generation enrolments: 150	No of first in the generation enrolments: 170	No of first in the generation enrolments: 200	
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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	Student success	Other (please give details in Description column)	Student support services	The college will continue to increase the range of study skills opportunities available to students. We will make explicit an aspirational focus on high grades, as well as support for retention and achievement. Engagement with study skills and students at risk are monitored at internal HE Quality reviews; we will also look at borderline students from 2017-18.	No	2016-17	internal (high grade data TBC)	Review & development of programme and communication to students	Review & development of programme and communication to students	Review & development of programme and communication to students	Review & development of programme and communication to students	Review & development of programme and communication to students	