

## Access & Participation Plan (academic year 2019/20)

### 1. Background/contextual information

The Sheffield College is one of the largest Further Education Colleges in England with an annual turnover of over £50m, approximately 13,000 enrolments in 2017-18, including almost 2,400 apprentices; and 590 Higher Education enrolments, including around 280 higher apprentices.

The College delivers Higher Education (HE) at three campuses and via online, distance and work-based learning. The College recruits students to its Higher Education courses from its own Further Education students, from the Sheffield City Region, from neighbouring areas within South Yorkshire and nationally, and is increasingly aligning its provision to the Sheffield City Region priorities.

The Sheffield College will transform lives by offering outstanding education and training. We inspire our students, unlock their potential and allow them to lead fulfilling lives and pursue successful careers. Our aim is to enhance the wealth and quality of life of individuals, employers and the communities of the City Region and beyond. The values, beliefs, attitudes and behaviours that guide how we work with our students, staff and other stakeholders are; Integrity, Inspiration, Inclusiveness, Innovation, Involvement.

### 2. Assessment of our current performance

For the three most recent academic years the College has successfully submitted Access Agreements to the Office for Fair Access (OFFA). Under these agreements the College has set out 5-year targets to support underrepresented groups in accessing, succeeding in and progressing from our Higher Education courses. This section of the Access and Participation Plan comments on the College's current performance against each target set out in the 2018/19 Access Agreement.

The underrepresented groups identified in the 2018/19 Access Agreement are:

- Those living in areas of low Higher Education participation, household income, or socioeconomic status
- White, economically disadvantaged males
- Students of particular ethnicities (non-white)
- Disabled students.

This Access and Participation Plan additionally recognises the following groups:

- Care leavers (currently 11 of our HE students are care leavers)
- Black Caribbean (currently 19)
- Mature students.

Currently, mature students comprise 31% of our Year 1 HE enrolments; this is higher than the overall UK proportion of mature Year 1 undergraduate students, which is 27%. Over the most recent five years, the completion and achievement rates of our mature students have generally been equal to the completion and achievement rates of young students and, as such, we have not set any targets relating to mature students in this plan.

53% of our HE students progressed from our FE courses; in recent years we have developed new HE programmes specifically designed to offer progression from our FE programmes. In support of this initiative, in 2015, we created an HE Academic Lead post to identify and develop new programmes to fill gaps in progression opportunities.

The College has participated in the Higher Education Academy National Retention Project; qualitative and quantitative surveys were undertaken relating to student retention and the College is in the process of considering a range of initiatives arising from this project.

### **Assessment of current performance (Access)**

**Target** - Increase external applications from schools in catchment areas where students are predominantly POLAR3 LPN criteria (T16a\_03).

The College set a milestone target of 500 applications in 2017/18 satisfying POLAR3 LPN criteria. The actual applications received in 2017/18 include:

- 143 applications from low-participation neighbourhoods (20% of applications)
- 415 applications from POLAR3 Q1/Q2 (58% of applications).

In using POLAR3 Q1/Q2 applications as our measure, the College has achieved 83% progress towards the target and, on reflection, it is felt that the targets previously set were overly ambitious. A more accurate reflection of our success in recruitment relates to those applicants with Q1/Q2 socio-economic profiles and, as such, we have used Q1/Q2 as the basis for the revised plan and have set more realistic, albeit challenging, targets.

**Target** - Increase number of entrants in receipt of DSA by providing targeted information to those who receive support at Level 3 within the College and at our feeder schools, and those who declare a disability on their UCAS application form (T16a\_04).

The target for entrants in receipt of DSA for 2017/18 was 30; the actual figure was 26. This result appears to be disappointing, but it should be judged alongside the proportion of year 1 students declaring a disability, which is 11.3%, compared with a UK average of 12%. This suggests that the College's overall performance in recruiting students with a disability is more encouraging and in this new plan we have adopted the measure based on declaration of a disability rather than whether the student is in receipt of DSA as this will give a more accurate measure of performance in this area.

During the period since 2013/14 the retention rate for students in receipt of DSA has generally been slightly higher than the College's average HE student retention rate.

**Target** - Monitor effectiveness of outreach activity in maintaining recruitment of POLAR3 Quintile 1 young students and report on outcomes to Curriculum Operations and Development Group (T016a\_05).

The College set a target for recruitment of young POLAR3 Quintile 1 students of 37% of the 2017/18 intake. The actual figure achieved was 43%, a 33% increase since 2012/13. This success derives from positioning in the market as an inner-city FE/HE College with significant progression of students from our FE to our HE courses, and our strategy of validating new degree programmes to provide coherent progression routes from our FE programmes.

**Target** - Increase the number of non-white student enrolments (T16a\_07).

From a baseline of 49 BME student enrolments in 2014-15 the College sought to achieve 95 BME student enrolments in 2017/18. By 2016/17 the total was 88 BME students and in 2017/18 the figure was 129, of which 93 were new entrants (23% of the new intake; the UK average is 26% of first year undergraduate students). The increased recruitment of BME students may be partly due to the changing demographic of the Sheffield region; the College is undertaking further analysis to ensure greater understanding of its performance in this area and to inform further initiatives.

**Assessment of current performance (success and continuation)**

**Target** - Monitor effectiveness of provision of IT equipment in improving continuation rates of widening participation students. This is a retention target based on HESA POLAR3 LPN criteria, based on the provision of IT equipment (T16a\_01)

Many students cannot afford to buy their own IT equipment and are restricted to using College equipment for their studies. To address this problem, the College introduced an IT voucher scheme to support students in purchasing equipment to support their studies. The aim was to maintain and improve the continuation and completion rates of POLAR3 LPN students. It proved to be popular – in 2017/18, 93% of POLAR3 Q1 students, 84% of POLAR3 Q2 students, and 96% of LPN students received an IT voucher. The target linked with this measure of 87% completion rate for POLAR3 LPN students in 2017/18 was actually met in 2016/17. Although this success cannot be solely attributed to the IT voucher scheme, the College judges that the scheme has made an important contribution.

Feedback from students regarding the IT voucher scheme suggests that they would prefer a more flexible scheme giving them a choice in the form of support received. The College has, through consultation, decided to continue with the scheme however it will be more specifically targeted to those students in most need of help with the intention of releasing resources to invest in other measures. In the scheme, as presently operated, the IT voucher is available to all new entrants, but in revising the scheme we plan to restrict support to students from Q1/Q2 backgrounds. Furthermore, we will give students the choice of how they wish to receive the support – e.g. a voucher, fee discount or cash bursary.

Since 2015-16, the percentage of students completing their qualification after receiving an IT voucher has been higher for POLAR3 Q1 (86% in 2016/17) and for students with LPN postcodes (87% in 2016/17), than the College average HE completion rate (82% in 2016/17).

**Target** - Improve retention of POLAR3, young full-time undergraduate entrants in order to close the gap in retention with the whole cohort (T16a\_02)

The College set targets to achieve a higher retention rate for POLAR3 young full-time undergraduates to close the retention gap with the whole cohort. The results for 2016/17 show retention for the targeted group to be 81%, compared with 82% for the whole cohort - an encouraging result.

**Target** - Tag all students by POLAR3 quintile and monitor performance through Pro-monitor, intervening where attendance is less than 90% or where tutors report concerns (T16a\_06)

Pro-monitor is an enhancement to the College's management information system to allow academic staff to identify POLAR3 Quintile 1 students, as a tool it provides a mechanism for

ongoing tracking which allows a proactive strategy of early intervention in a timely way, thus signposting students for additional support where necessary.

To ensure that the benefits of the Pro-monitor system would be used most effectively, the HE Tutor Mentor role was introduced in 2017-18, funded through OFFA countable expenditure. The role of the HE Tutor Mentor includes tracking and supporting the progression of internally progressing POLAR3 Quintile 1 students to improve outcomes for success within Higher Education courses. The HE Tutor Mentor provides additional support to students where previous interventions have not been successful and also has a broader role of raising aspiration amongst the College's Level 3 learners. To monitor and evaluate the impact of the HE Tutor Mentor role, a record is kept of the nature of the support given to students. Early feedback suggests that the role has been a valuable addition to the student support system. As stated above, the retention gap between POLAR3 Q1 students and the whole cohort has significantly narrowed and although this may be due to a number of factors, we are satisfied that the HE Tutor Mentor has made a significant contribution to the improvement.

### ***Further analysis of issues relating to student success***

In the 2018/19 Access Agreement, no targets were set relating to completion and achievement for students of particular ethnicities or students declaring a disability, the most recent data has raised issues of concern in these areas.

<b><i>Completion and achievement rates for non-white students</i></b>	<b>No of students</b>	<b>Completion</b>	<b>Achievement</b>
2015/16			
White	360	83%	73%
Non-white	70	84%	61%
2016/17			
White	427	80%	63%
Non-white	69	67%	37%

The 2016/17 completion and achievement rates for non-white students are significantly lower than for white students. These results are being investigated and some possible implications are addressed in this plan.

<b><i>Completion and achievement rates for students declaring a disability</i></b>	<b>No of students</b>	<b>Completion</b>	<b>Achievement</b>
2015/16			
Declared disability	13	75%	67%
No disability declared	164	86%	69%
2016/17			
Declared disability	9	67%	33%

No disability declared	198	86%	71%
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In 2016/17, the completion and achievement rates for students with a declared disability were significantly lower than for students with no declared disability. The small number of students involved (only 9) means that this result must be interpreted with caution, the issue is addressed in this plan.

### **Assessment of current performance (progression)**

**Target** - Monitor the progression to other Higher Education Institutions or employment of POLAR3 Q1 students graduates via the published DHLE data. (T16a\_08)

**Target** - Improve tracking of widening participation students who progress to Sheffield Hallam University for top-up degrees, so as to monitor attainment. (T16b\_02)

DLHE data for 2014/15 showed that 93% of the graduate respondents were working and/or studying; for 2015/16, 92% of the 147 graduate respondents were working and/or studying. The 2016/17 DLHE data indicates that 91% of the 60 POLAR3 Q1 student respondents were working or studying, compared with 92% of the total of 147 students who responded. The high percentages and the closeness of the figures for Q1 graduates compared with the average is a positive result.

Although DLHE data enables monitoring of graduate progression, the College will be developing its own internal systems for recording and analysing HE student progression into further study or into employment. This is to be addressed in the current plan.

### **Assessment of current performance – managing the Access and Participation process**

**Aim**- Improve monitoring of retention and achievement

The College has moved forward in its development of systems and processes to monitor retention and achievement; this has included a self-evaluation leading to the following actions:

- Development of HE metrics aligned to OfS reporting requirements - the College is developing and refining a Higher Education Performance Framework which is aligned to OfS target groups and College targets reportable to OfS. This will improve the analysis of reportable metrics including enrolment, retention, achievement and completion, organised by academic year and by reportable student groups, including data intersections. The College has built additional capacity and infrastructure to improve the generation of interim reports to inform oversight by the Governing Body and the Management Team. The HE Performance Framework will further support the College's ability to analyse and report on College performance using robust HE data sets.
- Subscription to additional data sets - The College's self-evaluation identified key data sets that would improve reporting and analysis of performance, and is to subscribe to the Student Loan Company's Information-only Bursary Service. The College is also investigating a subscription to the Higher Education Access Tracker (HEAT) service.

- Improvements in the capacity to analyse and report on student attainment - the College has worked with its main validating university to agree a process for the transfer of student attainment data, which will enable systematic and consistent analysis of access and success data.

The College has identified a need to develop similar systems to record and analyse student attainment on other validated provision, currently in the first year of delivery. Development of the necessary infrastructure continues in the current academic year.

***Aim - improve tracking of widening participation students who progress to Sheffield Hallam University for top-up degrees so as to monitor attainment***

The College continues to develop collaborative tracking mechanisms with SHU and aims to have the system in operation by September 2019.

***Aim - Receive reports on Widening Participation activity and evaluate effectiveness of actions, intervening if necessary in order to maintain performance***

The College has undertaken significant work with its FE students aimed at widening participation through a sustained effort to promote FE/HE progression. The HE Tutor Mentor has also undertaken liaison with Level 3 groups to raise aspiration and support progression to the full range of Level 4 courses.

Meetings with FE students attending the Fir Vale campus are planned for later in 2017-18 – this campus delivers education services to more ethnically diverse communities with higher levels of social exclusion. Many students using this centre are from minority ethnic groups and there are a number of refugees. This initiative will help promote a better understanding of the higher education experience and will offer advice to students who might not easily access information and guidance. Sessions will also be held with community liaison groups, aimed at raising aspiration and awareness of progression into higher education, including all sources of student funding.

Plans for future delivery of outreach work are being considered through the College's business planning processes.

***Aim - The College will be part of newly formed National Collaborative Outreach Programme (NCOP)***

***Aim - Collaborative three-year project with HEPPSY to raise achievement of POLAR3 Q1 students within the College at Level 3 (2017/18); Level 2 (2018/19); Level 1 (2019/20)***

The local NCOP is HEPPSY - the Higher Education Progression Partnership South Yorkshire - involving Sheffield Hallam University, the University of Sheffield and the South Yorkshire colleges of further education, whose aim of increasing the number of young people progressing to Higher Education.

The College has 526 Level 3 students engaged in the HEPPSY+ project and this academic year has held project launch events and a number of trips to university campuses. The HEPPSY mobile classroom has been at the College for five days over this year, providing interactive workshops aimed at raising aspirations and increasing knowledge of higher education.

The programme is still in its early stages and we anticipate it will make an important contribution to increasing progression rates from FE to HE programmes.

### **3. Ambition and strategy**

#### ***Groups to be prioritised***

Based on our analysis and evaluation of our current performance, we have established the following aims:

- Increase the proportion of underrepresented groups in our student numbers.
- Increase the success rates of students from underrepresented groups.
- Improve the progression rates of students from underrepresented groups.

The College is prioritising the following underrepresented groups:

- Students from areas of low HE participation, low household income and/or low socio-economic status backgrounds.
- Students of non-white ethnicities, with a particular focus on students of black Caribbean ethnicity.
- Disabled students and students with mental health problems, specific learning difficulties and/or who are on the autistic spectrum.
- Mature students.
- Care leavers.

These groups have been selected because:

- We wish to maintain and build on our strengths in recruiting and supporting students from these groups, extending our success.
- We are situated in the Sheffield inner-city area, and so we are ideally located for the large populations of the identified groups who live within easy travelling distance.
- As a relatively small Higher Education community, we can provide the ethos and personal support these groups would appreciate and find beneficial.
- With a relatively small Higher Education population of just under 600 students, we will be more effective by focusing our resources on groups where we can have a significant impact.
- We wish to address the areas of concern identified in the assessment of our current performance, specifically the recent deterioration in the completion and achievement rates of non-white students.

#### **Specific objectives, measures and activities**

##### ***Access – objectives***

- Increase the proportion of students who have declared a disability.
- Increase the proportion of students with BME heritage.
- Increase the number of students from a black Caribbean background.
- Increase the proportion of students from areas of low Higher Education participation, household income or socio-economic status.
- Maintain the proportion of mature students.
- Increase the number of students who are care leavers.

##### ***Access – measures and activities***

- Develop and provide progression routes into Higher Education from all Level 3 programmes.
- Where gaps have been identified in provision, work with HE partners to ensure more HE opportunities at the College and better aligned progression routes into Sheffield Hallam University, our main strategic HE partner.
- Develop our FE and HE provision in collaboration with HE partners to ensure clear career pathways are available when choosing progression routes at 14, 16 and 18 years of age.
- Continue to develop our Access to HE offer to map closely to our HE provision and our HE partners' courses to provide clarity on career pathways for 19+ entrants at Level 3.
- Collaborate with external organisations who are able to provide specialist advice on attracting BME and disabled applicants.
- Continue to collaborate with external organisations who can provide specialist advice on attracting applications from care leavers to secure more applications and continue to provide the support care leavers need to succeed. (The College holds the Buttle Award for the advice and guidance it gives to looked-after children, care leavers, young carers and young parents).
- Continue to enable the Sheffield College Learner Recruitment Team for outreach activities with local secondary schools in 'hard to reach' areas, where engagement with the College has been difficult in the past, in order to engage students, teachers and advisers with the College and to increase the number of applications and enrolments at The Sheffield College from those schools.
- Continue to develop a suite of educational sessions for use in schools, to support careers work and explain entry routes.
- Continue to provide events for Teachers and Advisers.
- Continue delivering curriculum-specific Level 4 taster sessions in schools, delivered by members of the HE teaching team.
- Work with HEPPSY (NCOP) to develop further innovative approaches to attracting applicants from underrepresented groups.

### ***Student Success - objectives***

- Improve the success rates for all students but particularly for identified underrepresented groups, including priority action to investigate and address the recent deterioration in the completion and achievement rates for non-white and disabled students.

### ***Student Success – measures and activities***

- Review the effectiveness of the HE Tutor Mentor role and build on its strengths.
- Continue the operation of the BRAG (blue, red, amber, green) tracking system on Pro-monitor to help identify students who might benefit from intervention and the types of intervention that are most successful.
- Continue with the established support systems provided by the Disabled Student Advisor.
- Ensure continuing funding support for students who require a dyslexia assessment.
- Work with HEPPSY (NCOP) to enhance support for POLAR3 Q1 students to close the attainment gap with other groups.
- Replace the IT voucher scheme with financial support based on student choice and need targeted at students from POLAR Q1/Q2 backgrounds and care leavers.
- Continue with the HEA National Retention Project.



### ***Student progression into employment and/or further study – objectives***

- Improve the progression rates into employment and/or further study for students from underrepresented groups.

### ***Student progression into employment and/or further study – measures and activities***

- Continue to support students in starting their own business.
- Continue to provide students with opportunities to engage with employers through live projects, visiting speakers, trips, work placements and other opportunities.

### ***Monitoring and evaluation of the Access and Participation Plan – objectives***

- Enhance the systems for management, monitoring and evaluation of Access and Participation activities.
- Improve the provision of datasets and analyses, including the production of datasets on enrolment, success and progression for identified underrepresented groups and for sub-groups, including multiple intersecting characteristics.

### ***Monitoring and evaluation of the Access and Participation Plan – measures and activities***

- Create datasets and management information systems to provide data and analysis which will enable monitoring, performance measurement and evaluation of Access and Participation objectives and activities.
- Review job descriptions, structures and processes to improve the effectiveness of the implementation of the Access and Participation Plan.

### **Collaborative working**

The preceding section indicates the range of activities we plan to undertake to achieve our goals, objectives and targets, many of which require collaboration with a diversity of organisations. This section lists the principal organisations we have identified at this stage - we anticipate working with a broader range of organisations, many of which may be identified as the plan is implemented.

- The College sponsors Sheffield's University Technical College Academy Trust comprising two University Technical Colleges.
- The College's validation partners of choice for foundation and honours degrees - Sheffield Hallam University and The Open University
- Pearson Education
- National Network for Collaborating Outreach (NNCO) for Sheffield City Region
- NCOP: Higher Education Progression Partnership South Yorkshire (HEPPSY)
- Sheffield Teaching Hospitals Trust – Access to Nursing
- Local secondary schools
- Higher Education Academy (National Retention Project)
- BUTTLE UK (Care leavers)
- External organisations who may advise on attracting BME applicants and applicants with disabilities, and providing appropriate support

### **Understanding the challenges facing underrepresented groups**

We will engage with potential applicants, applicants, students and alumni to enhance our understanding of the challenges facing students from underrepresented groups. Using surveys, interviews, focus groups and other methods we will explore issues such as attitudes and apprehensions relating to higher education, and the perceived challenges faced by many students.

We will also continue to engage with external organisations to extend our understanding of the challenges facing underrepresented groups. This may be achieved through activities such as attending seminars and conferences which explore relevant issues and themes.

### **Ensuring continuous improvement**

In setting targets for improving our performance in the areas of Access, Success and Progression, we have aimed for continuous improvement over the 5-year period of the plan. The targets identified will be translated into specific targets for individual managers.

The annual monitoring and evaluation processes described below are designed to identify successes and shortfalls in target achievements and to address any failure to reach targets through organisational and/or financial adjustments.

### **How the Access and Participation Plan will support and benefit from the broader equality and diversity strategy**

We have a whole-College approach to equality, diversity and inclusion. This Access and Participation Plan complements our equality and diversity strategies and, in its preparation, we have ensured that it follows the principles of the College Single Equality Scheme. The objectives and activities identified in this plan will also contribute to the achievement of equality and diversity goals, notably the key overarching purpose set out in the Single Equality Scheme - "To support the recruitment, retention, progression and development of all our staff and students".

This plan affirms and translates into specific objectives the commitments stated in the Single Equality Scheme, which include:

- Creating a culture of diversity within our community, providing a positive working and learning environment, where all members are valued for their contribution and individuality.
- Identifying underperformance by particular individuals and groups, working to remove barriers, as well as facilitate and enable all students to reach their true potential. We aim to close equality gaps in terms of recruitment, retention, achievement and progression.
- Promoting and celebrating diversity as an employer, educator, community and business partner.

In formulating this plan we have considered the impact on students with protected characteristics and have paid due regard to equality and diversity.

The Equality, Diversity and Inclusion Board will receive annual updates on the progress of this Access and Participation Plan and will report any comments and recommendations to the Planning and Performance Committee.

### **Monitoring and evaluation**

Monitoring and evaluation of this Plan is the responsibility of the College's Executive Team and is scrutinised by the Governing Body's Planning and Performance Committee.

The Planning and Performance Committee will receive updates from the Executive Team, including comments and recommendations from the Equality, Diversity and Inclusion Board.

As a sub-committee of the Sheffield College Governing Body, the Planning and Performance Committee reports its findings and recommendations to the Governing Body.

### **Whole provider approach**

We identify inclusiveness as a core value of the organisation. Our vision includes the ambition to "... inspire our students, unlock their potential and enable them to lead fulfilling lives and pursue successful careers". The objectives articulated in this plan will make a vital contribution to achieving this ambition. We will continue to work to embed these values in the culture of the organisation and to devote significant resources to achieving the goals we have set.

### **Student consultation**

The Sheffield College Students Union has been consulted in the formulation of this Plan, and its comments have been taken into account. In particular, we responded to their suggestions relating to financial support schemes.

### **Investment**

The Sheffield College's Access & Participation Plan shows that the College devotes significant resources to supporting Access, Success and Progression; attracting students, supporting them personally and academically, achieving high retention rates and degree success, and equipping them with the skills and knowledge to progress to employment and/or further study. Additional funding to be provided in support of this plan will be sourced from higher fee income and will be wholly targeted at underrepresented groups identified in this Plan.

For 2019/20 the total investment will be £160,000, of which £30,000 is Access & Participation Plan countable. Of this total amount £70,000 (£15,000 APP countable) will be invested in Access, £58,000 (£8,000 APP countable) in Success and £32,000 (£7,000 APP countable) on Progression.

Investment is to include (but is not limited to) the further provision of bespoke HE facilities with appropriate levels of IT investment to provide a richer HE experience.

We are aiming to invest 35.5% of the higher fee income amount for this purpose. In the first year of the Plan we intend to allocate 14.2% of this investment to Financial Support. For the remainder, based on our previous experience and the priorities we have identified, we have determined that the appropriate balance between the three areas should be as follows:

- Access goals and objectives: ~10.6%
- Success goals and objectives: ~5.7%
- Progression goals and objectives: ~5.0%

## **Provision of information to students**

We are committed to publishing clear and accessible information to existing and prospective students. Detailed information relating to this Plan, course fees and financial support available will be provided through the following channels:

- The Sheffield College website
- Open Days
- Selection events
- Off-campus events, e.g. UCAS fairs
- Pre-entry information mailings to applicants and enquirers
- The Students' Union

## **Financial Support**

Financial support will be available for learners and will be assessed on a case by case basis – with priority being given to the main underrepresented groups.

Criteria will be applied dependant on the nature of the request for financial support, with the financial support taking the form of, but not being limited to, travel passes, child care costs, and so on.

In terms of the evaluation of this financial support, record will be made of all support provided so that the impact of this can be measured – which in turn will allow future allocations to be better managed to support learners.

Previously the College has adopted this approach with regards to the provision of IT vouchers and has been able to successful monitor the success and progress of learners who have received these – which has led to the scheme being continued.

\* 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.

Course fees are reviewed annually and may increase in line with inflation (RPI-X for HE programmes) or as permitted by relevant regulations. The College will not make in-year changes to increase course fees once a student enrolls for that year's course.

Full-time course type:	Additional information:	Course fee:
First degree		£6,500
Foundation degree		£6,500
Foundation year / Year 0		*
HNC / HND		£6,500
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		*
Foundation year / Year 0		*
HNC / HND		£4,062
CertHE / DipHE		*
Postgraduate ITT		£4,062
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	Student success	Socio-economic	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	Monitor effectiveness of provision of financial support (e.g. to purchase IT equipment) in improving continuation rates of widening participation students. This is a retention target based on HESA POLAR3 Q1/Q2.	No	2016-17	87%	88%	88%	89%	90%	90%	HEFCE published statistics 2016/01 show continuation rate of 83.3% for 2011/12 against the total for England of 82.5% for Polar 3. The highest college continuation rate is for Q5 2014/15 (93%), as opposed to 85% for Q1 and 2. Other measures below are also designed to help close this gap. Continuation rates improved from 86% to 87% for 2016/17. The improvements proposed last year were too optimistic, given the proportion of students with low entry qualifications in our cohorts, a more gradual improvement is more realistic. The base year has been moved to 2016-17, and the aim is to achieve continuation rates of 90% by 2021. The target has been revised for 2019/20 to specifically target ONLY POLAR3 Q1/Q2 students.
T16a_02	Student success	White economically disadvantaged males	<b>Other statistic</b> - Location (please give details in the next column)	Improve retention of POLAR3, young full-time undergraduate entrants.	No	2016-17	81%	82%	83%	84%	85%	86%	Following on from above, in order to close the gap between Polar 3 Q1&2 and Q5, the college has put measures in place as described in written commentary. The college is on track for achieving these targets. Following further thorough analysis the targets have been revised from the previous access agreement as they were identified as being unrealistic.
T16a_03	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Location (please give details in the next column)	Increase external applications from schools in catchment areas where students are predominantly POLAR3 Q1/Q2	Yes	2017-18	58%	60%	62%	64%	66%	68%	Lower than expected intake for 2016/17 and unrealistic targets in previous access agreement identified through thorough analysis has led to these targets being revised and now being expressed as a percentage figure.
T16a_04	Access	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Increase the number of new entrants who declare they have a disability prior to, or at enrolment	No	2017-18	11%	12%	14%	16%	18%	20%	This target has changed, to remove the focus on entrants in receipt of DSA, and instead focusing on entrants who have a disability (including mental health conditions) as many applicants have disabilities but do not receive support from the DSA.

T16a_05	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Monitor effectiveness of outreach activity in maintaining recruitment of POLAR3 Q1 young students	Yes	2017-18	43%	44%	45%	46%	47%	48%	Previous targets exceeded in 2017/18. More ambitious targets now set.
T16a_06	Student success	Low participation neighbourhoods (LPN)	<b>HESA T3d</b> - No longer in HE after 1 year (All, full-time, other undergraduate entrants)	Identify all students by POLAR3 quintile and monitor performance, intervening where concerns are identified. This is a retention target.	No	2016-17	86%	87%	88%	89%	91%	92%	Closely monitor attendance with the aim of improving retention
T16a_07	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Increase the percentage of non-white student enrolments	Yes	2017-18	23%	23%	26%	28%	30%	32%	Work with NNCO to target schools and colleges with highest level of ethnic minorities. These targets have been revised upwards, because the target had already been exceeded, although the college remains short of the UK average.
T16a_08	Progression	Socio-economic	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Monitor % of positive DLHE outcomes of graduates who are POLAR3 Q1	No	2016-17	91%	92%	93%	93%	94%	94%	Q2/Q3/Q4/Q5 graduates: 94% received positive DLHE outcome.
T16a_09	Success	Ethnicity	<b>Other statistic</b> - Other (please give details in the next column)	Increase percentage of non-white students who achieve their target award	No	2016-17	37%	60%	75%	75%	75%	75%	Targets set to match projected achievement rates of white students.
T16a_10	Success	Disabled	<b>Other statistic</b> - Other (please give details in the next column)	Increase percentage of disabled students who achieve their target award	No	2016-17	33%	60%	75%	75%	75%	75%	Targets set to match projected achievement rates of students who have not declared a disability
T16a_11	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Increase number of black Caribbean students enrolled on an H.E. course	No	2017-18	19	19	22	25	26	27	College outperforms national average but is positioned to exceed this outcome based on regional demographic
T16a_12	Access	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	Increase number of care leavers enrolled on an H.E. course	No	2016-17	11	11	12	13	14	15	College has a strong track record of supporting care leavers and wishes to build on this

**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	Success	Other (please give details in Description column)	Management targets	Improve monitoring of retention and achievement	No	Other (please give details in Description column)	N/A	N/A	N/A	N/A	N/A	N/A	MIS reporting system aligned to OfS reporting requirements to be in place by Sep. 2019 and relevant training for staff to be implemented
T16b_02	Access	Multiple	Management targets	Evaluate management information report about the effectiveness of Widening Participation activity	No	Other (please give details in Description column)	N/A	July 19	July 20	July 21	July 22	July 23	There may be some annual variations in intake around the targets. The monitoring is to ensure intake from Q1 remains high. Currently on target for 2017/18.
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	College has successfully joined NCOP	Yes	2017-18	To be set by NCOP 1 June	TBD	TBD	TBD	TBD	TBD	College has now joined NCOP. Long term targets to be set by NCOP at meeting on June 1st
T16b_04	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Collaborative 3 year project with HEPPSY to raise achievement of Polar 3 Q1 students within the college at level 3	Yes	2016-17	88%	92%	95%	95%	95%	95%	The target is about closing achievement gaps between Polar 3 Q1 and other quintiles at level 3. This project starts 2017/18
T16b_05	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Rollout of the collaborate project T16b_05 to level 2 students	No	2016-17	86%	88%	90%	94%	94%	94%	The target is about closing achievement gaps between Polar 3 Q1 and other quintiles at level 2. This project starts 2018/19
T16b_06	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Rollout of the collaborate project T16b_05 to level 1 students	No	2016-17	87%	N/A	88%	90%	93%	94%	The target is about closing achievement gaps between Polar 3 Q1 and other quintiles at level 1. This project starts 2019/20