BISHOP BURTON
College

Bishop Burton College
Provider Number: 10000721
2019-20 Access and Participation Plan

1. Assessment of current performance

As a Further Education college, Bishop Burton embraces all student groups and is particularly successful at attracting underrepresented groups such as mature students, local disadvantaged students and those with disabilities, with high proportions of access and participation from those groups as per table 1.

Table 1 percentage of student body from underrepresented groups (internal data)

	2014-15	2015-16	2016-17	2017-18
POLAR 1 and 2	44%	45%	49%	35%
Mature	17%	26%	21%	24%
Disability	17%	16%	21%	11%
Learning difficulty	13%	14%	12%	18%
BME	2%	1%	1%	1%

In 2017-18 40% of students were in one of the above categories, 19% in 2 categories and 2% in 3 categories with only 39% in no categories

It is expected that the drop in POLAR 1 and 2 is only a dip after strong year on year performance and accepts for 2018-19 places are 45% from this category. There has been a reduction in the local demographic for 18 year olds and the majority of students are from local areas though this should not impact on proportionate data.

BME numbers are representative of local ethnicity demographics, though the low numbers still highlight that recruitment to land based programmes does not attract BME students from outside the region. The college is interested in offering incentives, which may encourage access and participation to these minority groups.

The access and participation of students with a disability has fluctuated showing a decrease after an increase in 2016-17, yet an increase in 2017-18 data for those with a learning difficulty. This will be investigated further in 2018-19 to establish whether this is a one year fluctuation or worthy of further investigation and new strategies. As the college has focussed on early identification and disclosure of all forms of disability this may have contributed, though is too early to show an upward trend.

The college recognises that strategies for success start pre enrolment and a range of activity supports access activities targeted at preparing students for higher

education study occur. This includes effective information and guidance and transition activities such as post offer days. Induction is seen as effective and this is evaluated through student feedback on both pre enrolment activity and induction activities. Both aspects have showed improved satisfaction rates in 2017-18.

Staff utilise the college retention strategy aimed at early identification of issues from pre enrolment and on programme. In- year retention is showing a significant increase from 80 in 2015-16 to 93% in 2017-18 (table 2) because of targeting students who have higher risk factors associated with non-continuation. This includes students from underrepresented groups, increasing numbers of students with mental health issues and students who have lower entry points indicating academic performance risk. Personal one to on tutorial support plays a large factor in these interventions, though further improvement could be made to ensure interventions are more successful, as retention to the end of the academic year has not always translated to strong academic performance and therefore continuation to next level of study still needs improvement with some groups.

Table 2 In year retention data (internal data)

2016-17	2015-16	2014-15
93 %	80 %	82%

There are no significant gaps in continuation rates between students from areas of disadvantage and those who are not. (Table 3) and there has been a steady increase in the retention rates for that group for both full and part time student. The combination of pre access activity, induction and in year support appears to have an impact on student progression from level 4 to 5, the key area of withdrawals across the sector. Table 3 shows that both part time and full time students from Polar quintiles 1 and 2 show a three year trend of improved first year continuation

On programme, financial support is well accessed by students from low-income families and this is also linked to attendance to encourage success, students who access financial support have better continuation rates than those who do not. Inclusive study support is also utilised by students who struggle with the transition into higher education particularly those from BTEC routes. HE and FE teams try to work together to prepare students for this transition however it is it is still an area of focus. The recent HEFCE(2018) report 'Differences in student outcomes: The effect of student characteristics' supports that work needs to be done in this area, though the report only presented university, not college data.

Table 3. College level continuation data from first to second year of study

	2016-17	2015-16	2014-15
Full time Polar Q 1 and 2	75%	73%	63%
Full time Polar Q 3-5	73%	79%	72%
Part time Polar Q1 and 2	79%	74%	63%
Part time Polar Quintile 3-5	61%	78%	38%

For all year's student continuation (Table 4) there is a greater difference between those from those from Polar Quintiles 1 and 2, though this maps to the continuation rates from levels 4 to 5 in 2014-15 when the majority of completing 2016-17 students will have commenced study. There is also a significant gap in the performance of those students with only 30% achieving a 1st or 2:1 compared with 51% in quintiles 3-5. Focusing on and improving level 4 to 5 continuation should impact on improvements to overall data. Further work is needed to support higher-grade achievement. Those in highly skilled employment is also significantly less for Q1 and 2 graduates. However, there is not a great difference in graduate employment between those from higher deprivation areas (slightly lower) highly skilled employment is higher for those from high deprivation areas. There has been a growth in the focus on improving student employment destinations both with activities occurring as part of the curriculum and the development of summer undergraduate placements with employers. DHLE data sets do not provide the split of data and the college was reliant on TEF data for this information. There is a long time lag from strategy to student outcome measure, which will become larger with the new student outcomes survey, so the effectiveness of strategies aimed at improving employability prospects are difficult to evaluate in the year of delivery.

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Table 4 Continuation data (source TEF 2014-15 internal for 2015-16 and 2016-17)

	2016-17 %	2015-16 %	2014-15 %
College Level	80	73	75.5
Polar Q1 and Q2	74	69	79.8
Polar Q3,Q4 and Q5	84	77	79.2
White	80	74	78.8
BME	62	42	56.3
Disability	76	62	74.2
No disability	80	75	79.8
Female	79	72	78.4
Male	82	76	78.6
Young	79	73	79.5
Mature	88	75	76

The number of BME students is not statistically significant to draw any comparisons in relation to success and progressionas reasons are on a case by case basis which does not indicate any trends which could generate actions.

Disabled students continuation rates dropped in 2015-16 but showed an increase of 14% in 2016-17 closing the gap to 4% compared with those without a declared disability. Overall performance in respect of achievement of a 1st class or 2:1 classification (table 5) has also increased from a gap of 21% lower than those without a disability to 17% above. It is hoped that changes to curriculum and assessment aimed at inclusivity and the inclusive access to study support, which has been offered since changes to DSA, has had a positive impact but longitudinal data will be needed to confirm this.

Students who disclose a disability at application are contacted directly with an offer of support prior to commencement on programme. The aim is to support early application for DSA funding and action planning for a smooth transition into higher education.The lag in destination data also makes comparison difficult to align with on programme performance data, however there is still a negative gap between

those in further study or employment with a disability and those without, this is further increased for highly skilled employment rates which requires further focus.

There has been an increase in students with mental health issues, which impact on study, many of these are not diagnosed prior to commencing programme and so not recorded until part way through the students programme. The impact of delays in assessment for mental health and learning disabilities for students who only display once on programme also has a negative impact on these students both for continuation and achievement. Undiagnosed mental health issues are a challenge and the mental health of young people is another sector wide issue. The college has invested in additional resources to support these students including staff training for academic teams. Internal systems development has also prioritised better capture of this information at point of identification to accurately show quantitative data in addition to qualitative feedback from academic teams. This is an area for development. National data also indicates mental health as a growing area of concern with young people. There is a correlation of higher incidences of students presenting with mental health issues on certain programmes and additional support for both staff development and students has been further supported on those programmes.

The college continues to recruit both mature and young students within its student body, increasing the percentage of mature students from 17% of full time students in 2014-15 to 24% in 2017-18. Access activities and open events support this as has the introduction of access to HE provision. Student friendly timetabling which delivers programmes in 2 to 3 days rather than across the full week supports students with work and caring commitments. This is highlighted from student forum feedback across all student groups. Continuation rate show an improvement for mature learners of 9% higher than younger students and currently there are no achievement gaps between young and mature students. Mature students often access financial support for any additional course related costs and the shortfall in childcare allocation form student finance, which is a major barrier to many mature students. There are no significant age related gaps in progression into employment or higher employment. As with the positive disability data, it is hoped that this becomes a pattern rather than a spike in performance and so existing strategies will continue.

Care leaver data has not been captured within enrolment information and therefore comparisons cannot be made at this time, as staff are only aware if a student discloses. Previously this had been partially captured when students progressing within the college had been on the looked after children record this often relied on staff knowledge so was not a robust system. This will be captured through changes to enrolment documentation from 2018-19 enrolment onwards. The college does have onsite accommodation and students have many opportunities to work across the summer period if they need accommodation over the summer. Female recruitment numbers are significantly higher than males due to the attraction of specialist subject areas such as equine. The college works to promote programmes

to underrepresented groups but HE enrolments are similar to the gender preference on FE courses. There has been little difference between the continuation rates of males compared with females, with male continuation 3% higher than female. Whilst college success rates indicate that males perform less well than females in completing and achieving their awards of those who do achieve there are no gaps with females in the grade classifications. There is relatively no gap in employment or further study data, however there is a 13% gap, with males performing better in highly skilled employment.

The majority of the college's part time students are distance learning students. Around 50% of this cohort are mature and already in work throughout the programme. The college's inclusive support is available to them through email and telephone support. Students who disclose a disability or have additional needs are contacted prior to commencement of the programme. Continuation rates are much lower on this programme, largely due to students having existing commitments, which they struggle to balance once the independent aspect of the course becomes a reality. Information and guidance has not been effective enough for distance learning provision as part time students on other taught part time programmes perform well and continuation rates are good. However, as per table 2 those from disadvantaged areas are more likely to continue than those from Polar Q 3-5.

Table 5 Degree classification data (1st:2:1)as a % of those completing the award

	2016-17	2015-16	2014-15
College level % achieving 1st or 2:1	41%	43%	39%
Polar Q1 and Q2	30	30	47
Polar Q3,Q4 and Q5	51	51	47
Disability	57	24	50
No disability	40	45	49
Female	43	44	38
Male	43	40	71
Young	43	55	50
Mature	48	36	43

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2. Ambition and strategy

To support the college ambition and strategy to promote widening access and participation a student committee will be introduced for students from underrepresented groups to consult, inform and monitor impact of the access and participation plan strategies. This sub-committee will report to the equality and diversity committee.

The college will continue to target students from POLAR 1 and 2 and to build on the success in access and participation, success and progress from those areas. This will be through both collaborative and independent college activity prior to access and participation and on programme and financial support once enrolled.

There will be investment to develop and promote a range of alternative level 4 options such to offer a wider opportunity at accessing higher education at level 4 without the initial commitment to two or three years of study, as student feedback indicates cost influenced friends who did not pursue higher education. This will also offer flexibility for mature students with work and/or caring commitments who cannot commit to a longer period due to instability within personal situations. Performance will be monitored through the proportion of student numbers this will also support the college strategy for supporting transition form level 3 BTEC to higher education.

The success and progression of students with disabilities will continue through the additional support team and better capture of in year disclosures will occur, particularly in the area of mental health which has a strategic focus both within higher education and across the wider college.

Strategies to encourage BME applications will be further explored.

The college will continue to work in conjunction with regional NCOP activities in both Humber and Lincolnshire regions, which will supplement the access and outreach work undertaken by the college. The college has recently re-joined the Landex group so can work more closely with a range of colleges and universities delivering specialist land based provision, this gives opportunities to share good practice and examine issues which may be unique to land based provision. In addition a smaller land based collaboration Cultiva includes 5 colleges to share practice with and a joint manager to leaders programme enables staff from all colleges to share practice which includes visits to each of the other colleges.

The college will continue to deliver a range of outreach activities and attend outreach events. It is particularly difficult to measure the impact of some of these initiatives due to the age of the target audience when working with schools. Collaborative college activity at schools includes
Regular attendance at schools careers events for example in 2016-17, the college attended over 100 schools events (c. 7,000 young people engaged)

- Talks, seminars and masterclasses within the school environment to support attainment and progression (c. 2,200 young people engaged)
- Taster days, hosted at the college campuses to inspire and excite students into considering higher education (c. 765 young people engaged)
- Drop in open events throughout summer offering independent careers advice and guidance

The college also provides bespoke experiences for students, including residential taster days, which enable them to experience the life of a higher education student whilst still at school, bespoke taster experiences geared towards giving students a flavour of what it's like to study various subjects at the college, and residential challenges where they work in teams to deliver a project in a short space of time. These engaging out-of-school experiences play a significant role in helping these young people to imagine themselves in a higher education setting. Not only do these experiences give students the opportunity to learn higher education-level skills, they also help to improve their interpersonal / soft skills including confidence and self-belief.

The college also works collaboratively with industry partners to host industry-specific events, including:
- Engineering events, in collaboration with Institute of Civil Engineers
- Construction Week roadshow, in collaboration with Hobson and Porter and Jewson
- British Science Week masterclasses
- Countryside days, in partnership with Yorkshire Agricultural Society

These annual events are used as a way to introduce the concept of higher education (and higher-level skills) in a soft way, using hands-on workshops and masterclasses to introduce them to HEIs in a relevant and engaging way. To-date, more than 2,800 students have been engaged through these bespoke events.

The recruitment cycle aims to provide applicants with sufficient information to make an informed choice and prepare for higher education study. Open events outline the support available, both financial and other and encourages disclosure of additional need. The additional learner support team are available to speak with students or provide follow up calls because of disclosures on application. Post offer days will be offered to applicants where they spend the full day engaged with course related activity and others from their applicant group.

Internal further education students will have additional opportunities to consider and experience higher education through a series of activity throughout the academic year for level 3 students. UCAS workshops are offered through careers advisers and supported by higher education staff in addition to the support they receive in tutorial from their tutors. Bridging activities are offered across all curriculum areas at the end of the programme to support with academic expectations, these are aimed at all

students not just those progressing to internally to higher education but also to students going to other providers.

The college is committed to complying with the Equality Act 2010 and one of the mechanisms for ensuring this is the equality and diversity committee which is chaired by a senior manager and has a range of membership from senior managers through staff, both academic and support, and student. An equality impact assessment is undertaken as part of the design of any new policies and the college includes equality and diversity within student induction. 98% of students agreed that they were made aware of the College's Equality and Diversity Policy (induction survey 2017-18) All programme validations include equality and diversity statements and the agendas for course team meetings also include this. The college continues to embed the British Value of mutual respect within many of its activities and the college has its own value of respect for others.

All staff undertake equality and diversity training as part of induction then two yearly updates are expected with the opportunity for a level 2 qualification also available. Mental health awareness training has also been offered along with gender diversity workshops for all staff. A themed Equality and Diversity week occurs each academic year and requests such as for an LGBTQ group have been accommodated. With the increase in mental health issues in students the college is adding mental health first aid to its staff development offer

Success

There will be a continuation of implementing the retention procedure aimed at supporting students who display the first signs of not engaging with study and investment in early interventions to support. Academic staff provide additional pastoral support aimed at supporting students to action plan in relation to their academic performance. The college has supported the development of coaching skills aimed at supporting students rather than solving problems, this is well utilised by students particularly those with mental health issues who take the largest proportion of time allocated for this support. The college intends to expand on the training already given in order to further develop this support mechanism. In addition, staff offer an 'open door' policy, which makes them highly accessible to provide support to students.

The college will also further develop its use of learner gain to measure student distance travelled. This is used largely as a qualitative tool with students to support coaching practice and encourage independence in learning.

Previous success strategies have included revalidation of the whole of the college provision to include a focus on teaching learning and assessment strategies aimed at inclusivity, whilst there has been positive impact on students' performance, the programmes have yet to run a full cycle to evidence the impact on student performance because of this there is still further work to develop this. Opportunities

to broaden the curriculum with a more differentiated offer at level 4 will form part of a strategy already commencing in 2018-19. This is aimed at better supporting students from non- traditional entry routes where there are higher instances of deprivation and low participation areas and are likely to be mature students or students with disabilities. Transition work will be a key focus, building on the improvements already made to continuation rates from 1st year of study to 2nd year. Whilst 2016-17 data shows that those students from polar quintiles 1 and 2 have seen year on year improvement and now have higher rate that quintiles 3-5 there is still some way to go with the differential between students still remaining active on programme throughout the year and academically achieving at the end of that year and high academic achievement at the end of programme. The college will build on the support skills and mentoring in place to provide greater accessible targeted support.

Part time students study via blended learning, much of this is distance learning with block weekends. The course team will include induction as a block weekend aimed at supporting transition and confirming expectations at the start of the academic year. The majority of students 87% 2017-18 are mature students who have not been in education for a while. Additional study packs have been developed to support these students. The block weekend at the start enables them to form social relationships with others in the group in addition to meeting tutors at an early stage.

Further work will be done on supporting students with disabilities, including those with mental health and learning disabilities. The college sees mental health support as a key issue for student success, this will also link with curriculum design with a particular focus on assessment strategies to allow options for assessment to be written into programmes rather than adapted when requested. Support levels are seen as good and student achievement (1st or 2:1) has improved in 2016-17 but this is not sufficient to prove a trend and focus needs to be on improving the continuation rates of these students. Proactive research will occur in order that staff are able to support individual needs and make changes to the environment to make it more accessible to students with sensory sensitivities. In addition to external research, staff will also undertake research with internal students to identify potential barriers on both college campuses. This will enable the college to not only meet regulatory access needs but also enhance the offer for students with a diverse range of needs.

The impact of changes in design of teaching, learning and assessment strategies will be reviewed at the end of 2017-18 when the majority of provision will be running with amended programmes once the impact of student performance has been measured this will inform future strategy development in curriculum design.

Progression

The college will also continue to work with employers to provide employer days for our 5 areas of curriculum, which provide the opportunity for students to access employers across a range of industries within the specialist sectors. There is an extensive guest speaker programme in place, this enables underrepresented students to have access to a range of employers they would not normally have access to. The introduction of a summer placement scheme to provide additional work experience opportunities and preparation for graduate positions is an area that the college will continue to develop. This has been successful within the agricultural area with a range of paid opportunities offered to students to access over the summer period between year 2 and 3 of study. The college ambition is to grow this across all curriculum areas and prioritise these opportunities for students from priority groups.

Work to support preparation into employment will be extended to include enterprise workshops as many of the students become self-employed in the equine, animal or art and design sectors.

All employability work will be measured through student outcomes datasets.

Evaluation

Prior to any outreach activity, a student typically completes a baseline survey, modelled on the CFE survey used by the National Collaborative Outreach Programme (NCOP) consortiums. This baseline survey allows the college to assess the attitudes, opinions and understanding of higher education among our outreach targets. Following an intervention, such as a masterclass or residential taster experience, students are then asked to complete the same survey again, to identify whether the intervention has effected a change in their perception of higher education. This provides a two-fold benefit:
- It allows us to take a quantitative approach to intervention evaluation; often the impact of softer interventions, such as IAG presentations, is often reported anecdotally. This baseline survey, followed up with a post-intervention survey, allows us to generate tangible impact data, making our approach to outreach strategic and informed.
- It allows us to gather intelligence from our target audience on the perceived barriers and challenges, helping to inform the development of future outreach work.

Previously, the college has relied heavily on qualitative data to assess the impact of outreach activity. By introducing the baseline and follow-up surveys, the college has been able to adopt a more strategic approach to its outreach work. The collection of this attitudinal data is now used to develop bespoke programmes for individuals, with a focus being placed on sustained, progressive interventions to help these students make informed decisions over their progression journey. The college applies a simple consumer marketing model to its intervention programme development,

ensuring that students are offered an intervention up to seven times during the decision making process.

Qualitative data also plays a role in helping us to evaluate the impact of our work, but this is used on a more operational level to help enhance the experience of the students whilst taking part in a college-run activity. Anecdotal feedback, blogs, reviews, social media buzz and observational feedback is used to qualitatively grade the level of engagement of students during an outreach activity. This data is also useful as it helps us to continually find ways to make the experience better for students. A positive group experience can have as much of an impact as bespoke 1-2-1 intervention in some cases.

Both qualitative and quantitative data combined has provided useful insight over the last 12 months and this has in turn helped us to develop more effective outreach activities. The college sees significant value in understanding the effectiveness of outreach activities and as such has invested in a schools liaison role that has responsibility for the monitoring and reporting of such activities. The post holder provides regular updates to the senior leadership team on all outreach activity that has taken place, its effectiveness and the anticipated impact.

Evaluation of success strategies will utilise students' performance data as referenced in section 1 of this plan with a view to a continuation of positive trend data with students from disadvantaged backgrounds. The impact of changes in design of teaching, learning and assessment strategies will be reviewed at the end of 2017-18 when the majority of provision will be running with amended programmes once the impact of student performance has been measured this will inform future strategy development in curriculum design.

Financial support will continue to be a college strategy aimed at those students from lower income families and other disadvantage factors. Increasingly mature students have confirmed that they would not be able to continue on programme without the availability of additional support for direct costs associated with being a student such as transport, childcare and course materials. The introduction of an employability bursary will continue to play a role in the development of additional skills to support student employability outcomes. Current financial support evaluation has focused on the continuation rates of students in receipt of financial support compared with those who have not received support, the continuation rates from year 1 to year 2 was 80% in comparison with college level data in table 3. As the employability bursary has only just been introduced, it will not be possible to show impact until destination data is available. During 2018-19 the college will also implement qualitative evaluation methods to supplement student academic performance data as recommended by OFFA 'financial-support-evaluation-toolkit'. The college has created a new post of HE finance officer to support with the promotion and evaluation of student finance

initiatives for continued assurance of value for money and improving student outcomes.

All student awards are made through application to the student finance committee on receipt of application and supporting evidence. The HE student finance officer based in student services will support students in completing applications.

The Bishop Burton Bursary Programme

The Bishop Burton Bursary Programme will offer financial support to up to 50 students from households with an income of less than £25,000 commencing year one of study in 2019-20. Additional underrepresented group criteria may be used to make or prioritise awards which will include, postcode deprivation areas, mature students, care leavers, carers, people estranged from their families, refugees, students from Gypsy, Roma and Traveller communities, children from military families, students with particular ethnicities and students with mental, physical or learning disability. These awards are of £1,000 per full-time equivalent (FTE) and will be given in the form of four equal payments comprising three in the first academic year and the final payment in semester one of year two, to support continuation rates. These awards are also subject to achievement of attendance targets and submission of work to further promote success.

Employability Bursary

Aimed at supporting low income, high deprivation or students with disabilities to complete additional qualifications or to engage in industry-specific development which will support their future career. There will be 50 employability bursaries available in the 2019/20 year. Students can apply for this bursary to support their employability ambitions and enhance their CVs. The award is up to a maximum of £300 per application.

Student Opportunity (Hardship) Fund

This discretionary fund is specifically aimed at assisting Higher Education students that are in financial hardship or difficulty to:

- Meet specific course and living costs which are not already met from other sources
- Provide emergency payments for unexpected financial crisis
- Intervene in cases where a student may be considering giving up their course because of financial problems.

The Student Opportunity Fund awards are conditional to the students' expenditure being higher than their income.

For applications to be considered all students must follow the college procedure which includes the completion and submission of a Student Financial Awards application form (available from Student Services) and supporting documents, followed by an advisory interview.

Applying for a Bursary

Applications will only be considered from enrolled students. To be considered, all students must follow the college procedure which includes the completion and submission of a Student Financial Awards application form (available from Student Services) with supporting documents, such as student finance awards notice and other evidence to support a financial assessment. This will be followed by an advisory interview.

Please note all bursary funds are limited and any bursaries applications and hardship funding may be closed before the end of the academic year once the allocations have been made.

Monitoring

The access and participation plan is aligned to the college equality and diversity strategy and the equality and diversity committee will monitor the action plan and performance in relation to this access and participation plan. Whilst student performance on programme has always reported to this committee, there has not been sufficient focus on monitoring and evaluating specific activity relating to access agreements throughout the academic year. This committee meets three times a year and is has cross college representation from academic and support areas in addition to student representation. This gives the opportunity to identify where any in year interventions may be required as looks at the performance data relating to all targets. Areas monitored will be access data from enrolment, some available relevant aspects of application data, retention data, withdrawals and reasons for withdrawals. The use of this committee also ensures that no other protected characteristics are overlooked due to a focus on those underrepresented, although age, gender, disability and race are included. As the committee also reports on equality and diversity across the wider college and leads on cross college equality, diversity, and health and respect focussed activity, this provides a valuable forum to discuss access and participation issues with a broader set of interested parties.

The student widening participation committee will report to the equality and diversity committee to support development, monitoring and evaluation of the access and participation plan.

The equality and diversity committee produce an annual report for governors and reports to the strategic leadership group. The strategic leadership group makes overall approval of the access and participation plan prior to submission. All college strategies will be replicated across both campuses for access, success and progression. The inclusion of broader data sets other than protected characteristics also provides a wider understanding to other colleagues of the importance of these underrepresented groups.

The college is committed to improving reporting mechanisms in order that performance and evaluation can be better measured across a range of categories.

Changes to student enrolment forms from 2018-19 are aimed at capturing a wider data set to support monitoring a wider range of underrepresented groups and also to better capture entry qualifications to support reporting comparisons in performance, including care leavers. Entry point will be used as one of the multiple factors as per the 'Differences in student outcomes: The effect of student characteristics' (HEFCE 2018) and the high levels of students at the College who have entered from a BTEC route. The college intends to invest further in approaches to support transition and success for these student groups.

As part of both the Hull University group and Landex the college shares practice with sector peers. In particular Hull University hosts a collaborative conference which the college has delivered at on a number of occasions. Equally practice from other FE colleges is showcased and this has informed the development of the college management reporting systems.

The college student association has been consulted and contributed to this access and participation plan in addition to discussion within the equality and diversity committee and Higher Education academic management group which both have student representation. To engage wider student feedback, barriers to students engaging with higher education and support mechanisms which would improve the experience was discussed in student forums during semester 2 of 2017-18 and a number of student suggestions will be implemented. These forums are attended by groups from across curriculum areas and with a variety of underrepresented factors. There are a number of student forums aimed at engaging students from all levels of study and from all curriculum areas. Financial support for employability and supporting on course costs was raised and support with the transition from further education to higher education was also raised. Students at all forums spoke highly of the inclusive support available and they felt that this enhanced their study. The new HE student finance officer will also gain student feedback to inform these processes and mechanisms.

Support for students with disabilities is also evaluated through a questionnaire to those who have used the service and the opportunity to suggest improvements to the current offer.

3.Access, student success and progression

The college will have a number of areas of focus as outlined in our ambition and strategy and measurement of this success will be aimed at identifying success amongst underrepresented groups in comparison with those from non-underrepresented groups. The strong trends of attracting students from low participation areas will extend into the expectations of their performance and ultimate outcomes and therefore targets reflect all aspects of this journey for students.

Maintaining collaborative partnerships and remaining active with area NCOP's is the start of this journey which complements the college own aspiration events at local schools and colleges and also internal activities aimed at progression from level 3 into higher education. Close working with schools to increase collaborations aimed at increasing the attainment in schools and supporting independent advice and guidance at the range of taster days offered. Targets remain based on numbers in attendance and progression may not be into the colleges own higher education provision for longer term evaluation.

Curriculum development is a measure as this supports the drive to remain relevant to employer needs, local, regional and national priorities, therefore retaining an offer which will lead to appropriate employability outcomes.

In year retention remains a focus, particularly at level 4 as this feeds into continuation rates. The performance on foundation degrees in comparison with first degrees has also been a focus and evaluation and curriculum development will occur in relation to the progression of BTEC learners on higher education programmes. Measures of completion rates of foundation degree and first degree students are aimed at monitoring success strategies for both on programme support and access activities aimed at supporting transition into higher education.

Support to deliver the college retention policy is extensive from academic support to study skills, financial support, health and wellbeing and disability support services. This is central to improving continuation and achievement of students and therefore the most heavily financially supported aspect of this plan.

The intention in future access and participation plans is to have a much greater focus on performance of individual student characteristics and the further development of internal data systems will support future target setting.

4. Investment

The college attracts high levels of students from low participation groups therefore the majority of investment is aimed at supporting those students on programme through success activity and financial support.

	Amount £000	Proportion of higher fee income %
Access	53	3.3
Success	72	4.4
Progression	20	1.2
Financial support	98	6.1
Total	243	15

The college will continue to attract investment via NCOP activities though these are on a case by case basis, therefore this information is not yet available for 2019-20

5. Provision of information to students

Course fees for Full time HE courses will be £9000 per annum for the duration of the course. Part time fees are pro rata dependent on the amount of study £75 per credit, for example a 3 year part time foundation degree would be 80 credits per annum so £6000 per year. All course fee information is available on the college website and the HE prospectus.

Any additional costs associated with the course such as clothing, trips and equipment are detailed on the individual course pages.

The approved Access and Participation plan will be available on the college website, along with further information on any financial support which may be available to potential applicants.

All students are informed at open events and welcome talks of the range of support services available aimed at specific groups.

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 infaltionary fee rises. Students will continue on the rates applicable when they start study for consecutive continuation. Where there is a break from study, upon return the rate applicable to other students on the same level of study for that academic year will apply.		

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
Foundation degree		£9,000
Foundation year / Year 0		*
HNC / HND		£9,000
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		£6,000
Foundation degree		£6,000
Foundation year / Year 0		*
HNC / HND		£4,500
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Socio-economic	**Other statistic** - Completion/Non continuation (please give details in the next column)	Annual Retention	No	2013-14	87%	91%	92%	92%	93%		Retention is of a particular issue between level 4 and 5 of Foundation Degrees
T16a_02	Access	Low income background	**Other statistic** - Other (please give details in the next column)	Continuation rate from Level 3	No	2013-14	23%	33%	35%	35%	36%		Progression routes are available internally for most level 3 students at the College
T16a_03	Student success	Socio-economic	**Other statistic** - Other (please give details in the next column)	Continuation rate from Foundation Degree to Level 6	No	2013-14	48%	57%	60%	60%	63%		All Foundation Degrees have a relevant top up to level 6 at the College
T16a_04	Student success	Low participation neighbourhoods (LPN)	**Other statistic** - Completion/Non continuation (please give details in the next column)	Achievement of completers at Level 5 and Level 6	No	2013-14	90%	95%	96%	96%	96%		This reduced but we are making efforts to return to the previous high standard.
T16a_05	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Other (please give details in the next column)	To increase participation from deprived areas	No	2013-14	15%	19%	20%	22%	23%		Mainly from deprived areas of Hull
T16a_06	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Other (please give details in the next column)	Increase the proportion of students from below POLAR quintile 3	No	2017-18	35%	40%	41%	42%	43%	44%	Previous target was not focussed on this category
T16a_07	Success	Disabled	**Other statistic** - Other (please give details in the next column)	Improve continuation rates for students with a disability	No	2016-17	76%	78%	80%	81%	82%	83%	
T16a_08	Success	Care-leavers	**Other statistic** - Other (please give details in the next column)	Ensure continuation rates for care leavers are captured and no less than a 2% gap in college level continuation rates	No	2016-17	80%	81%	82%	83%	84%	85%	
T16a_09	Success	Low participation neighbourhoods (LPN)	**Other statistic** - Other (please give details in the next column)	Increase the proportion of higher grade achievement for students from below POLAR 3	No	2016-17	30	35%	40%	45%	50%	52%	

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Socio-economic	Management targets	Meet Target Student Recruitment Number	No	2014-15	235	350	365	380	399	250	Recruitment of year 1 students targeted to increase by 5% per year.
T16b_02	Access	Low participation neighbourhoods (LPN)	Management targets	Develop a minimum of two new programmes each year	No	2011-12	2	2	2	2	2	2	Foundation Degrees to meet employer needs
T16b_03	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Maintain progression agreements with schools and colleges in the North Eastern region	Yes	2011-12	6	n/a	n/a	n/a	n/a	n/a	Promotion of existing progression agreements to encourage greater progression from partner schools and colleges
T16b_04	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Aspiration events for schools and colleges in the North Eastern and Lincolnshire region	Yes	2011-12	6	8	8	8	8	10	Promote greater attendance at events of potential applicants organised for partner schools and colleges
T16b_05	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Attendance at Higher Education Open Days	No	2011-12	310	420	425	440	450	450	Evidence suggests that if potential students attend an Open Day they are much more likely to enrol as a student
T16b_06	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Internal promotion of higher education within the College as a positive	No	2011-12	200	335	340	340	340	360	Participation of level 3 students in HE progression events.
T16b_07	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Maintain collaborative regional partnerships aimed at widening participation in Humber region and Lincolnshire (currently NNCO's)	Yes	2015-16	2	2	2	2	2	2	Ensure collaboration in both areas due to location of both college campuses
T16b_08	Access	Attainment raising	Other (please give details in Description column)	Development of raising attainment in schools	No	2018-19	N/A	input milestones to be set	outcomes milestone to be set	N/A	N/A	N/A	Performing a scoping exercise in 2017-18 for implementation of activity in 2018-19 based on the needs of individual schools and their learners

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

A number of targets are historic and have not been moved as a result of the impact of removal of caps on higher education numbers, the increased competition and the reduced local demographic of 18 year olds. Therefore student number targets needs realigning to realistic levels.