

DCG

Access and Participation Plan (APP)

2021-22 – 2025-26

1. Assessment of performance

1.1 The following assessment of performance demonstrates Derby College Group's achievements and challenges towards delivering equality of opportunity through access, success, and the progression of students, identified as stages of the student lifecycle. Primarily, we have used the Office for Students (OfS) data dashboard to perform our assessment, utilising other data sources where available.

1.2 Derby College Group includes: four colleges, delivering Key Stage 5, Adult, Higher Education, Apprenticeship and Key Stage 4 education; a nursery; community learning venues across the city, services to Business including in-company levy apprenticeships and leadership and management commercial training and two subsidiary companies.

1.3 We do not have degree awarding power but work closely with our Higher Education Institute partners which include: University of Derby, Sheffield Hallam University, The University of Sheffield, alongside a portfolio of Pearson Higher National Programs. Derby College Group shares the Higher Education civic provision of higher education for the city of Derby with the University of Derby. Higher Education provision is a small subset of provision with an average 500 higher education students per academic year. Higher Education provision is shared between three colleges: the Roundhouse, Joseph Wright Centre, and Broomfield Hall.

1.4 We deliver a range of foundation degrees, higher nationals, and level 6 top up years, utilising a mixture of part, and full-time delivery. We also have an expanding number of higher level and degree apprentices. Students are drawn from the city and surrounding Derbyshire area (72% over the last 4 years) and the remaining 28% from surrounding Nottinghamshire, Leicestershire, and Staffordshire (based on Derby College Group student postcode enrolments from 2015 to 2018). The demand for progressing students from level 3 drives course development. As we continue to grow our higher education portfolio, we continue to invest in our data capabilities specifically for Higher Education purposes. This premise was recognised in the previous Access and Participation Plan and continues to act as a central theme throughout this Access and Participation Plan.

1.5 With an improved perspective on central data gathering and analytics we are better able to fully interpret the student lifecycle and identify current or emerging gaps in access, success, or progression. We can now see the necessary steps in order to place appropriate intervention to narrow these gaps as we progress through the time duration of this Access and Participation Plan.

1.6 For this Access and Participation Plan, we also acknowledge the long-term impact that the recent COVID-19 pandemic will have had on access and participation within higher education. Although we are no longer under lockdowns and we have returned to a form of normality, the long-term impact, specifically around mental health, and wellbeing as well as student participation and access, is yet to be seen. Derby College Group continues to place students at the heart of the Higher Education experience and will continue to work with our students. We will continue to monitor elements such as digital poverty, financial hardship, personal and work disruption due to the pandemic. We will continue to work with our partners to ensure students continue to be supported. Whilst the fundamental principles of our Access and Participation Plan have not changed, there may continue to be new and unknown barriers that will need to be taken into account that are not yet identified within this plan.

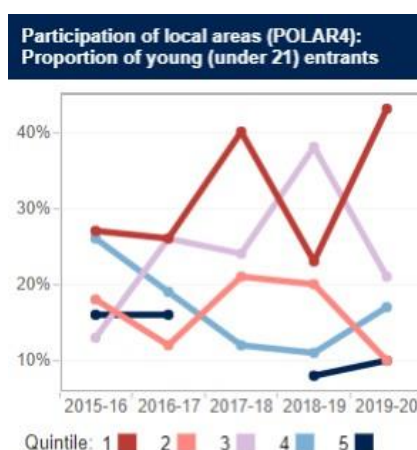
1.7 Moving forward, Derby College Group continue to place significant focus on increasing social mobility for students. As an Opportunity Area, Derby continues to benefit from additional support and activity to support the progression of young people.

1.8 Following the 2022 announcement of new priorities for Access and Participation Plans, Derby College Group has included as an Appendix our plans to meet these new priorities throughout the duration of this plan.

2. Higher education participation, household income or socioeconomic status

Access

The review of data demonstrates a shift in applicants from POLAR4 Quintiles. The proportion of applicants from Quintiles 1 and 2 compared to 3, 4 and 5 (areas of least vs highest progression to Higher Education) has fluctuated. With an update in 19/20 data recently added on the 11th March 2021 to the Office for Students data dashboard, this presents 23 percentage point difference. Currently, this is not demonstrating as a statistically significant difference with the Office for Students data dashboard. We previously identified that the consistency of applicants from Quintiles 1, 2 and 3 as inconsistent. We will still be setting the objective to increase the consistency of applications from Q1 and 2 in order to sustain the positive level of applications for the areas of least participation and reduce the gap to less than 5 percentage points in the next five years. Data for part time is non-conclusive at this time but will be monitored in a similar fashion to the full-time students.



Polar 4 Quintile (Access)	16/17	17/18	18/19	19/20
1,2	53%	43%	61%	38%
3,4,5	48%	57%	36%	61%
Gap	5pp	14pp	25pp	23pp

Table source: Office for Students Data Dashboard – Access, Full-time or Apprenticeship (POLAR4 proportion of entrants)

2.2 The Office for Students data dashboard does not present data on POLAR4 for other stages of the lifecycle for the student. We have utilised our own data to evaluate retention and pass rates which are equivalated to continuation and outcomes.

Continuation

2.3 When reviewed by retention, the most recent year (19/20) indicated that students from POLAR4 Quintiles 1 and 2 (89.65%) are retained at a better rate when compared to their counterparts in Quintiles 3, 4 and 5 (84%). Whilst we ensure that we monitor for any downward trend for the retention of students from Quintiles 1 and 2, we will currently take no action in this area

POLAR4 Quintile (Retention %)	17/18	18/19	19/20
1, 2	81	78.6	89.65
3,4,5	88.8	85.5	84
Gap	7.8pp	6.9pp	5.66pp

Table source: Derby College Group Data Dashboard: January 2021 – Retention by POLAR4 Quintile

Attainment

2.4 When pass rates are compared between Quintiles 1 and 2 with Quintiles 3, 4 and 5, there is again very little different based on POLAR4 data with a gap of 3.5 percentage points in 19/20 with students from Quintile 1 and 2 achieving at a rate superior to those in Quintiles 3, 4 and 5. The aggregated 3-year average demonstrates pass rates by Quintile 1 and 2 as 94.9% and Quintiles 3, 4 and 5 as 92.9%. We will take no action in this area.

Polar 4 Quintile (Pass %)	17/18	18/19	19/20
1, 2	94.1	93.7	96.9
3, 4, 5	92.6	89.6	93.4
Gap	1.5pp	4.1pp	3.5pp

Table source: Derby College Group Data Dashboard: January 2021 – Pass by POLAR4 Quintile

Progression

2.5 In the Office for Students data dashboard, data is inconclusive. Data regarding progression within Derby College Group is highlighted as a required improvement aspect. The annual Destination of Leavers from Higher Education data set is not available and Graduate Outcomes is significantly lagged. We will be undertaking our own sampling of students after they have completed their course with us to establish progression routes or destination for this characteristic.

3. Ethnically Diverse Students

Access

3.1 The Office for Students Data Dashboard currently does not present data related to student diversity for Derby College Group. According to our own data since 17/18, our diversity is decreasing and continues to do so which is disappointing. Since we published our first Access and Participation Plan (202/21 onwards) we have significantly raised the profile related to the recruitment of diverse students. To demonstrate commitment to this challenge, we have undertaken the following outlined actions within the last academic year (19/20)/

3.2 We will continue to report those who are ethnically diverse as a whole group compared to White British at this time without disaggregation. This is due to currently small representation in this category meaning any further disaggregation into their specific ethnic groups across the student lifecycles would not be informative or significant as numbers are not statistically meaningful. As we continue to increase diversity within our student population, we will expect to carry out meaningful evaluations. We will monitor and act when required.

3.3 The commitment to target diversity has been adopted as a central 5-year Key Performance Indicator for the Derby College Group Higher Education Strategy, embedding this ethos within our approach to Higher Education. Due to this, all courses were reviewed at the end of 19/20 for their student diversity distribution and targeted to improve areas where there were imbalances in representation. This will continue to be a discussion point for course reviews which occur twice in an academic year.

3.4 All courses have been required to review their online and in print marketing material to ensure that all images represent a diverse student body. The central marketing team also have a clear objective to ensure that all Higher Education courses have a diverse image base.

3.5 We have established a regular Widening Participation Committee who are targeted to address the objectives that are set within this and previous Access and Participation plans. This committee has representation from a cross organisational population including Curriculum, Marketing and Inclusion and is chaired by the Head of Higher Education.

3.6 We have appointed an ethnically diverse mentor for 20/21 who is working with students at Levels 2 and 3 to support students' aspirations and progression. The mentor is targeted to work with 50 students from ethnically diverse communities within Derby College Group to mentor, raise aspirations, evaluate barriers to learning, and support them with their next steps with a view to undertake higher learning. With the students they have worked with so far, attendance has improved, and the students are exploring university options.

3.7 Evidence suggests however that we have yet to see an impact of this work as we have a significant gap of 82 percentage points. We attribute this to timing of the approval of the 20/21 Access and Participation Plan which meant we have not yet had a full cycle to impact on or see the results in the following years recruitment trends, and the possible disruption of Covid-19 impacting on ethnic minorities in a way which had previously not identified causing a disruption to the 20/21 intake beyond what could have been reasonably predicted. We plan to continue with the above stated actions to target this aspect with the expectation that time is required in order to see the impact of the actions we have taken. We will look to consider alternative options of employee and external employer training in raising awareness of diversity.

Ethnicity (%)	17/18	18/19	19/20	20/21
Ethnically diverse	12	11	10	9
White British	88	89	90	91
Gap	76pp	78pp	80pp	82pp

Table source: Derby College Group Higher Education Data Dashboard January 2021, Access of students by ethnicity

Continuation

3.8 According to the Office for Students Data Dashboard, there is no representative data for continuation when reviewing gaps between student groups or ratios between students when exploring ethnicity. When reviewing the Derby College Group measure of retention over the last 3 years, there have been a positive trend of retention of ethnically diverse compared to White British with currently a gap of 2 percentage points. We will therefore take no action in this area.

Ethnicity (%)	17/18	18/19	19/20
Ethnically diverse	78%	80%	85%
White British	86%	83%	87%
Gap	8pp	3pp	2pp

Table Source: Derby College Group Higher Education Data Dashboard January 2021, retention by ethnicity

Attainment

3.9 According to Derby College Group data (taken from "ProMonitor"), students who are White British pass on average at a rate of 92.7% compared to ethnically diverse students who pass at a rate of 90.3%. It noted, however, that the population is very small and accounts for 74 students compared to 575 White British students over the last three years. This data demonstrates there is an emerging gap between the attainment of White British compared to ethnically diverse students of which we will set a target against.

Academic Year and Criteria	17/18 Number of leavers	17/18 % Pass	18/19 Number of leavers	18/19 % Pass	19/20 Number of leavers	19/20 % Pass
White British	167	96.2%	224	87.9%	184	94%
Ethnically diverse	23	100%	31	87.5%	20	83.3%
Gap	-	3.8pp	-	0.4pp	-	10.7pp

Table Source: Derby College Group Higher Education Data Dashboard White British compared to Ethnically Diverse pass since 17/18-19/20

Progression

3.10 According to the Office for Students Data Dashboard, there is no data to report when reviewing progression by ethnicity for Derby College Group. Utilising data and information from a Higher

Education Statistical Agency for Higher Education Leavers Statistics 2016/17¹, a higher percentage of ethnically diverse leavers were unemployed compared to the sector average. Currently, our own progression data is limited. The annual Destination of Leavers from Higher Education is not available and Graduate Outcomes is significantly lagged. We will undertake our own sampling of students after they have completed their course with us to establish progression routes or destination.

4. Mature compared to Young students

Access

4.1 According to the Office for Students Data Dashboard, the number of mature students compared to young differs for full time has narrowed in the last year (18 percentage points in 17/18 compared to 10 percentage points in 18/19) which is positive, indicating that our full-time offer is equally accessible by mature and young students. The part-time offer indicates a spikey profile, with the proportion of young decreasing and the proportion of mature increasing from 17/18 to 19/20 respectively. This is moving more towards the national picture which suggests that within the part time sector, it is predominantly mature students (around 87% for the last five years) compared to the young (which is around 12%). This is likely due to young people investing into full time higher education before moving into a career, rather than choosing to work part time and study part time. This is not an area we will be focusing on as we feel we have good representation of mature learners on the full-time mode and that our part time representation of young students is greater than the national picture (27.6% over the last five years, compared to a sector average of 12%).

Continuation

4.2 Continuation rates within full time for young and mature students presents no significant gaps (90% and 91% respectively). For part time students, data is less reliable but suggests continuation rates of 90% for young students and 82.6% for mature students. However, there is no significant difference indicated by the Office for Students Data Dashboard. We will not be taking any action in this area.

Attainment

4.3 The Office for Students Data Dashboard does not present any data for the attainment of students achieving a first or upper second-class degree when analysing by age category (compared young to mature learners). When reviewing Derby College Group data utilising ProMonitor, the attainment rates (utilising on "Pass" as an indicator), the average gap is 4.1 percentage points with at times mature students outperforming young, and vice versa. Due to this, we will take no action regarding attainment in young and mature populations.

Young Vs Mature pass (%)	17/18	18/19	19/20
Young (<21)	95.5%	95.7%	93.3%
Mature (>21)	92.8%	89.5%	96.8%
Gap	2.7pp	6.2pp	3.5pp

Table source: Derby College Group DATA Dashboard January 2021, Attainment by Age Band (Young compared to mature)

Progression to employment or further study

4.4 According to the Office for Students Data Dashboard, progression for young compared with mature presents no significant gaps for full-time students (for 16/17 progression rates for both Mature and Young is at 65%). For part-time study, the data indicates that our mature students progress at a rate of 66.6% compared to young at 75%. This is not indicated as statistically significant.

5. Students with a disability

5.1 In our previous Access and Participation Plan (2020/21), we had identified that we needed to improve our knowledge of our students with respect to disability. This still remains a high priority for us

¹ <https://www.hesa.ac.uk/news/28-06-2018/sfr250-higher-education-leaver-statistics-activities>

to note, the data that allows evaluation of students with a disability access, success, attainment, and progression is minimal, making the disaggregation into other sub-groups impractical. It is also the preference at Derby College Group to use the “person first” terminology of “students with a disability.” Therefore, throughout the rest of the document we will use the language we see as appropriate, positive, and inclusive.

Access

5.2 According to the Office for Students data, we have managed to improve the gap between students with a disability (14%) and students without a disability (86%) by 2 percentage points compared to the previous year for full-time study. However, within our part-time provision, we have increased the gap between students with and without a disability by 1 percentage point (students without a disability 88%, students with a disability 12% compared to the previous year of 87% and 13% respectively). According to our own data sources, this is reflective within our own data set that the gap between access of students with a disability and those without is widening. We are disappointed by this result and have been taking steps to improve both the knowledge of our students in this respect and the opportunities for students to tell us of any inclusion needs. We have embedded inclusion resources into our central student Hub and in the last year targeted work to enable sharing of disability and inclusion needs through the application and interview process.

Students with a or without a disability (%)	17/18	18/19	19/20	20/21
Students with a disability	11.62	10.72	9.03	8.73
Students without a disability	88.38	89.28	90.97	91.29
Gap	76.76	79.08	81.94	82.56

Table source: Derby College Group Higher Education Data Dashboard January 2021, Access of students with or without a disability

Continuation

5.3 According to the Office for Students Data Dashboard, only students without a disability are reported with a 3% range for full-time students and a 10% range for part-time students over the last five years. When we review our own data sources for retention, as opposed to continuation, we see that there is the average gap of 4.7 percentage points over a three-year period, with the most recent gap being 1.8 percentage points between the retention of students with a disability and students without a disability. However, as this area within the Office for Students dashboard is under-represented, we will set an action to ensure that continuation for students with a disability compared to those without a disability is within a 5% gap, with an aim to achieve 90% continuation in both groups.

Disability and Retention (%)	17/18	18/19	19/20
Students with a disability	81.8%	77.1%	85%
Students without a disability	86.5%	83.6%	86.8%
Gap	4.7pp	6.5pp	1.8pp

Table source: Derby College Group Higher Education Data Dashboard January 2021, retention of students with or without a disability

Attainment

5.4 According to the Office for Students Data Dashboard, the attainment rates are not reported. According to our own Higher Education Data, the pass rates of students with a disability has been improving on average over the last 3 years. There is a narrowing gap between the pass rates of students with a disability and students without, with a positive difference in 18/19 where students with a disability were more likely to pass compared to students without. It is noted that the population of those studying with a disability compared to students without a disability over the last three years is 77 and 586, respectively. Our commitment to ensuring students have equal opportunity means although we have a small gap in this area, we will set a target with the aim to review attainment in closer detail between these two populations. Currently, students with a disability are under-represented, therefore as we work

to improve access in this area, it is expected that we will need to ensure equity in this phase of the lifecycle also.

Disability Vs. Attainment (% Pass)	17/18	18/19	19/20
Students with a disability	83.3% (22)	96.3% (35)	94.1% (20)
Students without a disability	94.6% (171)	91% (226)	95.1% (189)
Gap	11.3pp	5.3pp	1pp

Table Source: Derby College Group Higher Education Data Dashboard January 2021, pass of students with a disability compared to students without a disability.

Progression to employment or further study

5.5 According to the Office for Students Data Dashboard, the proportion of students with a disability progressing into highly skilled employment or further study compared to students without a disability is not reported. Our own data related to progress to employment or further study will be developed in order to identify if there are any gaps or emerging trends in this area.

6. Deprivation

Access

6.1 According to the Office for Students Data Dashboard, there is a gap within access from deprived areas (quintiles 1 and 2) for full-time students (20 percentage points and increasing), and a gap for part-time students (32 percentage points and increasing). This might be due to the increased recruitment to our engineering and professional construction courses which is predominately driven by employers which may be less accessible to students from areas of deprivation. Due to this, we will continue to take action to improve access of students from Quintiles 1 and 2.

IMD (2019) Quintile	16/17	17/18	18/19	19/20
Q1, 2	30%	41%	24%	40%
Q 3, 4, 5	70%	59%	78%	60%
Gap (percentage points)	40	18	54	20

Table Source: Office for Students Data Dashboard Deprivation 2019 Proportion of Entrants for full-time study

IMD (2019) Quintile	16/17	17/18	18/19	19/20
Q1, 2	40%	44%	37%	34%
Q 3, 4, 5	61%	56%	62%	66%
Gap (Percentage Points)	21	12	25	32

Table Source: Office for Students Data Dashboard 2019 Proportion of Entrants for part-time study

Continuation

6.2 Minimal data is presented within the Office for Students Data Dashboard for students from deprivation quintiles for continuation for either full or part time study. Reviewing our own internal data source from a retention perspective, over the last three years in most quintiles our retention has improved apart from those in Quintile 5 which has reduced, from 91.9% to 86.9% from 17/18 to 19/20 respectively. In all other quintiles, retention has improved with minimal gaps between quintiles 1, 2, 3 and 4 in 19/20 (all between the range of 82.9% and 86.9%). Retention in quintiles 3, 4 and 5 is slightly stronger (88.4%) compared to quintiles 1 and 2 (84%) demonstrating a gap of 3.9 percentage points. This will be monitored but not targeted at this point.

Attainment

6.3 Minimal data is presented within the Office for Students Data Dashboard for students from deprivation quintiles for attainment for either full or part time study. Reviewing our own pass data with

respect to deprivation quintiles, all pass data during 19/20 is between 91.05% and 97.85%. Quintiles 1 and 3 out-perform quintiles 2, 4 and 5. Quintiles 1, 2 and 3 all have upwards trends, compared to 4 and 5 which should have a slight decline over the last year. Due to this, we will not set any targets in this area.

Index of Multiple Deprivation (2015) Quintile	17/18	18/19	19/20
1	94.45	87.25	96.45
2	90.55	87.1	91.9
3	94.75	89.05	97.85
4	91.45	92.05	91.05
5	86.85	94.25	93.35
Average gap between Q1 and 2, and 3,4,5	3.35	5.35	3.2

Table source: Derby College Group Higher Education Data Dashboard pass % by Index of Multiple Deprivation

Progression

6.4 Minimal data is presented within the Office for Students Data Dashboard for students from deprivation quintiles for progression for either full or part time study. This will form part of our commitment to improving our own progression data.

7. Care leavers

7.1 The Office for Students Data Dashboard does not contain any institutional or sector level information for this group of students. Data from the Department of Education (17/18) demonstrates that around 6% of all care leavers between the ages of 19-21 were in higher education in 2019.

7.2 According to internal data at Derby College Group, over the last three years we have had less than 5 students who were care leavers enrolled at the provision 18/19 and 19/20 all of whom had positive outcomes. We will continue to monitor for the entry of students who are care leavers and follow their continuation, attainment, and progression.

7.3 As we have a very small number of care leavers, we cannot conduct meaningful analysis over the different stages of the lifecycle. We will ensure that care leavers are monitored at each stage of the student lifecycle and will compare their performance and experience with normative values.

7.4 We will ensure that their identity is protected with respect to GDPR (2018). We are not planning to set a target related to care leavers as we do not believe that there are any issues that need addressing. However, any monitoring or reporting of students in this subsection will be anonymised so students cannot be identified. Any student numbers where a group is less than five will be displayed as <5 without a specific number to protect student identity.

8. Intersections of disadvantage

Access

8.1 Using the Office for Students Data Dashboard, when comparing areas of deprivation and ethnicity, minimal data points exist for ethnically diverse students. However, White British students from Quintiles 1 and 2 are proportionally below students from Quintiles 3, 4 and 5, suggesting two aspects to review:

8.1.1 The total number of ethnically diverse students needs to improve, as we have already recognised

8.1.2 Compared to previous Access and Participation Plans, there has been a positive impact on the number of students from Quintiles 3, 4 and 5 applying which is present in both part-time and full-time populations, which has proportionally impacted those applying from Quintiles 1 and 2 which can be expected. This is still an area we will be focussed on to ensure that access for students from areas of deprivation remains a priority.

8.1.3 We predict that as we work to increase diversity within our student population, we will revisit this metric to review for any gaps emerging between different quintiles and ethnically diverse students.



8.2 Using the Office for Students Data Dashboard, comparison of males and females from POLAR4 Quintiles 1 and 2, compared to 3, 4 and 5 demonstrate some narrowing over the last 4 years with gaps decreasing for all areas. This is not an area we will set a target in and are comfortable that the data suggests we have no barriers to access in the context of males and females from different POLAR4 quintiles.



Continuation

8.3 According to the Office for Students Data Dashboard, there are no statistically significant intersections within continuation. This is most likely due to the lack of data as opposed to them not being present. We will consider this is our overall commitment to improving our data analytics.

Attainment

8.4 According to the Office for Students Data Dashboard, there are no statistically significant intersections within attainment. This is most likely due to the lack of data as opposed to them not being present. We will consider this in our overall commitment to improving our data analytics.

Progression

8.5 According to the Office for Students Data Dashboard, there are no statistically significant intersections within progression. This is most likely due to the lack of data as opposed to them not being present. We will consider this in our overall commitment to improving our data analytics.

9. Other groups who experience barriers in higher education

9.1 Our current data and small cohort size indicates that we have not identified other singularly identifiable groups of students who are experiencing barriers to education. We will continue to review our own position through feedback mechanisms such as student groups, student surveys, focus groups along with a review of any concerns, complaints or individual student contact that may indicate a group is experiencing barriers to higher education. Given the most recent events within the last few years related to the global pandemic, we are open to identifying new and possibly previously unrepresented groups that may experience barriers.

10 Strategic aims and objectives

10.1 Following the assessment of performance of Derby College Group throughout the student lifecycle, we require an approach that combines an overarching commitment with specific targets that address areas of performance that we need to improve alongside monitoring commitments. A continued commitment to improve our data capabilities is evident.

10.2 Our focus remains on impacting the access stage of the student lifecycle along with monitoring emerging trends where our numbers rise, and we are able to better interrogate meaningful data sizes and statistical significance may be measured. The above evaluation demonstrates that there are no significant gaps within continuation (retention in Derby College Group internal data sources) and outcomes (a pass and not differentiated by classification of degree). We do acknowledge that we have a lack information surrounding progression which is both absent from the Office for Students Data Dashboard and within our own data. Therefore, our overarching commitment to improving our data capabilities remains and will be expanded on in more detail below.

10.3 Overarching commitment 1: Derby College Group aims to improve the data capture, measuring and monitoring of its Higher Education Students

10.3.1 Within the last year, our focus on our own data capabilities has improved which has impacted on our knowledge and ability to evaluate our student data. As demonstrated in our evaluation here, our abilities have improved considerably throughout the last year with the progress on our own Higher Education Data Dashboard that we can use to both monitor performance and interrogate trends. We have identified areas to improve which include the capturing and analysis of progression data, developing our own gathered retention and making it comparable to the Office for Students' standard term of "continuation" and further development related to the capture of outcomes data. As our qualification range from undergraduate degree classifications to Pass, Merit and Distinction, with some courses using a "Pass only" method, we are yet to establish a methodology to make this full comparable within the full student population and the sector. We will have a particular focus on the collection and analysis of data related to the progression of our students. With the absence of Destination of Leavers in Higher Education data set and the new release of the Graduate Outcomes experimental data set, we recognise that we need to rely on our own methods of collection and evaluation in order to fill the gap of information in this instance.

10.4 Overarching commitment 2: Derby College Group aims to monitor and improve the consistency of applications from students in POLAR4 Quintile 1 and Quintile 2

10.4.1 Applications from POLAR 4 Quintile 1 and Quintile 2 do remain inconsistent. This remains as a target to improve the consistency of applications from these POLAR4 areas. The most recent data demonstrates we have a gap of 23 percentage points between POLAR4 quintiles 1 and 2 compared to 3, 4 and 5. It remains a target therefore that we will seek to improve consistency from low participation neighbourhoods (POLAR4 Quintiles 1 and 2) and reduce the gap between 1 and 2 compared to 3, 4 and 5.

10.4.2 Target group: POLAR4 Quintiles 1 and 2

11 Targets

11.1 Target 1: Access ethnically diverse students

11.1.1 In the last year, in terms of our own data, we have not made sufficient progress in improving our ethnic diversity. However, since the 2020/21 Access and Participation Plan was published, we have

taken significant action as described in our above evaluation. Coupled with the possible unknown continued impact of the pandemic, we will be retaining this as a key action and focus for our Access and Participation Plan moving forwards. We are truly committed to improving our diversity not just within the Higher Education student population, but within Derby College Group. Our aim also remains to move towards being more representative of the city diversity (25% ethnic diversity). We retain the aspiration to make headway within this area and so therefore aim to achieve a diversity representation of ethnically diverse students to a minimum of 21% in the next five years. In previous iterations, our aim was for linear improvement, however it is likely that our improvements will be initially slow with great acceleration towards the end of the 5-year period. Within the last year, the impact of COVID-19 has slowed our initially expected progress in this area. The work of the current Widening Participation Committee however has been to action a range of interventions which are predicted to make a stronger impact in years 2 and 3 onwards as the work gathers momentum. Good progress has been made towards the goals of the Widening Participation Committee action plan, and this plan designed with the new priorities in mind will guide the future work of the Committee.

11.1.2 Target Group: Ethnically diverse students

11.2 Target 2: Access for full time students from deprivation quintiles

11.2.1 For this Access and Participation Plan, we aim to reduce the gap between the students accessing higher education from quintiles 1 and 2 compared to 3, 4 and 5. Within a year since the last publication of our Access and Participation Plan (2020/21 – 2024/25) we have made some improvements within our full-time provision, moving Quintile 1 and Quintile 2 representation from 32% to 36% (within our full-time population). We seek to build on this by setting the target to continue to reduce the gap to 14% or less in the next five years. Developing from our last Access and Participation target, we are removing the specific target for males from deprivation quintiles but broaden this to all students from deprivation quintiles. In targeting males, we had the potential to increase any gap between males and females that might have developed. For this reason, we will treat all genders equally.

11.2.2 Target Group: Deprivation Quintiles 1 and 2

11.3 Access of students with a known disability

11.3.1 We aim to improve the percentage representation of students accessing Derby College Group higher education courses with a known disability to above 20%. We need to work hard to reverse our current trend, as identified by our own data, within the student population. We seek to improve this in all aspects of our provision, both full and part time.

11.3.2 Target group: Students with a disability

11.4 Target 4: Continuation of students with a disability

11.4.1 We aim to have a continuation rate that has minimal gaps between students without a disability. Within our 2020/21 Access and Participation Plan evaluation our continuation rates are 88% (full-time) and 78% (part-time) for all students (therefore approximated to 83%), we aim in the next five years that continuation rates for all students is 90% with 0.5 or less percentage points between the population of students with a disability and those without a disability.

11.4.2 Target group: Students with a disability

11.5 Target 5: Reduce the attainment gap of students from underrepresented groups

11.5.1 We are using Pass data to compare ethnically diverse students that Pass to White British students who Pass. Currently, the Pass rates vary over the last three years (17/18, 18/19, 19/20). With under representation within this demographic already, we feel that it is prudent to target this area as it is in combination with targeting increased representation. Therefore, a target to reduce the gap to 3 percentage points or less over the next five years will ensure that we are working hard to identify and reduce any potential barriers to attainment within the diverse student groups.

11.5.2 Target group: Ethnically diverse students

12 Monitoring commitments

12.1 As highlighted throughout our assessment of performance, there are a range of areas that we are not setting targets but are committing to monitor and will set targets at a later date if more detailed

analytics highlights any significant gaps or emerging trends. The monitoring commitments also expands the focus of Access and Participation Plan from access to encompass all areas of the student lifecycle. We will monitor these characteristics over the period of the next five years, and at any point where we recognise that there is a trend forming that might impact negatively on access and participation, a new target will be set accordingly.

12.1.1 Outcomes of students from POLAR4 Quintiles 1 and 2

12.1.2 Continuation (retention) of students from Index of Multiple Deprivation Quintiles 1 and 2

12.1.3 Continuation (retention) of ethnically diverse students

12.1.4 Outcomes/attainment of ethnically diverse students

12.1.5 Progression of students from POLAR4 Quintiles 1 and 2, Index of Multiple Deprivation Quintiles 1 and 2, ethnically diverse students

12.1.6 Attainment of students with a disability

13 Strategic measures

13.1 Derby College Group is committed to be a part of the Office for Students' goal of ensuring equal opportunity for all students. Our own abilities to monitor our students has improved through consistent embedding in all of our HE systems and processes. We are combining this with our commitment to widening participation agenda which features as core items for our 2020-2025 strategy. In doing this we have made commitment to the Access and Participation Plan a Derby College Group priority and ensuring it features highly on all cross departmental agendas.

13.2 Strategic Approach 1: Higher Education Data

13.2.1 As identified, a key theme remains within our Access and Participation Plan to increase knowledge and capabilities around data, monitoring, and analytics within the organisation. We have made progress within the last year to improve this, and have further plans identified within this Access and Participation Plan to build on those development phases. We plan to have this as a key theme for the early phase of the plan (year 1 and 2) with minor works being carried up in years 3, 4 and 5 when the data is more demonstrably robust and any adaptations as required by the sector we will work to include this in our Data Dashboard as soon as possible and embed into the evaluation processes discussed throughout this plan.

13.2.2 During 19/20, we reviewed the data needs and now have a HE Data Dashboard that allows us to interrogate the data to a much more detailed level. During the next academic year, we will continue to discuss the best way of collecting, analysing, and disseminating data. We plan to improve the alignment between the Derby College Group metrics and that the Office for Students and other external statistical bodies utilise. This will allow us to ensure both transparency and cross utilisation for both Derby College Group's needs and that of the regulatory requirements for monitoring and reporting. We will continue with a small but transient working group that will continue to work to improve data capabilities and work with future projects to improve this area and mould to the current and changing needs. This will provide the central point of the data that can be accessed by the main driving committees that take the responsibility for the Access and Participation Plan linked Key Performance Indicators, predominantly the Widening Participation Committee.

13.2.3 It is expected that this strategic approach will provide significant contribution to the management of all other strategic approaches that will be undertaken as part of this Access and Participation Plan. We have improved our data profile by the end of 19/20 as expected, but in doing so have also identified a wider remit which will continue to work on. Our particular focus for the next 2 years is on the progression stage of the lifecycle which is where we will concentrate our efforts in data capture and analysis.

13.3 Strategic Approach 2: Increasing access to ethnically diverse students

13.3.1 The cultural diversity of Derby College Group is currently predominantly White British with very little variation in recent years. Derby College Group aims to increase the range of diversity within its HE population to better represent the local demographic, promoting equality and equity in access to

higher level study. This is now a central Key Performance Indicator for the 2020-2025 Higher Education strategy as we have encapsulated the principles of the Access and Participation Plan into all higher education provision. We plan to take most interventions in Year 1 and 2 of this plan with monitoring and minor adjustments in years 3, 4 and 5 in response to evaluation. Based on our review, significant interventions will be reviewed and replaced if required, as per our evaluation strategy.

13.3.2 At an organisational level, the Widening Participation Committee will review the targets on a regular basis and be a focal point of driving activity related to increasing diversity within the student body. This group will remain responsible for the measurement of impact which will be reported to the Higher Education Assurance Board, Higher Education Strategic Board and Higher Education Academic Board.

13.3.3 In working towards this, we will continue to review the application and admission process to ensure that all points of decision are fair, free from bias and promote equal opportunity. Where evidence is found that suggests bias may exist or improvements could be made, the Widening Participation Committee will review and suggest appropriate interventions, as guided by current literature and evidence from other establishments.

13.4 Strategy Approach 3: Improving access from deprivation and POLAR4 Quintiles

13.4.1 A number of targets are linked to improving access for deprivation and POLAR4 Quintiles. This is a key mission of Derby College Group to ensure education is accessible to students from a range of deprived areas and those least likely to progress to higher education. The city is profiled as experiencing significant deprivation and has significant wards where progression to Higher Education is low. Therefore, Derby College Group has an opportunity to positively impact on this. We have established Key Performance Indicators that reflect this as part of our 5-year strategy. From the knowledge and understanding gained from projects such as UniConnect we will utilise this approach to identify students least likely to attend due to deprivation metrics, combined with evidence-based research and select or design intervention that will target this specific group. It is expected that actions taken to influence these characteristics will take place throughout all years of the plan. Our current profile in this area is “spikey” so it is likely that we will have to keep making adjustments each year to take forward the most successful interventions.

13.4.2 Our Higher Education data now has the capability to identify students in order for improved monitoring. This is shared with our Marketing Team who are able to target students appropriately. This is driven and monitored via the Widening Participation Committee. Each course is monitored for students within POLAR4 and the Index of Multiple Deprivation quintiles in order to review the performance at a granular level.

13.4.3 Our Academy Study Support Coaches provide group, individual and bespoke tutorials and training sessions that address good academic practice, research and academy literacy skills to all students following initial skills evaluation. This provides the necessary support and guidance once students are enrolled. Within the last year, we have centralised this function and brought other organisational support mechanisms into an easy to access location for students (360Hub). This demonstrates our commitment to academic study support. The impact of this practice is being continually monitored and will underpin the student lifecycle whilst at Derby College Group. The impact is reported to the Higher Education Academic Board and the continual development of this forms part of an underpinning strategy to positively impact students from deprived and low participation areas.

13.4.4 We will utilise currently published research to understand the barriers that are faced by students from low socio-economic backgrounds and deprived areas that will guide the intervention development, combined with our Marketing Team to develop appropriate strategies which can be measured through impact

13.4.5 We design and develop programmes in partnership with other Higher Education Institutions; in doing so, it will be a requirement that all new programmes will be evaluated against the stages of the student lifecycle and the 5 groups (POLAR4, Index of Multiple Deprivation, age, disability and ethnicity) where in much the programme must be evaluated as to the likely impact and subsequent mitigating activities on the subgroups to ensure that no barriers are created.

13.5 Strategic Approach 4: Improving the student lifecycle via the impact of inclusive environments

13.5.1 We have a considerable commitment to ensuring an inclusive environment for all students. We have included within our own 5-year strategy Key Performance Indicators that support all phases of the lifecycle of students with inclusion needs. Due to this, within the last year we have integrated the central Inclusion Team into a range of Higher Education Specific committees in order to gain their input, influence, and drive where improvements can be made. We are working therefore to raise the profile at the information, advice, and guidance stage to positively influence students' decisions at application. Our aim is to ensure that applicants to Derby College Group feel comfortable and confident in telling us their inclusion needs. We aim to ensure that from application stage right to any point on their course, they can tell us of their inclusion needs and we can respond with the right help, advice, and support. It is expected that interventions will take place throughout all years of this plan related to this strategic approach. Concepts in inclusive practice are influenced by regular research outputs; it is expected that we will need to ensure that we are able to remain reactive and flexible in order to make the most of new knowledge. The impact of improvements in inclusive practices will be reviewed every year at both course and strategic level in order to best influence the actions in this area.

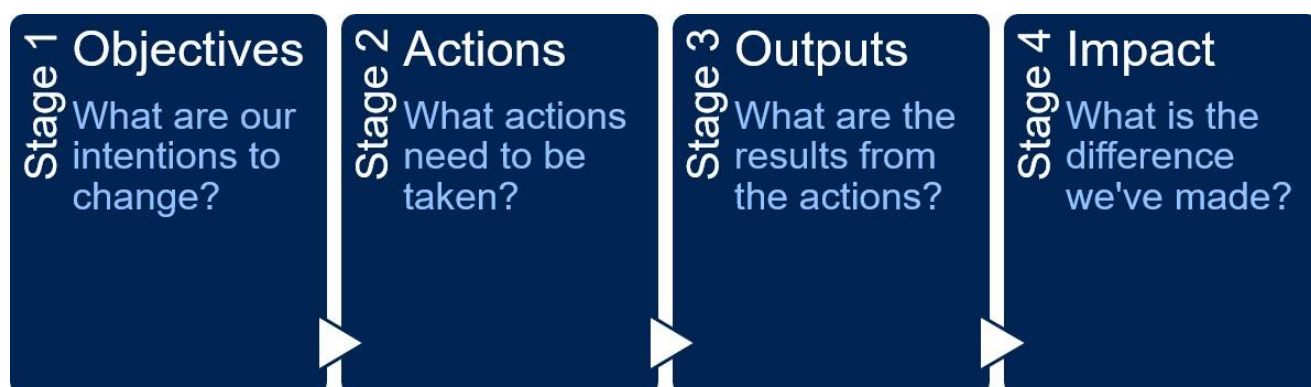
13.5.2 In the last year, we have embedded discussions around inclusion and developing an inclusive approach to teaching in Higher Education within our own staff training programme as led by our Higher Education Advanced Practitioners. Our Academic Coaches are upskilling within this area, and we are developing stronger relationships between our Higher Education programme leads and the inclusion team.

13.5.3 By embedding central Key Performance Indicators that focus on targeting groups in access for students with inclusion needs, we aim to ensure this remains at the forefront of our discussions within all contexts. The knowledge of inclusion needs is embedded at course level where it is evaluated twice per academic year with a panel review process. This is fed into the committees that monitor higher education performance within Derby College Group.

13.5.4 Our targets that support inclusivity are also driven through our Widening Participation Committee where we have organisational representation. Within the last year, the team have worked to improve the effectiveness of the application process where an inclusion need is highlighted. We have invested into the use of "Cognassist" for all higher-level students so that they can access the tools and resources usable for up to Level 7.

14 Theory of Change

14.1 Derby College Group will adopt a simple Theory of Change model that accounts for objectives, actions, outputs, impact. The Widening Participation Committee will utilise this to inform the implementation, monitoring and evaluation of the Access and Participation Plan.



14.2 The Widening Participation Committee have been and will continue to use the Access and Participation Plan as a guiding document to address the specified targets, along with acknowledging the monitoring requirements that are outlined within this document. The Widening Participation Committee will scope out the range of necessary interventions required to positively influence the target as set out in the Access and Participation Plan. The interventions will be evidence based, based on

either practice from within similar environment, literature or activities learned from other active working groups. We will also look to pilot interventions where possible on a small scale before full adoption with Derby College Group. Small scale pilots may not always be an appropriate approach due to the initial size of the starting population of Higher Education students at Derby College Group. The Widening Participation Committee will set the timeframes for the interventions against the targets as stipulated by the Access and Participation Plan and communicate these to the Higher Education Academic Board for discussion and information and will take a risk-based approach when prioritising implementation. Following the launch of the intervention, the Widening Participation Committee will monitor and evaluate the success on a regular basis. Any highlighted negative impact on the narrowing of the gap will be evaluated, reviewed, and stopped, if necessary, with the learning impact noted for future reference. Any learning or new understanding will be disseminated by the group to the most appropriate audience, either internally or externally. Where additional resources are required, the Widening Participation Committee will recruit internally for staff members to act as a champion for the agreed intervention

14.3 2020-2025 Higher Education Strategy. Now in action, the 2020-2025 Higher Education Strategy which serves under the Derby College Group corporate strategy, takes the key targets of the Access and Participation Plan to be central Key Performance Indicators and embodies the principles of widening participation and how this translates into an operational context. This will communicate the overall strategic measures that will be adopted by higher education, as approved by the corporation. The Key Performance Indicators that will drive the Higher Education strategy forward will be directly linked to the Access and Participation Plan and utilise this document as the basis for the strategy. We plan that it will encompass a range of principles addressing our pedagogical approach to teaching, learning and assessment that meets our and our partner's needs, covers the requirements for inclusive approaches to teaching, equality and diversity, expectations for teachers and students, physical and virtual learning space, academic study support, student voice, engagement with external employers or stakeholders, professionalism and academic sustainability (a non-exhaustive list). Development of this will keep the principles of widening participation, and therefore the Access and Participation Plan at its core, although will not specifically link to the individual targets.

14.4 Higher Education Governance structure: There are a range of boards and committees in place to provide oversight of Higher Education at Derby College Group and ultimately the Access and Participation Plan. All committees share an aspect of underpinning activity that supports the Access and Participation Plan as it is embedded within the Higher Education Strategy. Progress on these aspects are reported regularly throughout the committee structure.

14.5 Higher Education Academic Board: The HE Academic Board is chaired by a Derby College Group Governor and will receive reports on the performance against the Access and Participation Plan along with other business related to higher education provision at Derby College Group. Its main role is to review the strategic options, curriculum planning in the context of business intelligence for higher education provision. The group oversee strategic enactment and operations by monitoring the performance along with approving higher education planning, performance monitoring cycles and mechanisms.

14.6 Higher Education Operational Board: Meeting 5 to 6 times per academic year, the Higher Education Operational Board is comprised of a variety of Heads and Managers throughout Derby College Group. This board will receive reports against the Access and Participation Plan, discuss and approve actions where required.

14.7 Higher Education Teaching and Learning Enhancement Committee: This group is responsible for impacting on the enhancement of Teaching and Learning for Higher Education Students at Derby College Group.

14.8 Higher Education Quality and Standard Committee: This group is responsible for maintaining quality standards throughout Higher Education at Derby College Group. It is not envisaged that this group will have a significant input or influence over the Access and Participation Plan but may be influenced later by the Higher Education Widening Participation Committee.

14.9 Higher Education Widening Participation Committee: This will be the main subgroup responsible for the development of activities and measurement of impact using the theory of change to enact the Access and Participation Plan.

15 Staff and Student consultation

15.1 The Higher Education Student Governor was consulted with on the relevancy of the proposed targets and the approach that is evidenced within this Access and Participation Plan. They commented that the analysis appeared to be a fair evaluation of the current student experience, and that the targets highlighted are appropriate. They fed-back that the focus on the disability characteristics would be supported and seeing greater awareness raising of this throughout the student lifecycle in order to provide appropriate support would be welcomed. They also confirmed the evaluation of ethnicity was a fair and appropriate approximation and relevant to have targets in this area. They agreed that the need to focus on better understanding of progression information would be welcomed by the student body, and that this would have positive impacts for both current students and Derby College Group's connection with employers.

15.2 The Higher Education Staff Governor was consulted with on the relevancy of the proposed targets and the approach that is evidenced within this Access and Participation Plan. They were in support of the actions identified and satisfied that considerations into the intersections of disadvantage have been considered now and will continue to be reviewed in the future. They were clear of the impact that the small data sets have on the ability to evaluate performance, but also satisfied that this Access and Participation Plan demonstrates a clear commitment to data improvement, and the Access and Participation Plan is embedded at all levels throughout the organisation by its integration into the Higher Education Strategy. They have recommended that further work is required to ensure that teachers are aware of the Access and Participation Plan and how it influences at an operational level, and the importance of widening participation at student level. This will be actioned moving forwards.

15.3 As part of the variations process, it is planned that a number of key members of staff, including members of the Senior Leadership Team, were consulted on in order to confirm satisfaction with the updates made to this Access and Participation Plan. It was also taken to Senior Leadership Team meetings as a final version following this consultation process with the finalised version for approval.

16 Evaluation Strategy

16.1 The Higher Education Department at Derby College Group is committed to ensuring that the activities and interventions put in place have the greatest possible impact on the student experience and the student lifecycle. We will evaluate these actions, interventions and strategies that support the Access and Participation Plan in order to develop the service, information strategic planning and ensure that we are having an impact on the gaps identified.

17 Strategic Context

17.1 Derby College Group is committed to widening participation and therefore the Access and Participation Plan has been embedded as part of our main strategy in order to articulate the focus of the activities and interventions that will be implemented moving forwards. There are already a number of excellent activities and agendas that are in operation at Derby College Group that target and aspire children in the local area from schools and colleges. Work will continue through all groups and mechanisms to ensure our aims, targets and objects are met.

18 Programme design

18.1 It is expected that the majority of actions or interventions that will be put in place will have started during 19/20 and be continuing on through to 20/21 and beyond. The choice of intervention will be based on published research and institutional evidence where it exists where extrapolation may be able to take place as described in the strategic approaches. The activities and interventions will be piloted in small scale when required, or if appropriate rolled out across all provision. Interventions will be monitored and reviewed through the governance structure as described within this document. If they are evaluated and the group concludes that it is not making any impact, they will be adjusted or stopped. It must be noted that it is expected that the volume and number of interventions that can be implemented may be small due to the current resource of the team that will enact the Access and Participation Plan

and the relative size of the higher education provision. There is not a dedicated widening participation team for the higher education provision at Derby College Group, but it is embedded into the core principles and practice of our organisation. We continue to work tirelessly to raise the awareness of the importance of access and participation by including it in all aspects of our provision and this will continue. Due to this, we have started to see a true engagement to the mission and are excited with the continued engagement. We will continue to strive to meet the targets we have set ourselves by incorporating them into our standard practice and encouraging open and challenging conversations between colleagues about the Access and Participation Plan.

18.2 The Office for Student's self-assessment tool highlighted that in terms of programme design, Derby College Group will benefit from having a stand-alone approach to impacting on widening participation activities for its higher education provision, one of which is devolved from the Further Education approach. Key priorities for Derby College Group are to ensure that all interventions designed have key designed outcomes and areas of planned impact along with identified performance indicators and mechanisms to capture the necessary data. We see that in developing our strategy alongside our Access and Participation Plan we have clearly set our expectations of key outcomes and Key Performance Indicators in the area of focus.

18.3 Moving forward, we will continue to strengthen our planning of future programmes by ensuring that full consideration is given against our current access and participation plan in the justification and design of the programme. This includes adding to our process that already include gathering of market intelligence, seeking sector and industry feedback, feedback from current and prospective students, taking into account subject benchmarks and considerations of academic quality. We will also add an impact assessment against the Access and Participation Plan characteristics to ensure that new programmes have had appropriate level of consideration and mitigation regarding possible barriers for any student characteristic; it will require the programme team to present their strategy for how the students are recruited and supported throughout the student lifecycle. As standard, the programme will enter the cycle of implementation, monitoring, evaluating, review and reflecting as part of the management of all higher education programmes at the college which is part of both the Business Planning process and the Higher Education course performance monitoring process. Our marketing team also work with each programme to ensure that the geographical targeting can raise awareness where progression to Higher Education is too low.

18.4 The following gives examples of actions we have in place or are planning in support of our Access and Participation Plan. For programs already in the portfolio, it is a requirement that they review their own marketing and update to represent a wide range of student characteristics. We are embedding reviews of teaching materials with respect to representation and working via our Advanced Practitioners to understand and embed inclusive practices within teaching methods. This is evaluated through our observation of teaching and learning process. Our Inclusion Team are also working with our curriculum teams to ensure the website is compliant with accessibility criteria. We already utilise Cognassist to provide support for students with inclusion needs which is open for all staff and students within Derby College Group on higher level programs. We monitor engagement with Cognassist and review the impact on final outcomes. We have included a list of further examples in light of the 2022 variations announcement from the Office for Students in appendix 1.

19 Evaluation design

19.1 Where we have continued to align our strategy and our Access and Participation Plan, we have seen a strengthening in the commitment to the Access and Participation Plan activity. We believe this alignment is both appropriate and effective. Due to the small size of Derby College Group, we will be keeping interventions relatively simple and straightforward with the aim of influencing a relatively small population. The Widening Participation Committee will strive to answer the following questions which will be reported via the committee structures and boards to the governing body at appropriate times throughout the academic year

19.1.1 How has the intervention contributed towards the Access and Participation Plan targets (or commitments to monitoring)

19.1.2 What is the scale of the impact

19.1.3 How has the gap identified in the Access and Participation Plan been impacted

19.1.4 Are there any negative/unintended consequences that have occurred as a result of the intervention?

20 Evaluation implementation

20.1 We have continued to focus our data capabilities to support monitoring and evaluation. Within the last year we have rolled out the use of our central Higher Education Data Dashboard as part of the mechanism of evaluation and will continue to use this to underpin our efforts. Within this, we have also continued to identify further improvement that will aid our understanding which we will continue to work on

20.2 Derby College Group utilises some data from external sources, but this is currently not routinely reviewed in relation to our higher education students in an integrated format. Moving forwards, we will be looking to integrate external data sets with our own in order to have more impact with our data analytical capabilities. Examples of this include the most recent Graduate Outcomes.

21 Learning

20.1 Although the Widening Participation Committee has the primary responsibility for communicating any learning that has taken place as part of any interventions or activities that have been deployed, it is also part of the main HE strategy so learning will be shared and disseminated at all opportunities that arise. However, we do recognise that where there is an opportunity to share this more widely with the academic community at Derby College Group we will take it. Where possible, we will seek to share our findings with any regional or national networks that particularly bring colleges that have HE in FE together in order to disseminate findings or lessons learned.

22 Monitoring progress against delivery of the plan

22.1 As highlighted above, the Widening Participation Committee will take ownership of the implementation of the plan and will monitor the day-to-day activity against the plan and any identified interventions. The committee will provide regular updates to the HE Executive Board which in turn informs the HE Academic Board which ultimately informs the Governing Body at Derby College Group. Any areas identified of not making enough progress against the plan can be discussed throughout each one of these mechanisms.

22.2 Progress against the plan will be reviewed through a multilayer approach to a continual self-evaluation process which creates a report that is updated on a regular basis and circulated to senior post holders throughout the academic year.

22.2.1 Regular strategic challenge meetings which monitor activity and progress against Key Performance Indicators of which the Access and Participation Plan targets are included. These happen three times throughout the academic year with the Chief Executive Officer and leadership team. The end of cycle report requires a review of impact.

22.2.2 Higher Education Academic Board. These happen four times per academic year where updates against the Key Performance Indicators are provided to Governors, Chief Executive Officer, and leadership team, along with staff and student governor representation. These also provide an opportunity to challenge the rate of progress against the plan.

22.2.3 Higher Education Executive Board happens five times per academic year, involving the senior leadership team, Chief Executive Officer, and college representation from a range of departments including Services for Students, Information Technology, Management Information Systems, Curriculum. The Access and Participation Plan targets are presented and discussed at this board with updates received from the Widening Participation Committee.

22.2.4 A course review of courses happens twice a year for all of the higher education academic programs. Within these, there is discussion in detail with Access and Participation Plan concepts, including recruitment discussions related to the key characteristics as outlined in the Access and Participation Plan and knowledge and understanding of students with inclusion needs. Currently retention and performance is not disaggregated at course level due

to low levels of representation impacting on the quality of evaluation. However, as representation improves as predicted, then courses will review student performance by the different characteristics to ensure any disparity of performance can be analysed and targeted at course level. Actions are set and reviewed at the next course review for impact.

22.2.5 The end of the year culminates in a Self-Evaluation Document (SED) that draws all aspects of the Higher Education provision together in an annual review. This includes the review of the KPIs of which the Access and Participation Plan targets are included. This gives and overall annual reflection on the performance and impact throughout the year, highlighting strengths and areas for improvement, along with setting targets for the next academic year.

22.2.6 We currently have a number of established ways for engaging with students e.g., Programme Committee Meetings, standard student surveys throughout the academic year, Lunch with the Leadership, Focus Groups, the National Student Survey (for applicable students) and ad hoc or pulse surveys to get feedback on new or emerging issues (i.e., we utilised this with changing pandemic situation). We focus on ensuring we have a high participation and engagement to ensure that the views of students are well represented and ensure we have student views from underrepresented groups. We will plan to embed a student engagement mechanism that both raises awareness of the Access and Participation Plan, gain feedback on the progress against targets, interventions and gather student views on improvements or updates to our actions. We will ensure that students from underrepresented groups are included in these mechanisms.

22.2.7 Where there is a worsening or stagnation of progress against a milestone, this will trigger a review and evaluation of the current interventions in place. The outcome will result in changes to the strategic measures, interventions, or resources, updated via the Theory of Change across the lifespan of the plan.

23 Provision of information to students

23.1 Derby College Group provides information on fees, costs, and financial support primarily on our website and also through a printed prospectus, face to face meetings, interviews, leaflets, social media, open days and through responding to individuals by either email or phone. Student Support Advisers will provide applicants and current students with information, advice and guidance relating to a range of topics such as starting their course, finance, welfare advice and student loans. Course teachers speak with applicants in depth about the courses, the content, and opportunities it may provide them.

23.2 Any courses that have additional costs, field trips or resource requirements are clearly stipulated on the course page(s) on the website alongside being discussed at interview and open days.

23.3 We provide timely information to UCAS and SLC about our current fees, which is mirrored on our webpages and within our Fees Policy which is published on the website.

24 Appendix

24.1 The Office for Students will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

24.2 Appendix 1 – Variation update

24.1.1 Introduction

24.2.2 Following the announcement from the Office for Students to update Access and Participation Plans in light of new priorities, this appendix document sets out how Derby College Group intends to ensure that we are working towards the priorities of the Office for Students. We will continue to work towards the goals in our Access and Participation Plan alongside the work towards these priorities.

24.2.3 Priority B: Partnerships with schools to raise attainment

24.2.4 Derby College Group intends to focus on an in-reach approach to level 2 GCSE achievement of existing students who have progressed to either level 2 or level 3 Derby College Group programmes with the condition or expectation that they will also undertake and achieve GCSE Maths and English qualification concurrently with their chosen vocational programme. Whilst there is an understanding of the issues and achievement gaps at level 2 in local schools, Derby College Group wishes to focus on new and existing pupils who have entered and engaged with Further Education programmes but need support to achieve their level 2 English and Maths programmes

24.2.5 We will identify and utilise strategies for our Further Education student cohort to advance to Higher Education opportunities. We can target our 16-18 cohort through careers advice and guidance. We can continue to visit jobs fairs and college events with our Higher Education offer to ensure it is visible and present throughout our Further Education cohorts time at college. We can utilise internal advertising, such as TV screens to provide information to students in social areas.

24.2.6 We will develop key resources and supporting activities for students and for our 360Hub (this is the Higher Education student resource bank for student welfare and teaching and learning) to develop and enhance knowledge around access and inclusion

24.2.7 We will continue to promote our alternative qualifications such as T-Levels and A-levels to ensure that students are able to access college through other courses that may not be purely academic, therefore providing an experience that will be accessible for all.

24.2.8 We will monitor admissions profiles from local schools and around the students GCSEs to promote fair admissions policy. As a student progresses through their course, we will monitor progression rates per school to identify areas of potential improvement.

24.2.9 We will work with the University of Derby on the identification and targeting of specific schools and cohorts in order to identify areas of potential concern and gaps in progression.

24.2.10 Priority C: Access to Higher Education leads to successful participation

24.2.11 For successful participation from students, all elements of the student lifecycle should be taken into account. While monitoring of key data to identify potential gaps should be completed, other actions should be taken based on the findings of the data.

24.2.12 Access

24.2.13 Increased awareness of student experiences from low participation neighbourhoods via role model case studies allowing students to feel represented. Work was started on role model case studies last year, and provides a solid base on which we can continue to build awareness

24.2.14 Increase staff awareness and proficiency relating to equality, diversity, and inclusion in a Higher Education Context. We can achieve this by identifying suitable online training opportunities that can be incorporated to enhance Higher Education teaching for the whole Higher Education community. For example, work will continue on training for unconscious bias for staff.

24.2.15 We will continue to target resources such as bursaries towards students who need support the most.

24.2.16 Identify clear actions related to marketing for specified populations and target campaigns to promote our offer to continue targeting people who aspire to get into Higher Education. This will result in increased marketing activity in identified wards with the aim being increased applications from these areas.

24.2.17 Review the admissions process for students with inclusion needs and improve the sharing of disabilities at the beginning of the academic year. Work has already begun on this as applications contain declarations for student to complete to aid accessibility arrangements.

we will continue to review the application and admission process to ensure that all points of decision are fair, free from bias and promote equal opportunity. Where evidence is found that suggests bias may exist or improvements could be made, the Widening Participation Committee will review and suggest appropriate interventions, as guided by current literature and evidence from other establishments.

24.2.18 Continuation

24.2.19 We will continue to work to improve continuation for all students, including strategies to increase recruitment, current students taking part in induction days and new marketing materials. Strategies to aid and support students' progression will be explored and developed throughout the time of this Access and Participation Plan. Career guidance will continue to be monitored, with career workshops for all students who are continuing.

24.2.20 We will continue to use bridging courses to provide support for students. We will also make use of the mentor scheme in order to ensure students are receiving support from their peers as well as from the staff community.

24.2.21 As a college we have taken a number of steps towards this target:

- Peer to peer support to help with student confidence building and understanding
- Higher Education SSC bespoke sessions to enhance writing skills and improve attainment and high grades
- Extra one to one tutorial sessions with tutors to support mental health difficulties
- Derby College Group awarded 1-week extensions where applicable alongside support of EEC's through University of Derby to reduce stress and offer support on written work due to mental or physical health decline
- Referral to welfare team at University of Derby and Derby College Group for mental health support and help accessing resources to support successful completion of programme
- Use of internal inclusions staff for mental health support and help accessing resources to support successful completion of programme
- Inclusion of English and Maths Functional Skills and GCSE to support progression
- Case studies within marketing on those from underrepresented areas in equine and animal such as male and ethnically diverse.
- Sharing good practice from all areas

24.2.22 Destination data

24.2.23 We will continue to monitor and improve progression and destination data, utilising both internal and external sources to ensure that we are heading in the right direction. Staff will be able to access this information to allow us to monitor and identify key areas that have gaps. This will allow us to develop reactive and current strategies to support students

24.2.24 Staff and student experience

24.2.25 Increase staff awareness and proficiency relating to equality, diversity, and inclusion in a Higher Education context. We will identify suitable online training opportunities that can be incorporated to enhance Higher Education teaching for the whole Higher Education community, with training being facilitated and supported through the Higher Education budget if necessary

24.2.26 Data capture

24.2.27 We continue to develop and monitor our own internal data capture. We are currently entering into a discussion on the definition of HE courses to be included in data, and plan on moving to a definition that is more in line with the Office for Students and Individualised Learner Record data capture. We also produce a yearly report that provides analysis the progression of our students to

UCAS that provides us with key data on how we are performing in relation to the access and participation remit.

24.2.28 Priority D: Develop more flexible and diverse provision

24.2.29 We have taken action towards this in the past year. For example, monitoring of the attendance and retention of students with disability or those from underrepresented groups against other students on a regular basis and as part of QIP and SAR review meetings. We have also been setting targets to reduce attendance or retention gaps where appropriate

24.2.30 We are continuing to develop and work towards our Institute of Technology, working alongside our partners to ensure that it is accessible to all students.

24.2.31 Work within our land-based offer has included an external keeping warm day held in June/July for Animal and Equine to ensure a smooth transition into Higher Education in September as it allows for meeting of the staff. Information and Guidance has been tailored and offering of a range of programmes from Access to HE.

24.2.32 The HE 360 Hub, recently set up to ensure joined up thinking and support for all Higher Education students. Secondly, the skills audit which is undertaken in September and end of year by the Higher Education Academic Coaches capture information of any inclusion needs which may not have been disclosed during enrolment and these are then passed onto the Inclusion team for support. The process of support although very good has improved over the past year since introducing the Hub, creating a more all-round support for students, both physically and academically. For disabled students we ensure access to all areas required and classes moved to accommodate student requirements. In addition, the college is not usually informed of successful applications for student Disabled Students Allowance as these go directly to the university. Hence, our data may not identify all disabled students.

24.2.33 Last year 35 students disclosed a disability, learning difficulty, medical condition, or Mental Health illness. 34 were supported by the Inclusion team; 15 were supported to apply for Disabled Student Allowance and were subsequently awarded this and 16 students, who did not meet the criteria were supported by the Inclusion team by a variety of methods, including access to the inclusion drop-in base rooms, loans of assistive technology and hardware, training on the use of assistive software. The remaining student accessed support from the Higher Education Academic Coaches and felt that this level of support was sufficient to meet their needs.

24.2.34 DCG recognises that in order to meet the targets and aspirations set out within this plan the development of a flexible, varied and authentic Higher Education provision is key. The college acknowledges that to widen participation of underrepresented groups and meet the needs of non-traditional Higher Education participants and employers, its offering needs to be more accessible, adaptable, and affordable compared to the traditional 3 year fulltime undergraduate programme.

24.2.35 The college recognises the success of its current level 4 and 5 programmes that are linked to Higher Apprenticeships as well as its Degree Apprenticeship programmes. Its strategy (in conjunction with our HEI partners) of employing a 2+1 delivery model has proved to be effective with underrepresented groups as well as with SME and large employers. However, the college is not complacent in this regard, and seeks to refresh, develop, and deliver a range of level 4 and 5 programmes that reflect sector and employer needs as well as equip our students for a career in their chosen profession and equips them the flexibility and agility needed in today's working environments.

24.2.36 DCG will look to develop (in partnership with our HEI's) and deliver a range of full time 2 year Higher Technical Qualifications (HTQ) founded on established and tested qualifications (Foundation Degrees and Higher National Certificates/Diplomas) that are mapped to Occupational and Apprenticeship Standards that can be delivered as part time Higher Apprenticeships. These HTQ's would be less expensive and quicker to achieve whilst giving students an authentic and affordable Higher Education experience. Where possible these HTQ's will be a natural progression from the T-Level, A-Level and other level 3 qualifications whilst recognising the value of related work experience where upskilling is the objective of the student or employer.

24.2.37 To add more financial and offering flexibility the college will also be engaging in the development of micro credentials (in partnership with our HEI's) which it is hoped will nest into newly developed HTQ and Higher Apprenticeships where student can pay for and study small credit values that build up over time to a qualification as well as provide an upskilling mechanism for more staff agility and flexibility within the workplace and across sectors.

24.2.38 Whilst the development of HTQ's will take place across the DCG HE provision, our involvement and participation in the East Midlands Institute of Technology (EMIoT) will bring focus, resource and enhanced access opportunities to those underrepresented groups identified within this APP for those digitised and STEM programmes planned for delivery within the Institute. As a partner in the EMIoT DCG will adopt flexible pedagogical and delivery strategies along with a vertically and horizontally integrated approach with our other partners to the student journey and experience which will effectively 'account manage' the student through their educational and academic journey that will not only promote access, but also continuation, achievement and social mobility.

24.2.39 Conclusion

24.2.40 We are already making progress towards a number of these targets. We will continue to put these at the forefront of our planning and offer.

24.2.41 We will continue to discuss the best way of collecting, analysing, and disseminating data. We plan to improve the alignment between the Derby College Group metrics and that the Office for Students and other external statistical bodies utilise. This will allow us to ensure both transparency and cross utilisation for both Derby College Group's needs and that of the regulatory requirements for monitoring and reporting. We will continue with a small but transient working group that will continue to work to improve data capabilities and work with future projects to improve this area and mould to the current and changing needs. This will provide the central point of the data that can be accessed by the main driving committees that take the responsibility for the Access and Participation Plan linked Key Performance Indicators, predominantly the Widening Participation Committee.

24.2.42 At an organisational level, the Widening Participation Committee will review the targets on a regular basis and be a focal point of driving activity related to increasing diversity within the student body. This group will remain responsible for the measurement of impact which will be reported to the Higher Education Assurance Board, Higher Education Strategic Board and Higher Education Academic Board.

Data sources used throughout this document:

- Office for Students access and participation dataset from the data dashboard (predominately
- Internal data created from Individualised Learner Record analysis and ProMonitor within Derby College Group

Provider fee information 2022-23Provider name: DCG
Provider UKPRN: 10001919**Summary of 2022-23 course fees**

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Non STEM Course	Fee applies to entrants/all students	£6,500
First degree	STEM Course	Fee applies to entrants/all students	£7,500
First degree	STEM Course	Fee applies to entrants/all students	£7,500
Foundation degree	Non STEM Course	Fee applies to entrants/all students	£6,500
Foundation degree	STEM Course	Fee applies to entrants/all students	£7,500
Foundation year/Year 0	*	*	*
HNC/HND	Non STEM Course	Fee applies to entrants/all students	£6,500
HNC/HND	STEM Course	Fee applies to entrants/all students	£7,500
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	Non STEM	Fee applies to entrants/all students	£4,875
First degree	STEM	Fee applies to entrants/all students	£5,625
Foundation degree	Non STEM	Fee applies to entrants/all students	£4,875
Foundation degree	STEM	Fee applies to entrants/all students	£5,625
Foundation year/Year 0	*	*	*
HNC/HND	Non STEM	Fee applies to entrants/all students	£4,875
HNC/HND	STEM	Fee applies to entrants/all students	£5,625
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Access and participation plan

Fee information 2021-22

Provider name: DCG

Provider UKPRN: 10001919

Summary of 2021-22 entrant course fees

*Course type not listed by the provider as available to new entrants in 2021-22. This means that any such course delivered to new entrants in 2021-22 would be subject to fees capped at the basic fee amount.

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 4a - Full-time course fee levels for 2021-22 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Non Stem Course	£6,500
First degree	STEM Course	£7,500
First degree	STEM Course	£7,500
Foundation degree	Non Stem Course	£6,500
Foundation year/Year 0	*	*
HNC/HND	Non Stem Course	£6,500
HNC/HND	STEM Course	£7,500
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2021-22 entrants

Part-time course type:	Additional information:	Course fee:
First degree	Non STEM Course	£4,875
First degree	STEM Course	£5,625
Foundation degree	Non STEM Course	£4,875
Foundation degree	STEM Course	£5,625
Foundation year/Year 0	*	*
HNC/HND	Non STEM Course	£4,875
HNC/HND	STEM Course	£5,625
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2021-22

Sub-contractual part-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	*	*

Targets and investment plan

2021-22 to 2025-26

Provider name: DCG

Provider UKPRN: 10001919

Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2021-22	2022-23	2023-24	2024-25	2025-26
Total access activity investment (£)	£51,870.00	£54,463.25	£57,186.55	£59,409.33	£62,379.50
Access (pre-16)	£9,345.00	£9,812.25	£10,302.86	£10,181.01	£10,690.00
Access (post-16)	£12,075.00	£12,678.00	£13,312.69	£13,978.32	£14,677.00
Access (adults and the community)	£30,450.00	£31,973.00	£33,571.00	£35,250.00	£37,012.50
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£0.00	£0.00	£0.00	£0.00	£0.00
Research and evaluation (£)	£17,837.49	£18,729.37	£19,655.84	£20,459.13	£21,482.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2021-22	2022-23	2023-24	2024-25	2025-26
Higher fee income (EHFI)	£171,360.00	£176,530.00	£181,101.00	£183,730.00	£192,875.00
Access investment	30.3%	30.9%	31.6%	32.3%	32.3%
Financial support	0.0%	0.0%	0.0%	0.0%	0.0%
Research and evaluation	10.4%	10.6%	10.9%	11.1%	11.1%
Total investment (as %HFI)	40.7%	41.5%	42.4%	43.5%	43.5%

Targets and investment plan 2021-22 to 2025-26

Provider name: DCG

Provider UKPRN: 10001919

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	2025-26 milestones	Commentary on milestones/targets (500 characters maximum)
To increase the proportion of BAME (ethnically diverse students) within HE programmes.	PTA_1	Ethnicity			Increase the proportion of entrants from BAME backgrounds to match local/national demographics.	No	Other data source	2020-21	Percentage	9	10	12	15	18	21	Initially less impact predicted as interventions are put in to place and allowed to take effect with expected greater impact towards the end of the period.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Socioeconomic	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	To reduce the gap between entrants from IMD quintile 1 (most deprived) and IMD quintile 5 (least deprived), increasing the access for full time students from deprivation quintiles.	No	The access and participation dataset	2018-19	Percentage points	43	40	35	30	22	14	Gap between deprivation quintiles 1 and 2 compared to 3, 4 and 5. Expected slower reduction to start with increased effectiveness in targetting predicted over time.
Increase the proportion of students with a known disability	PTA_3	Disabled			To increase the access of students with a known disability, therefore reducing the gap between those with a known disability and those without.	No	Other data source	2020-21	Percentage	8.73	9	12	15	18	20	Initially relatively small gains predicted as interventions are started, with expected greater gains towards the end of the period when interventions are established and modified as required to best support the students.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	2025-26 milestones	Commentary on milestones/targets (500 characters maximum)
Continuation of Disabled students	PTS_1	Disabled	Students with disability	Students with no known disability	Reduce the gap between the continuation rate between Disabled students compared to students with no known disability	No	Other data source	Other (please include details in commentary)	Percentage	4.7	3	2.5	2	1	0.5	We have reviewed our own data source here and the information is based on retention as opposed to continuation in this instance. There is suppressed data in the OS data dashboard for continuation, but our own data sources can translate into retention. We are setting the baseline year as the average of 17/18 to 19/20 as the data fluctuates within this time frame (from 1.8pp gap to 6.5pp gap)
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Other (please specify in description)	White	Percentage difference in pass rates for ethnically diverse students and white british students	No	Other data source	Other (please include details in commentary)	Percentage points	10.7	8	7	6	5	3	We are using Pass data to compare ethnically diverse students that pass to White British who pass, currently the pass rates vary over the last 3 years (17/18, 18/19, 19/20). With under representation within this demographic already, we feel it is prudent to target this area as it is combination with targetting increased representation. Therefore a target to keep the gap small between populations will ensure that we are working hard to identify and reduce any potential barriers to attainment.

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	2025-26 milestones	Commentary on milestones/targets (500 characters maximum)
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