

## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

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

Through its Teaching, Learning and Assessment strategy (which sets out the KPIs for Equality, Diversity and Inclusion), and through its EDI Steering Group (which is attended by individuals at all levels in the College), there is a clear sense of ambition to be inclusive and break down barriers. Moreover, by shaping these KPIs annually and reporting them to Corporation the College is alive to the notion of supporting students in their own time as it is needed. Overall EDI targets rest within the College's Teaching, Learning and Assessment Strategy, and this is owned in the College by the Director of Higher Education, Teaching Learning and Assessment, and Teacher Training, thus there are strong and direct links between EDI, Higher Education and the development of practice within the College. As well as standard governance and reporting structures for all these themes and associated KPIs within the College and annual report on progress against the College's EDI ambitions is published annually.

By undertaking the creation of the APP, the College has established several things it would like to achieve, and these are being incorporated into KPIs and the reporting structures of the College:

- Through its new Widening Participation sub-committee the College will be setting a strategy to recruit at least 40% of its HE student body from the categories previously outlined by 21/22.
- Use data more effectively to take a College view of performance and plan subsequent activity.

The committee will oversee a detailed action plan which explores:

- Recruitment of students from these categories (something not currently measured in great detail)
- The progression of these categories of students through levels (not currently measured)
- The associated attainment of these students.

It will seek to do this in different ways. It will look at quantitative data and then take case studies from students and curriculum teams to try to bolster deep understanding of good practice and share it across the College. This approach will establish where rapid improvement is also needed.

Moreover, it will evaluate the impact of interventions on the strategic framework for recruitment. The College will continue to develop the training and development work that it has done with staff to continue to build understanding and evaluation of widening participation activity.

To support this growth the strategy of providing high quality study support will continue and the College will be committed to increase the resource base here. The College's inclusion Teams and HE Teams have developed strategic links to ensure easier referral for those with mental health problems and those in need of additional support because of their caring responsibilities. While it is hard to predict what numbers from these backgrounds may look like there has been a 112% increase in students needing additional support. We have changed communication structures with applicants and now we include writing to all students at the application and offer stages about the support on offer to them and where they might get support. By establishing a new Committee within the College's deliberative structures (which have been cited as an area of good practice through various peer reviews) it will ensure that progress against targets are formally recorded and fed into the forenamed reporting structures. Moreover, as the College has established a separate social mobility action plan (to cover all of its FE and partnership work) it will provide a useful connection to continue to promote HE to all students.

## 2. Self-assessment of targets

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

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

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

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Other/Multiple stages)	Identifying individuals from Polar 3 areas and encouraging progression	2016-17	5	6	7	Headcount	2019-20	199	Expected progress
T16a_02 (Access)	Increase part time participation	2016-17	30	60	70	Headcount	2019-20	311	Expected progress
T16a_03 (Access)	Higher apprentice progression to top-up programmes	2016-17	10	25	30	Headcount	2019-20	0	No progress
T16a_04 (Other/Multiple stages)	Identifying adults from Polar 3 areas and encouraging progression	2016-17	10	30	30	Headcount	2019-20	128	Expected progress
T16a_05 (Other/Multiple stages)	Improve student success from students (young and mature) from LPN areas	2015-16	88	94	95	Percentage	2019-20	95	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Other/Multiple stages)	we will run events with secondary schools aimed at promoting College HE and other HE options to young people where participation is low	2015-16	2	5	6	N/A (see description / commentary)	2015-16	6	Expected progress

### 3. Investment commitments

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

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£26,000.00	£47,646.75	83%
Financial Support	£23,000.00	£30,500.00	33%

### 4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	As V21

## 5. Confirmation

DCG confirms that:

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

## Annex A: Commentary on progress against targets

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

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
This is not a target we are continuing with due it's narrow field. The objective does not relate to a subset of student characteristic that requires action from an access and participation perspective.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As V21

## Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	As V21
T16a_04	
T16a_05	
T16b_01	<p>Collaboration with other colleges continues in order to promote higher education, and DANCOP (Uniconnect) officers continue in post to promote progression to any higher education institution(not just DCG). The future APPs superceed this target where it was decided that this activity would not be included as it was linked with the Uniconnect activity which is reported via the local DANCOP monitoring. To confirm - the activities continue with events to support progression to higher education, but not reported/monitored through this mechanism due to lifecycle/funding of the Uniconnect programme.</p>