

Access and Participation Plan (APP)

2019-20 Access and Participation Plan

Derby College is a general further education college located in Derbyshire. Its main campus next to Derby railway station moved to its present site in 2003 following an ambitious and innovative capital strategy which has totally transformed the majority of its estate. The College has four main campuses with Higher Education provision delivered at its flagship main Roundhouse campus, at the Joseph Wright Centre, and its land-based campus at Broomfield Hall, approximately 6 miles away. The College has grown its higher education numbers by 47% over four years. In the 17/18 Academic Year 49% of students are on Full Time programmes. Indeed, there has been a significant growth in full time student numbers in the past 3 years which has been in line strategic decisions set out by the College. The College has both franchise and validated provision with the University of Derby (UOD), Sheffield Hallam University(SHU), Nottingham Trent University(NTU), as well as running a portfolio of Pearson Higher National Programmes.

The 2017-2020 HE Strategy is an evolution of the positive work that has been undertaken in previous years. A range of consultation events took place with teachers, support staff, managers and students to start to co-construct and co-design the future of the HE experience at Derby College.

There are three main priorities in this strategy:

Priority 1: To grow and develop Higher Education so that it meets the needs of the communities that we serve and is accessible.

Priority 2: To strive for teaching excellence in all its contexts, built on effective assessment and learning gain practices.

Priority 3: To foster a culture of scholarship, curiosity, and sharing to improve the relevancy and standing of the HE curriculum.

Central to the whole of Derby College's Strategy is focusing on social mobility for students. As an Opportunities Area (OA) Derby is benefitting from additional support and activity to support the progression of young people. Additionally, the Vice Principal of the College chairs the Post 16 sub-Group of the OA board. Moreover, a key strategic membership for the College is in the local NCOP (known as DANCOP) of which the Director of HE chairs the Steering Group, and the CEO sits on the Governance Board. Membership of DANCOP has meant that we have refined College data systems to understand the entire student body from the age of 14, in terms of their potential participation in HE. Moreover, we have established a working group looking at widening participation across the College. The College (at all levels from senior leadership to support staff) has worked with an external expert to explore widening participation tactics and evaluative measures. Out of that there has been a changed emphasis in work for this APP. Moreover, through DANCOP we have additional investment in staff to work with NCOP students to support their access to HE.

Additionally, the College is creating a sub-group of HE Academic Board to promote and enact the full range of HE widening participation and social mobility work it is doing, to formalise the activity of the working group. The new 'Access, Progress, and Progression' committee will use data in more robust ways to make decisions about activity, involve students as co-designers of that activity, and to hold faculties to account for the work that they are doing.

Assessment of Current Performance

In order to assess current performance the College has taken a systematic approach to reviewing data, and improving the knowledge of managers, teachers, and support staff in supporting widening participation across the whole student life-cycle. The College has done this as its widening participation activity has grown and there has been an acknowledgement that there needs to be more robust measurement of the impact of activity across all elements of the life cycle.

To begin this work a series of 12 workshops has taken place with external specialists to look at how the College identifies students from different backgrounds, how they are supported to access and progress through higher education, and how the College evaluates the impact of the tactics used to support these students. The collective notes from these sessions, along with analysis of student data has informed these plans. Additionally, the College's proactive membership of the local NCOP, and other forums to promote social mobility (such as the Derby Opportunity Area), has helped to shape the strategy so that the College continues to meet its civic mission as a local provider of higher education. These workshops will act as a reference point to ensure that the College reports accurate, detailed data on access, continuation, success, long-term achievement, and learning gain of all students. Progress against this and sharing of data will be reported to HE Academic Board to ensure that the College is on track in achieving its commitments.

The College has been successful at attracting students from WP backgrounds and continuation rates are above provider benchmark for full time and part time students. By looking at recruitment trends there has been a review of recruitment onto programmes of individuals from a BAME background as females, as the College has recognised that in the recent past its main HE cohort has been white male. This has been partly because of a narrow curriculum offer. Over the past four years the College has broadened the curriculum offer so that there is now a narrower gap in entrants from these backgrounds. A new three year curriculum development plan for HE has been developed in the College to ensure that some of the new strategic priorities are met. Therefore, the developments in the mix and balance of the curriculum will continue.

The development activities that have been undertaken also demonstrate that the College needs greater access to data about its applicant and HE student population and the College's data teams and HE teams have been working together to develop reports to do this.

That said, the College has good systems for monitoring student progress. Each curriculum area completes a monthly Quality Performance Review which analyses current performance and progress against key sets of data which include:

- Attendance
- Progress
- Attainment
- Learning Behaviours

The Review, which involves a Faculty Head, Manager, member of the quality team and any other support members of staff, provides a space to discuss strategies to improve outcomes for different groups of students and it looks at the impact of measures taken. This, along with Annual and Continual Monitoring informs discussion at the Academic Quality Standards Committee and helps to shape strategy which is approved by HE Academic Board. Additionally, themes are reported each month through a mini Self-Evaluation Document which provides an update to Quality and Standards Executive (of which the Director of HE is an invited member) and to the Standards Board of the Corporation.

While no particular patterns in the performance of different groups of students have been seen over the years, in the 16/17 Academic year the attendance of the students that classified themselves as 'dual heritage' was 7% lower than other groups. However, there has been no gap in attendance in 17/18. If the gap has persisted there would be clear ways of putting in, and monitoring the impact of, interventions. Increasingly the meetings will focus on ensuring that there are no gaps in the continuation profile of HE students. While continuation is very strong, this will still be a key focus to ensure that the College reviews and benchmarks itself against national reference points. Additionally, those progressing to higher level study and highly skilled employment is significantly above provider average. However, it has only been recently that the full impact of the College's activity has been understood and leaders are starting to take a more rigorous approach to using data to analyse the impact of activities.

Furthermore, the College has good engagement in a range of programmes to support recruitment practice. For example, the College is a partner in the OfS Catalyst BRIDGE project to try new methods of recruiting individuals from diverse backgrounds into Professional Construction Programmes. While we do not yet know what the full impact of this work will be the College's commitment to these activities is helping to challenge and improve practice of admissions teams, student services and teachers.

By putting the APP together the College has taken a more systemic review of reviewing its current performance based on data on student activity and on contributions from a range of members of the College community. The College has been and remains committed to support students from the following backgrounds:

- Those from low participation neighbourhoods
- Those who will be first in family to undertake higher education
- Those who have been on free school meals
- Those that have been in the care system
- Those with a physical or mental disability
- Those living in lower quintile IMD wards
- Those with a weaker GCSE profile
- Adults
- Those from BAME communities
- White Males from communities listed in areas 1-3 in the IMD.
- Those from new communities in Derby such as Roma Travellers

While we ask students to record this data at the time of enrolment, prior to the planning workshops the College did not undertake much activity in analysing the profile and performance of students. What has been gleaned is that financial support has generally been taken up (in 73% of cases) by those who are first in family to attend University. After additional information was gleaned from students at enrolment, the College now understands that over 53% of students have at least two of these characteristics. Through the training and the work with DANCOP these characteristics will all be flagged for the entire student body (including FE students) from 18/19.

However, the College is committed to accessing this data in a more robust and timely way, and sharing that data more frequently with course teams to review impact. While the College has been a member of EMWREP reports have not been used as coherently as they could have been to make decisions about levels of investment and activity for students.

For some of these groups (such as Roma Traveller) there have been a significant increases in the population in the City of Derby (focused on one ward) and for other groups (such as white males from poorer communities) more data is needed to analyse progression rates into

HE. Free School Meal data in the FE sector is relatively new so there is more that the College will need to do to understand the impact of that on entrants and progress through HE. However, the College will revise targets for these groups as data becomes available. While around 50% of the student population are adults the College is committed to growing provision for mature students. Over a fifth of the College's FE students are in NCOP wards and by re-designing the curriculum we are hoping to support these students to progress to our HE programmes where they can access support from the HE Academic Study Support Coaches.

All students have access to study support coaches and, through an audit process, the College understands that their greatest impact has been working with those with weaker GCSE profiles. The study support coaches support students by completing skills audits at the start of each term to develop bespoke activity and to look at the distance travelled. Through survey data and Programme Committees the College knows that the biggest impact of this work has been effective as well with mature students and those residing in quintile 1 and 2 of Polar 3.

Considering all of this, the College has identified data gaps to be filled as it evaluates the impact of activity across student groups and the student life-cycle as:

Target Group	Data gaps to be filled
Those from low participation neighbourhoods	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p>
Those who will be first in the family to undertake higher education	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p> <p>The impact on perceptions of HE with the rest of the family</p>
Those who have been on free school meals	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p> <p>The impact of any additional bursaries to this group</p>
Those that have been in the care system	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p>

	The long-term impact of learning gain through the course
Those with a physical or mental disability	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p> <p>The impact of access to, and promotion of, counselling and mental health support in the College</p>
Those living in lower quintile IMD wards	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p>
Those with a weaker GCSE profile	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p>
Adults	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The impact of childcare facilities in relation to key course data</p> <p>The long-term impact of learning gain through the course</p>
Those from BAME communities	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p>
White Males from communities listed in areas 1-3 in the IMD	<p>The effectiveness of Access activity</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p> <p>Data comparisons with females and other BAME groups from the same background</p>

<p>Those from new communities in Derby such as Roma Travellers</p>	<p>The effectiveness of Access activity</p> <p>The impact of OA and NCOP partnerships in supporting access</p> <p>The impact of tutorial processes on continuation</p> <p>The long-term impact of learning gain through the course</p> <p>Changes to cultural perceptions of higher education</p>
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To ensure that data on access, progress and progression is used to better effect a new sub-committee of HE Academic Board is being established to review data. As a result the College's HE Academic Board will consider progress against targets by receiving termly reports on student intake and retention, and widening participation activities against the identified cohorts.

Data explorations for the APP revealed that:

- Care Leavers
- Those who are carers
- Those with poor mental health

Were a growing body in the College's HE community. Therefore, for support (human and financial) the College will introduce these categories as areas to look at and measure impact from 18/19. The College's various committees will start to monitor entrant and continuation rates for these students as detailed in the above table and through the forenamed, already established methods.

Following participation in a number of external networks (such as FACE) the College has reviewed a number of approaches taken by providers to establish activities, outputs and outcomes across access, success, and progress activities and one of the first things the new committee will do is establish a logic model, based on good practice from across the sector, to develop activities which close the gaps the College has in activity highlighted with groups above.

Ambition and Strategy

Through its Teaching, Learning and Assessment strategy (which sets out the KPIs for Equality, Diversity and Inclusion), and through it's 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.

Furthermore, given the deep strategic partnership with DANCOP there is an expectation that there will be significant increases in NCOP students on provision from the 19/20 Academic Year. The College's Director of Higher Education is chairing the DANCOP Steering Committee. The College is developing new provision where there is FE provision and no HE provision to support progression of these students. HE Academic Board has signed off an ambitious 3 year plan for HE curriculum development which is targeted at such groups.

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.

Targets

To establish the targets the College engaged in a wide ranging consultation process. An external expert was engaged to develop a questionnaire for staff and students across the organisation to explore understanding of widening participation. From there four workshops were developed and run with three different groups in the College (managers, support staff and teachers) to establish what is meant by access and participation and how it links to strategy, targeting, developing activity, and evaluating work. Through this the APP was developed. It also established the new formal structures for developing activity.

By establishing its new committee the College is seeking to achieve the following targets:

- 40% of new starts will be from a mentioned WP background by the year 20/21;
- By 20/21 continuation rates will be 94%;
- There will be no discernible differences in attendance for students from different backgrounds;
- Improve entrants from application by 15% through a range of activity;
- There will be a 10% increase in those accessing HE provision who were previously on FSM by 20/21;
- We will engage in significant levels of collaboration in DANCOP and the Opportunities Area;
- By supporting the latter the College will develop a series of family engagement activities
- There will be a 10% increase on NCOP post-coded HE students year on year.

These targets represent an ambitious extension of targets that the College was already aiming towards which is why the categories in the targets in the APP do not differ that much from previous Access Agreements. However, the College is taking a more scientific approach to data analysis of progress against those targets and the associated impact of investment in activity. Through the process of engagement with experts and developing the joint action plan between staff and students at all levels of the College we are confident that we have built an understanding of what is needed to achieve them.

By developing reporting structures and data the College will robustly monitor and (if it needs to) revise targets upwards each year. The initial suggested targets and impacts are:

Target Group	Target Measures	Potential Interventions	Intended Impact
Those from low participation neighbourhoods	Increase NCOP ward entrants by 10% by 2021 Raise continuation rates to 92% by 2020	Continue to develop work with NCOP students through DANCOP team in the college Develop tutorial interventions to support these students	Ensure that programmes are designed to scaffold progression for entrants Long term support for potential entrants throughout their FE career
			Curriculum re-design and HE Academic Study Support intervention

			to ensure positive outcomes
Those who will be first in family to undertake higher education	Increase by 10% by 2021	Identify FE students for additional interventions Provide detailed material on progression	This group feel able to access HE Long-term support for potential entrants throughout their FE career
			Curriculum re-design and HE Academic Study Support intervention to ensure positive outcomes
Those who have been on free school meals	Increase by 10% number of entrants by 2021 Raise continuation rates to 92% by 2020	Work with students to ensure they feel confident to progress	Ensure progression. Once more longitudinal data is available this may be revised upwards Long term support for potential entrants throughout their FE career
			Curriculum re-design and HE Academic Study Support intervention to ensure positive outcomes
Those that have been in the care system	Increase number of entrants by 20 by 2020	Tailored individual support for these students building on good practice developed by DANCOP	Ensure progression. Once more longitudinal data is available this may be revised upwards
		Support available while on programme	Long term support for potential entrants throughout their FE career
			Curriculum re-design and HE Academic Study Support intervention to ensure positive outcomes
Those with a physical or mental disability	Increase the number of entrants by 11% and raise continuation rates to 95%	Long term support for potential entrants throughout their FE career	Students have outcomes which provides long term stability
		Curriculum re-design and HE	

		Academic Study Support intervention to ensure positive outcomes	
Those living in lower quintile IMD wards	Increase the number of entrants by 11% and raise continuation rates to 95%	Use the internal DANCOP Team and HE Academic Study Support Coaches to support entrants and retention of students Review attendance rates	Curriculum design ensures that students are scaffolded through learning and are able to get good levels of Value Added from their course
Those with a weaker GCSE profile	Increase the number of entrants by 12% and raise continuation rates to 95%	Use the internal DANCOP Team and HE Academic Study Support Coaches to support entrants and retention of students Review attendance rates	Curriculum design ensures that students are scaffolded through learning and are able to get good levels of Value Added from their course
Adults	Increase the number of entrants by 15% and raise continuation rates to 95%	Use the internal DANCOP Team and HE Academic Study Support Coaches to support entrants and retention of students Review attendance rates	Curriculum design ensures that students are scaffolded through learning and are able to get good levels of Value Added from their course
Those from BAME communities	Increase the number of entrants by 10% and raise continuation rates to 95%	Use the internal DANCOP Team and HE Academic Study Support Coaches to support entrants and retention of students Review attendance rates	Curriculum design ensures that students are scaffolded through learning and are able to get good level of Value Added from their courses
White Males from communities listed in areas 1-3 in the IMD	Increase the number of entrants by 12%	Use the internal DANCOP Team and HE Academic Study Support Coaches to support entrants and retention of students Review attendance rates	Curriculum design ensures that students are scaffolded through learning and are able to get good levels of Value Added from their course
Those from new communities in Derby such as Roma Travellers	Start to record students from this background to develop interventions	Plan interventions based on data	Ensure that HE accessible for this group

Access, Success and Progression Measures

The table above provides some of the detail around this. Additionally, building on the work to date, the College has already committed to:

- Continue to increase it's HE Academic Support Coaches to support entry and progression through HE;
- Budget for family events to take place and secure resource in the HE marketing departments to do this;
- Establish reports on attendance and attainment of different groups of students to explore strategies to support progress and progression;
- Identify all FE students by Polar and FSM measures to target progression activity using our EBS records system;
- Employ study support coaches at level 3 to support progression;
- Engage in 3 DANCOP projects directly and engage with two third party activities;
- Join a programme of family and community engagement with the OA.

All of these activities are underway and through the training we have established ongoing evaluation. We see the APP as a natural way to bring these initiatives together.

Investment

The College will ensure that investment plans are robustly evaluated. Financial support is intended to help target groups to continue on programme while resources have been developed to help individuals to get onto programmes. Currently, the College has qualitative feedback about the value of the bursaries it has offered. Given that most recipients of bursaries have multiple disadvantage and that continuation rates are improving and outcomes are generally very positive there is anecdotal evidence to suggest it has a significant impact. However, the College recognises that it needs to be more robust in assessing the impact of the financial support offered. This will be done through its new committee and by gathering quantitative data from bursary recipients.

To secure support for more students the College proposes to charge the following tuition fees for full time students who are receiving tuition and support for more than 12 hours a week:

- All full time programmes (regardless of level and awarding partner) subjects will have a maximum fee of £7999 per annum. The higher fee will not apply to all courses but they will apply to those where we are working with LEPs and other bodies to support the higher level skills agenda in priority sectors and need to increase recruitment for the survival of the sector. This will typically be in STEM and associated areas. The programmes are almost exclusively manufacture and engineering based. In charging the higher fee we will be looking to target individuals to have demonstrated a flair for these subjects who are from one of our target WP backgrounds.
- We do not intend to increase fees for other courses in other circumstances beyond the minimum fee level. We are not proposing to attach inflationary increases to fees above the minimum fee level in 19/20.
- We do not intend to increase the fees for any part time students to more than £4500.

The College will re-invest up to 50% (and no less than 40%) of the increased fee in achieving its widening participation ambitions. This represents up to a 20% increase in expenditure for the College. However, as expenditure strategy has broadly had impact to date the proportion of spend will remain similar. The anticipated spend is as follows:

Originator:	Robin Webber - Jones	Ref:	APP	Page 11 of 17
Area:	Higher Education	Date:	May 2018	

Access and participation plan investment summary (£) by academic year	2019-20	2020-21	2021-22	2022-23
Access investment	26,000	32,000	35,000	38,000
Success investment	28,190	34,010	37,665	42,385
Progression investment	6,000	8,000	10,000	12,000
Investment in financial support	23,000	28,000	33,000	38,000
Total investment	83,190	102,010	115,665	130,385

- Approximately 43% of the higher fee will go on Access activity to support growth in the student population from under- represented groups;
- Approximately 47% will be spent on progression and financial support;
- remaining support will go on ensuring continuation rates hit 94% over the course of the plan.

Thus investment will be:

Access and participation plan investment summary as a proportion of higher fee income (HFI) (%) by academic year	2019-20	2020-21	2021-22	2022-23
Higher fee income (HFI)	198,072	242,088	265,930	297,108
Access investment (as % HFI)	13.1	13.2	13.2	12.8
Success investment (as % HFI)	14.2	14.0	14.2	14.3
Progression investment (as % HFI)	3.0	3.3	3.8	4.0
Investment in financial support(as % HFI)	11.6	11.6	12.4	12.8
Total investment (as % HFI)	42.0	42.1	43.5	43.9

All bursaries will be paid termly, toward the end of each term, to support students who will need extra financial support once maintenance loan income has become exhausted or household incomes are stretched. This way we ensure that the bursary has maximum impact.

Activity to support progression will include (but is not limited to) developing WP recruitment plans within the curriculum through centrally funded resources, and investing in additional marketing support; one to one support and coaching of learners.

The College will continue to support the success of students by increasing our study support coaching activity to ensure students from non-traditional backgrounds have the relevant help

and coaching needed at the right time to ensure that they remain active in their learning. In 19/20 this will be at least 4 FTE.

Previously, the College has shared the OFFA toolkits on effectively evaluating the impact of WP practice with members of the HE Academic Board. Build into the 18/19 HE Development Plan is CPD sessions on using the toolkits for effective evaluations and ensuring that the good practice they cite is embedded.

Provision of Information to Students

The College already corresponds with students in the following way:

- Details of bursaries and investment is placed on the College website
- Information is contained in prospectus information
- At offer stage information regarding support is sent to students
- All students are written to after enrolment detailing the support available to them
- Course tutors provide information to students at induction
- There are specific VLE pages given to students which detail support available to them.

The College is proposing to strengthen this activity by involving student representation on its new committee to gain feedback on the efficacy of these communication approaches and to see if there are any improvements that can be recommended. This committee will take the lead in developing, evolving and monitoring the plan.

Moreover, during the 18/19 Academic Year a panel of students will be convened to review all the correspondence to students to calibrate language and style to ensure that it is relevant to all the diversity of backgrounds we have studying in the College.

* course type not listed.

Full-time and Part-time course fee levels for 2019-20 entrants

We intend on using the inflationary increase for full time programmes only. We will use RPI as the measure for the increase. We will use half of this higher fee to pay for curriculum development in STEM subjects to ensure that under-represented groups can better access the curriculum and that the curriculum is relevant.

Full-time course type	Additional information	Course fee (£)
First degree	We will be charging a higher fee rate for STEM subjects	7,999
First degree		6,165
Foundation degree	We will be charging a higher fee rate for STEM subjects	7,999
Foundation degree		6,165
Foundation year/ Year 0		*
HNC/HND		*
CertHE/DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Franchise full time course type	Additional information	Course fee (£)
First degree		*
Foundation degree		*
Foundation year/ Year 0		*
HNC/HND		*
CertHE/ DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type	Additional information	Course fee (£)
First degree		*
Foundation degree		4,500
Foundation year/ Year 0		*
HNC/HND		4,500
CertHE/ DipHE		3,000
Postgraduate ITT		4,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body (yearly milestones)

Ref. number	Stage of the lifecycle	Main target type	Target type	Description	Collaborative target?	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	2020-21 milestone	2021-22 milestone	2022-23 milestone	Commentary on milestones/ targets
T16A 01	Other/ Multiple stages	Low participation neighbourhoods (LPN)	HESA T2b – Low participation neighbourhoods (POLAR3) (Young part-time entrants)	Identifying individuals from POLAR 3 areas and encouraging progression	No	2016-17	5	6	7	8	9		Owing to recruitment challenges we have had to revise down the targets here. However, it remains part of our strategy
T16a 02	Access	Mature	Other statistics - Applications (please give details in the next column)	Increase part-time participation	No	2016-17	30	60	70	80	90		These numbers are FTE
T16a 03	Access	Socio-economic	Other statistics – progression to employment or further study (please give details in the next column)	Higher apprentice progression to top-up programmes	No	2016-17	10	25	30	35	40		These numbers are FTE
T16a_04	Other/ Multiple stages	Mature	HESA T2c – Low participation neighbourhoods (POLAR3) (Mature, full time, other undergraduate entrants)	Identifying adults from POLAR 3 areas and encouraging progression	No	2016-17	10	30	30	30	30		We are just gathering baseline data for this at the minute. We have joined EMWREP to ensure that we are properly gathering and recording the data and tracking students. These numbers are FTE
T16a_05	Other/ Multiple stages	Low participation neighborhoods (LPN)	Other statistic – Completion/Non-continuation (Please give details in the next column)	Improve student success from students (young and	No	2015-16	88	94	95	95	95		This number is expressed as a percentage



Ref. number	Stage of the lifecycle	Main target type	Target type	Description	Collaborative target?	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	2020-21 milestone	2021-22 milestone	2022-23 milestone	Commentary on milestones/ targets
				mature) from LPN areas									



Table 8b - Other milestones and targets

Ref. number	Stage of the lifecycle	Main target type	Target type	Description	Collaborative target?	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	2020-21 milestone	2021-22 milestone	2022-23 milestone	Commentary on milestones/targets
T16b_01	Other/Multiple stages	State school	Outreach/WP activity (other – please give details in the next column)	We will run events with secondary schools aimed at promoting College HE and other HE options to young people where participation is low	No	2015-16	2	5	6	7	7		We have begun to support this and will continue to do so as income for WP and Access increases