

Derby College Group (DCG)

Access and participation plan

2020-21 to 2024-25



1. Assessment of performance

- 1.1. The following assessment of performance demonstrates Derby College Group's (DCG) 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 new Office for Students (OfS) data dashboard to perform our assessment, utilises other data sources where available.
- 1.2. Derby College Group is primarily a large, general further education college located in the city of Derby, with the flagship campus, The Roundhouse, located next to central Derby railway station. Other campuses throughout Derby City and the wider area, include most notably the Joseph Wright Centre, Broomfield Hall, as well as a campus in the nearby town of Ilkeston. Higher Education provision is a small subset of provision with an average 500 higher education students per academic year. HE provision is shared equally between three main campuses, the Roundhouse, Joseph Wright Centre and Broomfield Hall.
- 1.3. We do not have degree awarding power but work closely with HEI partners: University of Derby (UoD), Sheffield Hallam University (SHU), Nottingham Trent University (NTU) alongside a portfolio of Pearson Higher National Programmes. In the last academic year, we have also been institutionally approved by The Open University. DCG shares the HE civic provision of higher education for the city of Derby with the University of Derby.
- 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 a small but 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 DCG student postcode enrolments from 2015 to 2018). Course development and growth in HE at the college to this point has been organic and driven by skills within the curriculum areas. The demand for progressing students from level 3, tending to remain encapsulated within an FE framework and reported out to the relevant HEI. As we continue to grow our higher education portfolio, we recognise that our central data analysis capabilities, specifically for higher education, is not meeting the needs of the industry. This premise acts as a central theme throughout this APP as we acknowledge that our abilities in this area need to improve significantly. Small strides have been made to address this point over the last academic year, but with the emerging expanding reporting and monitoring requirements, it is clear we need to make more focussed and rapid progress.
- 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 interventio to narrow these gaps as we progress through the time duration of this APP. It is expected that new targets will continue to be put in place as our data capabilities improve. The targets set in this APP acts as a starting point.
- 1.6. For this APP therefore, we acknowledge, that currently the data capabilities are limiting; we will make commitments for improvement where appropriate, particularly surrounding the collection and analysis of data. Targets will be set where the current data allows clear identification of gaps or areas for improvement. This assessment of performance has been completed using the data

form the OfS Data Dashboard¹ or data generated internally from the records system of ProMonitor².

- 1.7. As part of our commitment to the underpinning principles of this access and participation plan, we embrace the active engagement of government to lessen the gap between students from disadvantaged backgrounds accessing higher education. We seek to positively engage the Higher Education Research Act (2017)³ and the principles set down by the Office for Students. As an HE in FE college, we are keen to ensure access to higher education is high on the agenda, and the reduction in students being able to access higher education in further education colleges is reversed - as highlighted in recent publications such as the Review of Post-18 Education and Funding⁴. We accept that at times, our investment not be up to the required standards when compared to HEIs, however our intentions and drive are unrivalled when it comes to widening participation.
- 1.8. Central to DCG's strategy is the focus on increasing social mobility for students. As an Opportunity Area (OA), Derby benefits from additional support and activity to support the progression of young people. Principally, DCG is closely associated with the local area NCOP (National Collaborative Outreach Programme), known as DANCOP (Derbyshire and Nottinghamshire Collaborative Outreach Programme)⁵, which sees investment in staff to work with NCOP students to access HE. DCG is an active member of DANCOP; we represent at the steering group, have representation on the governing board and have a team of staff running funded via DANCOP predominantly focussed on in-reach activity. DANCOP is designed to complement existing HE progression outreach. It provides a range of additional support, some of which is delivered through third party providers, and measures in schools to increase uptake of existing HE progression outreach. Derby City's inclusion within the Opportunity Area scheme facilitates collaboration between the two projects in that area. Due to the limited lifespan of the project, as a partnership we have not devised a collaborative outcome focussed target as it would not cover the lifespan of this APP.

1.1 Higher education participation, household income, or socioeconomic status

Access

- 1.1.1. Using the OfS Data Dashboard, DCG has a statistically significant difference of the number of students in Quintile 1 of the POLAR4 data compared to the national population (18-year olds) and is only applicable to Full-time study or Apprenticeship groups. However, in digging further into the data, the gap in performance comes from a high participation rate of students at DCG from POLAR4 Q1 (40%, compared to 12% in the national picture) therefore we will not target to reduce this gap. In reviewing the consistency of students from Q1 and Q2 in particular it is clear that there might be minimal reliability in the consistency of access, and therefore not addressing this area might negatively impact on students from POLAR4 Q1 and 2 area. A target will therefore be set to address this. Data for part time is non-conclusive at this time but will be monitored in a

¹ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

² <https://www.oneadvanced.com/solutions/promonitor/>

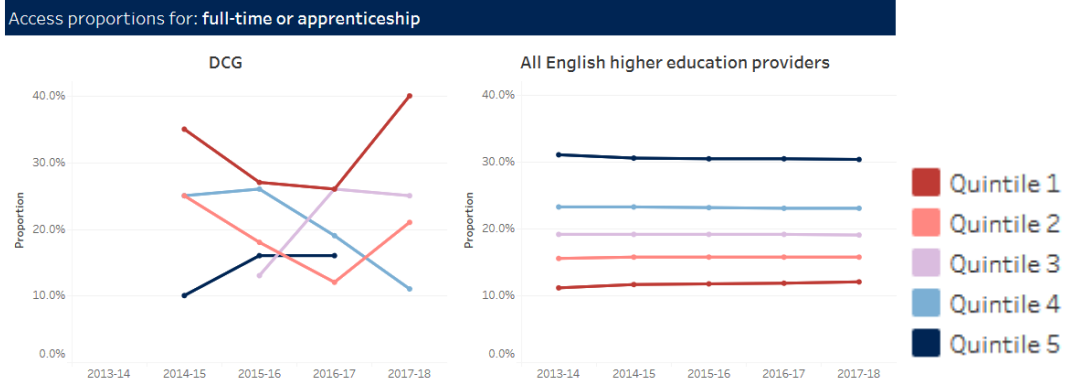
³ <http://www.legislation.gov.uk/ukpga/2017/29/contents/enacted/data.htm>

⁴

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805127/Review_of_post_18_education_and_funding.pdf

⁵ <https://www.teamdancop.co.uk/>

similar fashion to the full-time students.



1.1.2. According to our own data set, for HE students within Derbyshire only (excluding those who live outside of the city) there is an indication that we are making progress in reducing the gap between those in deprivation Q1 compared to those in Q5 overall. We will not set a target on this at the moment, but as we gather a more complete data set, will continue to monitor and set targets where appropriate.

HE Year	IMD Index Unknown	1	2	3	4	5	Total
15/16	0%	15%	22%	14%	18%	30%	100%
16/17	0%	20%	21%	13%	20%	26%	100%
17/18	1%	22%	20%	17%	18%	23%	100%
18/19	1%	20%	18%	18%	20%	24%	100%
Total	0%	19%	20%	16%	19%	26%	100%

Data source: internal DCG data

1.1.3. There are no significant gaps reported within continuation, attainment or progression which is likely due to the small data set as opposed to a true reflection of the performance.

1.2 Black, Asian and minority ethnic students

Access

1.2.1. The OfS Data Dashboard presents data disaggregated by the ethnicities of black, Asian, mixed, other and white. Over the past 5 years, all populations apart from white have increased slowly and the change is noted as significant with the full time/apprenticeship populations. This is a positive increase in the ethnic diversity of the student population at DCG. However, compared to part time provision, students are generally white, with the number of black students below the population and is decreasing (2.7% in 13/14 compared to 2% in 17/18) compared to white which is relatively remaining consistent (88.9%). We will set a target that aims to increase the number of BAME students accessing higher education at DCG.

Continuation

1.2.2. According to the OfS Data Dashboard, there is no representative data for continuation when reviewing gaps between student groups or ratios between student groups when exploring ethnicity.

Attainment

1.2.3. According to DCG college data (taken from "ProMonitor"), students who are White British pass on average at a rate of 96.5%, (15/16, 16/17, 17/18) compared to BAME students who pass at a rate of 97.8%. It noted however that the population is very small and accounts for 102 students

compare 676 White British students over the last three years. The number of leavers demonstrates the representation of White British compared to BAME is decreasing, demonstrating a higher proportion of BAME students. We will continue to monitor this.

Academic Year	15/16		16/17		17/18	
Criteria	Number of leavers	%	Number of leavers	%	Number of leavers	%
White British	232	90	250	87	194	83
BAME Students	25	10	37	13	40	17
Total	257		287		234	

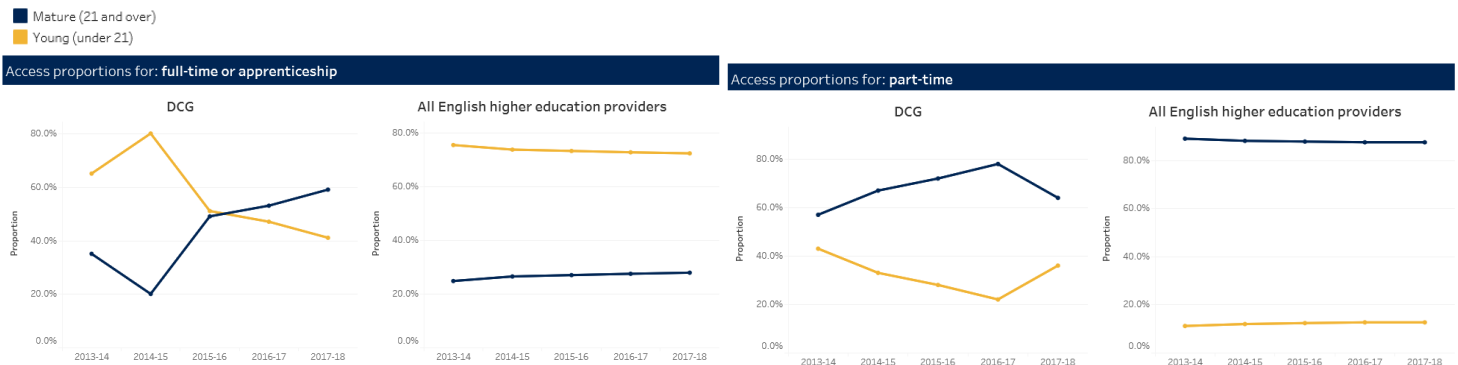
Source: DCG ProMonitor [internal data], reviewing pass rates and ethnicity for a period of 3 years

Progression

1.2.4. According to the OfS Data Dashboard, there is no data to report when reviewing progression by ethnicity for DCG. Utilising data and information from a HESA for Higher Education Leavers Statistics 2016/17⁶, a higher percentage of BAME leavers were unemployed compared to the sector average. We will not set a target around this but will monitor how we perform compared to the national average.

Mature students Access

1.3.1. According to the OfS Data dashboard, the number of mature students compared to young differs depending on mode of delivery. The part time population demonstrates similarities to that of the national picture (more mature learners compared to young); however Full-Time/Apprenticeship appears to be delineated and for the last three years. There appears to be an increasing gap between the number of mature (59% in 17/18) and the number of young (41% and decreasing) which we will monitor.



Success

Non-continuation

1.3.2. Continuation rates for young students does not present any significant gaps according to the OfS Data Dashboard, although continuation rates appear higher for part time learners (90% at DCG compared to the 68 - 74.5% for 2011/12 – 2015/16 for all English providers), but below the national picture for full time/apprenticeship learners (85% for DCG compared to 92% for the national picture). We will not set targets but will closely monitor our performance within continuation for full time/apprenticeship learners.

⁶ <https://www.hesa.ac.uk/news/28-06-2018/sfr250-higher-education-leaver-statistics-activities>

Attainment

1.3.3. The OfS 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 (comparing young to mature learners). When reviewing DCG data utilising ProMonitor, the attainment rates (utilising only 'pass' as an indicator) suggests similarity between both populations of young and mature with pass rates for each bracket over 92% over the last three years. The monitoring of attainment by first class and upper-second class outcomes is a commitment by DCG to improve data monitoring capabilities to later enable interrogation to better understand the position.

Progression to employment or further study

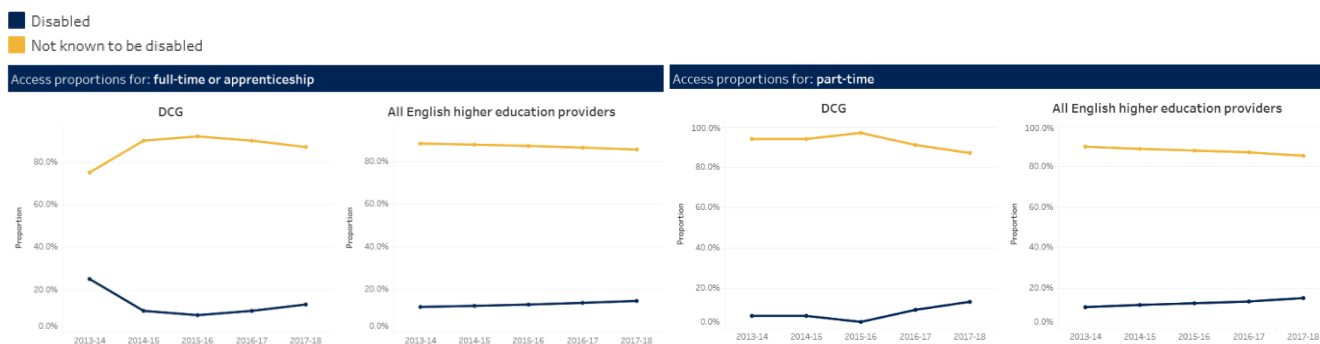
1.3.4. According to the OfS data dashboard, progression for young compared with mature presents no significant gaps for all undergraduate study.

1.4 Disabled students

1.4.1. To note, the data that allows evaluation of disabled students access, success attainment and progression is minimal, making the disaggregation into other sub-groups impractical.

Access

1.4.2. According to the OfS Data Dashboard, the proportion of students accessing full time/apprenticeship study or part time study is similar to the national picture, with the number students studying with a disability increasingly slightly over the last three years. Disaggregating by disability type does not provide conclusive data due to very small data sets in this instance. This data is supported by internal data at DCG utilising 'ProMonitor' which reports a very small increase in student declaring their disability, which in total in the last three years is less than 30 students. We will monitor this pattern.



Success

Non-continuation

1.4.3. According to the OfS data dashboard, there is minimal data presented for the continuation of students studying with a disability compared to those who have no known disability. When reviewed by rates across student groups, full time/apprentices students continue at a rate slightly below the national picture (88% compared to 90%) when comparing disabled to non-disabled, and part time students 15/16 at a rate of 78% compared to the national picture of around 63 – 64% from 11/12 to 16/15. There is a decrease in continuation rates for disabled students on part time programmes between 14/16 and 15/16 which we will monitor.

Attainment

1.4.4. According to the OfS Data Dashboard, there is no data presented to evaluate attainment within disabled student populations by first or upper second-class degree classifications. We will commit to improving our own centralised data in order to fully analyse this component.

Progression to employment or further study

1.4.5. According to the OfS Data Dashboard the proportion of students with a disability progressing into highly skilled employment or further study compared to those not known to be disabled requires monitoring at both full time and part time study. Full time study has decreased from 81% to 68% from 15/16 to 17/16, bringing the progression rate under the current national picture (73.3%). Due to small amounts students in this population however, we evaluate that this is likely due to individual changes and unlikely to be a conclusive population trend. We will however ensure we monitor this. In part time study, there was a progressing trend from 12/13 to 15-16 (55% to 80%), however this has taken a downturn in 16/17. We will monitor this pattern but not set targets.

1.5 Care leavers

1.5.1. The OfS Data Dashboard does not contain any institutional or sector level information for this group of students. Data from the Department of Education (17/18)⁷ demonstrates that around 6% of all care leavers between the ages of 19-21 were in higher education in 2019.

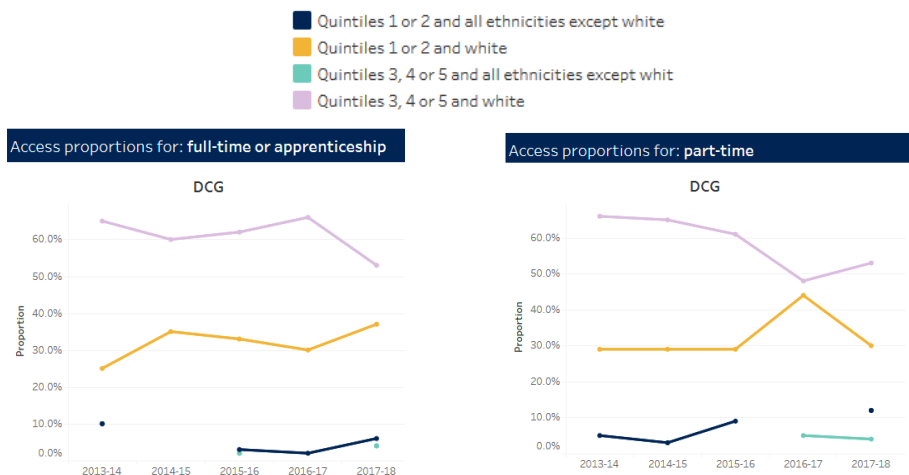
1.5.2. According to internal data at DCG, over the last three years we have had three (3) students who were care leavers enrolled at the provision, two in 18/19 and 17/18. We will continue to monitor for the entry of students who are care leavers and follow their continuation, attainment and progression.

1.6 Intersections of disadvantage

ACCESS

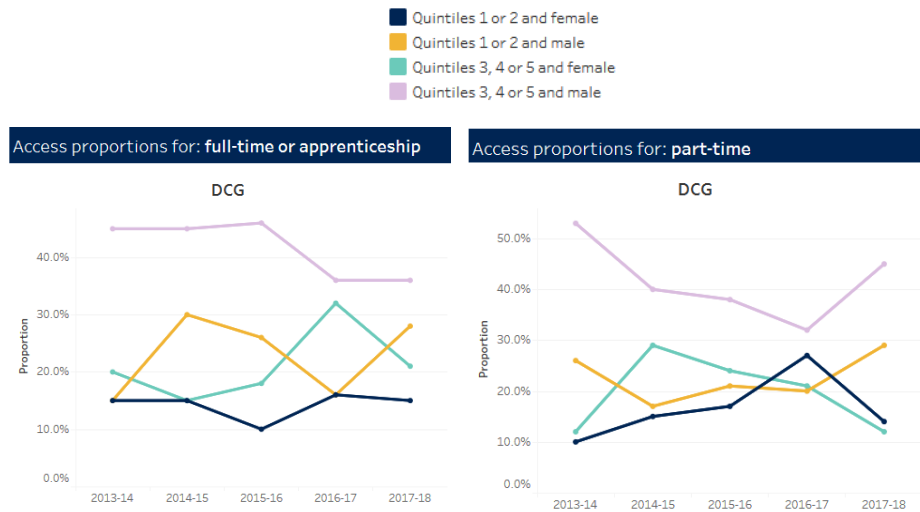
1.6.1 Using the OfS Data Dashboard, when comparing areas of deprivation and ethnicity, minimal data points exist for BAME students. However white students from Q1, Q2 are proportionally below students from Q3,4,5, suggesting two aspects to review:

- The total number of BAME students' needs to improve
- Likely due to a greater volume of data, the proportion of students from Q1,2 needs to increase compared to those from Q3, 4 and 5. We will set a target to address this.



⁷ <https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2017-to-2018>

1.6.2. Using the OfS Data Dashboard, females from deprivation quintiles 1 and 2, compared to 3,4,5 demonstrate some similarities in term of access. Males, however, demonstrate gaps in access between areas of deprivation 1, 2 and 3,4,5, particularly in Part Time provision. We will set a target to address this.



CONTINUATION

1.6.3. According to the OfS 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 in our overall commitment to improvement our data analytics.

ATTAINMENT

1.6.4. According to the OfS 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 improvement our data analytics.

PROGRESSION

1.6.5. According to the OfS Data Dashboard, although not statistically significant, there is an increasing gap between progression for white students when deprivation quintile 1 and 2 are compared with 3, 4 and 5 (15.0 percentage points between 16/17 and 17/18) which is also above the current national position, for full time/apprenticeships only (not part time). We will monitor this but not set a target.

1.6.6. According to the OfS Data Dashboard there is an increasing gap between males when comparing areas of deprivation quintiles 1 and 2 with 3, 4 and 5, with a change in 20 percentage points from 15/16 to 16/17 and is above the national position. Although not statistically significant, we will monitor this but not set a target.

1.7 Other groups who experience barriers in higher education

1.7.1 Our current data position means that we are not able to report on other groups of students who experience barriers to higher education. However, moving forward, we will look work to identify groups that might experience or be experiencing barriers to education such as refugees, military families within Derby city and the surrounding areas. Currently there are no schemes in place that address groups that are not already addressed above.

2. Strategic aims and objectives

- 2.1.1. Following the assessment of performance of DCG throughout the student lifecycle, it is evident that 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 theme of this APP, made evident from the assessment of performance, is that we need to gain a better understanding of our students through improved data capabilities. With small data sets providing minimal evidence at times within the data dashboard, data that is not statistically significant, and a lack of internal analytical capabilities in areas that are most appropriate to higher education, it is highly likely that in some instances, gaps in performance have not been evaluated as accurately as they might have.
- 2.1.2. From the assessment of performance, it is clear we have the most meaningful data from one aspect of the student lifecycle; access. We will focus on this for this APP, but alongside the targets, will also set areas to monitor that will encompass all other areas of the student lifecycle. As data collection and analytics improves, it is expected that we will have more conclusive understanding of the different aspects and this will allow us to set meaningful targets in those areas.
- 2.1.3. It is expected that we will not have a significant number of targets at the point of writing this APP. It is our expectation that our overarching commitment to improving our data capabilities within the next academic year will drive the ability to better identify gaps in performance throughout all aspects of the student lifecycle and therefore set meaningful targets. Due to this, we will also list the monitoring commitments that will be made, to make it clear where future target setting is most likely to occur.

Overarching commitment [1]: DCG aims improve the data capture, measuring and monitoring of its Higher Education students.

- 2.1.4. Being accountable to range of HEI's has resulted in a dilution of the central data capture and monitoring that DCG undertakes of its higher education students. Oversight of performance for each institution is clear however the data has devolved and not necessarily resulted in monitoring from a central standpoint. This has resulted in making full interrogation of data within the stages of the lifecycle difficult to analyse and monitor accessibly and effectively. As demonstrated by the OfS Data Dashboard, data for DCG is often incomplete and therefore reduces the ability to make meaningful conclusions about the HE population, their access, outcomes, continuation and progression.
- 2.1.5. Current data systems within DCG are complex and discrete, which is not providing a functional platform to gather and analyse data easily. Within the last academic year 18/19 work has already started to draw together data that would assist in the interrogation of outcomes for students in order to better understand the proportion of students achieving a first or a upper second class degree, and as a result of this APP, we will deepen the understanding of this data set to be able to analyse it by age, deprivation quintile, disability, ethnicity, POLAR4 quintile and sex, and draw on intersections where possible.
- 2.1.6. As part of this enacting this APP, DCG will commit to reviewing all data collection capabilities throughout the student lifecycle, highlighting where data collection is currently not meeting requirements and identify and/or create new data sources in line with widening participation (WP) and APP objectives. With improved practice in the gathering, monitoring and decision making based on the assessment of performance, it is planned that data will be reviewed for any gaps or emerging on an annual basis and necessary targets added with the aim to reduce or eliminate them. Our plan is that we will review our capabilities, identify key metrics which need monitoring, design the required capture systems and start implementation within this next academic year (19/20), utilising the APP to drive the data requirements and further embed widening participation into our higher education mission. In undertaking this initial work, we will identify and amend (or create) any necessary policies or procedures where required. It is planned that moving forwards into 20/21 and beyond, a systematic data approach will therefore be implemented, with an annual evaluation process. Ideally this will be in the form of an internal dashboard that we can interrogate as required. The strategic approach to this will be articulated within our 2020-2023 Higher

Education Strategy which will have a section dedicated to the data and analysis of performance of our HE provision, along with the creation of key performance indicators (KPIs) of which it is expected that at least one will be related to the data and/or mechanisms of monitoring students at the college. The Higher Education Strategy will also articulate the relationship between the APP, the wider college, governance, our HEI partners and curriculum development, along with the approach to teaching, learning and assessment as planned in the teaching, learning and assessment for HE strategy (see 3.1.10).

- 2.1.7. This will be integrated within the reporting structures through the college to inform the wider college body and Governance. The Widening Participation Committee will be responsible for monitoring and reporting on the performance of the college against the APP and will draw on the data requirements as needed. The WP Committee will feed into the HE Academic Board, who report into the HE Strategic Board, who ultimately report to the Governors of the college. This will be discussed in more depth at a later point within this APP.

Overarching commitment [2]: DCG aims to monitor and improve the consistency of applications from students in POLAR4 Q1 and Q2

- 2.1.8. With regards to access from students in low participation neighbourhoods, we perform significantly better than the national average with an inverse gap between Q1,2 and Q3, 4 and 5. Although performance is good, since 2014/15, participation from students in Q1 and Q2 areas has varied significantly from 12% to 40%, according to the OfS Data Dashboard, demonstrating high variance over the last 4 years as highlighted in the table below. It is our aim to establish consistency and develop a positive position in the number of students accessing higher education from these quintiles. Over the last 4 years, access from Q1 averages at 32% and the average from Q2 averages at 19% which are both above the national position. We will take these figures therefore as baseline measures for Q1 and Q2, and aim to develop consistency within these particular areas, with the aim to increase participation from Q2 to 25% on average over the next 5 years, and for Q1 to increase on average to 36% over the next 5 years with linear milestones before then. This will therefore target Low participation neighbourhoods (POLAR 4 Q1 and Q2).

POLAR 4	14/15	15/16	16/17	18/19	Average
Q1	35%	27%	26%	40%	32%
Q2	25%	18%	12%	21%	19%
Q3	-	13%	26%	25%	21%
Q4	25%	26%	19%	11%	20%
Q5	10%	16%	16%	-	14%

- 2.1.9. Part of enacting this commitment will be derived from the improved data oversight that we are committing to as an institution. Although performance can be considered good in this area, the inconsistency suggests that there is improvement that can be made in ensuring that we consistently are ensuring accessibility from low participation neighbourhoods, it this is retained as a high priority ethos for higher education at the college.

2.2 Targets 1, 2, and 3

2.2.1 Target 1: Access BAME

- i. Aim: to increase the number of BAME students participating, particularly in part time provision. According to the data dashboard, the average number of white students at DCG is 91.5% (from 13/14 to 17/18) with BAME students accounting for the remaining 8.5%. We aim to reduce the gap between the proportions of white students to BAME students. According to Derby City

Council, the profile of Derby City approximately 75% white and 25% BAME⁸. It therefore our target to reduce the gap between white and BAME participation by aiming to raise BAME access to a minimum of 20% over the next 5 years (acknowledging that not all students at DCG are from the city, with up to 1/3rd of the student population being from a wider geographical area such as Nottinghamshire, Leicestershire and Staffordshire). Throughout the progress of monitoring this target, DCG will be mindful of the national position, as it is recognised that this target will still present a gap in access between white and BAME students. We will aim for a linear improvement in the target set over 5 years, however as we progress in supporting access of BAME students, we will adjust the target accordingly to greater narrow the gap in ethnicity if we progress at a quicker than expected rate.

- ii. Target group: BAME students

2.2.3 Target 2: Access for students from deprivation quintiles

- i. Aim: to reduce the gap in access of students from deprivation quintiles 1 and 2 when compared to 3, 4 and 5. Having a predominantly white population at DCG, this intersection is heavily skewed towards the white population compared to all other ethnicities, however we will target to improve access from ALL students from deprivation quintiles 1 and 2, but the target is based on the initial data from the white population in order to set the measurable target but essentially represents the majority of the population at DCG. For this APP, we aim to reduce the gap between the students accessing higher education from quintiles 1 and 2 compared to 3, 4, 5. On average over the last 5 years, students from deprivation quintile 1 and 2 have made up 32% of the population compared to those from quintiles 3, 4 and 5 at 61%. We aim to reduce the gap between the access of students from quintile 1 and 2 compared to quintiles 3, 4 and 5 to 15% in next 5 years.
- ii. Target group: Deprivation quintiles 1 and 2

2.2.4 Target 3: Access of males from deprivation quintiles

- i. Aim: to reduce the gap between the number of males in deprivation quintiles 1 and 2 accessing higher education compared to those from deprivation quintiles 3, 4 and 5. On average over the last 5 years males accessing higher education from deprivation quintiles 1 and 2 is 23% compared to those in quintiles 3, 4 and 5 at 42% (aggregated data over the last 5 years of access proportions of males from quintiles of deprivation from the OfS Data Dashboard). We aim to impact this by targeting males from quintiles 1 and 2. However, we recognise that potentially increased participation from females will impact on the actual percentage participation so will monitor how the impact on the data. As we improve our data gathering and analytical capabilities, we may decide to convert this to be comparative ratios rather than absolute values (but not change the target). We aim to reduce the gap in the between the participation of males from quintiles 1, 2 compared to those in quintiles 3,4 and 5 to 10pp 2024/25. Assuming the participation from 3,4 and 5 remains largely similar. Even though female participation is low compared to male, the gap between access from deprivation quintiles 1 and 2 compared to 3,4, and 5 is small (on average 7% over the last 5 years), we will continue to monitor this but not set a target.

DCG <small>[source: OfS Data Dashboard, access, intersections of deprivation quintile and sex]</small>	13/17 (%)	14/15 (%)	15/16 (%)	16/17 (%)	17/18 (%)	Average over the last 5 years (%)	Difference between 1,2 and 3, 4 and 5 (%)
Male 1, 2	15	30	26	16	28	23	19
Male 3, 4, & 5	45	45	46	36	36	42	
Female 1, 2	15	15	10	16	15	14	7
Female 3, 4, & 5	20	15	18	32	21	21	

⁸ <https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/reports/DerbyCityCouncil-Population-Profile-April-2013.pdf>

DCG [source: OfS Data Dashboard, access, intersections of deprivation quintile and sex]	13/17 (%)	14/15 (%)	15/16 (%)	16/17 (%)	17/18 (%)	Average over the last 5 years (%)	Difference between 1,2 and 3, 4 and 5 (%)
National picture [source: OfS Data Dashboard, access, intersections of deprivation quintile and sex]	13/17 (%)	14/15 (%)	15/16 (%)	16/17 (%)	17/18 (%)	Average over the last 5 years (%)	Difference between 1,2 and 3, 4 and 5 (%)
Male 1, 2	16	17	17	18	18	17	10
Male 3, 4, & 5	28	27	27	26	26	27	
Female 1, 2	21	23	23	24	24	23	10
Female 3, 4, & 5	34	33	33	33	32	33	

- ii. Target group: males from deprivation quintiles 1 and 2

2.3 Monitoring commitments

2.3.1. 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. It is expected that over the next academic year, we will significantly improve our data capabilities in relation to higher education, with the aim therefore to be able to review and set any appropriate new targets during 2021/2022 where significant gaps are identified. It also highlights the areas that we will focus our efforts in data collection and analysis to ensure we can interpret the data required. The monitoring commitments also expands the focus of APP from access to encompass all areas of the student lifecycle. We will monitor these characteristics over the period of the next 5 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.

- i. Attainment of white students compared to BAME students at DCG
- ii. Progression of BAME students to higher education or employment compared to the national average
- iii. Access of mature students compared to young students at DCG
- iv. Continuation of full-time/apprentices compared to the national average
- v. Attainment of all students by first class, upper second-class outcomes (or distinction or merit) with the aim to interrogate intersections when available
- vi. Access of students studying with a disability
- vii. Continuation of students studying with a disability
- viii. Attainment of students studying with a disability
- ix. Progression of students studying with a disability
- x. Access of care leavers
- xi. Progression of students from deprivation quintiles 1 and 2 compared to those in 3, 4 and 5, particularly white males

3. Strategic measures

3.1 Whole provider strategic approach

3.1.1. DCG is committed to the OfS's goal of ensuring equal opportunity for all students. We are aware that we do not currently have in place the data capabilities to provide full insight into our performance, and require significant improvement in the data collection, analysis and interpretation aspects, along with likely processes that will need to be put in place to enact this improvement. DCG are fully committed to the widening participation agenda and has this at the core of its mission for both FE and HE students.

3.1.2. The HE Department has an independent function to the curriculum areas within the college and acts as a cross-college integration system. In the AY 18/19 there was a significant change in the staffing within this area, therefore the APP therefore presents as a good opportunity to act as a starting point to re-evaluate the position and identify areas for development and improvement in widening participation agendas and ensuring equality of opportunity at the college. The HE Department will be responsible for embedding the APP throughout the college and influencing the academic areas to adopt any necessary or advised interventions. The HE department will also work with other cross college services such as management information systems, business intelligence, marketing and student services to enact the APP. As detailed below, it will be our strategic approach to embed the principles of this APP, and widening participation in general, as a central theme in all of our core aims and missions. This will be reflected in the coming year with the rewriting of the HE Strategy (3.1.9) which will be set by the end of 2019/20 to act as core KPIs for the HE Department to enact over the next 1 – 3 years and act as the central pivotal point of the interpretation of widening participation at DCG.

3.1.3. **Strategic Approach 1: Higher Education Data Strategy Group.**

3.1.3.1. As identified, a key theme of this APP is to increase the knowledge and capabilities around data, monitoring and analytics within the organisation which will form as a key priority for the next academic year. Current actions have already been launched to better collect and therefore analyse student outcome data which will provide in-year monitoring of academic performance monitoring of students and course performance. It is expected that by the end of 19/20, a much more detailed analysis will be able to be undertaken for the outcomes of students which can be analysed by least represented groups across the college.

3.1.3.2. AY 19/20: A working group will initiate the review of data requirements to develop in detail the specification of data requirements needed to support the enactment and monitoring of the APP, design and define central HE key performance indicator metrics, and take into account any other recent data requests that have been developed in the last year required to meet OfS requirements. The scope of the data requirements will be ratified by the HE Academic Board and agreed by the HE Strategic Board, providing feed-in to the upcoming HE Strategy 2020 – 2023 and beyond. The data review will be designed to identify data requirements within all stages of the student lifecycle. Current capability will be reviewed, and solutions designed by a systems architect to provide automated review and analysis where identified. Where additional data collection is required to better support the analysis at the variety of lifecycles, work will be undertaken to identify the point of data collection and the feasibility to design into current systems. For example data on entry will be targeted to the Admissions Team and encompassed into the central higher education data strategy.

3.1.3.3. For AY 20/21, an operationalised approach to the data requirements will be expected. During this year, the HE Data Strategy Group will review data improvements, ensure fit for purpose, and demonstrate how the collection, analysis and reporting of the data provides the necessary information that is fit for purpose and provides the various boards and committees with the relevant information that is required to review, make decisions and measure impact. Where there are requests for ongoing 'experimental' data collection to support new interventions, the requests will be made to this group for feasibility. Design of project data will be supported on a rolling basis; where projects are successful the data requirements will be in-built to the standardised approach to HE data monitoring and evaluation. Where interventions do not demonstrate impact, the requirement will be removed and learning captured for future review.

3.1.3.4. Where significant skills are evidenced as lacking, we will seek to upskill and train staff where possible, purchase any necessary resource where it is reasonably practical and recruit additional posts if the volume of work requires it, as evaluated against the overall contribution of higher education to the college budget. It is likely that the initial costs will be funded from the higher fees as noted in the targets and investment plan, and then encapsulated as standard college activity moving forwards.

3.1.3.5. 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 APP. We expect to have an improved data profile by the end of 19/20 and an operational approach by the end of 20/21 which will then support and underpin not only the APP, but a wide range of work within higher education at the college in the following years.

3.1.4. Strategic Approach 2: Increasing access to BAME students

3.1.4.1. The cultural diversity of DCG is currently predominantly white British with very little variation in recent years. DCG will aim 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 will form the basis of a KPI within the 2020+ HE strategy as we encapsulate the principles of the APP into all higher education provision. Developing this as part of a central KPI to sit within the 2020 – 2023 strategy will ensure the discussion of actions, interventions and impact to drive improvement.

3.1.4.2. In working towards this, we will review the application 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 WPC will review and suggest appropriate interventions, as guided by current literature and evidence from other establishments. We have already been involved in work regarding unconscious bias and have rolled out workshops in the AY 18/19 related to this for staff involved in both curriculum and human resource functions. We will continue this approach and identify how this can be best implemented throughout the student lifecycle and how to evaluate the impact. This will include work with both internal and external stakeholders. Part of this work will include reviewing how marketing material represents students from a range of diverse cultural backgrounds, including not only BAME students, but representation from male, female and disabled students. We have undertaken work in this area already and demonstrated positive impact in recruitment of females within Construction. The WPC or designated champion will work with the Marketing Team to identify if this is a suitable intervention to roll out to higher education recruitment. We will also engage in critical reflection of publications that can assist in selection and development of appropriate approaches to addressing racial inequalities in higher education, such as the most recent publication by HEPI, *The White Elephant in the room: ideas for reducing racial inequalities in higher education*⁹ and will take their most prominent recommendation which is to be a member of the Race Equality Charter¹⁰ which we will investigate in the next 1 – 2 academic years.

3.1.4.3. As part of our learning and teaching strategy (being developed and launched within 19/20), this will encompass a review of teaching materials and imagery represented to students from a range of diverse cultural backgrounds, including representation from male, female and disabled students. Interventions will be designed following this review to target any recommendations.

3.1.4.4. As part of this strategy, The HE Department will be recommending that the current representation of diversity throughout the staff population is reviewed by our HR Department, highlighting where actions can be taken to address imbalances within employee representation and promote greater diversity where required.

⁹ https://www.hepi.ac.uk/wp-content/uploads/2019/09/HEPI_The-white-elephant-in-the-room_Report-120-FINAL-EMBAROED-19.09.19.pdf

¹⁰ <https://www.ecu.ac.uk/equality-charters/race-equality-charter/>

3.1.5. Strategic Approach 3: Improving access from deprivation quintiles.

- 3.1.5.1. A number of targets are linked to improving access for deprivation quintiles. This is a key mission of the college to ensure education is accessible to students from a range of deprived areas. The city is profiled as experiencing significant deprivation, and therefore the college has an opportunity to positive impact on this. This will provide a key theme for the up-coming strategy, and a KPI will be set that reflects this commitment to improvement and hence be communicated to the governing body. From the knowledge and understanding gained from projects such as NCOP¹¹, we will utilise this approach to identifying students least likely to attend due to deprivation metrics, combine with evidence-based research and select or design interventions that will target this specific group.
- 3.1.5.2. During the next 1 – 2 academic years, with the use of the HE Data Strategy Group, we will better define the areas to be targeted and subsequently monitored for access. We will set internal recruitment targets that will underpin the work of the APP, and from part of the HE KPIs within the 2020 – 2023 strategy moving forward.
- 3.1.5.3. We already provide a commended mechanism of support to students once they are enrolled, as supported by our Academic Study Support Coaches who provide group, individual and bespoke tutorials and training sessions that address good academic practice, research and academic literacy skills to all students following initial skills evaluation. The impact of this practice is being continually monitored and developed, and will underpin the student lifecycle whilst at the college. The impact is reported to the HE Academic Board and the continual development of this forms part of an underpinning strategy to positively impact students from deprived areas. As highlighted by Haggis and Pouget (2019)¹² students often suffer from the fundamental concepts of managing workload and key study skills. We will develop this function, reach and impact of our Academic Study Support programme over the next 2 – 3 years to positively impact on the decision of students to attend the college and will utilise this as part of the mechanism to improve access to students from disadvantaged backgrounds.
- 3.1.5.4. 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.
- 3.1.5.5. We design and develop programmes in partnership with other HEIs; in doing so, we will review how new programmes are likely to impact on the recruitment of students from areas of deprivation and how they can be positively supported. Mechanisms to support access from students from IMD quintiles 1 and 2 will be considered during the design and development phase of all programmes and articulated during this process.
- 3.1.5.6. As part of the data strategy group, over the next 3 – 4 years, will design the metrics that can follow students within subgroups throughout the continuation, outcome and progression stages of the student lifecycle, in order to provide insights into the performance of students once enrolled. This will apply to all sub-groups including BAME students, students from POLAR4 Q1, Q2, IMD Q1, Q2 and those within the monitoring groups as defined in section 2.3.

Theory of Change

- 3.1.6. DCG will adopt 'Kotter's 8 Step Change Model' to as an overarching theory of change which gives the following framework. The Widening Participation Committee (WPC) will utilise this to inform the implementation, monitoring and evaluation of the APP.

¹¹ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/national-collaborative-outreach-programme-ncop/>

¹² <https://www.tandfonline.com/doi/pdf/10.1080/13562510220144798a?needAccess=true>



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- 3.1.7. The WPC will utilise the APP as a starting point that has identified and specified the gap in the access within the student groups, along with acknowledging the monitoring requirements that are outlined within this document. The WPC will scope out the range of necessary interventions required to positively influence the target as set out in the APP. The interventions will be evidenced based, based either on practice from within other similar environments, evidence from literature, or evidence from activities learned from other active working groups (e.g. the college has been involved with The BRIDGE project which was a research program that aimed to investigate why there are low numbers of women, people from disadvantaged backgrounds, ethnic minority groups, people with disabilities, mature and part-time students enrolling on construction-related degree courses). We will also look to pilot interventions where possible on a small scale before full adoption within the college. Small scale pilots might not always be an appropriate approach due to the initial size of the starting population of higher education students at the college. It is expected that the WPC will model interventions for each of the four targets within the first academic year against Kotter's 8 step change model. The WPC will set the timeframes for the interventions against the targets as stipulated within the APP and communicate these to the HE Academic Board for discussion and information and will take a risk-based approach when prioritising implementation. If, based on further data analysis, the WPC identify the need to change the targets, they will adjust the targets as approved by HE Academic Board, along with a justification for the change which will be recorded. Following the launch of the intervention, the WPC will monitor and evaluate the success on an annual basis (if interim reviews are possible, they will be undertaken) with the first review being during the AY 20/21 and subsequently annually after that. 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 e.g. via the Association of Colleges. Where additional resources are required, the WPC will recruit internally for staff members to act as a champion for the agreed intervention.
- 3.1.8. This APP will form the basis of a range of strategies and committees that are in their infancy or currently new in development.
- 3.1.9. **2020 – 2023 Higher Education Strategy.** The Higher Education Strategy currently underpins principles of widening participation however it will benefit from being able to utilise the APP as a central vision. The current strategy runs from 2017 – 2020 and is due to reformulate its strategy for 2020 onwards. Taking this into account, the 2020+ strategy will make the most of the opportunity to be underpinned and informed by the APP, and so will seek to embody the principles of widening participation and how this translates into the operational context. This will communicate the overall strategic measures that will be adopted by the HE department, as approved by the corporation. The KPIs that will drive the HE Strategy forward will be directly linked to the APP and utilise this document as the basis for the strategy.

¹³ <https://www.oneclearmessage.com/using-kotters-8-step-organisational-change-model/>

3.1.10. Teaching, Learning and Assessment Strategy for Higher Education (final title to be confirmed). Currently, the college has in place an overarching Teaching, Learning and Assessment Improvement of Practice Policy which is designed with the core business of further education in mind. We are taking this opportunity now to develop a strategy which is directly applicable to higher education that can articulate the strategy for teaching, learning and assessment from a higher education perspective. We plan that it will encompass a range of principles addressing our pedagogical approach to teaching, learning and assessment that meets ours and our HEI 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 be keep the principles of widening participation, and therefore the APP at its core, although will not specifically link to the individual targets (i.e. they will not be mentioned as specifically as they are within this APP) but will address the core themes required to address them. This is currently being scoped out, and is in phased development for the AY 2019/20, will involve a range of staff and student consultation, and in full operation for 2020/2021 at the latest. As part of the development, we will be drawing from a range of evidence from literature and consultation with other establishments that are both similar (i.e. other HE in FE colleges) and different institutions (e.g. Russell Group, Post 92 Universities) compared to our own provision. As part of this, we are also planning that it will include our approach to positively influencing the student journey, and therefore impact on the areas of the student lifecycle as defined by the APP. Evidence of the implementation of this will be evaluated through teaching observations, learning walks, student feedback, teacher self-reflection, achievement against set targets, adherence to our Higher Education Teaching and Learning Enhancement Plan and will link to key performance indicators central to HE provision within the college as identified in the Higher Education Strategy.

3.1.11. HE Governance structure: There are a range of boards and committees in place to provide oversight of HE at DCG and ultimately the APP. In the last academic year there was the introduction of the HE Strategic Board to provide greater oversight and senior decision making within the college, informed by the range of other boards and committees that provide the necessary information required.

3.1.11.1. HE Strategic Board. New for 18/19 and will be fully operational in 19/20, the HE Strategic Board is chaired by a college Governor and will receive reports on the performance against the APP along with other business related to higher education provision at the college. It is the main role of the HE SB 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.

3.1.11.2. HE Academic Board. Meeting 5 to 6 times per academic year, the HE Academic Board is comprised of a variety of Heads and Managers throughout the college. Alongside other receiving reports on the central business, the HE Academic Board will receive reports against the APP, discuss and approve action where required and communicate

3.1.11.3. Higher Education Teaching and Learning Enhancement Committee. This group is responsible for impacting on the enhancement of teaching and learning for HE students at DCG. They will inform and enact the Teaching, Learning and Assessment Strategy which will be informed by aspects of the APP as described above. They will focus on aspects such as student and teacher engagement, high quality teaching and learning, assessment practice and professional competencies. They will likely address most aspects of the student lifecycle particularly the continuation, attainment and progression of students and it is planned will take a significant interested in the utilisation of outcomes for students to inform of the areas for future improvement. This will be linked to the identification of any new themes or gaps that might be emerging.

3.1.11.4. Higher Education Quality and Standards Committee. This group is responsible for maintaining quality standards throughout HE at the college. It is not envisaged that this group will have a significant input or influence over the APP but may be influenced later by the HE Widening Participation Committee.

xii. **Higher Education Widening Participation Committee.** This will be the main sub-group responsible for the development of activities and measurement of impact using Kotter's 8 step theory of change to enact the APP. This group will also be responsible for greater understanding and implementation of strategies to raise awareness of individual learning needs. This committee will likely influence other committees along with providing HE Academic and Strategic Board with any required information and reporting. Currently, the college operates an Equality, Diversity and Inclusion Policy which is an overarching approach to both further and higher education via the Social Model of Disability. A significant proportion of the monitoring requirements that we have identified throughout this APP relate to the access, continuation, attainment and progression of students studying with a disability. It is therefore planned that this committee is the mechanism through which we aim to develop our approach to Inclusive Practice with regards to how inclusive practice should be interpreted and implemented within the higher education context at all stages of the lifecycle. We will utilise evidence published in the sector, for example 'Inclusive Teaching and Learning in Higher Education as a route to Excellence'¹⁴ and best practice where it has been highlighted from other institutions. Based on output from this group and the implementation of the APP, the articulation of inclusive practice will be included within both the Higher Education Strategy (section 3) and within the Teaching, Learning and Assessment Strategy for Higher Education (section 3.1.10). It is planned that part of the outputs over the next five-year period will be driven by approaches to access and participation to drive new policies that will formalise DCGs approach to inclusivity within its HE provision.

3.1.12. Governance Review: It is planned within the next academic period between 2019 and 2022, DCG will undertake a review of governance for HE with the aim to ensure that there is appropriate coverage for reporting, decision making and communication regarding higher education within the college. This will be supported with a review and mapping of the necessary sub-structures that will support the academic decision-making process, along with providing a mechanism to capture the data reviews, monitoring and reporting as required by the APP.

3.2 Student consultation

3.2.1. Staff and students were consulted as part of this APP development. An electronic survey was designed and distributed that aimed to capture the responses to draft aims and objectives for the APP. A total of 25 people responded, of which 10 were current HE students at DCG, the remaining were staff members. The survey was opened for a total of three (3) weeks and circulated amongst all staff members who interacted with programmes at level 4, 5, 6 and 7, who were directed to share it with all students. However, it must be noted since the initial draft and direction of the APP was written, there have been significant changes since student consultation. The following details currently do not resemble the APP in its current format as there has been limited opportunity to form a round of re-consultation with students and staff between development drafts of this document. Where possible, we have been mindful of the initial feedback and have tried to reflect this where possible.

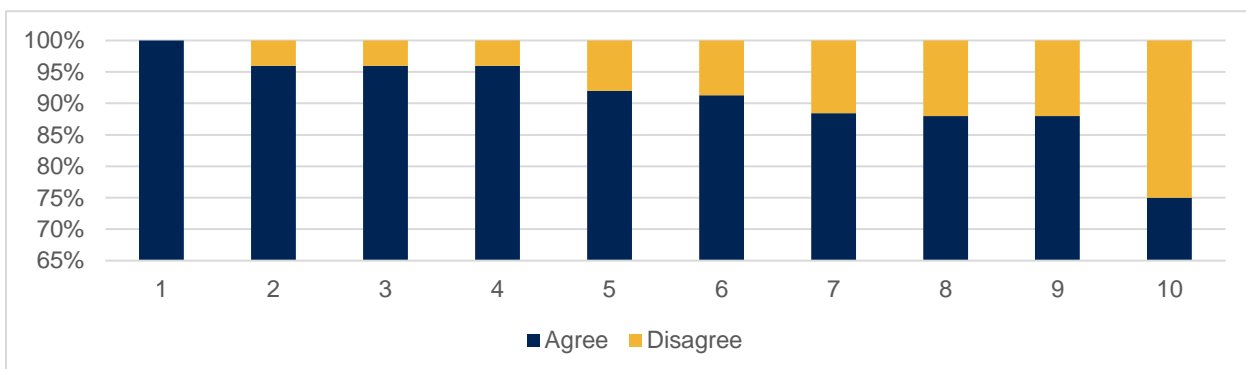
3.2.2. Students were asked to rate the importance of a range of statements that were initially drafted, along with a free text response area. The questions were circulated via email link and placed on the virtual learning environment for students to access. Students were asked to rate the following draft aims/objectives areas in terms of importance, and therefore were scored as agree (if deemed most important) and disagree (if deemed less important).

Item	Draft aim/objective.
1	To bring mental health to the forefront of discussions with targeted action planning for improvement
2	To develop consistent applications from areas of low socio-economic backgrounds, high deprivation and from families with no prior degree level qualification or from estranged families.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/587221/Inclusive_Teaching_and_Learning_in_Higher_Education_as_a_route_to-excellence.pdf

Item	Draft aim/objective.
3	To increase the racial diversity throughout DCG, in all categories of male, female, young, mature, and disabled students.
4	To increase the age diversity throughout DCG.
5	To increase the volume of students studying with a disability throughout all categories (gender, race, age, disability), to help identify and reduce barriers to applicants who are applying with a disability, and to current students who are studying from making a disclosure at any point throughout their study.
6	To narrow the gap between the number of women studying throughout all areas compared to the number of men. There is currently a ratio of approximately men to women 3:1, therefore DCG aims to narrow this gap over the next 5 years.
7	To narrow the gap between the continuation of students studying on part time and full-time routes.
8	To improve practice in the gathering, monitoring and decision making based on student performance/student outcomes throughout all areas of first degree, other undergraduate, part time and full time, with the planned action to reduce or eliminate unexplained gaps in degree outcomes between disabled and non-disabled students, and those from disadvantaged backgrounds.
9	To improve the progression of young (U21) learners to highly skilled employment or higher-level study, which is currently weaker compared to their mature counterparts.
10	To better understand, support and improve the progression of women to employment or further study which is currently less than compared to their male counterparts.



- 3.2.3. Factors surrounding mental health was asked as part of the original questionnaire but has not been set as a target or aim within this APP. We will be seeking mechanisms to promote this as a wider aim at the college but beyond that of the scope of the APP.
- 3.2.4. Overall based on the initial consultation, staff and students appeared supportive of efforts to raise the awareness and importance of the equality of opportunity at DCG and did not highlight any areas they thought DCG should not support from a widening participation or the embedding the equality of opportunity. We also recognise that student consultation and opportunity for opinion on the enacting of the APP will be beneficial which we will look to integrate in our evaluation process.
- 3.2.5. Moving forward, student representation will be brought onto the HE Strategic Board which will have oversight of the performance against the APP.

3.3 Evaluation strategy

3.3.1. The Higher Education Department at DCG 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 APP in order to develop the service, inform strategic planning and ensure that we are having an impact on the gaps identified.

Strategic Context

3.3.2. DCGs higher education provision is a small subset of the main provision, only account for up to 4% of the students actively studying within the college. With this in mind, when utilising the OfS's self-assessment, there are many areas that have been marked as 'emerging or in development' which we will seek to review and continue to use as a self-assessment tool in order to evaluate our own performance and capabilities.

3.2.3. As a college, DCG is committed to widening participation and therefore the APP will act as a tool 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 DCG that target and aspire children in the local area from schools and colleges. This activity however is principally based in the aspiring of young children and adults to attend college in its wider context, at first as an FE provider and then as an HE provider; currently disaggregation of where these activities are targeting purely higher education learners has not been carried out. This will become the role of the Higher Education Widening Participation Committee whose primary focus will be to enact activities and interventions that will support the APP. It will be through this mechanism that the reporting and dissemination of information regarding widening participation and the progress of the APP will be channelled. There is however a lack of dedicated resource currently in undertaking the detailed analysis to support monitoring purposes. This will be reviewed and implemented moving forwards. We have identified the need to data collection and analysis as a central theme that we need to improve at DCG which will best support the Widening Participation Committee. The Widening Participation Committee will utilise the simple process of 'Plan, Do, Review' in order to adopt continual monitoring on the activities that will be undertaken, which is highlighted in the following graphic.

Programme Design

3.3.5. It is expected that the majority of actions or interventions that will be put in place will be new. The choice of intervention however will be based on published research and any 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. Either pilot or full interventions will be monitored and reviewed. If they are evaluated and concluded as to not making any impact or have negative consequences, they will be adjusted or stopped. It must be noted at this point, it is expected 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 APP. There is not a dedicated widening participation team for the higher education provision at DCG, but it is embedded in the core principles and practice. However, we will strive to meet the targets we have set ourselves by incorporating the them into our 'standard practice.'

3.3.6. The OfS's self-assessment tool highlighted that in terms of programme design, DCG 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 FE approach. There are many aspects that are not developed to design, implement or evaluate only for higher education students. This mirrors the commitment to develop a better standpoint for data analytics that relate to higher education provision at the college. Key priorities for DCG are to ensure that all interventions designed have:

- Key designed outcomes and areas of planned impact
- Identified performance indicators and mechanisms to capture the necessary data

Evaluation design

3.3.7. We believe that there is alignment between our evaluation and our programme activities because the type of evaluation in place is appropriate to the type of activity, stage of development and understanding of the intervention, and given local constraints and opportunities. Due to the small size of DCG, we will be keeping interventions relatively simple and straightforward with the aim of influencing a relatively small population (i.e. The total higher education population is currently not greater than 500 students). The Widening Participation Committee will strive to answer the basic questions of:

- How has the intervention contributed towards the APP targets (or commitments to monitoring)?
- What is the scale of the impact?
- How has the gap identified in the APP been impacted?
- Are there any negative/unintended consequences that have occurred as a result of the intervention?

Evaluation implementation

3.3.8. It is expected that this is the area in which we need most development in order to meet the targets as defined by the APP. We have identified that we need to centralise a range of data in order to best utilise it for monitoring and evaluation. The targets we have set, along with the monitoring commitments, will drive the format in which we will collate and centralise the data for analysis.

3.3.9. DCG currently utilises 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.

Learning

3.3.10. The Widening Participation Committee will be responsible for communicating any learning that has taken place as part of any interventions or activities that have been deployed. Sharing the findings internally will be through the committee structure as detailed above. However, we do recognise that there is an opportunity to share this more widely with the academic community at DCG which includes staff and students and other stakeholders. 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. It is likely that the starting point of this will be via the Association of Colleges¹⁵.

3.4 Monitoring progress against delivery of the plan

3.4.1. 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 Academic Board which in turn informs the HE Strategic Board which ultimately informs the Governing Body at the college. Any areas identified of not making enough progress against the plan can be discussed throughout each one of these mechanisms.

3.4.2. 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. As evidenced throughout this plan, the aims of this APP will be embedded into the strategic approach of the HE department, so the key KPIs will be linked to the APP. There are regular presentations made throughout the year on the strategy, which will therefore communicate the progress to a range of stakeholders. It gives

¹⁵ <https://www.aoc.co.uk/>

opportunity for monitoring against the delivery plan on a regular basis and by a variety of audiences. Any areas where progress is identified as not being at an appropriate or expected pace will be highlighted throughout this mechanism and expectations set to improve where required.

4. Provision of information to students

- 4.1. DCG provides information on fees, costs and financial support primarily on our website¹⁶, 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.
- 4.2. 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.
- 4.3. 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.
- 4.4. We are committed to providing additional financial support to our students. Currently we only offer bursaries to students who are enrolled on a higher education course with us which currently stands at £30,000 per annum which is distributed out to students based on a transparent application and selection process. For the academic year of 19/20 there are 50 bursary awards available at £600 each per annum paid in 3 instalments of £200.00. The offer of a bursary in year presents as a support mechanism to facilitate outcomes and progression, and we plan to increase this amount per year, mirroring a planned growth in student numbers. DCG have operated a bursary offer for the last two academic years (17/18 and 18/19) and students have been supported with a committed amount of money, with applications open for all learners. Based on the positive experience and success of awarding bursaries over the last two years, DCG is aiming to refine this process to better promote the access and participation agenda. In 18/19, a total of 66 students were awarded a bursary (either full, partial or a one-off payment) which utilised the full bursary fund available. We have yet to evaluate the full impact of this provision, however the feedback from students and staff was positive and the provision of the bursary was welcomed by students. Moving forwards, the process for awarding of funds through a bursary route will be developed to be a much clearer and well publicised mechanisms for financial support, made available to both applicants and current students for transparency. Students will answer a range of straight forward questions that aim to gather the details of their circumstances and provide criteria for the awarding of the bursary. The responses will be graded by a matrix that assigns points based on the response (i.e. a student from POLAR4 Q1 will score more than POLAR 4 Quintile 5) giving an overall 'score' that will rank the students in terms of eligibility for award. Criteria will cover personal circumstances, current income, postcode, POLAR4, deprivation quintile (IMD), family commitments, inclusive needs and family history of HE. The student will also complete a 300-word personal statement which will be graded and will contribute to the score, along with their attendance details added. If the student withdraws in the year then the payments will be removed. Any remaining monies will be re-distributed to students drawn from the original application list. The bursary applicants will be anonymised so there can be no bias associated and evaluated by the central HE team who cannot identify the students individually. The amount of money made available for bursary support is scheduled to increase during the life of the APP in line with projected increase in the volume of predicted enrolments.

¹⁶ <https://www.derby-college.ac.uk/university-higher-education-undergraduate>

5. Appendix

The OfS 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)

Data sources used throughout this document:

- OfS access and participation dataset from the data dashboard (predominately)
- DfE (2017) **Derby, Derbyshire, Nottingham and Nottinghamshire Area Review: Final Report**. [Online]. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/634646/Derby_Derbyshire_Nottingham_and_Nottinghamshire_Area_Review_Report_FINAL.pdf Accessed 17th April 2019.
- Internal data created from ILR analysis and ProMonitor within DCG

Literature references that have been reviewed as part of the development of this APP

Anderson, S. (2019). **Promoting academic buoyancy as a pro-active approach for improving student mental health and wellbeing**. in *Imagining Better Education: Conference Proceedings 2018*. [online] Durham:Durham University, School of Education, pp. 11-21. *Imagining Better Education*. Available at: accessed 18th April 2019.

Evans, C., Rees, G., Taylor, C. and Wright, C. (2019). **'Widening Access' to higher education: the reproduction of university hierarchies through policy enactment**. [online]. *Journal of Educational Policy*, 34:1, 101- 116 Available from DOI:10.1080/02680939.2017.1390165 17th April 2019

Fischer, S., Katersky Barnes, R. and Kilpatrick, S. (2017). **Equipping parents to support their childrens higher education aspirations: A design and evaluation tool**. [online]. Available from <https://www.tandfonline.com/doi/full/10.1080/00131911.2017.1379472> Accessed 17th April 2019

Praveen Gupta, (2011) "**Leading Innovation Change - The Kotter Way**", *International Journal of Innovation Science*, Vol. 3 Issue: 3, pp.141-150, available from <https://doi.org/10.1260/1757-2223.3.3.141> accessed 24th May 2019

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Non STEM course	£6,500
First degree	STEM course	£7,500
Foundation degree	Non STEM course	£6,500
Foundation degree	STEM course	£7,500
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 2020-21 entrants

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 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	Non Stem	£4,875
First degree	STEM	£5,625
Foundation degree	Non Stem	£4,875
Foundation degree	STEM	£5,625
Foundation year/Year 0	*	*
HNC/HND	Non Stem	£4,875
HNC/HND	STEM	£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 2020-21 entrants

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 2020-21 to 2024-25

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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£49,400.00	£51,870.00	£54,463.25	£57,186.55	£59,409.33
Access (pre-16)	£8,900.00	£9,345.00	£9,812.25	£10,302.86	£10,181.01
Access (post-16)	£11,500.00	£12,075.00	£12,678.00	£13,312.69	£13,978.32
Access (adults and the community)	£29,000.00	£30,450.00	£31,973.00	£33,571.00	£35,250.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£63,000.00	£66,149.00	£69,456.00	£72,929.00	£76,574.00
Research and evaluation (£)	£16,988.09	£17,837.49	£18,729.37	£19,655.84	£20,649.13

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£158,595.00	£164,685.00	£170,525.00	£176,771.00	£183,040.00
Access investment	31.1%	31.5%	31.9%	32.4%	32.5%
Financial support	39.7%	40.2%	40.7%	41.3%	41.8%
Research and evaluation	10.7%	10.8%	11.0%	11.1%	11.3%
Total investment (as %HFI)	81.6%	82.5%	83.7%	84.7%	85.6%

