

2019-20 access and participation plan

Craven College

1. Introduction

Craven College Mission: "Enriching lives through learning"

Craven College is a General Further Education College based at Skipton in North Yorkshire, but with centres at Leeds Bradford Airport in north Leeds, Evolve in Ripon and Seamer near Scarborough on the East Coast. The College serves the educational training needs of individuals, communities, and businesses in North Yorkshire, East Lancashire, and the Aire Valley corridor to Bradford and other areas of West Yorkshire such as Ilkley.

The College has nearly 1612 full-time and 2345 part-time Further Education students across the 15 sector subject areas. The College does not have degree awarding powers. The College provides a wide range of Higher Education provision through validation arrangements with The Open University, Ascentis and HNC provision, awarded by Pearson (Edexcel) with around 150-200 students undertaking higher level studies from level 4-6 each year. Full-time recruitment of Higher Education students rose slowly from 2012-2015 but dropped slightly during the following years. During the same time period the number of part-time students has declined drastically, from 220 students in 2012 to 56 in April 2018.

The College has a contract for employer responsive provision to deliver workplace training and apprenticeships. The College employs over 227 FTE members of staff and has an annual turnover of circa £15 million. All Higher Education programmes are delivered via a direct funding arrangement with HEFCE. Income for Higher Education is c£1.2 million.

The College delivers an extensive apprenticeship programme with around 700 apprentices. The delivery includes £1.5m of apprenticeship provision for 16-18 year olds and around £0.5m of 19+, mainly 19 to 24-year-old apprenticeships. A range of full-cost, Community Learning and other funded provision is available through the College Teaching Schools including Tyro Training which also deliver Work Place Learning and full-cost recovery.

Craven District is one of the 10 least densely populated areas in England with 47 people per square kilometre compared with 245 for England as a whole. The population of Craven is 56,300 and the population of North Yorkshire and Humber as a whole is 5.25m. The College is large compared to its service area population; attracting students into the College and undertaking work outside the natural service area is important.

Craven comes within the area and the economic influence of the Leeds City Region and the Aire Valley corridor and there are excellent communication links between Skipton and these 2 areas. Traditionally agriculture has been one of the main features of the Craven economy and remains important.

The College operates within 2 Local Enterprise Partnership areas – Leeds City Region (LCR) and York, North Yorkshire and East Riding (YNYER). Each LEP has its own focus and priorities that reflect the rural versus urban nature of their respective areas. The College has undertaken a detailed mapping exercise for both FE and HE to map the College's current and future curriculum against the LEP priorities. The analysis highlights the following areas for development and investment - electronics, engineering, manufacturing and life sciences and low carbon technologies but not offshore wind or bio-renewables. The College updates this mapping exercise regularly in order to plan future HE developments. Involvement in the LEP enables the College to engage in the latest developments in a

range of curriculum areas including issues concerning widening participation. For example, the College's Director of Business and Community Development is a member of the LEP Higher Apprenticeship sub-group and the College is involved in a LEP project Positive Progressions.

The majority of enrolments at Craven College are from people living in the Craven and the Craven travel to work area. However, for Higher Education the demographics show students travelling from Bradford (31%), Leeds (17%) and further afield (36%). Enrolments match the demographic makeup of those areas, in terms of BME background (College 7%, Craven 4.4% Yorkshire and Humber 8%) and levels of reported disability and learning difficulty (College 8% report a disability, Craven 17% disability, Yorkshire and Humberside 18% disability).

The College is the only provider of Higher Education in the local area; the nearest HE provision by colleges and universities in West and North Yorkshire and East Lancashire is more than 20 miles away. The College has a major role to play in building the capacity of its students, staff and local communities to effectively participate in Higher Education, which will contribute to the pool of higher level technicians and qualified people in the regional economy. Of particular significance is the sector's role in facilitating social inclusion and sustainable regional development. Higher Education is currently delivered on the College's main Aireville and linked Auction Mart campuses in Skipton and at The Aviation Academy at Leeds Bradford Airport.

Craven College has established the Craven Educational Trust, structured as a multi-academy trust to support The Skipton Academy. As an Academy Sponsor, Craven College, through the Craven Educational Trust, is very ambitious with regard to the success of The Skipton Academy and is working with many local partners to develop a successful, attractive and thriving school for the young people of Skipton and surrounding area.

2. STUDENT NUMBERS, FEES AND FEE INCOME

The student numbers in the resource plan are based on the latest College forecasts available in May 2018.

This includes all full and part-time UK and EU students on the following programmes delivered by Craven College:

- undergraduate honours degrees (including top ups)
- foundation degrees
- higher nationals – certificates and diplomas
- initial teacher training qualifications

The College expects to charge the following annual tuition fees for all new students starting on course in 2019/20

Full-time	19-20 start
Level 5 Diploma in Education & Training	£6,750
HNC	£6,750
HND	£6,750
FD	£6,750
BSc (Hons) or BA (Hons)	£6,750

Part-time	19-20 start
Level 5 Diploma in Education and Training (2 year programme)	£3,375
HNC (2 year programme)	£3,375
HND (2 year programme)	£3,375
FD (3 year programme)	£4,500
BSc (Hons) or BA (Hons) (2 year programme)	£3,375

An inflationary rise to be applied for fees in 2020/21 based on the CPI.

3. Assessment of current performance

Craven College is conscious of external challenges, such as the changes to demographics of 18 year olds and changes to external funding, for example, DSA funding and the removal of grants. However, this Access and Participation plan sets out how Craven College will employ and enhance a full spectrum of activities to both widen access and improve attainment amongst targeted under-represented groups in 2019/20.

The College seeks to support all students from initial engagement through their journey on the course and in preparing to progress to employment or further study. The College continues to invest a proportion of its higher fee income in activities, events and support to encourage under-represented groups in to higher education.

3.1. Access

The recruitment data shows a pattern of falling recruitment for the College between 2012 and the present. Key changes are the steady decline in part-time students, from 220 in 2012/13 to 56 in 2017/18. The decrease in student (FTE) numbers is largely comprised of the reduction in part-time student numbers. This decrease in recruitment is a result of the fall in popularity in certain part-time programmes such as the initial teacher training provision and several of the part-time art courses. Changes in government policy affecting the part-time student grant has had a detrimental effect in part-time student enrolment, not just at Craven College but in other institutions too.

Full-time recruitment increased slowly from 2012-2015. For the most part the College avoided the decrease in foundation degree enrolment which HESA reports between 2011/12 and 2015/16. However, full-time recruitment was disappointing for 2016/17 and 2017/18 following high full-time recruitment during 2015/16. Local competition from universities who during 2016/17 were making a high number of unconditional offers to further education students studying at the College, is likely to have impacted on new student recruitment for 2016/17. In addition, the College has noticed a decline in recent years in recruitment numbers for the land-based area of courses. Competitors at specialised colleges are recruiting students from the Aire Valley and Lancashire who might have previously attended Craven College. Overall the FTE student number of 2015/16 of 260 has dropped to 177 in 2017/18.

The College divides the age profile of its students into three categories matched to the way in which HEFCE analyses data. There are three age groups: Under 21s, 21-30 and over 30. For 2016/17 there were 75 students under 21, 44 students aged 21-30 and 29 students over 30 (Higher Education Equality Profile Summary stats – Cohort starts).

With a high proportion of mature students, the College continues to expand its work with employers to increase awareness and identify opportunities for the development of accessible programmes of study, to attract those who are work-based. This involves scheduling classes to attract mature students, creating timetables that fit around full time work and ensuring that local employers are aware of courses on offer. The College also offer a fee bursary to students with a previous HE qualification. Timetables for full and part-time students are grouped together further adding greater flexibility and efficiency. Over the last few years, the relative access performance of the College in attracting students from areas of low higher education participation, low household income and low socioeconomic status has remained strong at 49% (POLAR 1-3 students). In addition, 54% of students have low or non-tariff entry qualifications. The College remains confident that current and future work will only improve our performance in attracting the under-represented groups of students.

Approximately 15% of our entrants declare at least one disability at the undergraduate level. The most prominent change noticed is with students declaring a mental health condition.

The percentage of BME students participating within Higher Education is around 12% of the student population.

3.2. Student Success

Retention at the College is monitored regularly to ensure that any changes or trends are actioned. The key measurement is the number of students who are on programme at the end of the course in comparison to the number who started, the cohort retention. The table below shows that 2013/14 was the poorest year for cohort retention, with the main issue being the loss of full-time students, although retention was also lower than usual for part-time students. There were several possible factors for lower retention during that year including a move of partner universities. Measures put in place the following year included support for both full and part-time students and involved additional support and direction to the Study Support Service.

Retention has improved since 2013/14 but saw a decline in AY 2016/2017 and continues to be monitored both at course and College level. Early indications for 2017/18 suggest that this number is likely to improve with more students being retained. Courses with very poor retention (often exacerbated by low recruitment) are reviewed and phased out. The data suggests that students are more likely to leave in the first year of their programme and the College's main focus has been on first year retention. An area for development is the analysis of first year retention data.

During 2016/17 there was a 69% retention rate for students recorded as from BME background; this compared to 75% across the whole of the HE student group. The retention rate was also lower for students with a declared disability at 53%. In total there were 19 students across the college who declared a disability, of whom 10 students were retained. There was a concentration of students who a declared disability within the Land based areas of the college and amongst mature "career change" students.

Higher Education Course Level Retention (Based on Cohort Starts)

		2013/2014			2014/2015		
		Starts	Red No Comp	Ret Comp	Starts	Ret 1 st Yr	Ret Comp
ALL		195	128	66%	166	146	87%
FT		109	72	66%	125	111	88%
PT		86	56	65%	41	35	83%

		2015/2016			2016/2017		
		Starts	Ret 1 st Yr	Ret Comp	Starts	Ret 1 st Yr	Ret Comp
ALL		175	143	82%	148	111	75%
FT		138	111	80%	113	91	81%
PT		37	32	86%	35	20	57%

Pass Rates

The College has confidence in student pass rates (previously achievement rates). In 2016/17 92% of students passed their qualification. However, lower than average pass rates are routinely monitored and courses with poor pass rates may be withdrawn from the provision. The College has a target pass rate of 95%. Students are encouraged to make use of the Study Support Workshops as appropriate, particularly in courses with pass rates of less than 85%. In addition, the data has shown that female students are a possible concern and their pass rate will be monitored closely. At present this is below the College average of 92% at 88%.

Higher Education Pass Rates

		2013/2014		2014/2015		2015/2016		2016/2017	
		Ach No	Ach %	Ach No	Ach %	Pass Rate No	Pass Rate %	Pass Rate No	Pass Rate %
ALL		143	95	137	91	139	90	102	92
FT		65	90	98	89	97	87	82	90
PT		78	99	39	98	42	98	20	100

3.3. Progression

Destination and progression data is monitored at course level on an annual basis. It has been identified that although Craven College has high employment and study rates post-graduation, the number of students progressing to graduate level jobs is lower than the national average. A high percentage of Full time students are in work or study (95% in work or study, at CC, Benchmark TEF3 is 92.8%). However, the number of students progressing to graduate level jobs is 17.6% lower than the national average of 70.1%.

4. Ambition and strategy

The Craven College mission is "Enriching lives through learning". Specifically, the College aims to benefit the social, economic and physical wellbeing of the community it serves by:

- Realising the potential of students and staff and recognising and celebrating their success
- Enabling the development of skills and knowledge to support employers and build the local economy
- Placing the interests of students at the centre of all College decisions and activities
- Working in partnership to enrich the lives of students through learning and supporting their wellbeing
- Seeking continuous improvement in everything the College does by listening carefully to the needs and aspirations of students and employers
- Acting with honesty, integrity and respect for others
- Contributing to the local economy as a major employer

The College is seeking to expand the curriculum, achieve continuous quality improvement and contribute to the long term sustainability of the organisation and ensure it continues to effectively meet the needs of the community and its students now and in the future. Both the size of the College and its

holistic approach to the student experience enables seamless integration of the strategies that support enhancing the student experience.

4.1. Access

Supported by the HE Team, outreach activities sit within the Marketing Department which has close links with the Central Admissions team to provide effective recruitment strategies and processes. In addition to the work with its own College students, the College has a role to play in the broader community. The College is gradually building up a range of outreach activities, some initially supported by short-term project funding which then enables long term sustainability.

In addition, Craven College is the Sponsor for Craven Educational Trust a Multi-academy Trust. The school within the Trust is The Skipton Academy which was formerly known as Aireville School. Aireville School was placed in Special Measures by Ofsted in July 2013 and became an academy in September 2014. Craven College established and managed the Trust to support the academy and provide central services such as finance, HR and facilities. The Chief Executive of the Trust is the Principal of Craven College and the Vice Principal: Curriculum and Quality of the College is a local governing body member – this support is provided for no charge. The aim of the Trust is for the Progress 8 score for The Skipton Academy is to be zero which means the students are making the expected rate of progress at Key Stage 4 from their prior attainment at Key Stage 2.

Craven College is committed to raising attainment in the school by running sessions based on the school curriculum using College facilities. This is useful in demonstrating to students at the school the career opportunities available for those who achieve. Science, Technology, English and Maths (STEM) projects have also been running alongside subject areas such as animal, equine and countryside visits and have incorporated parts of the school syllabus. For 2019-20 there will be a greater focus on the maths content of the curriculum. The school group will be offered STEM visits to The Aviation Academy at Leeds Bradford Airport. Maths will be used with all school groups to highlight the importance of achieving maths for successful career opportunities and will be based on the loading and unloading of aircraft.

The percentage of care leavers in higher education at the College has not increased in recent years, therefore the College is developing a protocol with community stakeholders/partners, to increase awareness and opportunities for young people in care across its service area and will continue to develop strategies to support this cohort.

The proportion of mature students, aged 25 and over, has declined over several years, and the College intends to expand its work with employers to increase awareness and identify opportunities for the development of accessible programmes of study, to attract those who are work-based. This will involve scheduling classes to attract mature students, creating timetables that fit around full time work and ensuring that local employers are aware of courses on offer.

The College will further extend its support of mature students who either wish to or may need to change their careers and who are not eligible for other financial support, as they hold an HE qualification, by offering a fee waiver of up to 50% of the course fee for each successful year of study.

The College is mindful that other disadvantaged groups, for example those on a low income who are traditionally reluctant to apply for Higher Education, are informed about the Widening Participation Bursary. Further information, advice and guidance will be provided to advise of the financial implications of study and what financial support packages are available.

4.2. Student Success

The Higher Education Learning, Teaching and Assessment Strategy drives the development of teaching skills, supported by on-going professional development to provide an effective learning experience for students. Student successes are part of the evidence used to evaluate both the performance of the course and the teaching. Student focus groups provide the information on which to base improvements and also endorse existing good practice.

Changes made to the Disabled Students' Allowance (DSA) have impacted on some students who in the past may have received in-class support. It was clear when evaluating the impact of the Access allocation that it was necessary to increase the system of support workshops at all sites. For this reason, additional workshops will be developed to support students with specific learning difficulties. Software such as Read, Write, Gold will be available for those who need it. In addition, a Student Support Leaflet detailing central workshops will encourage attendance.

The College also recognises that help with transition to higher education from the workplace or study at Level 3 can be a daunting experience. To aid progression and retention each new student group has an initial session to explain Higher Education Regulations which includes information about the mitigation and extension process for any students experiencing difficult circumstances.

Where appropriate measures will continue to be put in place to support both full and part-time students including additional pastoral support and direction to the Study Support Service. Other measures that will continue to be developed include the timetabling of a full time course over one long day and several Saturdays. This will enable mature and non-traditional students who are working full time to study.

Pastoral support including counselling and financial advice has always been available to Higher Education students. However, promoting this through the website and as part of the induction process will prove useful in raising student awareness of these facilities. The induction process will include a visit to each student group to promote the variety of help students can access.

4.3. Progression

As many of the qualifications delivered are vocational, strong links with employers and the embedding of work related learning provides an excellent basis for the students' progression. The College will continue to develop top-up honours degrees as progression from some foundation degrees, in line with demand from students who wish to continue with their studies.

The College will encourage progression between years by gathering information on how and why students do not progress. There will be consultation with students via student focus groups and meetings with student groups. This will allow the College to consider key aspects of support plans; key themes including financial support, learning support, improving retention and success, and how the College should work to raise aspirations and encourage progression.

5. Measures

5.1. Access measures

The objectives for the activities funded under this Access and Participation plan will be to:

- Maintain/increase the number of mature, part-time students
- Increase percentage of young full-time students admitted from areas of multiple deprivation and low participation neighbourhoods, by 3% each year

- Maintain the current ethnic and disability profile of full and part-time students
- At least 90% of all full time entrants to be from state funded education.
- Increase the current level of enrolments from students identified as care leavers
- Visit eight schools with an objective of raising awareness of progression to higher education

5.2. Student Success measures

- Increase the current level of retention rates of disabled students
- Increase the current level of retention rates of students from areas of multiple deprivation
- Improve non-continuation rates amongst students from an ethnic background to the College average

5.3. Progression measures

- Focus on employment and study for all the lower-achieving groups. Each final year student group to have the opportunity for individual careers support and guidance.
- Target of improving the DLHE Graduate jobs by 3% for 2019/20.

6. Investment – Expenditure on Additional Measures

The College is aware that some of the measures identified as support for students may overlap with support practices (workshops, tutorial support for example) which are already on offer for the student body as a whole. If it is the case that support offered through the Access Fund is similar in type to existing support, the College calculates additions on the basis that 48% (TEF 3) of higher education entrants are from disadvantaged background. This ensures that specific help is available for these students. Activities previously funded by the Student Opportunity allocation are safeguarded to ensure that excellent support is maintained. Measures to engage these specific students may involve promotion to targeted groups or, for example in the case of The Aviation Academy, an extension to the existing timetabled study provision.

The College believes that these additional measures will support greater opportunity of access to its HE programmes and contribute to improved retention of and attainment by students. In addition, the College believes that these measures, including the planned focus on student success, will safeguard future activity from the changes to the Student Opportunity Fund.

Craven College intends to contribute the increase of received fees in 2019-20 to a support package to benefit students. The College's rationale for the balance of this spend has two key focusses; improving access amongst disadvantaged groups and improving financial support to help students continue to study in an economically stretched rural area. Should a student qualify on more than one count for a bursary, they would only be eligible for the bursary that represents the highest monetary value. All funds are limited in relation to student recruitment and so applications for individual support are encouraged as soon as a need is identified. In addition, it is proposed that the expenditure levels are:

Access expenditure 15%
 Student success expenditure 20%
 Progression expenditure 2%
 Expenditure on financial support 15%

6.1 Access expenditure

The College will:

Develop a programme of open days and school visits, particularly in growing industries and sectors, which are outside the experience of secondary school students, for example aviation. This will include a target of 8 school visits in the Academic Year 2019-20. These activities are aimed at raising aspirations

among college and secondary school students, to increase progression to higher education among those who would not otherwise progress. The activities will build on the College's participation in the National Collaborative Outreach Programme (NCOP), which provides a range of excellent collaborative opportunities with colleges and universities).

Network with a range of organisations through the College's training department Tyro who are involved in a variety of projects, including those which aim to up-skill existing workforces and those that encourage the unemployed to gain qualifications leading to employment.

Continue to network with community groups.

Provide financial support via a Care Leavers bursary. This award will be made to any UK and EU student who has left local authority care in the 2 years prior to enrolment on the first year of study, irrespective of postcode, as a non-means tested bursary. An individual award of £600 (pro rata for part-time students) in each year of study (excluding any repeat year), available to UK and EU students on full or part-time programmes of study within the scope of this agreement, payable in 2 instalments in February of Year 1 and October of Year 2. Attendance on the programme must be 90% or above at the end of January (other than for extenuating circumstances) for the February payment to be made.

The College will extend its support of mature students who either wish to or may need to change their careers and who are not eligible for other financial support, as they hold an HE qualification, by offering a fee waiver of up to 50% of the course fee for each successful year of study. For example, someone in their early 40s could have gained an HNC at 20 years old and worked in a declining industry and now wishes to acquire new knowledge and skills to be successful in their future working life.

6.2 Student success

The College will:

- Increase the level of support for students entering, HE especially those who will no longer be able to access DSA
- Provide activities to raise aspirations and confidence and enhance skills on entry
- Extend the dedicated student support one-stop shop, to meet a variety of needs in a highly focussed and accessible way
- Increase support at The Aviation Academy and promote the workshops to those students identified as having particular need, for example those from a BME background
- Develop the use of Student Focus groups to promote and raise awareness of available support
- Additional support workshop time assigned to programmes
- HE Officer visiting each new student groups to explain the mitigation and extension process for any students experiencing difficult circumstances
- Publicise the Widening Participation Bursary
- Provide tutorial support
- Provide pastoral support including counselling and financial advice

Widening Participation Bursary

An individual award of £600 (pro rata for part-time students) will be available to those students starting a full-time or part time programme of study at level 4 within the scope of this agreement. This award is aimed at supporting and retaining students from disadvantaged backgrounds. Other students in specific groups such as mature students (those over 25 at the start of their programme), the unemployed, those with household incomes of lower than £21,000 and lone parents will be encouraged to apply for the awards. This award is aimed at supporting and retaining students from disadvantaged backgrounds. The

payment will be made in 2 instalments, 50% in February for that year (2019-20) and 50% upon receipt of the first instalment of the student's tuition fee for year 2 (2020-21), subject to successful completion of year 1 with an attendance of 90% or above (other than for extenuating circumstances).

In making awards the College is mindful of the provisions of the Equality Act 2010 and that by supporting students from less advantageous backgrounds in pursuit of their studies, they must not be given unfair academic advantage over those who do not receive this support. Therefore, the final decision to support or decline applications will take account of the requirement to have due regard of the need to advance equality of opportunity, whilst ensuring that inequalities in participation, retention, achievement and progression are addressed.

6.3 Progression expenditure

The College will:

- Improve student accessibility to work experience and employability skills. The Careers, Enterprise and Employability Officer will visit all first year programmes to offer help finding work experience
- Provide help for CV writing
- Entrepreneurial help and advice for students
- Careers Workshops available through the Careers, Enterprise and Employability Officer

Provision of information to students

The College is committed to providing clear and up-to-date information on programmes of study regarding fees, costs, financial and other support. This includes making information available to UCAS and the Student Loan Company (SLC) in a timely manner, enabling the organisations to populate their applicant-facing web services. The College has an accessible application process for full and part-time courses with supporting guidance. Admissions and recruitment procedures are in line with national standards and best practice as set out by Supporting Professionalism in Admissions and QAA, and are approved by the College's partner awarding bodies. College information is accurate, relevant and easily accessible via a range of formats and media, which include:

Craven College website
Higher Education Directory
Planned Marketing Activities
Structured Partnerships e.g. Higher York and other community stakeholders
Pre-entry guidance
Open and Advice Days and Evenings and other progression events
UCAS
Student Loan Company

Consulting with students

Craven College is committed to working closely with students to improve the learning experience. Feedback from student focus groups will be used to support and develop further plans to improve access.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

This was an inflationary rise referenced to the Consumer Price Index

Full-time course type:	Additional information:	Course fee:
First degree	Level 6 top-up	£6,750
Foundation degree		£6,750
Foundation year / Year 0		*
HNC / HND		£6,750
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	- Level 6 top-up	£3,375
Foundation degree		£4,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	- Level 5 Diploma in Education and Training	£3,375

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	At least 90% of all full time entrants to be from state funded education.	No	2016-17	91%	94%	95%	95%	95%		Data now added to 2021
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	to increase percentage of applicants from low participation neighbourhoods by 3% each year (total of full and part-time applicants and enrolments)	No	2015-16	48%	52%	55%	58%	61%		Data now added to 2021
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	to increase percentage of applicants from low participation neighbourhoods by 3% each year (total of full and part-time applicants and enrolments)	No	2015-16	48%	52%	55%	55%	55%		Data now added to 2021
T16a_04	Access	Low participation neighbourhoods (LPN)	HESA T2b - Low participation neighbourhoods (POLAR3) (All, part-time, entrants)	to increase percentage of applicants from low participation neighbourhoods by 3% each year (total of full and part-time applicants and enrolments)	No	2015-16	48%	51%	52%	53%	55%		
T16a_05	Student success	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Success rates amongst students in receipt of DSA to match overall success rates	No	2014-15	78%	81%	82%	83%			
T16a_06	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Students from BME to match non-continuation rates of main cohort	No	2014-15	88%	90%	91%	92%			

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Deliver activities to raise aspirations among college and secondary school students, to increase progression to higher education among those who would not otherwise progress, deploying the College's HE Student Ambassadors.	No	2016-17	Not yet known	Target of 7 school visits	Target of 8 school visits	Target of 10 school visits			
T16b_02	Progression	Mature	Student support services	Individual advice and guidance for students wishing to get into graduate job roles.	No	2018-19	Not yet known	Target of improving the DLHE Graduate jobs by 3% for 2019/20.	Target of improving the DLHE Graduate jobs by 4% in 2020/21	Target of improving the DLHE Graduate jobs by 5% for 2021/22.	Target of improving DLHE Graduate jobs by 6% for 2022/23		