Craven College: Access and Participation Plan
Dates for which this plan applies: 2020/21 to 2024/25

Introduction

Craven College is committed to its vision to become the Further and Higher Education provider of choice through the provision of high quality learning and teaching. We strive to ensure that all of our students achieve valuable qualifications and skills that enable them to secure and retain employment, take their next steps in education, develop a career and contribute effectively to community and society. Based in the heart of Skipton in North Yorkshire, the College has centres at Leeds Bradford Airport in north Leeds, the Evolve Project 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 1375 full-time and 3621 part-time Further Education students across 15 sector subject areas. The College provides a range of Higher Education provision through validation arrangements with The Open University, Ascentis and HNC provision, with around 200 students undertaking higher level studies from level 4-6 each year.
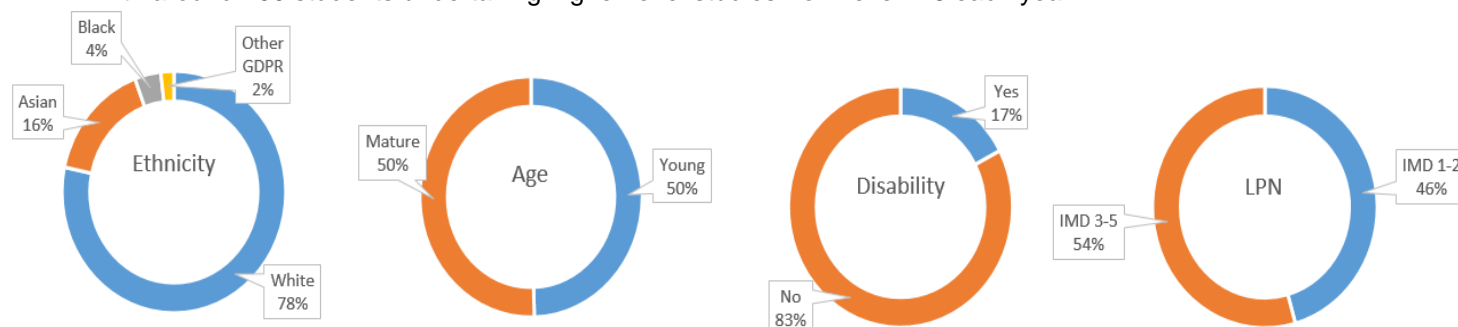

Figure 1 – Craven College student demographics 2018/19

Full-time recruitment of Higher Education students rose slowly from 2012-2015, whilst during the same time period the number of part-time students declined from 220 in 2012/13 to 56 in 2017/18; the FTE count remained relatively constant up to 2017/18 when recruitment saw a slight decline. The College believes that this decline is due to removal of the student 'cap' for HE institutions (HEIs). 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. All Higher Education programmes are delivered via a direct funding arrangement with OfS.

The College operates within two Local Enterprise Partnership (LEP) 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 Further Education (FE) and Higher Education (HE) to map the College's current and future curriculum against the LEP priorities.

As the only provider of Higher Education in the local area, 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.

1 Assessment of performance

Craven College has used both national and College data sources to assess the gaps in access and participation between underrepresented groups and their peers. These sources include the OFS Access and Participation (APP) Data Set; the Index of Multiple Deprivation (IMD); TEF (Oct 2018); Transparency Return (2019); internal data sets. Certain analysis of national data has not been reportable due to small numbers and to protect identification of students under Data Protection and GDPR guidelines. The small student population presents an issue with confidence in drawing conclusions from national disaggregated data relating to student characteristics. The College has endeavoured to include College data in these instances but accepts that localised data capture has not been robust enough to enable the College to carry out historical analysis fully. Plans for addressing this are discussed further in the evaluation and actions section of this plan. It should be noted here that the majority of degree provision at Craven College relates to Foundation Degrees. Bachelor

Degree provision represents a much smaller cohort of the student population and so national achievement data and percentages are affected by this. Disaggregation for BAME and Disabled students is limited in terms of data because of the risk of identifying students. This limits the analysis of intersections of disadvantage. Once any cohort number reaches above 5 students, this will then be reported on and monitored at a macro-level. Where rates of progress have not been ascertained through historical trend data, comparison to National Benchmarks and internal categories has been used. This plan endeavours to provide the data in full where it is possible. This data capture and interrogation is now in place moving forward and will be reportable on in full in the next Access and Participation (AY 2021/22).

1.1 Higher education participation, household income, or socioeconomic status
The tables, charts and commentary below set out Craven College's performance in recruiting and supporting students from disadvantaged socio-economic backgrounds. In line with sector practice, we have used the POLAR classification of low higher education participation neighbourhoods (LPN's) as a key measure. This information is used to assess how well the College has supported students through each stage of the student cycle from access to success and progression. This is then tracked to determine the reduction of the gaps in participation between students from different POLAR quintiles in order to establish targets.

To enhance our analysis, we have chosen additionally to assess performance in reference to the Index of Multiple Deprivation to gain fuller evidence of our progress in achieving equality of opportunity across socio-economic groups.

1.1.1 Access
The majority of all students at the College are local to Skipton. However, for Higher Education, the demographics show students travelling from Bradford (44%), Leeds (15%) and further afield (31%). This represents a wide range of differentiated levels in terms of the Indices of Multiple Deprivation (IMD); Craven District has an average IMD ranking of 246th, Bradford is ranked 26th, Leeds is 68th. The demographics for all Higher Education students in AY 2018/19 shows that 46% are from areas of higher deprivation (IMD 1-2) and 54% are from areas of lower deprivation (IMD 3-5).

Table 1 – Transparency Return Data Set referenced to IMD

AY 2018/19 entrants from Transparency Return 2019			Number of applications	Applications that received an offer	Applications that accepted an offer	Applications where the student registered
Full Time	IMD	1-2	84	86%	68%	52%
	IMD	3-5	96	90%	64%	47%
Part Time	IMD	1-2	9	56%	44%	33%
	IMD	3-5	31	71%	65%	35%

Table 1 demonstrates that the percentage of full-time applications where students registered with the college was 52% for those students from areas of higher deprivation (IMD 1-2) compared to 47% from areas of lower deprivation (IMD 3-5). This data demonstrates that the College is successfully widening access to students from areas of higher deprivation for full-time courses, where student cohort numbers are balanced and a higher percentage of applicants are converted into registered students.

The percentage of part-time applications where students registered at the College was 33% for those students from areas of higher deprivation (IMD 1-2), compared to 35% from areas of lower deprivation (IMD 3-5). The part-time area of provision includes just two areas, Young Children's Learning and Development and the Business Management suite. Young Children's Learning and Development is sector endorsed and students must be in work or have access to work, which has a likely impact on recruitment. Students studying the part-time Business Management suite of courses are usually employed and studying as a means to promotion or progression. Most part time study is local to Skipton which has very few areas of high deprivation.
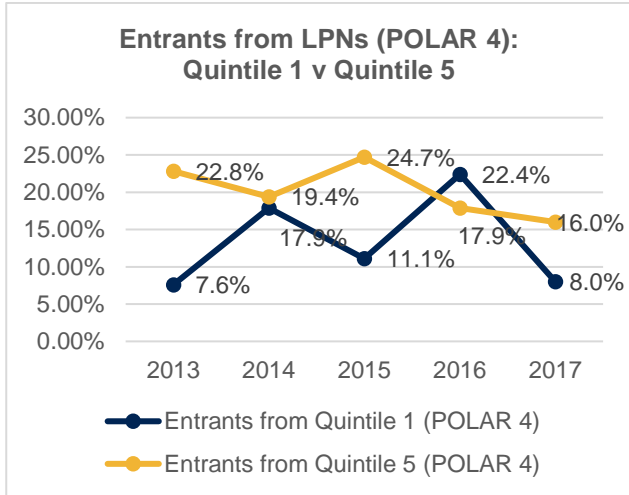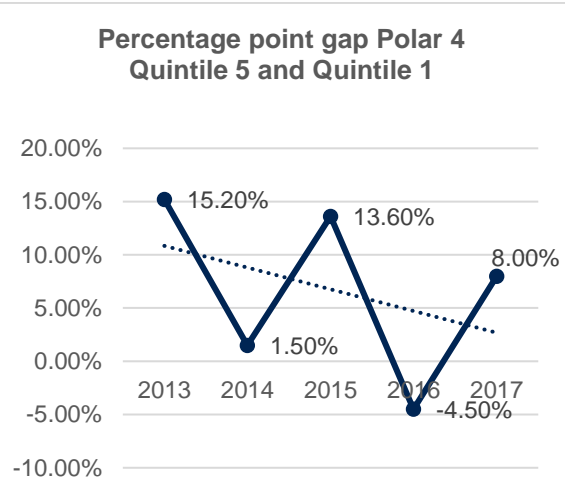
Chart 1 – APP Data set

**Entrants from LPNs (POLAR 4):
Quintile 1 v Quintile 5**

- Entrants from Quintile 1 (POLAR 4)
- Entrants from Quintile 5 (POLAR 4)

Chart 2 – APP Data set

**Percentage point gap Polar 4
Quintile 5 and Quintile 1**

The APP data set shows a lower proportion of entrants from low participation neighbourhoods with an identified gap of 8 pp between Polar Q1 and Q5 in 2017. The spiky profile is unexplained and is likely indicative of using data analytics when measuring small cohort numbers. Historical aggregation of this data over five years however, shows a statistically significant reduction from 15.2% in AY 2013 to 8% in AY 2017. This is useful in assessing an improving picture for under-representation of students from Quintile 1.
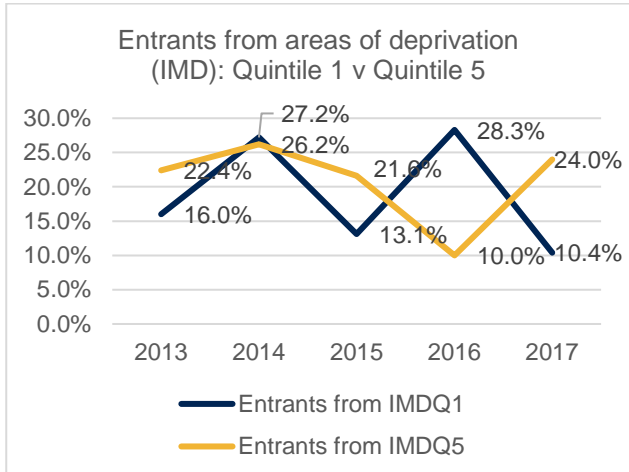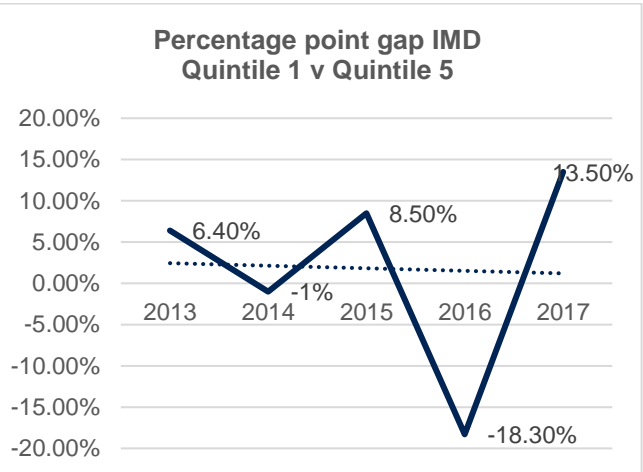
Chart 3 – APP Data set

Entrants from areas of deprivation
(IMD): Quintile 1 v Quintile 5

- Entrants from IMDQ1
- Entrants from IMDQ5

Chart 4 – APP Data set

**Percentage point gap IMD
Quintile 1 v Quintile 5**

In terms of IMD, this shows that Quintile 1 students face a gap of 13.5 percentage points compared to Quintile 5 in the most recent reporting year. Again the spiky profile is likely indicative of using data analytics when measuring small cohort numbers. Historical aggregation does not show a statistically significant gap, however the College will seek to analyse the changes to recruitment patterns between 2016 and 2017 in which a material under-representation of students from IMD quintile 1 occurred.

1.1.2 Success

Table 2 – Craven College Retention Data (Based on POLAR 4 definition)

Q1 – low participation	HE Equality profile summary stats (End date)	2017/18			2016/17		
Q1 – low participation	HE participation / household income / socioeconomic status students	No	%	% of Total FT Students	No	%	% of Total FT Students
Q1 – low participation	Access – Start no	12		11.3%	17		15.1%
Q1 – low participation	Retention	8	67%		15	88%	
Q1 – low participation	Pass	8	67%		15	88%	
Q5 – high participation	HE Equality profile summary stats (End date)	2017/18			2016/17		

	HE participation / household income / socioeconomic status students	No	%	% of Total FT Students			% of Total FT Students
Q5 – high participation	Access – Start no	14		13.2%	27		24.1%
Q5 – high participation	Retention	12	86%		21	78%	
Q5 – high participation	Pass	12	86%		17	63%	

Table 2 represents data captured by the College over the last two years. In AY2016/17, the retention percentage for students from Q1 was 88% compared to 78% from areas of Q5, representing a gap of 10 pp. Retention relates to the expected end dates and counts students that were retained for year 2 (Level 5). Analysis at this time demonstrated that employment and other responsibilities were a key factor. Changes to attendance patterns in the areas most affected addressed this and retention for AY 2017/18 for students from Q5 improved by 8 pp to 86%. Adversely, Q1 reduced by 11 pp to 67% and it is clear that a very small student population affected the Q1 percentage.

Table 3 – Degree Classification from Transparency Return Data Set referenced to IMD

	AY 2017-18 attainment from Transparency Return 2019	Quintile	Headcount	1st	2:1	2:2	3rd	Other	Degrees that do not lead to classifications (%)	OUG Headcount
Full Time	IMD	1	Non-reportable						0	15
	IMD	2	Non-reportable						0	8
	IMD	3	7	57	14	29	0	0	0	11
	IMD	4	9	44	33	22	0	0	0	17
	IMD	5	10	20	70	10	0	0	0	6
	N/A		0	0	0	0	0	0	0	0
	Unknown		0	0	0	0	0	0	0	1
Part Time	IMD	1	0	0	0	0	0	0	0	0
	IMD	2	0	0	0	0	0	0	0	3
	IMD	3	Non-reportable						0	7
	IMD	4	0	0	0	0	0	0	0	8
	IMD	5	Non-reportable						0	2
	N/A		0	0	0	0	0	0	0	0
	Unknown		0	0	0	0	0	0	0	0
	First degree that leads to classifications (%)									

There is no published data for the Institution on degree attainment among lower POLAR quintile groups. The college will commit to aggregating individualised data to be reportable by 2021-22. Table 3 shows the summary percentage of First Degree at grade 2:1 or above by IMD Quintile characteristic for 2017-18 qualifiers. The majority of the College's Higher Education provision is Foundation Degrees with 'top up' years for Bachelor Degrees in Young Children's Learning and Development, Business Management in the Service Sector, Air Transport Management and BA (Hons) Fine Art. There are fewer First Degrees studied by students from areas of higher deprivation (IMD 1-2). Due to small student numbers we are unable to further disaggregate as the data would be non-reportable without the use of aggregation. Graduates from Q1-2 represent the lowest proportion gaining a first or upper second class degree, at 67 %. This compares to Q3-5 at 79% and represents a gap of 12 pp. This is a priority area and is discussed in the evaluation and actions section of this plan.

1.1.3 Progression

There is no published data for the Institution on progression of students from low participation neighbourhoods in to employment / highly skilled employment. This will be part of a programme of further data analysis to be developed by the College in this academic year and is addressed in the evaluation and actions section of this plan. The national TEF data set used in Tables 4 and 5 below demonstrate percentage gaps in relation to the Index of Multiple Depravation, particularly for progression to highly skilled employment.

Table 4 – Progression into employment taken from TEF

TEF October 2018 data set	Craven College
FT IMD Q1 or 2	92%
FT IMD Q3,4 or 5	96.9%
FT All students	95.5%
PT IMD Q1 or 2	Not reportable
PT IMD Q3,4 or 5	97.9%
PT All students	98%

Table 5 – Progression into highly skilled employment taken from TEF

TEF October 2018 data set	Craven College
FT IMD Q1 or 2	46% (23 students)
FT IMD Q3,4 or 5	56.6% (73 students)
PT IMD Q1 or 2	Not reportable
PT IMD Q3,4 or 5	47.9% (23 students)
FT All students	53.6% (119 students)

Whilst progression to employment or further study is high, movement into graduate level employment is lower. This has been identified as an issue and reveals that only 53.6% of full time graduates secure graduate-level roles. Students state that they choose Craven College to study because it is a small campus, away from the hustle of large university life. The College believes that this may be indicative of students who take some time to build up their confidence and experience before entering the job market at higher levels. The College plans a longer term strategy for collecting data which can be found in the evaluation and actions section of this plan.

1.2 Black, Asian and Minority Ethnic students

The tables, charts and commentary below set out Craven College's performance in recruiting and supporting students from Black, Asian and Minority Ethnic (BAME) backgrounds. A small student population and non-reportable data sets have meant that a mixture of OfS, TEF and internal data has been used here to measure our performance.

1.2.1 Access
Table 6 – Transparency return 2019

AY 2018/19 entrants from Transparency Return 2019				Number of applications	Applications that received an offer (%)	Applications that accepted an offer (%)	Applications where the student registered (%)
Full Time	Ethnicity	White		155	86%	62%	45%
		BAME		31	97%	81%	71%
	Of which:	Asian		22	100%	86%	68%
		Black		6	83%	50%	67%
		Other		Non-reportable			
Part Time	Ethnicity	White		39	67	59	33
		BAME		Non-reportable			

In AY 2018/19, 14% of the student population was from a BAME background and Asian students represented 82% of this group. The remaining 86% of all students were from a white background. The data shows that 71% of BAME students apply for a full time course and then register with the College. Disaggregating the data further shows that 68% of Asian students and 67% of Black students register after applying. This compares with 45% of White students. This represents a gap of 26 pp. The data suggests this is due to students from a White British background being more likely to keep their options open on applying and keep Craven College as a back-up choice. The part time student cohort has very few applicants from a BAME background and is therefore not reportable. Community work is in place to address this and is detailed in the evaluation and actions section of this plan.

1.2.2 Success

It is not possible to discuss the percentage of first degree achieved at grade 2:1 or above by characteristic for 2017-18 qualifiers in any area other than White British which represents 81%. We have low total populations in all other categories which causes fluctuations in the data and makes analysis more challenging.

In AY 2017/18 99% of all students passed their qualification. The data in Table 7 below shows a 5% pass rate gap in relation to BAME students. Further disaggregation of the data shows a 7% pass rate gap in relation to students of Asian ethnicity (11 students) with an average retention rate of 67% and pass rate of 92%. Retention relates to the expected end dates and counts students that were retained for year 2 (Level 5). Trend data shows an improving picture in relation to retention (4% improvement) and pass rate (4% improvement). The gap in continuation rates between White British and BAME students is 8pp using the baseline year of 2016/17. This is addressed in the evaluation and actions section of this plan.

Table 7 – Internal Craven College equality profile summary data

HE Equality profile summary stats (End date)	2017/18		2016/17	
BAME students	**No**	**%**	**No**	**%**
Access – Start no	22		13	
Retention	16	73	9	69
Pass	15	94	8	90
White students	**No**	**%**	**No**	**%**
Access – Start no	124		133	
Retention	96	77	102	77
Pass	96	100	94	92

1.2.3 Progression
The College's current progression rates are shown in Table 8 below. TEF data demonstrates that 61.1% of full time BAME students progress into highly skilled employment or further study compared to the College's whole student population of 53.6%. Craven College BAME students outperform white students with a positive gap of +8.5 pp progressing to highly-skilled employment or higher level study. Whilst the gap is positive for BAME students, progression into highly skilled employment is not high enough across all student characteristics. The College plans extended employer interface and Careers Information Advice and Guidance to provide confidence in a competitive job market. The College believes that students who study at Craven College take some time to build up their confidence and experience before entering the job market at higher levels. The College plans a longer term strategy for collecting data and this is detailed in the evaluation and actions section of this plan.

Table 8 – TEF and Craven College data: highly skilled employment or further study

	Craven College
Full time BAME	61.1%
Full time White	52.6%
Full time ALL	53.6%

1.3 Mature Students

The College has an even split between young and mature age demographic. The tables, charts and commentary below set out Craven College's performance in recruiting and supporting mature students. This information is used to assess how well the College has supported students through each stage of the student cycle from access to success and progression. The College will undertake analysis to understand how to maintain a strong performance in this area.

1.3.1 Access
Table 9 – Transparency Data

	AY 2018/19 entrants from Transparency Data 2019	Number of applications	Applications that received an offer (%)	Applications that accepted an offer (%)	Applications where the student registered (%)
Full Time	Young (U21)	125	89%	58%	40%
	Mature (21+ Over)	61	85%	79%	67%
	Overall	186	88%	65%	49%
Part Time	Young (U21)	8	38%	63%	25%
	Mature (21+ Over)	32	72%	59%	37.5%
	Overall	40	65%	60%	35%

The data in Table 9 shows that 67% of mature students who apply for a full time course then register with the College, compared to 40% of young (U21) students. This represents a gap of 27 percentage points for young students. The part time student cohort also shows that 37.5% of mature students register with the College, compared to 25% of under 21 students.

1.3.2 Success
Table 10 shows a strong performance in pass rates in comparison to the previous year. Pass rates are high for all students, with no significant gaps between ages. Retention for the under 21 age group is higher than the mature age group. Retention relates to the expected end dates and counts students that were retained for year 2 (Level 5). Trend data shows an improving picture in relation to pass rate (6%) for mature students. Analysis of leaver information clearly shows this is due to additional responsibilities as students get older. The most significant cause relates to balancing employment and study. There has been a success relating to timetabling changes and initiatives such as study skills e-modules are part of the initiative to address this which is detailed in the evaluation and actions section of this plan.

Table 10 – Craven College Equality Profile Data

HE Equality profile summary (End date)	2017/18			2016/17		
	Starts	Ret	Pass	Starts	Ret	Pass
U21	63	83%	100%	75	77%	91%
Mature	84	71%	98%	73	73%	92%
Overall	147	76%	99%	148	75%	92%

Table 11 shows the proportion of young graduates who gain a first or upper class degree is 62.5% compared to 82.7% for mature students. In particular, 85.6% of part time mature students achieved first degree at grade 2:1 or above. The significant factor here is that 78% of 'top up' (Bachelor level) students are mature. Attainment for mature learners is an area where Craven College is contributing towards reducing the gap. Regular analysis features in the evaluation and actions section of this plan.

Table 11 – Craven College Data: % of first degree at grade 2:1 or above by characteristic for 2017-18 qualifiers

		Percentage
Age	Young (U21)	62.5%
	Mature (21+)	82.7%

1.3.3 Progression
Table 12 shows that over 95% of students' progress into employment or further study on leaving the College. Progression into highly skilled employment or further study is, however, lower (Table 13). Mature full time students have the highest percentage entering highly skilled employment or further study. There is a significant gap between mature part-time students and students overall, but this represents a such a small student population that confidence with conclusions from data is restricted. The College has intensified focus on this area which is detailed in the evaluation and actions section of this plan.

Table 12 – Craven College Data taken from TEF: Employment or further study

TEF3 October 2018 data set	Craven College
Young – FT	97.3%
Young PT	100%
Mature – FT	92.6%
Mature – PT	92.3%
FT All students	95.5%

Table 13 – Craven College Data taken from TEF: Highly skilled employment or further study

TEF3 October 2018 data set	Craven College
Young – FT	52.3% (58 students)
Young PT	54.1% (20 students)
Mature – FT	55.9% (38 students)
Mature – PT	Low statistical numbers
FT All students	53.6% (119 students)

1.4 Disabled students

The College separates measures for students with disability by Yes, No and DSA. However, where DSA student numbers are below 10, these are not reported in this data.

1.4.1 Access

The College typically admits a 15-20% proportion of students with a disability and, in AY2018/19, students with a disability represented 19% of the full cohort.

Table 14 – Transparency Data

AY 2018/19 entrants from Transparency Data 2019			Number of applications	Applications that received an offer (%)	Applications that accepted an offer (%)	Applications where the student registered (%)
Full Time	Disability	Yes	36	89%	72%	45%
		No	150	87%	63%	49%
		Overall	186	88%	65%	49%
Part Time	Disability	Yes	7	57%	71%	29%
		No	33	67%	58%	36%
		Overall	40	65%	60%	35%

Table 14 shows that 45% of full time students with a disability who apply for a full time course, go on to register with the College. This compares to 49% of students with no disability. This represents a gap of 4 pp. The part time student cohort has very few applicants who declare a disability.

1.4.2 Success

The College has worked hard to implement strategies to reduce the retention gap for students with a disability since AY 2016/17. Table 15 shows that this has proved extremely successful with 100% retention and pass rates for AY 2017/18. Retention relates to the expected end dates and counts students that were retained for year 2 (Level 5). This is an area in where Craven College is contributing to reducing the gap in continuation rates.

Table 15 – Craven College Equality Profile Data

HE Equality profile summary stats (End date)	2017/18			2016/17		
	Starts	Ret	Pass	Starts	Ret	Pass
Disability Yes	20	100%	100%	19	53%	90%
Disability No	127	72%	99%	129	78%	92%
Overall	147	76%	99%	148	75%	92%

Table 15 – Craven College Data: % of first degree at grade 2:1 or above by characteristic for 2017-18 qualifiers

		Percentage
Disability	Disability	67%
	No disability	80.6%

The proportion of graduates at Craven College without a disability who achieve a first or upper second degree is 80.6%. This is comparable to national data. However, for disabled graduates, this is 67%, a gap of 13.6% percentage points. It should be noted that this represents a very small cohort of learners who undertake the top up qualification and therefore percentages are affected negatively.

1.4.3 Progression

The gap between disabled students and their peers entering employment or further study is narrow. Progression into highly skilled employment or further study is lower for students with a disability. The 4% gap for full time students is marginally more narrow than the national benchmark gap of 4.9%. The gap for part-time students with a disability characteristic is greater at 7.5% but represents a very small student population and so achieving confidence in data analysis trends is challenging. Regular analysis of internal College data is detailed in the evaluation and actions section of this plan.

Table 16 – Craven College Data taken from TEF: Employment or further study

TEF3 October 2018 data set	Craven College
Disability Yes – FT	94.4%
Disability No – FT	95.7%
Disability Yes – PT	100%
Disability No – PT	97.5%

Table 17 – Craven College Data taken from TEF: Highly skilled employment or further study

TEF3 October 2018 data set	Craven College
Disability Yes – FT	50% (9 students)
Disability No – FT	54% (87 students)
Disability Yes – PT	Statistically insignificant
Disability No – PT	47.5% (19 students)
FT All students	53.6% (119 students)

1.5 Care leavers

The participation rate for care leavers in Higher Education is considerably lower than other socio-economically disadvantaged students. The College does not currently have any students who have indicated that they are care leavers or estranged from their families. However, there are applications in the system for AY 19/20. The College has a robust support model in place for students who are care leavers or estranged from their families:

- Outreach work with local authorities, virtual school heads in order to encourage care leavers in to higher education.
- Supporting options and applications through individual one to one support.
- A Care Leavers Bursary which can support associated study costs such as laptops and books.
- A designated LAC member of staff to support care leavers, who acts as the first point of contact, provides pastoral and emotional support, signposts students to financial, academic and external agencies as required and maintains relationships with the local authority leaving care team.
- Access to high quality careers advice and guidance, tailored to individual need. The service uses its links with the wider community to help to find work experience and industrial placements.

Moving forward, if the College cohort includes Care Leavers of 5 or more in number, the same annual data capture measures from AY 19/20 as other equality profile categories will apply.

1.6 Intersections of disadvantage

Student numbers are currently too small to disaggregate for statistical significance at a macro level. Once numbers become reportable, the College is committed to analysing intersections of disadvantage. The Student Opportunity Monitoring Group and Scheme Management Board do, however, discuss student access, progress, attainment and progression at a micro level where individual students and student trends are analysed on a course by course basis. This allows for individualised approaches to address issues affecting students.

1.7 Other groups who experience barriers in higher education

The College does not currently have any students who have indicated that they are from a background that lies outside the main equality and diversity categories. The College has concentrated analysis on groups with

the most significant gaps. The College continues to provide outreach support to our Gypsy, Roma and Traveller community, in which there is significant under representation in Higher Education. Research commissioned by Kings College London highlighted that only 200 Gypsies and Travellers were registered in the higher education student population in 2015/16. The College currently offers:

- Bespoke programmes of study at level 1 and 2 to support parents who choose to home educate their children
- Staff and student cultural awareness events to increase their understanding of the Gypsy, Roma and Traveller community and their culture.

2.0 Strategic aims and objectives

The College has used a theory of change model based on Harries, Hodgson and Noble (2014) to identify long term and intermediate goals. The College's strategic aims seek to address the gaps in access and participation and maximise the impact of actions on students. The strategic aims for each stage of the student life cycle are represented below, based on analysis of the College's performance. Objectives are also detailed, along with the mechanism for measuring impact and timescale.

2.1 Access

Craven College is committed to the following:

Aim - PTA 1: To reduce the gap between entrants from POLAR 4 quintile 1 and quintile 5 by 4 percentage points, from 8pp to 4pp by 2024/25

Access Objective	Measure	Timescale
Implementation of the Student Opportunity Monitoring Group (SOMG) to monitor, analyse, evaluate and report on the efficacy of actions and financial investment in the College's aims to narrow gaps in access, success and progression for disadvantaged students. Where progress is not improving, this will be addressed in Tri-Annual Evaluative Reports for SMT and Governor action planning. Student representatives will be members of the SOMG, to ensure that we are fully held to account.	SOMG Evaluative reports Power BI Data Analysis Nationally held data	Tri-annual from October 2019
Develop Data Analytics (Power BI, internal data capture) to include all student characteristics across the student life cycle so that the impact of Access and Participation interventions are both measured and timely.	Data Analysis SOMG Evaluative reports	Access Oct 19 Success Dec 19 Progress Feb 20
Continue to develop the curriculum and delivery modes to make programmes accessible to a diverse student population, including those returning to study and/or unable to attend on a full time basis	Curriculum audit SOMG Power BI Data Analysis	Annual Tri-annual Live
Collaborate with the Community Learning arm of the College to raise awareness of entry into HE in postcode areas that are high on the IMD rating	Marketing resources SOMG Power BI Data Analysis	September 19 Tri-annual Live
Further develop the 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. 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).	NCOP impact analysis	Tri-annual
Network with a range of organisations through the College's training department Tyro, which is involved in a variety of projects, including those which aim to up-skill existing	SOMG	Tri-annual

workforces and those that encourage the unemployed to gain qualifications leading to employment		
Maintain percentage of young fulltime students admitted from areas of multiple deprivation and low participation neighbourhoods (quintile 1 20%, quintile 2 20%) over the next 5 years	SOMG Power BI Data Analysis	Tri-annual Live
Maintain/increase the current ethnic and disability profile of full and part-time students	SOMG Power BI Data Analysis	Tri-annual Live
Increase the current level of enrolments from students identified as care leavers through directed outreach	SOMG Power BI Data Analysis	Tri-annual Live

2.2 Success

The following under-represented groups will be targeted in this plan with the following aims:
1. To improve retention completion rates for BAME and mature undergraduate students.
2. To reduce the attainment gap for students from low socio-economic background, and Disabled students.

Aim - PTS 1: To reduce the gap in retention completion rates between white and BAME students from a baseline gap of 8pp in AY 2016-17 to zero by AY 2024-25.

Aim - PTS 2: To reduce the gap in retention completion rates between U21and Mature students from a baseline gap of 4pp in AY 2016-17 to zero by AY 2024-25

Aim - PTS 3: To reduce the gap in retention completion rates between entrants from POLAR 4 Quintile 1 and Quintile 5 (By raising the retention completion rates of Q1 students), reducing the gap by 9 pp, from 10pp to zero by 2024/25

Aim - PTS 4: To reduce the provider attainment gap between disabled and non-disabled students from a baseline gap of 13.6pp to zero by AY 2024-25

Aim - PTS 5: To reduce the gap in retention completion rates between disabled and non-disabled students from a baseline gap of 25pp to within 5pp by AY 2024-25.

Success Objective	Measure	Timescale
Implementation of the Student Opportunity Monitoring Group (SOMG) to monitor, analyse, evaluate and report on the efficacy of actions and financial investment in the College's aims to narrow gaps in access, success and progression for disadvantaged students. Where progress is not improving, this will be addressed in Tri-Annual Evaluative Reports for SMT and Governor action planning. Student representatives will be members of the SOMG, to ensure that we are fully held to account.	SOMG Evaluative reports Power BI Data Analysis Nationally held data	Tri-annual from October 2019
Develop Data Analytics (Power BI, internal data capture) to include all student characteristics across the student life cycle so that the impact of Access and Participation interventions are both measured and timely.	Data Analysis SOMG Evaluative reports	Access Oct 19 Success Dec 19 Progress Feb 20
All students who have declared a learning need on their enrolment form to be invited to a 1:1 discussion with a member of student services to discuss and create an action plan to meet their needs	SOMG	Tri-annual
Programme start numbers to be minimum of 8 students to protect the student experience	SOMG	Tri-annual
Interview all part time applicants with full IAG and career guidance	Feedback SOMG	AY2020/21 entry Tri-annual
Address with students common academic writing errors identified in marking and second consideration in semester one submissions, contextualised to each programme with group and individual writing skills development support	Feedback SOMG	Termly Tri-annual
Introduction of a new student starter pack with activities, including how to write an essay, reading lists and activities;	Feedback Audit	AY2019/20 entry Tri-annual

short 750-word essay to be written and brought to the start of the programme. This to be peer marked and tutor marked and feedback provided. Issued to all firm and insurance choice applicants for entrants to AY2019/20	SOMG	
Differentiate study skills support on the basis of the outcomes of the 'new starter activity' for entrants from AY2019/20 and beyond	Feedback Audit Operational Meetings	AY2019/20 entry Tri-annual Termly
Introduction of a non-assessed taught study skills module in semester 1 in AY2019/20 for all programmes	Feedback Audit SOMG	AY2019/20 entry Tri-annual
Introduction of a non-assessed study skills follow on module in AY2019/20 semester 2 that focusses on common errors identified via marking and second consideration and contextualise to each programme to develop academic writing	Feedback Audit SOMG	AY2019/20 entry Tri-annual
Audit to ensure all lecturer notes are uploaded to Moodle (VLE)	Audit	Twice per semester
Include student opportunity impact data in all 6-weekly quality and performance reviews from AY 2019/20	Notes and action points analysis	6-weekly
Ensure student opportunity impact data is a standard agenda item on all teaching team meetings from AY 2019/20 with a focus on progress of mature students and students from a BAME background	Audit	AY 2019/20
Extend dedicated support to increase study skills, confidence building, academic writing and research approaches from AY 2019/20	Student feedback	Tri-annual
Hold CPD sessions for staff on methods of increasing retention and success, particularly for non-traditional entry and for students with weak academic writing skills from AY 2019/20 with a focus on supporting mature students and students from a BAME background	CPD audit Scholarly Activity Conference	Annual
Raise awareness of support available through dedicated marketing including posters, bulletins and social media from AY 2019/20	Audit	Induction period

2.3 Progress

The ambitious aim for progress is to reduce the gap in the proportions of students progressing in to highly skilled employment or higher level study across students from low socio-economic background (IMD 1-2), BAME, Mature and Disabled students as below:

Aim - PTP 1: To reduce the gap in progression to highly skilled employment for students in POLAR 4 Q1-2 and 3-5 from a baseline gap of 10.6pp to 5pp by AY 2024-25

Aim - PTP 2: To reduce the gap in progression to highly skilled employment for disabled and non-disabled students from a baseline gap of 4pp to zero by AY 2024-25

Progress Objective	Measure	Timescale
Implementation of the Student Opportunity Monitoring Group (SOMG) to monitor, analyse, evaluate and report on the efficacy of actions and financial investment in the College's aims to narrow gaps in access, success and progression for disadvantaged students. Where progress is not improving, this will be addressed in Tri-Annual Evaluative Reports for SMT and Governor action planning. Student representatives will be members of the SOMG, to ensure that we are fully held to account.	SOMG Evaluative reports Power BI Data Analysis Nationally held data	Tri-annual from October 2019
Develop Data Analytics (Power BI, internal data capture) to include all student characteristics across the student life cycle	Data Analysis SOMG Evaluative reports	Access Oct 19 Success Dec 19

so that the impact of Access and Participation interventions are both measured and timely.		Progress Feb 20
Expansion of offer for setting up of voluntary work experience in industry of choice to include opportunities for students from all programmes from AY 2020/21	SOMG	From AY2020/21 Tri-annual
Provide one to one IAG careers interviews in final year (level 6)	Observation SOMG	AY2019/20 Tri-annual
Provision of CV and job application workshops for all final year students	Feedback Curriculum Audit SOMG	AY 2019/20 Tri-annual
Programme analysis of employer engagement for each course leading to an increase of visiting speakers and industry experience for students	Curriculum Audit SOMG	AY 2019/20 Tri-annual
Development of 'LinkedIn' alumni to keep in touch with graduates for progression data, case study and guest speaker opportunities. Alumni conference to be held in March of each year.	Analysis of activities SOMG	AY 2019/20 Tri-annual
More focus on Higher Education and widening participation in established employer forums	Employer forum meetings	AY 2019/20
Raise awareness of pastoral support including counselling and financial advice	Marketing Take-up data	AY 2019/20

3.0 Strategic measures

3.1 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 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.

There has been a limited number of care leavers in higher education at the College 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 College is mindful that those on a low income who are traditionally reluctant to apply for Higher Education, are informed about the Widening Participation Bursary. Our open days and prospectus materials aim to raise awareness of the financial and other student support available to students at the pre-application and application stages. Staff members are available at open day events to provide individual guidance to prospective applicants. These activities also 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.

In addition, in terms of mature applicants, 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.

3.2 Success

Examination of historical data shows the peak period for HE student disengagement to be the first four months of the academic year September to December. After which student numbers remain relatively static. The College has correlated the reason for this pattern of disengagement to difficulties experienced by students in their transition to Higher Education and the increased requirements for students to undertake independent research and academic writing, compared to their experience of level 3 programmes. This also correlates to OfS published data for continuation (OfS 2019) which shows for students commencing in AY2015/16, those with a BTEC qualification at MMM or below had a continuation/retention rate of 79% (21% disengaged in their first year).

The UCAS entry points requirements for Craven College are 48 which equals with PPP for an Extended Diploma. This represents a substantial number of students who begin their studies with Craven College. In addition, a small percentage, in the region of 10% of students each year, have non-standard entry qualifications. For these students an interview and internal College testing takes place to assess suitability for higher study and should a prospective student not be suitable for level 4 study, advice and guidance regarding level 3 programmes, including Access to HE, is provided. No unconditional offers are made are made by Craven College unless the individual already possesses the entry requirement on application. As the College has correlated disengagement in the first semester to transition to HE difficulties i.e. study skills development, actions are going into place to enable students to make the transition to Higher Education more easily.

The College has implemented six weekly quality reviews that 'deep dive' into a range of key performance criteria including retention. This will particularly focus on BAME and mature students who are deemed to be at risk of disengagement and develop impactful actions to support students to stay and succeed. In order to further facilitate retention, timetables/planned attendances are compressed into two full days leaving the remainder of the week free. The attendance pattern remains in place for the two-year period of undergraduate study so that those students who are employed are able to negotiate release with their employer with as little disruption as possible. Arguably, this pattern of attendance may fuel disengagement from programme. However, polling the opinion of students via focus groups reveals that this is one factor that drew the vast majority of students to Craven College and that they value the pattern of attendance, as this facilitates being able to balance their work, study and personal life commitments.

The National Student Survey results for AY2017/18 returned Craven College to an average overall satisfaction at 84% (78% AY2016/17). However early results from internal Student Questionnaires indicate, the College will return to its more usual position in the top quartile by the end of AY2018/19. A more detailed breakdown of the NSS outcomes shows the following. The figures from AY2016/17 survey are in brackets:
- Teaching satisfaction 85% (76%)
- Learning satisfaction 83% (76%)
- Assessment and feedback 81% (77%)
- Support satisfaction 79% (75%)

The College has identified a strong correlation between student satisfaction, the quality of teaching and learning and student success outcomes. As a result, the College will use student feedback more proactively.

The average class size of Higher Education is smaller than for Further Education at Craven College. In the region of 8-9 students being the average each year. This smaller group size allows students to identify and discuss issues of concern with their tutors and to receive academic guidance and support at an early stage in their studies.   The Student Support Services department and the Learning Hub have dedicated sections on the VLE allowing students easy access to information about the support available, both academic and pastoral, including financial information and for specific study needs such as referencing. Support may take the form of in-class support through tutorials, and guidance on academic study skills. All foundation degree students will study a Personal and Professional Development module during Semester 1 of the first year. This focuses on a student's own study needs and introduces skills such as referencing and academic writing.

All students that declare a support need on their enrolment form are invited to a 1:1 interview to identify support needs and strategies.   An information leaflet about the support offered to HE students is available for students via the VLE. Students are made aware of Study Support Provision via the induction period and focus groups and advertising within the centres. The Study Support Provision is available to all students at Craven College. This provision can help to identify ways to improve academic writing by offering advice and tuition on studying and writing strategies. Specialist Support Centres can advise students with research and study needs. Should

students need specific help or advice for a specific learning difficulty there is an assessment procedure in place to ensure that all students have an equal opportunity to succeed.

3.3 Progression

In order to understand progression of graduates from Craven College, a review of literature was undertaken. Salient points taken from this literature are presented below in order to frame the Craven College experience as not being unique. Policy has unarguably facilitated growth through wider access to degree study and the view that wider access has prompted considerable growth in numbers entering the graduate labour market (HESA, 2017). Certainly, Craven College has experienced modest growth in student numbers but has seen a decline from AY2017/18. However, conversant with the Craven College experience, the demographic make-up of the student body has changed, with growing numbers of disadvantaged students now having more opportunities to access higher education (HEFC 2015).

Craven College polls the opinion of its Degree (top up) students in Student Survey 3 undertaken in March of each year. Craven College students choose to 'top up' their Foundation Degree to Honours Degree for personal, social reasons and gaining the edge into the jobs market. Three questions currently asked, seek to find out if students are of the opinion they have increased their confidence and communication skills by undertaking level 6 studies (Table 3). Certainly, data shows students' perceptions are that their communications skills have improved, but building confidence particularly to tackle unfamiliar problems is an area for the College to work on.

Table 3: Students Questionnaire results AY2017-18 and AY2016/17 combined	Air Transport Man	Bus Man in SS	YCL&D	Overall
The course has helped me to present myself with confidence	91	100	91	94
My communication skills have improved	95	100	100	98
As a result of the course, I feel confident in tackling unfamiliar problems	77	100	95	91

The College recognises these questions do not fully capture the social impact of education for its cohorts and has introduced further questions to Student Questionnaire 3 to enable the exploration of students' perceptions of education at level 6 in terms of social impact. This will provide a vital data base on which to make minor/major modifications to programmes, to better meet the progression needs of students, both in the wider context and progression to graduate jobs and in addition, provide empirical evidence when revalidating programmes. The College has invested in an external survey provider to enable benchmarking against more effective responses.

Degree programmes at Craven College are designed to enable competitive advantage for students on entry to the employment market or progression within current employment. Craven College degree programmes are designed in collaboration with employers fuelling confidence the College is offering products that will provide the underpinning knowledge and soft skills required for industry.

The College continues to develop the vocational/industrial experience of its staff and the strong links with external stakeholders. The College has a long standing employer forum for HE relating to Young Children's Learning and Development programme. Since March 2017 the College has instigated a Land based Employer Forum whose remit is both FE and HE. The College's objective is to expand Employer Forums to include, Digital Services and Catering and Hospitality; Business and Professional Services. In addition, HE provision will continue to build excellent links with industry through TYRO Training, the commercial training division of Craven College, which has links with many employers across Yorkshire and Humberside. At Senior Management, level the Director of Business and Community Development brings a strategic overview of employer needs in the region.

The College will continue to build links between individual course teams and employers, as these can be used to inform programme developments and to shape assessment plans. Many of the College's tutors have a vocational background; an ex-pilot teaches on the Aviation programmes, an ex-veterinarian teaches on the Animal Management programme and both past and present Early Years Practitioners teach on Young Children's Learning and Development. This places tutors in an ideal position to gauge their student's industry needs.

Strong links between the College and employers continues to be a key focus. Job opportunities at Leeds Bradford Airport will continue to be advertised on the display screen in reception at The Aviation Academy and the College will continue its frequent interaction with airlines and other airports. In addition, the College seeks

to support visits from personnel at Swissport to encourage students to apply for summer employment. This will also include offering an interview to all HE students.

Other programmes will continue to develop similar links with employers. The Business suite of courses will continue to work with Skipton Building Society, Computershare (formerly HML), Craven District Council, the IHG group and local hotels such as The Coniston Hotel, as well as restaurant chains such as Pizza Express and Pubs/breweries such as Thwaites. The Make-up and Prosthetic team who have worked in industry themselves will continue to work with industry links including Wigsupnorth and Manifest Marketing.

External input will be utilised through guest speakers from industry or visits to external sites. This will include Keighley Cougars, the Royal Aeronautical Society, British Airways and the Yorkshire Duffle Bag Company. External visits have included the Leeds Bradford Airport Fire and Rescue Station, Multiflight, Ilkley Playhouse and Craven Fitness Centre.

HE programmes at the College will continue to involve a clear link to external benchmarks such as the Garden Design course which meets the stringent requirements of the Society of Garden Designers. The Aviation Management and Operations – Pilot Studies Foundation Degree is mapped to the theoretical aspects of the Civil Aviation Authority's Private Pilot Licence. The Young Children's Learning and Development programme is endorsed by SEFDEY Professional Association.

Craven College is fully committed to ensuring that all students both Further and Higher Education acquire the skills, knowledge and attitudes to manage their learning and career progression. College careers advice and guidance is mapped to the Gatsby eight benchmarks of good careers guidance. The College also recognises its duty to secure access to independent careers advice for its students and will continue to ensure that students are supplied with guidance materials and a wide range of up to date reference materials.

The College aims for all HE students to have:
- Access to high quality, professional and impartial 1:1 careers guidance
- Access to an inspirational Careers Education programme that challenges career stereotype and promotes equality of opportunity and high aspirations
- Opportunity to improve employability skills and their understanding and awareness of entrepreneurship through employer encounters
- Access to information about work, employment and apprenticeship opportunities that makes for better informed students with regard to their progression, career and employment routes
- Encounters with Higher Education Institutions
- Support with evaluating information and developing analytical skills
- Support and guidance with training, further and higher education routes
- A programme of Careers events, published annually, available on the College website and in student handbooks
- The opportunity of involving Parents/carers in careers decision making.

Careers guidance and development practitioners will contribute to the delivery of CEIAG through providing:
- Accessible, professional, impartial 1:1 careers guidance interviews across its campuses, where student individual needs can be taken into account
- Independent external careers advice to students through Prospects Careers Advice
- Support to curriculum staff by delivering careers and progression tutorials
- Collaboration with the Apprenticeship and Work Experience Teams in delivering employability sessions to students
- Annual Futures Week careers and employability event across the College
- Careers practitioners who work collaboratively with curriculum staff, external agencies, employers, universities and volunteering organisations for the benefit of students

3.1 Whole provider strategic approach

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 has a Higher Education Strategy, aligned to the College Mission and Strategy. The HE Strategy has been developed through an analysis of the local circumstances and the wider education policy context which will impact on the College's Strategic and Operational Planning for the future. The following aims are taken directly from the Higher Education Strategy 2018-21**:**

- To provide a coherent range of Higher Education and Higher Levels Skills which is both efficient, effective and sustainable
- To provide a high-quality teaching and learning experience that offers appropriate progression routes, and widens participation
- To be responsive and flexible in response to employer demands and higher-level skills gaps to within the region, with employment outcomes high on the criteria for success
- To engage in partnerships that add value to the experience of the students and improves their ability to become economically active
- To provide a range of opportunities that meet student and employer need and complement the courses available at HEIs within the Leeds, Bradford and Manchester geographic triangle
- To offer teaching staff opportunities for research and scholarly activity that directly relates to improvements in teaching and learning and the vocational relevance and currency of the curriculum offer

The College Higher Education strategy has links to the following strategies and policies:

1. Strategic Plan 2017-20 (commitment to HE provision, curriculum offer)
2. HE Learning Teaching and Assessment Strategy
3. Human Resources and Quality Strategy
4. Observation of Teaching, Learning & Progress for Continuous Improvement 2017/18
5. Equality and Diversity Policy
6. Accommodation and Estates Strategy
7. Marketing Strategy 2017-20

The summary below represents how these strategies align with this Access and Participation Plan.

ACCESS (relates to Strategies 1,5 &7)
The nature of College Higher Education is distinct from that provided by traditional Higher Education Institutions in that it raises the aspirations of those who would not normally consider Higher Education as part of their career path. By making such provision available to aspiring students, Craven College plays an important role in contributing to the economic development of the local community, the widening participation agenda and the achievement of national targets for HE participation. The College will continue to invest in widening participation and increasing access to lifelong learning opportunities in education and training

SUCCESS (relates to Strategies 2,3,4,5&6)
The College is committed to investing in teaching and learning, combined with a culture of continuous improvement will ensure that our students are provided with a high-quality learning experience. This will be further enhanced by providing academic staff with opportunities to share good practice both internally and with our strategic partners. Delivery of a modern, flexible curriculum underpinned by outstanding learning and teaching is essential if we want to meet our ambitions. To enable us to achieve this, the key priorities are:

- **Curriculum innovation**: investing in established programmes, developing new programmes, developing external partnerships and exploring new markets
- **Learning, Teaching and Assessment:** quality assurance and enhancement that promotes and supports innovative, engaging, high-quality teaching
- **Research and scholarship:** to include all research and knowledge exchange
- **Student Experience**: all elements of the student experience, including widening access and success.

PROGRESSION (relates to overarching Higher Education Strategy 2018-21)
The strategic enablers identified to push the strategy forward are:
- **Partnerships and Collaboration -** To partner and collaborate with educational providers, public and private bodies and employers, to support the local and national economic development priorities.

- **Effective HE Partnerships -** The College has developed a number of enduring and positive relationships with validating universities and HE networks and continues to seek stability in all relationships.
- **Positive relationships with Secondary Schools -** The College is in an excellent position to build on existing good relationships with schools and to offer expertise regarding progression to higher education.
- **Resources and Facilities -** To implement the College's Accommodation and Estates Strategy in order to: Support the delivery of high quality learning and teaching and student outcomes and progression; Develop up-to-date and modern learning and teaching facilities to enable the delivery of learning and skills which support the local and national economic priorities; Promote sustainability and respect for the environment.
- **Increase in Student Numbers/Funding** The College will seek to maximise funding allocations and increase HE numbers year on year including recruitment of students who already hold a level 5 or above qualification.
- **Fees -** The College will continue to review its fee policy annually with the aim of keeping fees at an affordable rate that will encourage and support participation.

Equalities and Inclusion

The College seeks to promote equality of opportunity for all students and staff, and advance social inclusion by removing barriers to learning, progression and employment. The College aims to minimise barriers to applicants and pursue positive recruitment policies to ensure maximum open access, as embedded in the College's Equality and Diversity.

The College is committed to ensuring all HE students have appropriate mechanisms for sharing their views about their HE experience. Students will be able to contribute to module/course reviews and focus groups within curriculum areas. In addition, Students are able to voice their opinion regarding their experiences via College surveys undertaken twice per year. These inform the Higher Education Operational group, which in turn has a representative who sits on the Higher Education Scheme Management Board. The National Student Survey (NSS) provides benchmarked data and students are encouraged to undertake the survey annually. Feedback from the NSS and internal surveys is then used to inform programme developments. Additionally, the College is subject to annual visits by the awarding bodies.

3.2 Student consultation

The College has sought student input in the development of this plan in the following ways:

- The Higher Education Scheme Management Board and Higher Education Operational Group include student representative members who attend and participate in the meetings. They directly input to the discussion, development and delivery of the plan and annual monitoring arrangements. The College has taken steps to improve levels of student representative attendance at formal meetings, which it recognises as a continuing challenge.
- The College has held focus groups with students with representation of the underrepresented groups covered by the plan. These groups have the opportunity to explore their experience of the activities delivered by the College and the feedback directly feeds in to future delivery.
- Amendments to this plan, as a result of this consultation, have included:
    – Raising the household income for Widening Participation bursary from £21,000 to £25,000 to support more students from low socio-economic backgrounds
    – Additional bursaries towards work placement opportunities including travel and equipment
    – Raise awareness of pastoral support including counselling via posters and social media
    – Additional guest speakers including prior students, employers and other industry experts to provide advice on graduate employability preparation
    – Additional academic writing support including pre-entry assessment and where students move from the Foundation Degree levels into the final Bachelor Degree year
    – Programme of careers events, published and in student handbooks
- Student representatives already contribute to Higher Education decision making through regular participation in the Higher Education Scheme Management Board and the Higher Education Operational Group. The College recognises the tight time scales placed on the College to produce the Access and Participation plan and we are mindful that it would have been beneficial to consult more fully on the draft document with our student representatives, had more time been available. Moving forward we intend to ensure a fuller consultation, with a group of students who have a specific focus on access and participation and will be setting up a Student Advisory Group for this purpose. This will be a joint forum between the College and students to allow students to offer detailed feedback on specific areas of policy or operational approaches.

3.3 Evaluation strategy

The College uses a narrative evaluation methodology based on the Kirkpatrick (1993) model that is combined with internal triangulation of a range of data and sources including:
- Student surveys
- Student Union Consultation
- Focus Groups with students
- Student access data
- Student continuation data
- Student achievement data
- Student progression data
- Scheme Management Boards
- Exam Boards and Moderation
- Equality and Diversity Committee
- Observation of Teaching, Learning and Assessment
- Supported Self Improvement (for high risk subject areas)
- Annual Monitoring Reports
- Learning, Teaching and Assessment Committee (Governing Board)
- Quality and Performance Reviews
- Higher Education Institutional Review
- OfS Action Plan

The OFS recommended Self-Assessment tool has been used to test how robust the College's evaluation strategy is and this has resulted in good levels of confidence:

Elements	Total Score	Category of practice
Strategic Context	21	Advanced
Programme Design	15	Emerging
Evaluation Design	3	Emerging
Evaluation Implementation	15	Good
Learning from Evaluation	16	Advanced

This self-assessment provides good levels of confidence in the College's evaluation process. Development is needed with the programme and evaluation design. The College has utilised guidance through the OFS, OFFA, and Universities UK as well as drawing from research into social mobility and graduate outcomes (Jackson and Wilton, 2016; Tomlinson, 2017) to establish a Student Opportunity Evaluation Framework.

This framework will allow us to evaluate our progress towards the following overarching objectives:

1. Improve the perception of the benefits of higher education and graduate employment pathways through outreach
2. Adapt approaches to advice, guidance, support, teaching, learning and assessment to narrow gaps relating to characteristics of disadvantage across all stages of the lifecycle
3. Develop student confidence and resilience to negotiate the challenges of degree study alongside responsibilities outside of the College
4. To provide academic skills workshops for all students to build clarity and confidence in approaching study and assessment
5. To focus on student recognition of skills development where they can explicitly articulate their graduate capital (Human, Social, Cultural, Psychological and Identity) as well as competence and knowledge
6. Create opportunities for students to connect with employers on a professional level
7. Enable students to develop and exhibit a professional self-identity

The newly established Student Opportunity Monitoring Group, led by the Assistant Principal, will meet tri-annually to analyse data, evaluate impact and set targets. This group will pull together the range of data into a more cohesive, considered and succinct evaluation. This will enable evidence-informed progress on key targets to be better considered, evaluated against key performance measures and allow intermediate actions set at different stages of the student life cycle; from access and entry, to formative and summative success and progression. Communication of the evaluation and targets will take place through a variety of mediums:
- Quality and Performance Reviews – School Level
- Subject Sector Reviews – Programme Level
- Scheme Management Boards
- Equality and Diversity Committee
- Learning, Teaching and Assessment Committee (Governing Board)

- ▪ Student Union Conferences

Strategic governance and monitoring of the plan will take place through the Senior Management Team and the Learning, Teaching and Assessment (LTA) Committee which meets three times per year. The LTA committee is led by the Chair of Governors and is made up of members of the governing body. The Vice Principal for Curriculum and Quality presents a range of information and key performance indicators (KPI) across all stages of the student life-cycle. Many of these KPIs inform the Higher Education Strategic Plan. The LTA committee will receive tri-annual reports from the Student Opportunity Monitoring Group and monitor progression against the Student Opportunity Evaluation Framework. This provides a direct line of sight from the Board of Governors, through the Vice Principal to all staff involved in delivering the improvements within the Access and Participation plan. Higher Education is of great strategic importance to the College.

The College are also piloting a staff dashboard (Power BI) in AY 2019/20 which provides live visuals of progress toward key performance measures which will become the individualised landing page to all staff in the College when logging onto a PC. This will enable all relevant staff to have a live and instant view of progress towards targets (See Appendix 1).

Investment: Craven College intends to contribute the increase of received fees in 2020/21 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 applications for individual support are encouraged as soon as a need is identified.

Access expenditure: Access investment will be £12,713 in AY 20/21 which is 15.0% investment (as a % HFI). This will be equality split between pre-16, post 16 and adult and community activity.

Pre-16, Post 16: 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 2020/21. 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).

Adult and Community Activity: The College will network with a range of organisations through the College's training division 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. In addition, the College will continue to network with community groups.

The National Collaborative Outreach Programme (NCOP): Craven College works with Higher York and partner organisations to deliver outreach programmes to young people aged 13-18 as part of the National Collaborative Outreach Programme (NCOP). Their work is focussed on local areas within Craven where Higher Education participation is lower than might be expected. The local outreach worker is based at the College and this ensures that activity delivered by the College is complementary to that of NCOP.

Financial Support: Financial support investment will be £18,000 in AY 20/21 which is £12,713 or 15% investment (as a % HFI) and a further £5287 from other sources. The College will 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) will be 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. This can be taken as a cash bursary or as partial of a fee waiver.

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 £25,000 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 (2020/21) and 50% upon receipt of the first instalment of the student's tuition fee for year 2 (2021/22), subject to successful completion of year 1 with an attendance of 90%

or above (other than for extenuating circumstances). This can be taken as a cash bursary or as partial of a fee waiver.

Evaluation of financial investment will be undertaken as part of ongoing analysis and evaluation as a separate data set to ensure financial investment is having a positive impact on all aspects of the student life-cycle. Monitoring and reporting will be managed under the remit of the Student Opportunity Monitoring Group.

The College is aware that studying on specialist vocational programmes can carry additional resource costs, which some students may find hard to meet. Students may be considered for a financial contribution towards specialist equipment. Students may also receive a financial contribution towards travelling to and / or subsistence relating to accessing specialist work placement.

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.

Evaluation and research: Evaluation and research investment will be £10,000 in AY 20/21 which is funded from other sources. The ongoing monitoring of this plan will take place through the Student Opportunity Monitoring Group which will meet tri-annually. Membership will include members of the Strategic Management Group, student services, quality, data management, finances, marketing (with outreach) and the Student Advisory Group. This forum will evaluate the data and produce reports for the College to measure performance and impacts with the following aims:

- Understand the impact of financial support on the retention of students and successful progression.
- Track cohorts of students as they move through the student lifecycle, measuring impacts against access, retention, attainment and progression.
- Measure the impact of specific value added opportunities and activities through evaluative questionnaires and reflective discussion points
- Analyse student survey feedback
- Systematically use evaluative data using Theory of Change methodology (Fullbright-Anderson, Kubisch and Connell, 1998, p.16) to inform the links between our approach and the impact on students with differing characteristics throughout the student life-cycle
- Use the evaluation in the context of impact, sustainability and replicability of projects/approaches to develop approaches that will bring about improvements
- Contribute to the national agenda on widening participation

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 and the Student Loan Company.

Access and participation plan
Fee information 2020-21

Provider name: Craven College

Provider UKPRN: 10001743

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

The college reserve the right to increase student fees annually in line with the Consumer Price Index

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

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	*	*

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	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 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: Craven College

Provider UKPRN: 10001743

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 (£)	£12,712.50	£12,712.50	£12,037.50	£12,037.50	£12,037.50
Access (pre-16)	£4,237.50	£4,237.50	£4,012.50	£4,012.50	£4,012.50
Access (post-16)	£4,237.50	£4,237.50	£4,012.50	£4,012.50	£4,012.50
Access (adults and the community)	£4,237.50	£4,237.50	£4,012.50	£4,012.50	£4,012.50
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£18,000.00	£18,000.00	£18,000.00	£18,000.00	£18,000.00
Research and evaluation (£)	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00

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)	£84,750.00	£84,750.00	£80,250.00	£80,250.00	£80,250.00
Access investment	15.0%	15.0%	15.0%	15.0%	15.0%
Financial support	15.0%	15.0%	15.0%	15.0%	15.0%
Research and evaluation	0.0%	0.0%	0.0%	0.0%	0.0%
Total investment (as %HFI)	30.0%	30.0%	30.0%	30.0%	30.0%

Targets and investment plan
2020-21 to 2024-25

Provider name: Craven College

Provider UKPRN: 10001743

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	To reduce the gap from entrants from POLAR 4 quintile 1 and quintile 5 by 4pp from 8pp to 4pp by 2024/25	No	The access and participation dataset	2017-18	8pp	7.5pp	7pp	6pp	5pp	4pp	APP Data Set
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the non continuation gap for students from under represented groups	PTS_1	Ethnicity	To reduce the non continuation gap between white and BAME students from a baseline gap of 8% to no gap by AY24-25	No	Other data source	2016-17	8pp	5pp	4pp	3pp	2pp	0	Higher Education Equality Profile Stats Summary
To reduce the non continuation gap for students from under represented groups	PTS_2	Mature	To reduce the non continuation gap between young and mature students from a baseline gap of 4% to no gap by AY24-25	No	Other data source	2016-17	4pp	4pp	3pp	2pp	2pp	0	Higher Education Equality Profile Stats Summary
To reduce the non continuation gap for students from under represented groups	PTS_3	Low Participation Neighbourhood (LPN)	To reduce the non continuation gap between POLAR 4 Quintile 1 and Q5 from a baseline gap of 10% to no gap by 24/25	No	Other data source	2016-17	10pp	8pp	7pp	5pp	3pp	0	Higher Education Equality Profile Stats Summary
To reduce the attainment gap for students from underrepresented groups	PTS_4	Disabled	To reduce the attainment gap between disabled and non disabled students from a baseline gap of 13.6% to no gap by 24/25	No	Other data source	2017-18	13.6pp	10pp	8pp	6pp	3pp	0	Transparency return
To reduce the non continuation gap for students from under represented groups	PTS_5	Disabled	To reduce the non continuation gap between disabled and non disabled students from a baseline gap of 25% to within 5% by AY24-25	No	Other data source	2016-17	25pp	20pp	15pp	10pp	7.5pp	5pp	Higher Education Equality Profile Stats Summary
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce progression to skilled employment gap for students from under-represented groups	PTP_1	Socio-economic	10.6% difference in progression to highly skilled employment or higher study between students in IMD Quintile 1-2 and 3-5	No	Other data source	2017-18	10.6pp	9pp	8pp	7pp	6pp	5pp	TEF October 2018 data set
To reduce progression to skilled employment gap for students from under-represented groups	PTP_2	Disabled	4pp difference in progression to highly skilled employment or higher study between students not known to be disabled and students with a disability	No	Other data source	2017-18	4pp	3.5pp	3pp	2.5pp	2pp	0	TEF October 2018 data set - A programme of further data capture and analysis it sto be developed by the College in this academic year
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												