



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

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

Craven College 19-20 Access and Participation Plan (APP) and subsequent 5 year APP details ambitious aims and objectives to seek to improve access for specific groups, eradicate attainment gaps, and achieve significant reductions in progression gaps for those groups most significantly affected.

The overall ambition and strategy within the 2019-20 access and participation plan set 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

Based on an holistic assessment of our performance to date, detailed within the Strategic Targets and Investment plans, Craven College has set ambitious targets for the following groups and student lifecycle:

To reduce the gap in participation in HE for students from underrepresented groups: Low participation neighbourhoods (LPN)

To reduce the non continuation gap from underrepresented groups: BAME, mature, low participation neighbourhoods and disabled students

To reduce the progression to skilled employment gap for students from IMD Quintile 1 and disabled students.

## 2. Self-assessment of targets

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

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

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

### Statistical targets and milestones

| Reference Number (lifecycle stage) | Description  | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|--|---------------|---------------|-------------------|-------------------|-----------------|-----------------|---------------------------------------|------------------------|
| T16a_01 (Access)                   | At least 90% of all full time entrants to be from state funded education.  | 2016-17       | 91%           | 94%               | 95%               | Percentage      | 2019-20         | 100                                   | Expected progress      |
| T16a_02 (Access)                   | to increase percentage of applicants from low participation neighbourhoods by 3% each year (total of full and part-time applicants and enrolments) | 2015-16       | 48%           | 52%               | 55%               | Percentage      | 2019-20         | 5                                     | Limited progress       |
| T16a_03 (Access)                   | to increase percentage of applicants from low participation neighbourhoods by 3% each year (total of full and part-time applicants and enrolments) | 2015-16       | 48%           | 52%               | 55%               | Percentage      | 2019-20         | 5                                     | Limited progress       |
| T16a_04 (Access)                   | to increase percentage of applicants from low participation neighbourhoods by 3% each year (total of full and part-time applicants and enrolments) | 2015-16       | 48%           | 51%               | 52%               | Percentage      | 2019-20         | 5                                     | Limited progress       |
| T16a_05 (Student success)          | Success rates amongst students in receipt of DSA to match overall success rates  | 2014-15       | 78%           | 81%               | 82%               | Percentage      | 2019-20         | 0                                     | Limited progress       |
| T16a_06 (Student success)          | Students from BME to match non-continuation rates of main cohort   | 2014-15       | 88%           | 90%               | 91%               | Percentage      | 2019-20         | 74                                    | Limited progress       |

Other milestones and targets

| Reference Number (lifecycle stage) | Description  | Baseline year | Baseline data | 2018-19 milestone   | 2019-20 milestone   | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|--|---------------|---------------|---|---|-----------------|-----------------|---------------------------------------|------------------------|
| T16b_01 (Access)                   | 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. | 2016-17       | Not yet known | Target of 7 school visits                                     | Target of 8 school visits                                   | Other           | 2019-20         | 8                                     | Expected progress      |
| T16b_02 (Progression)              | Individual advice and guidance for students wishing to get into graduate job roles.  | 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 | Percentage      | 2019-20         | 51                                    | Expected progress      |

### 3. Investment commitments

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

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

| Financial year    | 2019-20             |                  |                  |
|-------------------|---------------------|------------------|------------------|
|                   | Predicted spend (£) | Actual spend (£) | Difference (ppt) |
| Access investment | £14,112.00          | £14,112.00       | 0%               |
| Financial Support | £5,700.00           | £7,351.94        | 29%              |

### 4. Action plan

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

| Reference Number | Steps that will be taken in the future to make expected progress against target   |
|------------------|---|
| T16a_02          | The college collaborates with FutureHY and will continue to support outreach activities to engage with those communities with the lowest Higher education participation rates   |
| T16a_03          | The college collaborates with FutureHY and will continue to support outreach activities to engage with those communities with the lowest Higher education participation rates   |
| T16a_04          | The college collaborates with FutureHY and will continue to support outreach activities to engage with those communities with the lowest Higher education participation rates   |
| T16a_05          | The college continues to develop strong links with employers and to embed work related learning in order to provide an excellent basis for students' progression.   |
| T16a_06          | The college has developed a programme of activities aimed at increasing the level of support entering HE particularly those of underrepresented group. The measure is monitored regularly to ensure that any changes or trends are actioned |

## 5. Confirmation

Craven College confirms that:

| Student engagement   |                                       |
|--|---------------------------------------|
| Have you worked with your students to help them complete the access and participation plan monitoring student submission?  |                                       |
| Yes  |                                       |
| Have you engaged with your student body in the design, evaluation, and monitoring of the plan?   |                                       |
| Yes  |                                       |
| Verification and sign off  |                                       |
| Craven College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider. |                                       |
| Yes  |                                       |
| Accountable officer sign off   |                                       |
| Name   | Lindsey Johnson                       |
| Position   | Principal and Chief Executive Officer |

## Annex A: Commentary on progress against targets

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

|   |
|---|
| <b>Target reference number: T16a_02</b>   |
| How have you met the commitments in your plan related to this target?   |
| No  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?   |
| Milestone not representative of POLAR4 data. 2015/16 data shows 11 percent of students from polar 4 quintile 1 area compared to 24 per cent of students from polar 4 quintile 5 area. There is still a gap of 15pp in this area and will remain an area of focus. However IMD data for the college shows that a high proportion of Craven College entrants are from IMD Quintile 1 (most deprived) areas. |

|   |
|---|
| <b>Target reference number: T16a_03</b>   |
| How have you met the commitments in your plan related to this target?                                     |
| No  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Same metrics as above   |

|   |
|---|
| <b>Target reference number: T16a_04</b>   |
| How have you met the commitments in your plan related to this target?                                     |
| No  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Part time provision significantly reduced at the College - low population and therefore unable to report  |

|   |
|---|
| <b>Target reference number: T16a_05</b>   |
| How have you met the commitments in your plan related to this target?                                     |
| No  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |

Due to low student numbers it is not possible to report on this measure - the OfS data dashboard does not include data at student population numbers are below 25 students

**Target reference number: T16a\_06**

How have you met the commitments in your plan related to this target?

Yes

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The college now compares the gap in continuation rates between white and BAME students - current gap on aggregated data over the last 5 years shows a gap of 5 per cent

## Annex B: Optional commentary on targets

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

| Reference Number | Optional commentary |
|------------------|---------------------|
| T16a_01          |                     |
| T16a_02          |                     |
| T16a_03          |                     |
| T16a_04          |                     |
| T16a_05          |                     |
| T16a_06          |                     |
| T16b_01          |                     |
| T16b_02          |                     |