

Annex A - 2019-20 access and participation plan

**Calderdale College UKPRN 10001093
2019-20 access and participation plan**

1. Assessment of current performance

1. Calderdale College is a Further Education College in Halifax, West Yorkshire, and the only provider of higher education in the Metropolitan Borough of Calderdale. It offers foundation degrees and BA (hons) top-up degrees validated by the Open University; higher national certificates and diplomas (HNCs and HNDs); and teacher education programmes in partnership with the University of Huddersfield.
2. In 2016, the College won the AoC Beacon Award for Employer Engagement for its innovative work in attracting and distributing £100m funding within the region, demonstrating responsiveness to business needs and working closely with the Leeds City Region LEP and Skills Service.
3. The College was ranked by the National Centre for Diversity at number 29 in the FE Sector 2016 top 50, and holds Leaders in Diversity status. It is committed to advancing equality of opportunity to all, regardless of background. The measures outlined in this Agreement will be developed in accordance with the College process designed to ensure that no unlawful discrimination or disadvantage takes place as a result of their implementation.
4. The borough of Calderdale is a large geographic area with a relatively small population of around 208,400 inhabitants¹, three-quarters living in urban areas including the six main towns of Brighouse, Elland, Halifax, Hebden Bridge, Sowerby Bridge and Todmorden. Four-fifths of Calderdale is described as rural in the 2011 Census².
5. Calderdale is the 89th most deprived Local Authority District in England³, with around 13.5 per cent of inhabitants living in neighbourhoods ranked by Indices of Multiple Deprivation (IMD 2015) as being within the worst 10 per cent in England⁴.
6. In 2016/17 around 45 per cent of higher education students had addresses in widening participation postcodes. Several wards most local to the College fall into POLAR3 Quintiles 1 and 2, showing particularly low participation rates in higher education among young people within those areas.

¹ ONS Calderdale population estimate 2015 <https://dataworks.calderdale.gov.uk/dataset/population-estimate/resource/21caefd3-2f27-4242-b8f9-9002abe16e8a>

² Calderdale Council Joint Strategic Needs Assessment <https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/calderdale-demographic-information>

³ Calderdale Data Works IMD 2015 Infographic <https://dataworks.calderdale.gov.uk/dataset/calderdale-imd-2015-results-at-isoa--neighbourhood-and-ward/resource/2a358ef3-3842-447b-9cec-77454afebd3b>

⁴ Calderdale Council Joint Strategic Needs Assessment <https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/inequalities/deprivation>

7. The College serves its local population by providing accessible higher education enabling non-traditional students to participate and achieve good outcomes. Small class-sizes, regular one-to-one tutorial time with programme tutors, dedicated academic and pastoral support all combine to provide a safe learning environment for students to re-enter education, often after an extended break.
8. Students enrolled on HE programmes at the College come from a wide range of backgrounds, with wide variances in academic, professional and life experience. These varying support needs are met through the successful co-ordination of various strands of support designed to give every student the ability to succeed, regardless of their background.
9. The way that Academic Skills Support (ASK) is integrated into mainstream teaching was highlighted as an area of good practice by QAA in their 2014 Review of the College⁵. This support is given through two members of part-time ASK Tutors, who work to deliver workshops with programme groups and give one-to-one tutorial and email support to individual students to develop their academic skills. The work is undertaken through close collaboration with teaching teams, to effectively identify and deliver the support where it is most needed.
10. The College Learner Services team provide services that support students to access and to be successful in higher education. The Admissions team provide advice and guidance on the application and interview process, running information events for prospective students. Student Advisers provide support students with applications through UCAS and to Student Finance England for funding and finance, while also offering counselling to students where they are referred, or self-refer.
11. Monitoring of student progress, both academic and personal, is co-ordinated through Promonitor, a central system where concerns, appointments and interventions can be recorded for viewing by the various support teams. A student's profile can be categorised as 'at-risk' on this central system, so that everyone can be aware and react accordingly.

⁵ Calderdale College Latest Review, QAA Website <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10001093#.WTIYN-vyvcs>

Progression to Employment or Further Study

12. DLHE Data are available that indicate student progression to employment and further study has dropped slightly during the past three years, from 87.6 per cent in 2014/15 to 85.3 per cent in 2016/17 - a decrease of 2.3 percentage points. However, the DLHE data available do not show demographic information that can illustrate the correlation between, for example, students from low participation neighbourhoods and progression.

Results of DLHE 'Experience' questions

How well did your overall experience in higher education prepare you for:

| | Employment | Further Study | Self-employment/Own business |
|----------------|------------|---------------|------------------------------|
| 2014/15 | 76.1% | 85.5% | 58.1% |
| 2015/16 | 87.7% | 86.7% | 55.4% |
| 2016/17 | 81.6% | 85.9% | 71.8% |

13. According to the results of DLHE 'Experience' questions – asking how well the overall experience prepared students for employment, further study, and self-employment or running their own business – students consistently respond very positively that they feel prepared well or very well for further study. Responses are less consistent to the question about preparedness for employment, however. Positive responses have risen sharply in 2016/17 to the question about preparedness for self-employment or running a business.
14. Teaching Excellence and Student Outcomes Framework (TEF) (Year 3) data combine three years' of destinations data and show demographic groups and their relative outcomes. Therefore, TEF (Year 3) data have been used to illustrate the relative outcomes for students with the characteristics discussed in the section below. Overall, the combined full-time student rate of progression to employment or further study falls below the benchmark by -3.4pp. Furthermore, the proportion of students entering highly skilled employment or further study (54.3%) is significantly below the TEF (Year 3) combined benchmark for the College (68.6%) and is within the bottom 10 per cent of absolute performance.

Students from Low Participation Neighbourhoods

15. A student's home address can be used as an indicator of social deprivation. Students with certain home addresses are less likely to participate in higher education than others. The POLAR3⁶ classification is split into five quintiles: quintile 1 being least

⁶ Higher Education Statistics Agency <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/definitions#ethnicity-applicable-e1>

likely to participate and quintile 5 most likely.

| POLAR3 | Q1+2 | Q4,5&6 | Q1+2 | Q4,5+6 | Q1+2 | Q4,5+6 | Q1+2 | Q4,5+6 |
|---------|-------|--------|-------------|--------|-----------|--------|-----------|--------|
| Year | Split | | Achievement | | Retention | | Pass Rate | |
| 2014/15 | 45% | 55% | 67.54% | 70.97% | 74.02% | 76.35% | 91.26% | 92.73% |
| 2015/16 | 52% | 48% | 71.43% | 76.46% | 77.38% | 80.36% | 92.32% | 95.09% |
| 2016/17 | 45% | 55% | 79.13% | 78.96% | 83.30% | 82.84% | 94.98% | 95.21% |

16. The proportion of students from POLAR3 Quintile 1 has increased during the period 2014/15 – 2016/17, from 10.7 per cent to 14.2 per cent, reaching a peak of 16.8 per cent in 2015/16. The College’s performance is below that of the HEFCE benchmark for ‘Other Undergraduate Entrants’ Registered at FECs which is currently 20.4 per cent (according to HEFCE publication 2016/01⁷).

- a. **Access:** Over the past three years between 45-52 per cent of Calderdale’s HE students have addresses which indicate they are less likely to participate in HE study (with home addresses in POLAR3 quintiles 1 and 2). This rate continues in-line with historical levels of participation by students in POLAR3 quintiles 1 & 2, showing that the College consistently attracts a high proportion of students who might not otherwise have entered higher education.
- b. **Success:** Between the years 2014/15 and 2016/17 retention, pass rates and achievement have increased for all HE students. For all three measures the rates have improved for both students in POLAR3 quintiles 1 & 2 and quintiles 3, 4 & 5. In 2014/15 there was a gap between the achievement rate of students from POLAR3 quintiles 1 & 2 and those from quintiles 3, 4 & 5 of 3.43 percentage points. In 2016/17 this gap no longer exists, with an actual difference in achievement between the two groups of 0.18 percentage points. The same trend has been seen in relation to retention (the number of students who have continued to the end of their qualification) and the pass rate (those retained who subsequently passed).
- c. **Progression:** TEF (Year 3) data show a disparity for progression to employment or further study. Outcomes for full-time students from POLAR3 quintiles 1 & 2 (-6.9pp below benchmark) are not as good as those from quintiles 3, 4 & 5 (-1.9pp below benchmark). The same disparity exists for progression to highly skilled employment and further study, with outcomes for full-time POLAR3 quintiles 1 & 2 students falling -18.1pp below

⁷ Higher Education Indicators for Further Education Colleges, available on the HEFCE Website at: <http://www.hefce.ac.uk/pubs/year/2016/201601/>

benchmark, and outcomes for students in quintiles 4, 5 & 6 -10.6 below benchmark.

Mature Students

| | Young | Mature | Young | Mature | Young | Mature | Young | Mature |
|---------|-------|--------|-------------|--------|-----------|--------|-----------|--------|
| Year | Split | | Achievement | | Retention | | Pass Rate | |
| 2014/15 | 34% | 66% | 58.62% | 75.00% | 67.24% | 79.46% | 84.30% | 93.17% |
| 2015/16 | 24% | 76% | 87.18% | 69.13% | 94.87% | 73.36% | 92.31% | 93.34% |
| 2016/17 | 33% | 67% | 84.77% | 76.15% | 86.62% | 80.73% | 97.84% | 93.61% |

17. The College attracts a majority of Mature students (those aged 21+) onto its HE courses. Often mature students face the prospect of having to cope on a reduced income while they study for a HE qualification. They especially are more likely to need to access financial support while studying; more likely to drop-out than younger students; and cite the difficulty of balancing existing aspects of their lives while studying as the main reasons for thinking of withdrawing or suspending from a HE programme⁸.

a. **Access:** During the past three years the proportion of Mature students has been at between 66-76 per cent. The proportions of Young and Mature students have historically been around one-third/two-thirds, indicating that the College's tradition of offering a supportive and small-scale provision tends to be more appealing to Mature entrants.

b. **Success:** The College's retention indicators for Young and Mature students are between 2-3 percentage points higher than the HEFCE continuation indicators for Young (84.8%) and Mature students (83.2%)⁹. While the two indicators are not exactly equivalent, the comparison gives a clear indication that the College retains a higher proportion of students than the national figure.

Outcomes for Young and Mature students are better in 2016/17 than in 2014/15, however there is a clear disparity between Young and Mature in terms of achievement, with a gap of 8.62pp. This is largely due to better retention rates among Young students, as the two groups have much more similar pass rates. Retention among Young students is 5.89pp higher than retention among Mature students – giving an illustration of the added

⁸ Million+ & NUS (2012) *Never Too Late to Learn* <http://www.millionplus.ac.uk/policy/reports/never-too-late-to-learn>

⁹ Higher Education Indicators for Further Education Colleges, available on the HEFCE Website at: <http://www.hefce.ac.uk/pubs/year/2016/201601/>

difficulties that Mature students tend to face, leading to higher withdrawal rates.

- c. **Progression:** Mature students have slightly better outcomes in terms of progression to employment or further study. The TEF (Year 3) metrics show that for Mature students the rate of progression is below benchmark by -2.4pp whereas the rate for Young students is slightly further below at -4.6pp.

Students from White and BME Backgrounds

| | BME | White | BME | White | BME | White | BME | White |
|---------|-------|-------|-------------|--------|-----------|--------|-----------|--------|
| Year | Split | | Achievement | | Retention | | Pass Rate | |
| 2014/15 | 20% | 80% | 52.94% | 73.53% | 67.65% | 77.21% | 66.09% | 95.24% |
| 2015/16 | 14% | 86% | 60.87% | 75.91% | 65.22% | 81.02% | 81.03% | 93.69% |
| 2016/17 | 20% | 80% | 76.29% | 80.33% | 79.78% | 84.43% | 92.31% | 95.15% |

18. The population of students from BME backgrounds is not large, but proportionally it is around one-fifth of the total population. The courses on offer at the College attract a mixture of ethnicities including Caribbean, African, Indian, Bangladeshi, Pakistani and those from multi-ethnicity backgrounds, with a predominance of those with a Pakistani heritage. The low numbers (between 23-34) mean that data might not be statistically robust enough to be considered useful and any conclusions drawn are tentative, however it is included here as it is a useful measure of how effectively the College engages with the local BME population.

- a. **Access:** Between 14 and 20 per cent of students were from BME backgrounds during the years 2014/15 to 2016/17, significantly higher than Calderdale's 13.3 per cent BME population¹⁰.
- b. **Success:** Outcomes for BME students appear have improved significantly from 2014/15 to 2016/17. The data show increases in achievement, retention and pass rates, with the greatest increase in pass rates (+26.22pp) – bringing the BME group more into line with the general student pass rate of 95.15 per cent. Disparities in retention and achievement still appear to exist in 2016/17, but the gaps are smaller than 5pp compared with much larger gaps in earlier years of between around 10 and 20pp.

¹⁰ Calderdale Council Joint Strategic Needs Assessment
<https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/calderdale-demographic-information>

- c. **Progression:** The rate of successful progression to employment or further study for BME students exceeds that for white British students, according to TEF (Year 3) metrics. BME students' progression is above benchmark by +5.7pp, whereas white British students's is below benchmark by -4.3pp.

Students with Disabilities

| | Disabled | Non-disabled | Disabled | Non-disabled | Disabled | Non-disabled | Disabled | Non-disabled |
|---------|----------|--------------|-------------|--------------|-----------|--------------|-----------|--------------|
| Year | Split | | Achievement | | Retention | | Pass Rate | |
| 2014/15 | 7% | 93% | 75.00% | 68.99% | 75.00% | 75.32% | 91.67% | 91.60% |
| 2015/16 | 6% | 94% | 70.00% | 74.00% | 80.00% | 78.67% | 80.00% | 94.07% |
| 2016/17 | 12% | 88% | 80.00% | 79.55% | 95.00% | 81.82% | 85.00% | 97.22% |

19. Students who identify themselves as having a disability or specific learning difficulty are encouraged to apply for Disabled Student's Allowance (DSA) to gain the most appropriate support for them either technologically or through the specific specialist support that can be provided. The College does not currently provide non-medical helper support to students, as it is not registered to do so, however support is provided to students with the application for DSA and also with the financial cost of getting evidence and the £200 towards the cost of a laptop, if recommended. All students, whether they have a specific difficulty or not, can access academic skills support on a one-to-one basis through tutorials with either their tutor or the progress coach. Support with assistive technology is provided as part of the library service in the Learning Centre, with experts on-hand to guide and advise students on a one-to-one basis.

20. The few students in this population make the data of limited statistical use, however, the increase in numbers is positive, and might indicate that students feel encouraged to disclose their disability because they perceive that the support they need is available to them. Low numbers might indicate that more can be done to raise awareness of the opportunities for those with disabilities to enter and participate successfully in higher education.

- a. **Access:** The number of students with disabilities or specific learning difficulties is steadily increasing, with 20 HE students (12%) disclosing a disability in 2016/17, and 26 (12%) in 2017/18, an increase from 12 students (7%) in 2014/15 and 10 (6%) in 2015/16.
- b. **Success:** There is almost no gap between achievement outcomes for disabled and non-disabled students in 2016/17, compared with gaps of 6pp

in the previous two years. The pass rate has fluctuated while the retention rate has steadily increased.

- c. **Progression:** Disabled students have very slightly worse outcomes in terms of progression to employment or further study, -4.1pp below benchmark compared with non-disabled at -3.7pp.

Care Leavers

- 21. The College currently has no data on care leavers, their participation, success or progression. However it has signed up to the collaborative Care Leaver Covenant put in place by Go Higher West Yorkshire, which sets out the level of support that care leavers can expect to receive when they enrol on a higher education programme. Information available suggests that very few care leavers enrol as higher education students.

Estranged Students

- 22. The College does not currently have data on the number of estranged students, their success and progression. However, it is working with Go Higher West Yorkshire's Widening Participation Planning Group to develop a collaborative 'Stand Alone' Pledge, outlining the support available to such students. This work will include a focus on identifying, supporting and tracking outcomes for estranged students. A very limited amount of historic data currently available suggests that only a very small number of estranged students enter higher education at the College.

Key Issues

- 23. Data from 2015/16 and prior, suggest that there are several Access, Student Success and Progression issues that need to be addressed:
 - a. The proportion of POLAR3 Quintile 1 entrants is lower than the national HEFCE benchmark.
 - b. Retention for mature students was significantly below that for young students by -5.89pp in 2016/17.
 - c. The proportion of students entering highly skilled employment or further study (54.3%) is significantly below the TEF (Year 3) combined benchmark for the College (68.6%) and is within the bottom 10 per cent of absolute performance. This group is made up mainly of white, female, POLAR Q1+Q2 students.

2. Ambition and strategy

Collaborative Activity with Go Higher West Yorkshire

24. The College is a member of Go Higher West Yorkshire (GHWY), an established consortium started in 2011 by twelve HE providers in West Yorkshire. The Go Higher West Yorkshire partners represent a broad and diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP) Project, secured by Go Higher West Yorkshire, which has been extended until July 2019 in the first instance.
25. Two members of staff are now employed at the College as part of the NCOP Project. Both will undertake to be the link with the central NCOP team, managed through GHWY. The project will involve outreach work both within the College and the local community, working with young people and key influencers from the target wards.
26. The College has representation on the GHWY Board, the Business Engagement Planning Group (BEPG) and the Widening Participation Planning Group (WPPG). The GHWY WPPG has a focus on working with specific target groups, which include: Looked-After Young People and Care Leavers, NNCO schools which do not form part of NCOP and Y7 and 8 pupils in NCOP schools, mature and part time learners, young carers, and current HE students from non-traditional backgrounds and low participation neighbourhoods (this may also include people estranged from their families).

Raising Attainment for School Age Young People

27. The College runs an Early College Transfer Programme (ECTP) with disengaged young people aged 14+ from the Calderdale area. In 2016/17 there are 10 young people who transferred from local schools and Pupil Referral Units (PRU) and 34 young people re-entering mainstream education after having been home-schooled. The pass rates and progression to further and higher education for young people on the Programme is outstanding, and is evaluated annually. In 2017/18 this programme will expand to include 17 school transfers and 57 young people from a home-schooled background and is expected to expand further in the coming years.

Monitoring and Evaluation

28. The College does not currently have a systematic approach to evaluation of its widening participation activity. As further education college with a small amount of HE provision, dedicated resources and staff are not as available to undertake evaluative work as they might be in a larger HE provider. The evaluation measures outlined below will enable the associated activities to be effectively assessed as

contributing positively towards meeting the objectives outlined. However, in order to more holistically evaluate and plan for the future, development of an approach will to be undertaken. In 2019/20 a review of all activity, including collaborative and internal outreach and WP work, will be conducted to decide on the most appropriate methodology to use. Collaborative evaluation activity – and the sharing of capacity – with the other FE college partners in Go Higher West Yorkshire will also be explored.

29. The three-year College Action Plan (CAP) drives the monitoring of the overall aims of Higher and Professional skills. The strategic aims of the organisation are translated into aims and objectives specific to each priority and are monitored through the College Leadership and Management Team (CLMT). The CAP is reported quarterly to the Board of Governors with updated actions to meet the objectives, which deliver the strategic priorities.
30. Progress against strategic aims is appraised within the annual evaluation process (the Self Evaluation Document) which is validated by the Board of Governors. Through our partnership with the Open University, the Annual Monitoring Review reflects upon performance of all OU validated programmes and a similar process is undertaken for courses validated with the University of Huddersfield and Pearson. A full reflective review precedes these processes, which informs further action to be taken.
31. Review and evaluation of the measures and associated targets outlined in this agreement will be undertaken by the Higher Education, Access and Professional Studies Management Group and reported via the Academic Board to the Learner Committee of the Board of Governors.
32. The Level 4 Bursary scheme will be evaluated in autumn 2019 using the survey tool developed by Sheffield Hallam University¹¹. Students who received the Bursary during 2018/19 will be surveyed to gain a picture of their perception of the effectiveness of the financial support. Outcomes of the evaluation will inform any adjustments that need to be made to the scheme to make it more effective for 2019/20. The two surveys conducted in autumn 2017 and autumn 2018 will provide contextual and baseline data which will help with the evaluation of the Level 4 Bursary Scheme in autumn 2019 (see paragraph 53).
33. An end-of-year evaluation will take place with mentors and mentees who have participated in the mentoring scheme in 2018/19. In the summer, 2019, mentors will be asked to complete a survey about their experience as mentors, and their mentees will complete a survey asking them to evaluate the effect that being a mentee had on their experience and the outcome of their studies, as well as their

¹¹ Closing the gap: understanding the impact of institutional financial support on student success
<https://www.offa.org.uk/wp-content/uploads/2016/11/Closing-the-gap-understanding-the-impact-of-institutional-financial-support-on-student-success.pdf>

progression. Both surveys will inform the changes that are made to develop and enhance the scheme for 2019/20.

34. The College will also participate in monitoring and evaluation activities associated with the collaborative Go Higher West Yorkshire NCOP Project. Longitudinal monitoring will take place through the Higher Education Access Tracker (HEAT).

3. Access, student success and progression measures

35. To support improvements against the issues in paragraph 23 (above) a new post will be created that will work with prospective and existing HE students in order to:
- a. Promote the financial support arrangements that already exist and will come to exist under this Agreement;
 - b. Liaising with internal and external strands of support, such as the existing provision in Learner Services, and local organisations offering more specific support;
 - c. Work alongside the NCOP Project Calderdale College team to promote progression to HE by those in under-represented groups on FE programmes;
 - d. Work alongside the existing ASK Team, signposting students and making them aware of the academic skills support that is available;
 - e. Monitor attendance of existing HE students and support teaching teams to intervene with those ‘at-risk’, and to support the administration of the Level 4 Bursary scheme;
 - f. Co-ordinate a mentoring scheme with the aim of developing prospective and new students’ ability to be resilient to the challenges of balancing their study and other life commitments.
36. The new post-holder will contribute to the targets for 2018/19 and 2019/20 by working with prospective and existing students with disabilities, from BME backgrounds and across the age groups identified in Table 1. More detail on this work can be found in the table below.

| New Post Holder Activity | Target group/s | Stage |
|--|--|---------------|
| <p>Outreach and Promotion</p> <p>Working alongside Learner Services and the NCOP Project team at Open Events and HE Days, and promoting HE and the new financial arrangements in this Agreement to those with disabilities and Level 3 learners</p> | <ul style="list-style-type: none"> • Prospective disabled students • Level 3 learners with the potential to progress to HE | <p>Access</p> |

| | | |
|---|---|---|
| <p>Linking-up</p> <p>Helping to co-ordinate support strands (including internal pastoral and academic services, and external support agencies) where needed for specific individuals – acting as a single point of contact</p> | <ul style="list-style-type: none"> • BME students • Mature students • Disabled students • Young HE students (19-20) | <p>Access; Success</p> |
| <p>Working to support ‘at-risk’ students</p> <p>Monitoring attendance of existing HE students and helping to put interventions in place for those ‘at-risk’</p> | <ul style="list-style-type: none"> • BME students • Mature students | <p>Success</p> |
| <p>Level 4 Bursary</p> <p>Supporting the administration of the new Level 4 Bursary scheme</p> | <ul style="list-style-type: none"> • All level 4 students in receipt of the full Maintenance Loan | <p>Access; Success</p> |
| <p>Mentoring Scheme</p> <p>Co-ordinate a new mentoring scheme to develop students’ resilience to the challenge of study and life commitments</p> | <ul style="list-style-type: none"> • All HE students, prospective and current | <p>Access; Success; Progression</p> |

37. The work undertaken within the Mentoring Scheme will contribute to Progression (see Table 2), as students draw on the confidence- and resilience-building that this scheme will include. The aim is that students who are approaching graduation will have made an informed decision about progression, and will be enabled to perceive a positive pathway for themselves into postgraduate study or employment or highly-skilled employment, regardless of their background or set of characteristics.

Financial Support

38. As the student population includes a large proportion (around 70%) of mature students, finance may be a barrier to access and student success. Often mature students face the prospect of having to cope on a reduced income while they study for a HE qualification. They especially are more likely to need to access financial support while studying; more likely to drop-out than younger students; and cite the difficulty of balancing existing aspects of their lives while studying as the main reasons for thinking of withdrawing or suspending from a HE programme¹².

39. As part of the National Scholarship Programme (NSP) the College gave awards to students, as fee reductions and/or cash bursaries, between 2012/13 and 2014/15. Of the two measures, cash bursaries were seen to be more effective in supporting

¹² Million+ & NUS (2012) *Never Too Late to Learn* <http://www.millionplus.ac.uk/policy/reports/never-too-late-to-learn>

students to participate fully in their programmes. Since the NSP concluded, the College has had no bursary or fee reduction scheme in place.

Level 4 Bursary Scheme

40. The College will continue to offer a Bursary scheme, aimed at reducing the burden of meeting living expenses for its full-time, Level 4 students.

- d. A £500 payment will be given in three instalments to all students enrolling on a level 4 programme in 2018/19 during their first year of study. One instalment of £200 will be given in November, a second instalment of £200 in March, and the third of £100 in July.
- e. Students must be in receipt of the full maintenance loan to be eligible for the Bursary. Students who do not receive the full maintenance loan will still be able to apply for additional financial support through the HE Hardship Fund (see paragraphs 33 – 35).
- f. Payment will be dependent on good attendance and progress. A student who is eligible for the Bursary will receive a payment based on their performance at three checkpoints:

| Checkpoint | Target/s | Instalment Paid | Amount |
|--------------------------|--|------------------------|---------------|
| 1 – October Half Term | 90% Attendance | November | £200 |
| 2 – End of Semester 1 | 90% Attendance and all Semester 1 assessment deadlines met* | March | £200 |
| 3 – End of Semester 2 | 90% Attendance and all Semester 2 assessment deadlines met* | July | £100 |

*Students who have successfully applied for mitigating/extenuating circumstances in one or both semesters will be required to meet only the 90 per cent attendance target at the applicable end of semester checkpoint

- g. A student will receive a payment based on their performance at each checkpoint. Payments are not linked to each other, for example, a student may not receive a payment at the first checkpoint due to not meeting the attendance target, but may subsequently receive a payment at checkpoint 2 having met the targets for attendance and progress.

HE Hardship Fund

41. The HE Hardship Fund is currently the main measure to give monetary support – on a means-tested basis – to those suffering unexpected financial hardship or costs.

Under current arrangements, students are required to give an account of their income and outgoings to substantiate claims of financial hardship.

42. It is expected that students take into account the costs of study (and associated costs) when they consider an application to the College, however, it is recognised that a student's circumstances may change unexpectedly which can have a significant impact on their financial position.

43. The HE Hardship Fund will continue to be funded to increase it to £15,000 and will include support for higher education students in the following circumstances:

- a. Funding the cost/s associated with an application for Disabled Students Allowances (DSA);
- b. For a student in receipt of DSA, funding the first £200 of the cost of a laptop where this is recommended in the student's Needs Assessment;
- c. In the form of a cash loan or grant, where a student can prove financial hardship.

| Level 4 Bursary Scheme | Target group/s | Stage |
|---|--|--------------------|
| The Level 4 Bursary Scheme will provide financial relief for students with low incomes or financial pressures. This financial support should help to remove barriers prospective students might have, such as feeling that they 'can't afford' higher education, and remove the actual barriers for current students that might prevent their full participation in higher education. | <ul style="list-style-type: none"> • Prospective students with an annual income up to £25,000 – who may see finance as a barrier to accessing HE • Current students with an annual income up to £25,000 – who may struggle to meet the financial burden of HE | Access; Success |
| HE Hardship Fund | Target group/s | Stage |
| Funding the costs associated with an application for Disabled Students Allowance (DSA) will ease the financial pressure on students with disabilities. Assessments for DSA applications may cost several hundred pounds, which can be a real barrier for students wishing to progress. | <ul style="list-style-type: none"> • Prospective disabled students who may see their disability as a barrier to accessing HE • Prospective or current students considering an application for DSA • Current disabled students who may struggle because they cannot meet the requirements of a DSA application | Access |
| Where a student has been recommended a laptop through DSA, the College will pay the first £200 of the cost of this, removing the financial barrier for any disabled student wishing to access this support, where it has been recommended in a Needs Assessment. | <ul style="list-style-type: none"> • Prospective students considering an application for DSA • Disabled students in receipt of DSA | Success |

4. Investment

44. 32 per cent of the tuition fee income above the basic fee will be reinvested into supporting access, participation and student success in 2019/20, including:
- Financial Support for students, including the Level 4 Bursary Scheme and the increased Hardship Fund: 20.9 per cent
 - The continued investment in the post to support access, success and progression: 11.2 per cent

| | Initiative | Spend | Proportion of higher fee income |
|-------------------|--|---------|---------------------------------|
| Financial Support | Level 4 Bursary (<i>see paragraph 39</i>) | £40,500 | 20.9% |
| | HE Hardship Fund (<i>see paragraphs 40-42</i>) | £8,000 | |

| | Initiative | Spend | Proportion of higher fee income |
|-------------|---|---------|---------------------------------|
| Access | New Post to support Access, Success and Progression (<i>see paragraphs 35-36</i>) | £10,500 | 4.5% |
| Success | | £10,500 | 4.5% |
| Progression | | £5,000 | 2.2% |

45. The College's participation as a partner in the regional Go Higher West Yorkshire NCOP Project has seen increased investment to enable outreach to young people and their key influencers, making them aware of the opportunities in higher education regionally and beyond. The total investment in this Project at the College since it began in January 2017 has been around £120,000.

5. Provision of information to students

46. The measures outlined in this Plan will be publicised on the College website and the VLE to ensure that all students, prospective or existing, will have the information they need to understand what the increase in fees means for them and how they may benefit from the measures outlined.
47. Information, Advice and Guidance is available from Learner Services and the Admissions Team. During the admissions process, applicants are offered the opportunity to attend information events and advice and guidance is given at every stage, including specific information where the student has disclosed a disability or specific learning difficulty.

48. Outreach with prospective students will be a part of the role of the new post holder, as will liaising with the existing support strands and the NCOP Project Team at the College.

Consulting With Students

49. Consultation with existing higher education students has taken place in the production of this Plan. Evaluation and monitoring will take place in consultation with students as part of the work of the Higher Skills Management Group and the Curriculum, Quality and Standards Committee of the Board of Governors, which includes student governors as part of its membership.
50. In order to ensure as wide and inclusive a representation of students participate in the consultation of future access and participation planning, the objectives of this Plan will be presented at the Equality, Diversity and Inclusion (EDI) Steering Group, which includes student representatives in its membership. The Students' Union will also be consulted, which includes an EDI Officer, a Mature Students Officer and a HE Officer – representing the interests of the named student groups. Finally, a cross-section of HE Course Representatives will be consulted as part of future planning, involving students from different subject areas and backgrounds.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

The College will not apply an inflationary increase on fees for 2019/20 entrants in subsequent years of study.

| Full-time course type: | Additional information: | Course fee: |
|----------------------------------|-------------------------|-------------|
| First degree | | £7,950 |
| Foundation degree | | £6,950 |
| Foundation year / Year 0 | | * |
| HNC / HND | | £6,950 |
| CertHE / DipHE | | * |
| Postgraduate ITT | | * |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| Franchise full-time course type: | Additional information: | Course fee: |
| First degree | | * |
| Foundation degree | | * |
| Foundation year / Year 0 | | * |
| HNC / HND | | * |
| CertHE / DipHE | | * |
| Postgraduate ITT | | * |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| Part-time course type: | Additional information: | Course fee: |
| First degree | | £6,935 |
| Foundation degree | | £6,935 |
| Foundation year / Year 0 | | * |
| HNC / HND | | £6,935 |
| CertHE / DipHE | | * |
| Postgraduate ITT | | * |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| | | |

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

| Reference number | Stage of the lifecycle (drop-down menu) | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|---|---|---|---|--|--------------------------------|---------------|--|---------|---------|---------|---------|--|
| | | | | | | | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| T16a_01 | Access | Disabled | HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants) | Increase the number of disabled students enrolling on HE programmes | No | 2015-16 | 10 | 12 | 14 | 16 | 18 | | |
| T16a_02 | Access | Low participation neighbourhoods (LPN) | HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants) | Increase the number of internal Level 3 students progressing to HE programmes | No | 2015-16 | 24 | 30 | 35 | 40 | 45 | | |
| T16a_03 | Student success | Ethnicity | Other statistic - Ethnicity (please give details in the next column) | Raise retention among BME students | No | 2015-16 | 68% | 72% | 76% | 80% | 84% | | |
| T16a_04 | Student success | Multiple | Other statistic - Mature (please give details in the next column) | Raise retention for age group 25-34 | No | 2015-16 | 77% | 80% | 82% | 84% | 86% | | |
| T16a_05 | Student success | Multiple | Other statistic - Mature (please give details in the next column) | Raise retention for age group 35-44 | No | 2015-16 | 70% | 80% | 82% | 84% | 86% | | |
| T16a_06 | Student success | Multiple | Other statistic - Mature (please give details in the next column) | Raise retention for age group 55+ | No | 2015-16 | 70% | 80% | 82% | 84% | 86% | | |
| T16a_07 | Student success | Disabled | HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants) | Bring up the pass-rate for disabled students | No | 2015-16 | 75% | 77% | 80% | 82% | 84% | | |
| T16a_08 | Student success | Other (please give details in Description column) | Other statistic - Other (please give details in the next column) | Bring up the pass-rate for age group 19-20 | No | 2015-16 | 83% | 85% | 88% | 90% | 92% | | |

Table 8b - Other milestones and targets.

| Reference Number | Select stage of the lifecycle | Main target type (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (numeric where possible, however you may use text) | | | | | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|-------------------------------|--|---|---|---------------------------------|---------------|---------------|--|--------------------------------|--------------------------------|--------------------------------|---------|--|
| | | | | | | | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| T16b_01 | Progression | Multiple | Management targets | Conduct analysis of DLHE and other progression data in order to identify and scope-out long term work that may need to be undertaken to address any inequalities relating to progression to further study or employment within the student body | No | 2016-17 | n/a | Strategy produced with target/s | Target/s evaluated and revised | Target/s evaluated and revised | Target/s evaluated and revised | | |
| T16b_02 | Access | Attainment raising | Management targets | Undertake a review of engagement with schools and school-age young people to review the position on school sponsorship, re-examining how the College can best engage with school-age young people to raise attainment. | No | 2016-17 | n/a | Strategy produced with a target or targets | Target/s evaluated and revised | Target/s evaluated and revised | Target/s evaluated and revised | | |
| T16b_03 | Access | Low participation neighbourhoods (LPN) | Outreach / WP activity (collaborative - please give details in the next column) | Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement. | Yes | 2015-16 | 47 | 47 | 80 | 100 | | | |
| T16b_04 | Multiple | Care-leavers | Outreach / WP activity (collaborative - please give details in the next column) | Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care and care leavers, aged 5 – 25, through sustained engagement. | Yes | 2015-16 | 115 | 119 | 122 | 124 | 126 | | |
| T16b_05 | Multiple | Care-leavers | Outreach / WP activity (collaborative - please give details in the next column) | The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence through exposure to new and challenging experiences | Yes | 2015-16 | 83 | 87 | 89 | 91 | 93 | | |