University Centre Calderdale College

Access and participation plan 2020-21 to 2024-25

1. Assessment of performance

General notes on data used in this Access and Participation Plan (APP):

i.   *Unless otherwise stated all data are taken from the OfS-supplied provider metrics. Although the OfS Data Dashboard shows five years' worth of data, the years of data shown in this Access and Participation Plan (APP) vary according to the number of years supplied in the provider metrics.*

ii. *Some data have not been reported, due to the possibility that individuals may be identified due to low numbers, or that the numbers are so low that they become statistically less robust.*

iii. *Where numbers rise and become reportable in future years, the data will be reported and included in this analysis of performance.*

iv. *Where data on the OfS Data Dashboard are displayed for either full-time or part-time students, student data is aggregated to include both full- and part-time in the data shown within the APP, unless otherwise stated.*

1.1 Higher education participation, household income, or socioeconomic status

Notes on POLAR4 data:

- *There is a difference in the POLAR4 data displayed in this APP when compared with the OfS Data Dashboard because where the OfS Data Dashboard includes only 18 and 19 year-olds in the POLAR4 quintiles breakdown, the data shown in the APP below includes all ages. This aggregation is due to the low numbers of students aged 18 and 19 within the University Centre Calderdale College (UCCC) student population, making any disaggregated data statistically less robust, and the subsequent difficultly in making meaningful analysis and drawing meaningful conclusions. Both full- and part-time modes are aggregated together (as outlined in point iv. of the general notes, above).*

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 POLAR4[1] classification is split into five quintiles: quintile 1 being least likely to participate and quintile 5 most likely.

University Centre Calderdale College (UCCC) Access by POLAR4 quintile 2011-2017

	2011	2012	2013	2014	2015	2016	2017
Q1	14%	20%	15%	21%	18%	16%	13%
Q2	25%	25%	25%	22%	26%	25%	29%
Q3	35%	29%	35%	30%	31%	31%	31%
Q4	19%	17%	15%	21%	17%	20%	19%
Q5	8%	7%	11%	6%	7%	7%	7%

The table above (reflected in Graphs 1.1 and 1.2) highlight consistency of access across quintiles at the start and end of the time period 2011-2017. Although noticeable shifts in access for Q1 occurred in 2012 and 2014-16 (see Table 1.1), the very small numbers of students involved make such statistical differences extremely difficult to interpret. Moreover, the aggregated numbers highlighted in the table

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[1] OfS website: https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/

below, which compare Q1+2 with Q3-5, reflect a general consistency with virtually no change 2014-2017.

UCCC Access by POLAR4 Q1 and Q2, compared with Q3, Q4 and Q5, 2011 – 2017

	2011	2012	2013	2014	2015	2016	2017
Q1 and Q2	39%	44%	39%	43%	45%	42%	43%
Q3, Q4, Q5	61%	53%	61%	57%	55%	58%	57%

Graph1.1: UCCC POLAR4 Quintile 1 access v Quintile 5 access
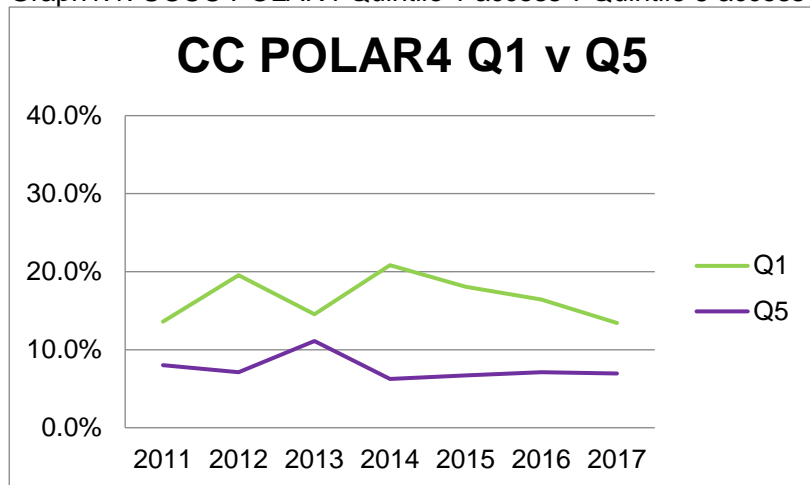
As highlighted in Graph 1.2, the Q1v Q5 participation gap for all English HEPs narrowed during this period, with both a decline in Q5 participation and a slight increase for Q1. Small numbers notwithstanding, UCCC data reflects this marginal decrease of 1.1pp (2011 v 2017) for Q5 participation rates. However, in contrast to national data, there is also a small decrease (0.2pp, 2011 v 2017) for Q1 access. Such data is in the national and regional context of an aging population, with a further decrease in UCCC's target population of 3.1% over the 2016-2026 time period[2].

Graph 1.2 All English HEPs POLAR4 Q1 v Q5 access
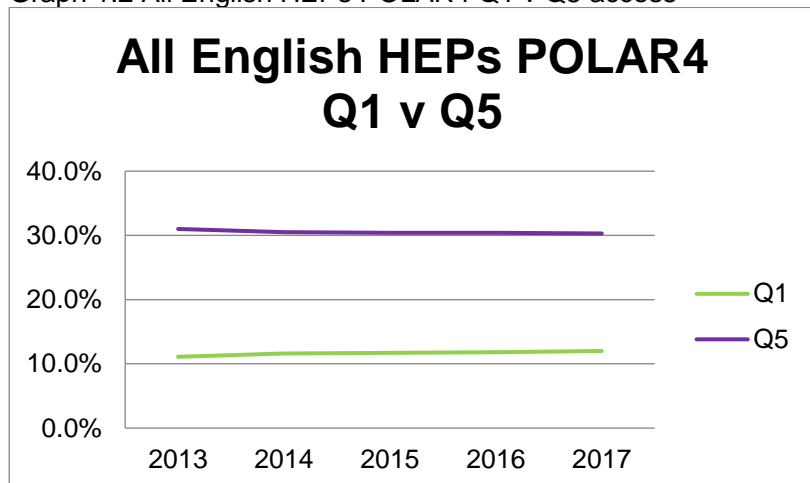
Achievement and Success

Student achievement and success is considered in terms of two key metrics: retention (continuation), and academic achievement.

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[2] https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/calderdale-demographic-information#age, accessed 10.06.19).

Continuation

UCCC data suggests that the absolute Q1 v Q5 continuation gap has increased, with lower continuation rates for both Q1 and Q5 and decreases for all except quintiles 3 and 4. Small numbers notwithstanding, there is sufficient and consistent evidence that action should be taken to increase continuation rates for *all* students, and most notably those from lower participation areas.

Graph 1.4 POLAR4 Quintile 1 continuation v Quintile 5 continuation
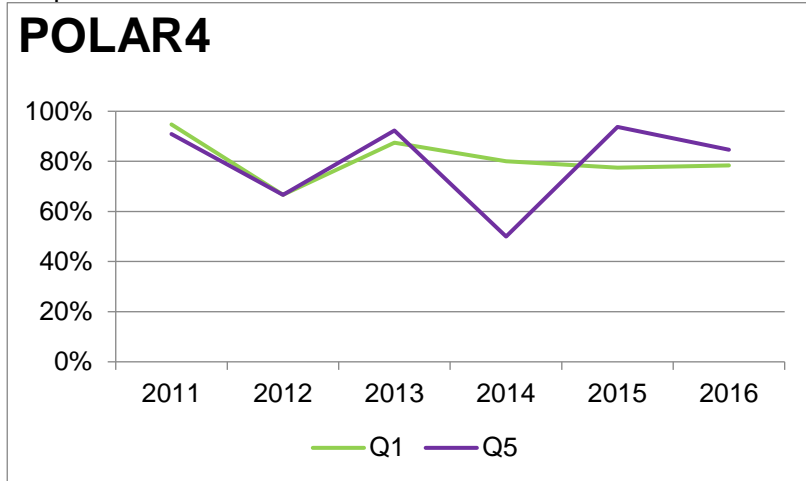
Graph 1.5 POLAR4 Q1, Q2, Q3, Q4 and Q5 continuation
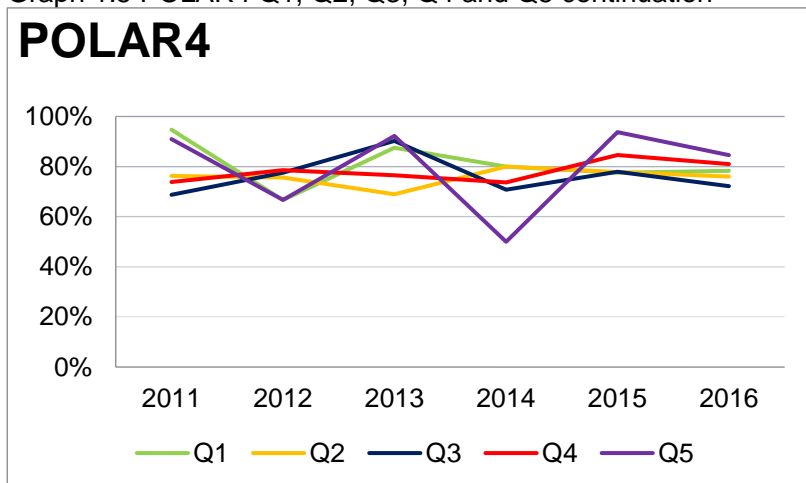
Attainment

Following a period of steady improvement 2013 and 2014, student achievement rates have fallen for both Q1 and Q5 students. This has been fairly unmitigated, with data for 2017 dipping to its lowest level over the last 5 years, with the exception of 2012 for Q1. This drop in attainment has been most marked for Q5, with a consequential narrowing of the achievement gap between quintiles to its lowest level since 2011.

Graph 1.6 POLAR4 Quintile 1 achievement v Quintile 5 achievement

POLAR4

(Graph showing Q1 and Q5 lines, 2011–2017, y-axis 0%–100%)
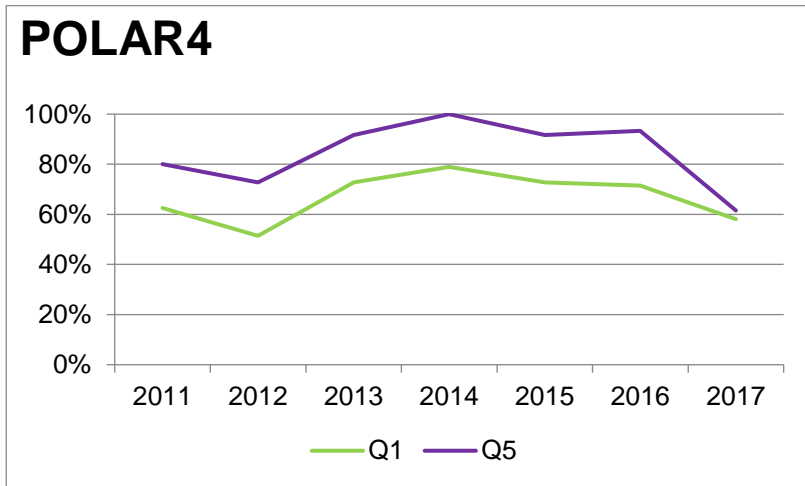
Progression to employment or further study

Progression to employment or further study has seen a significant increase among Q1 graduates between 2014 (71%) – 2016 (100%) and progression is similarly strong for those in Q2 at above 90% during the same period. Graduates in these two quintiles out-performed those from Q3 and Q5, with all quintile groups having a progression rate of 83% or above.

The proportions are lower reporting progression to highly skilled employment or further study at a higher level. The curriculum at the University Centre includes a large proportion of Early Years students who, while they may successfully gain employment or career progression on completion of their programme, generally fall into the ONS Standard Occupational Classification Major Group 6 under Minor Group 612: Childcare and Related Personal Services. And, while those on creative arts programmes, such as Art and Design, Sound and Music Technology or Performance Arts, may have opportunities to work in Group 3 under Minor Group 341: Artistic, Literary and Media Occupations, work in this area is unpredictable and may be on a funded project basis, potentially resulting in lower-level work being undertaken between projects. Graph 1.8 shows that although there was a dip in HS/HL progression in 2015, the trend for both Q1 and Q5 is upwards, and there is almost no gap between progression for Q1 and Q2 compared with the Q3, Q4 and Q5 group. Furthermore, progression for those in Q1 is currently at its highest during the 3-year period, having risen from 29% in 2014, and 42% in 2015, to 58% in 2016.

Graph 1.7 POLAR4 Quintiles 1, 2, 3 4 & 5 progression to employment or further study

POLAR4

(Graph showing Q1, Q2, Q3, Q4, Q5 lines, 2014–2016, y-axis 0%–100%)
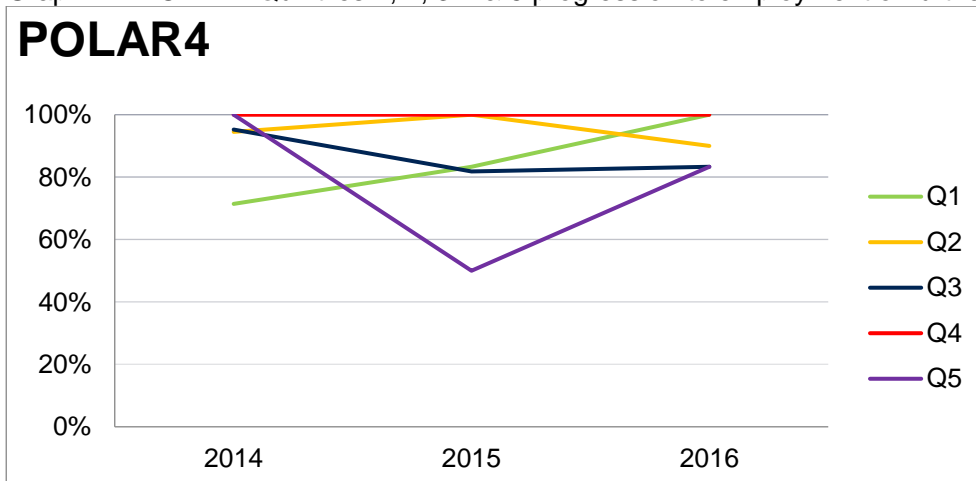
Graph 1.8 UCCC POLAR4 Q1 & Q2 and Q3, Q4 & Q5 progression to highly skilled employment or

further study at a higher level
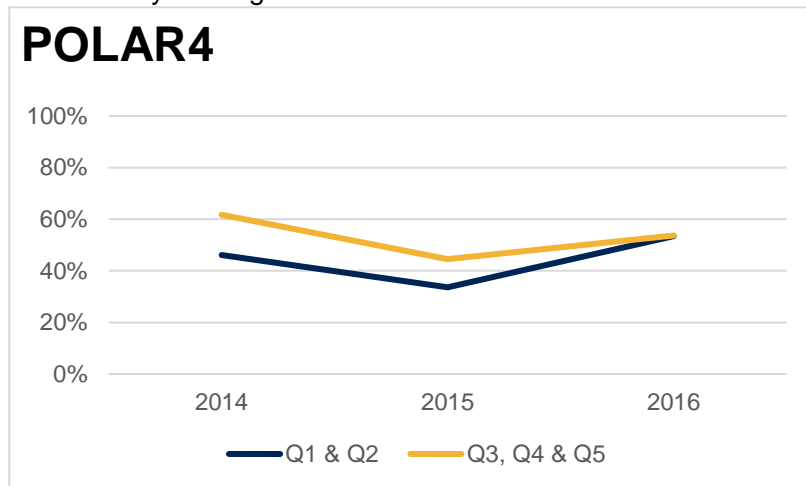
POLAR4

Graph 1.9 All England HEPs POLAR4 Q1 & Q2 compared with Q3, Q4 & Q5 progression to highly skilled employment or further study at a higher level

POLAR4
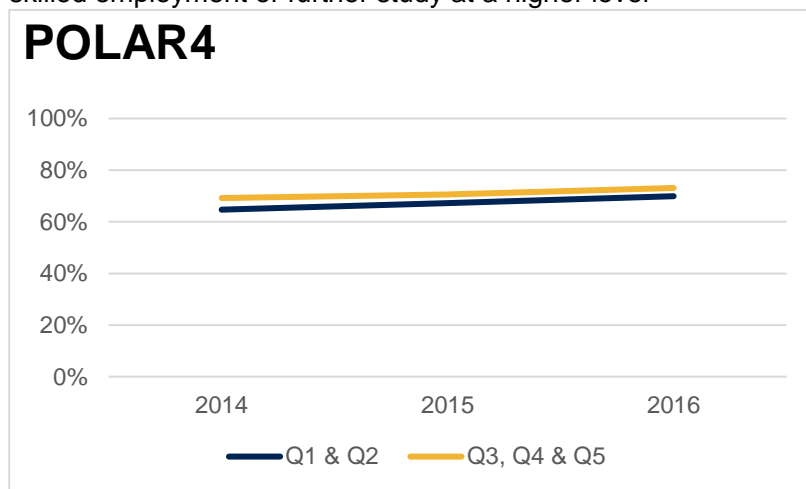
1.2 Black, Asian and minority ethnic (BAME) students

The University Centre recruits from the local area, usually within a 25-mile radius. As there are no halls of residence, all students commute to the Centre to study, so this limits the area from which the students are drawn. The local Calderdale population is made up of 10.3% BAME[3]. This includes a majority of Asians (8.3%) with smaller proportions of Mixed (1.4%), Black (0.4%) and Other (0.2%). The student population at UCCC reflects this local spread very well (see table below), with generally slightly higher proportions of the subgroups, apart from during 2014. This suggests UCCC is an inclusive university centre, with some year-on-year variations that do not depict any real cause for action in the medium term. This will be kept under review.

Access and ethnicity

	2011	2012	2013	2014	2015	2016	2017
White	82.1%	86.4%	88.0%	89.6%	81.1%	83.1%	84.7%
Asian	11.1%	6.5%	6.0%	7.3%	15.5%	12.0%	10.2%
Mixed	4.3%	4.1%	2.6%	3.1%	1.7%	2.7%	2.8%
Black	1.9%	2.4%	1.7%	-	1.3%	1.3%	2.3%
Other	0.6%	0.6%	0.9%	-	0.4%	0.9%	-

[3] https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/calderdale-demographic-information#ethnicity , accessed 11.06.19

The population of BAME students at the University Centre consists mainly of the Asian subgroup with smaller numbers in the other groups. Absolute numbers for the subgroups within 'Other' are very low (<10) which makes statistical analysis in terms of continuation, attainment and progression problematic, and may allow individuals to be identified. Therefore, BAME students are aggregated into one group in the following section.

Success

Continuation
There is no gap between continuation rates for White and BAME students in 2016, however continuation rates for both groups have decreased slightly from 2015 to 77%. This is a significant increase for BAME continuation compared with 2011 (61%), while White continuation rates have remained at consistently around 80% during the same period.

Graph 1.11 Continuation rates for White and BAME students
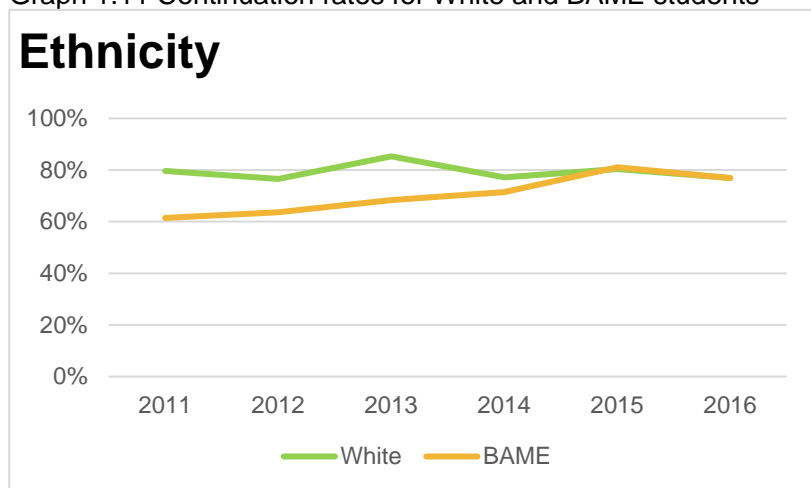
Attainment
From an improved position in 2016 (where BAME attainment actually exceeded White attainment) BAME attainment has dropped back down to around the level it has been during 2012 – 2015. This is considerably lower than the White attainment rate, and shows a consistent gap during the period 2013 – 2017, which needs to be addressed. The gap between White and BAME attainment stands at 21pp in 2017, higher than at any time since 2012.

Graph 1.12 Attainment rates for White and BAME students
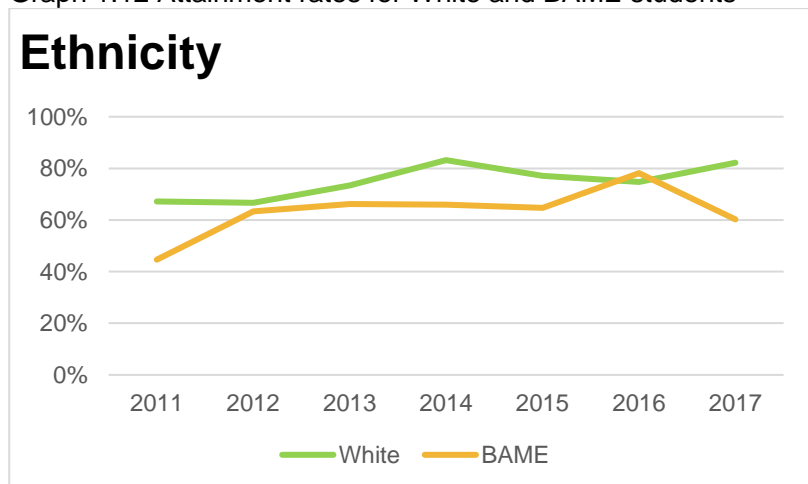
Progression to employment or further study
There are no graphs available to show the progression of White and BAME students to highly skilled employment and further study at a higher level as the BAME data are based on very low numbers from the DLHE survey and cannot be said to be statistically meaningful and may allow individuals to be identified.

1.3 Mature students

As can be seen in Graphs 1.13 and 1.14, mature students account for the majority of UCCC's student population, increasing over the 2011-2017 time period and most noticeably over the last 3 years.

Attracted by UCCC's smaller class sizes, local and highly supportive provision, mature students typically combine academic study with either work, additional (caring) responsibilities and/or reduced income. They are more likely to need to access financial support while studying and more likely to drop out than younger students, citing difficulties with balancing multiple constraints and responsibilities as the key factor in their decision to withdraw or suspend studies[4]. Mature students are also less likely to have followed a traditional school/college to HE study path and to have interrupted education, thus requiring considerable support with re-integration into academic study.

Given this enduring population composition it is essential that UCCC continues to provide financial and study skills support in addition to high quality VLE systems and materials to maximise the opportunity to succeed.

Age group and Access

	2011	2012	2013	2014	2015	2016	2017
U21	38%	40%	43%	47%	27%	29%	26%
21-25	26%	27%	31%	24%	34%	32%	30%
26-30	10%	13%	7%	11%	13%	13%	18%
31-40	16%	14%	13%	16%	19%	20%	17%
41-50	5%	4%	6%	2%	4%	4%	6%
51+	6%	2%	1%	0%	3%	2%	2%

Graph 1.14 Access: Young (U21) and Mature students accessing higher education
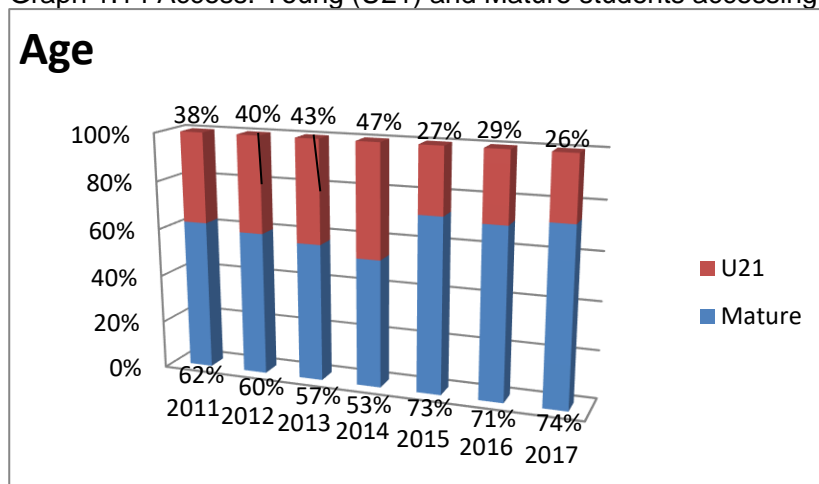
Success

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

Continuation

Mature continuation currently outstrips that of Young, with a small gap between the two. While Young continuation has been consistent at around 80% between 2011 – 2016, Mature continuation has fluctuated more widely during the same period.

Graph 1.15 Young and Mature continuation
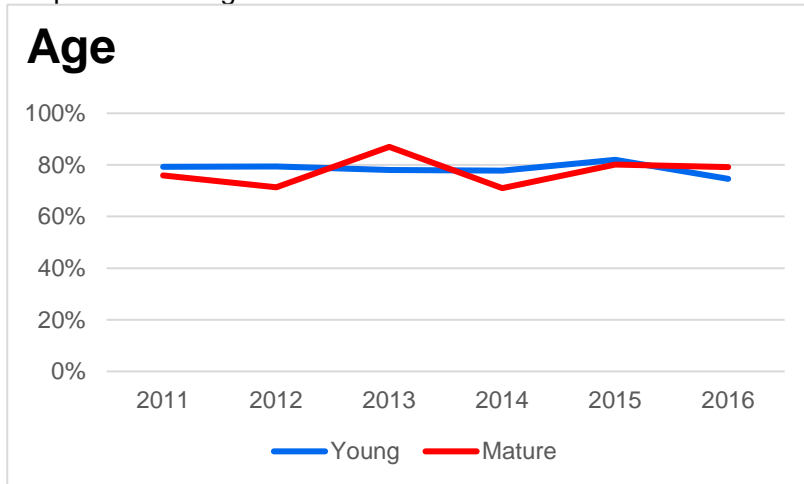
Attainment

There are virtually no gaps in attainment and progression to employment or further study between young (U21) and mature students at the University Centre (see graphs 1.16 and 1.17), and both are on an upward trajectory during 2016 and 2017.

Graph 1.16 Young and Mature attainment
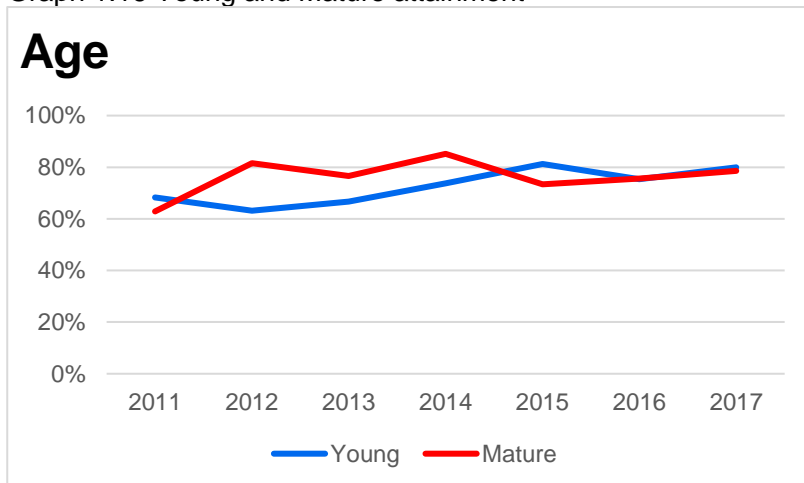
Progression to employment or further study

Graph 1.17 Young and Mature progression to employment or further study

The gap in progression to highly skilled employment or further study between young and mature has 'switched' during the period 2014 – 2016, with a higher proportion of young gr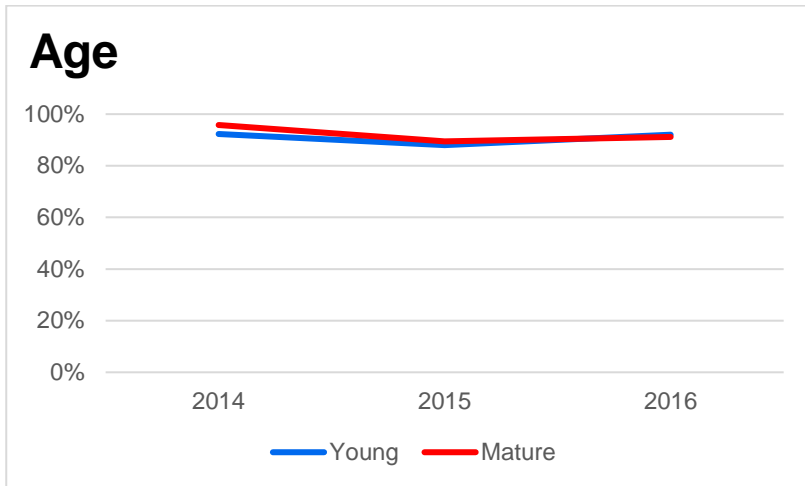aduates progressing than mature in 2016. Both groups have seen a dip and then a resurgence during this time. The context for this lower level of HS/HL progression is linked to the same curricular factors outlined in section 1.

Graph 1.18 Young and Mature progression to highly skilled employment or further study
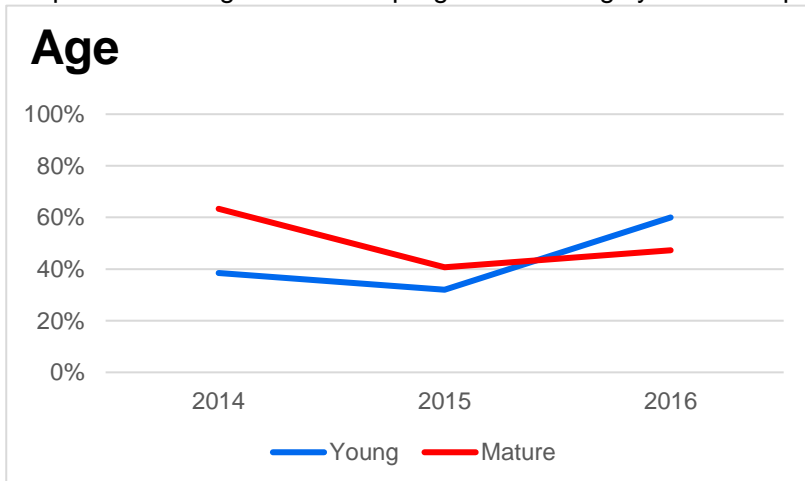
1.4 Students with disabilities

As depicted in Graph 1.19, the percentage of UCCC students identifying as disabled has increased steadily since 2014, standing at almost double the 2011 figure in 2017. Whilst the numbers involved in this subset are relatively small, this increase *might* reflect students' growing confidence in being supported through HE studies at UCCC, although it might also be an indication of a more general acceptance and awareness of the broad spectrum of disabilities. The proportion of students reporting as disabled (20%) is well above the figure for Calderdale in general[5], suggesting that there is no obvious perceived barrier to study at UCCC.

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[5] Calderdale demographic information, available at: https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/calderdale-demographic-information#disability

Graph 1.19 Access and disability

Disability

93% 85% 90% 94% 93% 88% 81%

100%

50%

0%

7% 15% 10% 6% 7% 12% 19%
2011 2012 2013 2014 2015 2016 2017

■ Reported Disability   ■ No Disability
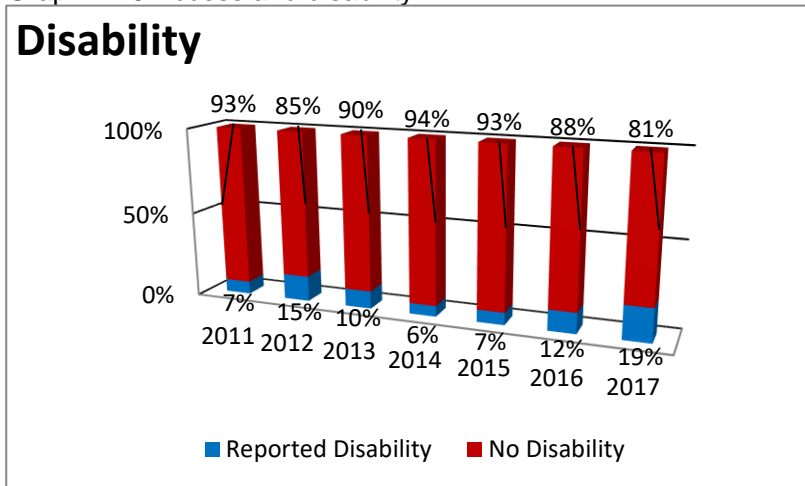
The population of disabled students at the University Centre students consists of small numbers of students in each subgroup (Dyslexic difficulties, health conditions, disabilities, etc.). Absolute numbers for these subgroups are very low (<10) which makes statistical analysis in terms of continuation, attainment and progression problematic and if published risk that individuals being identified. Therefore, disabled students are aggregated into one group in the following section.

Achievement levels for students self-reporting as disabled suggest a levelling out of achievement (Graph 1.21), but an increased retention gap between disabled and non-disabled students since 2013 (see Graph 1.20), largely attributable to a drop in the retention rate for the former. This *might* reflect an increasing propensity for disabled students to withdraw or suspend studies rather than continue if they feel successful performance might be less likely.

Graph 1.20 Continuation and disability

Disability

100%

80%

60%

40%

20%

0%

2011 2012 2013 2014 2015 2016

——Reported Disability   ——No Disability
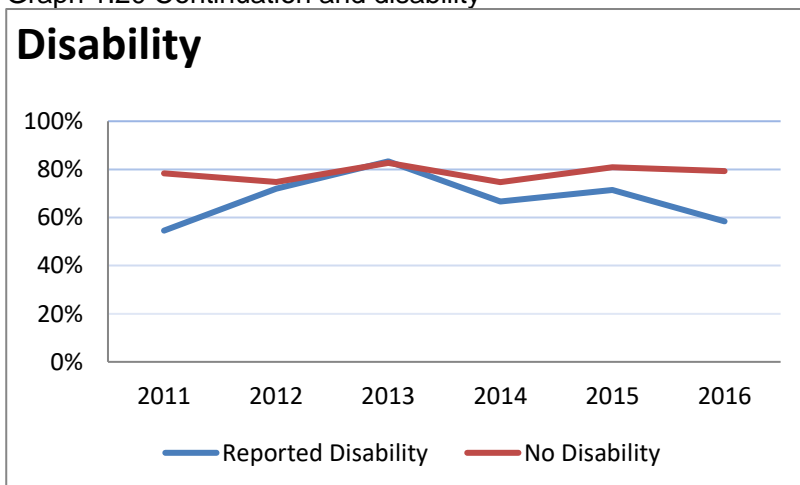
Graph 1.21 Attainment and disability

Disability

Legend: Reported Disability, No Disability
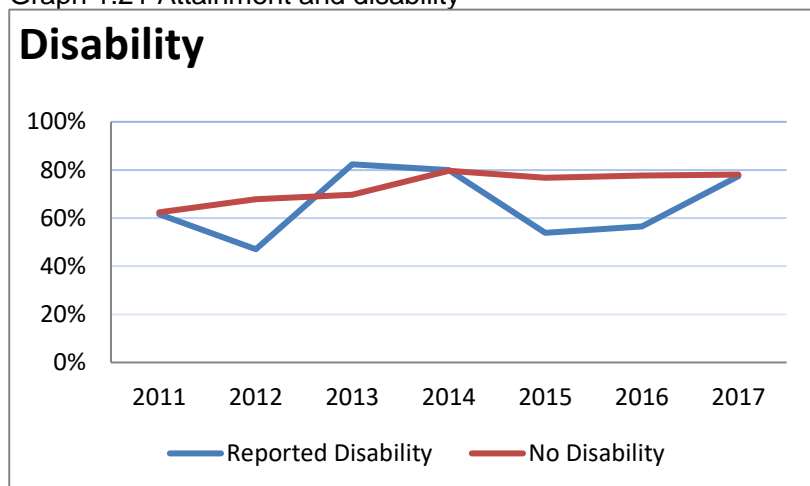
Progression to employment or further study

There are no graphs available to show the differences between Disabled and Non-disabled students' progression to highly skilled employment and further study at a higher level as the Disabled students' data are based on very low numbers from the DLHE survey.

1.5 Care leavers

The College currently has no data on care leavers, their participation, success or progression. However, it is a signatory 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 the enrol on a higher education programme at the various partner institutions. Information currently available suggests that very few care leavers enrol as higher education students at the University Centre.

For details of the work being undertaken to engage with care experienced young people in Calderdale, see section 2.

1.6 Intersections of disadvantage

Intersection between Gender, Age and POLAR4 Quintiles

Young (U21) Males from POLAR4 Q1 & Q2

There has been a steady decline in the percentage and absolute number of Males from POLAR4 Quintiles 1 and 2 accessing higher education at the University Centre since 2014. This has a knock-on effect in terms of the other metrics in this section, meaning that individual male students in this subgroup have a far greater weight per-student and, therefore, a greater impact on the percentages for continuation, achievement and progression.

The percentage of Males in Quintiles 1 & 2 has decreased from 20% in 2013 to 9% in 2017. This decline is in opposition to the percentages of Males in Quintiles 3, 4 & 5, which, after dipping to 13% in 2015, has steadily increased to 20% in 2017.

Graph 1.22 Males in subgroups P4 Q1 & Q2 and P4 Q3, Q4 & Q5 accessing higher education at UCCC
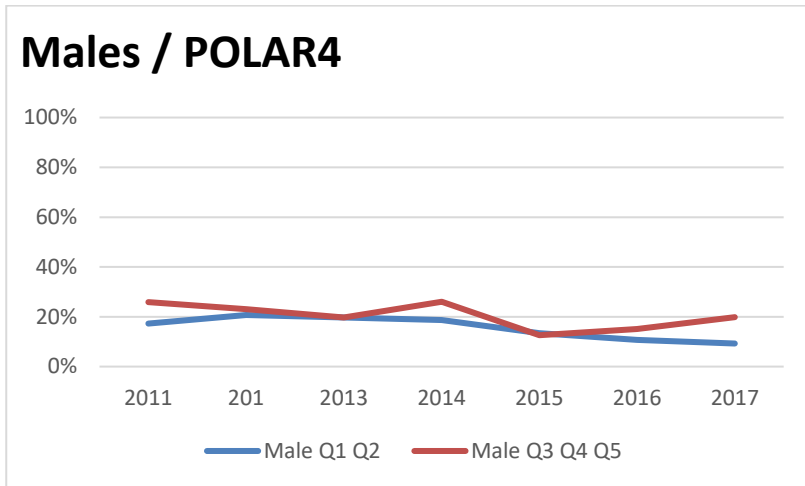
Males / POLAR4

Graph 1.23 Continuation for Males and Females from P4 Q1 & Q2

Gender / POLAR4
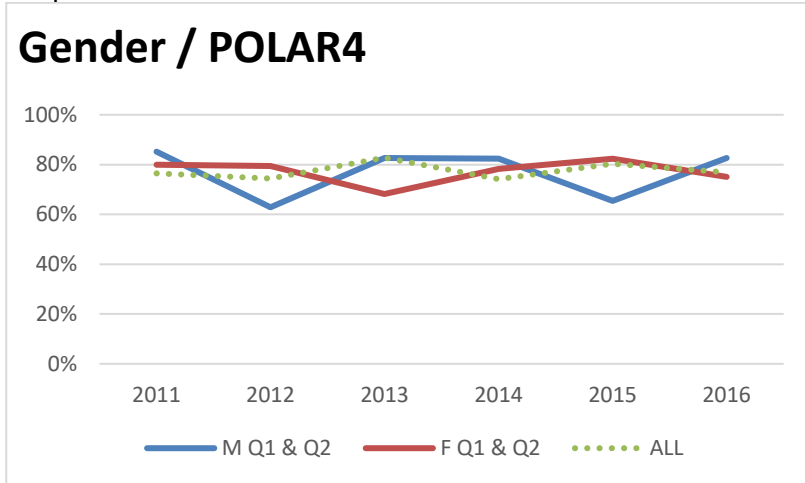
Females from POLAR4 Quintiles 1 and 2 show almost no achievement gap when compared with the 'All' metric and females in the Q3, Q4 & Q5 subgroup. Females in both subgroups have achieved at roughly the same level consistently since 2013. For Males, however, there is an achievement gap between those in the Q1 & Q2 subgroup and the Q3, Q4 & Q5 subgroup, with a decline in achievement rates since 2014, and a substantial achievement gap of 34pp in 2017.

Graph 1.24 Achievement for Males from POLAR4 Q1 & Q2 and POLAR4 Q3, Q4 & Q5

Male / POLAR4
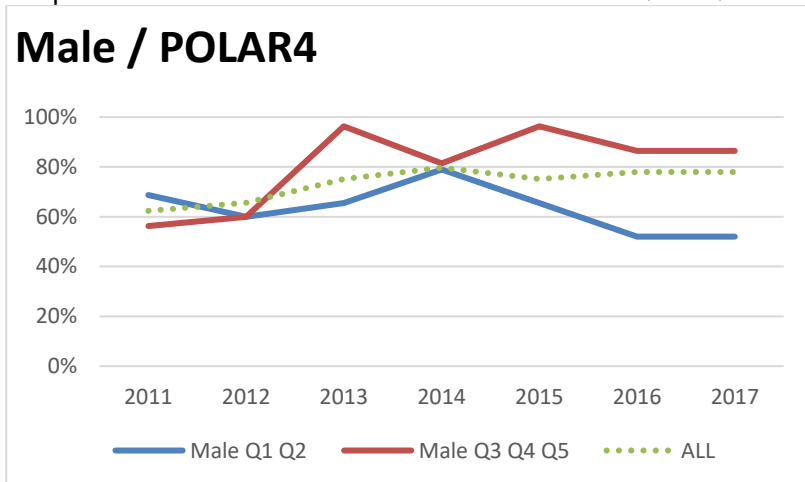
Progression for Males in both subgroups is on the downward trend, with the Q1 and Q2 subgroup out-performing those in the Q3, Q4 and Q5 subgroup. Progression for Females is on an upward trend with

virtually no gaps between the Q1 and Q2 subgroup and the Q3, Q4 and Q5 subgroup. Some curricular factors, such as a predominance of Males on creative arts courses – with the attendant job insecurity – can explain this gap between Males and Females. Further support with Males is required to make positive and informed decisions about progression opportunities. The curriculum for creative arts is being re-validated during 2019/20, which will enable a re-focus on the employability and vocational strand within the curriculum. It is proposed that an integrated Creative Industries degree programme is developed, with strands for specialisms including Music Production, Performing Arts and Interactive Creative Media. Students on the Creative Industries programme will have increased opportunities for collaborative projects which should support their employability on graduation.

Graph 1.25 Progression for Males and Females from POLAR4 Q1 & Q2 and POLAR4 Q3, Q4 & Q5
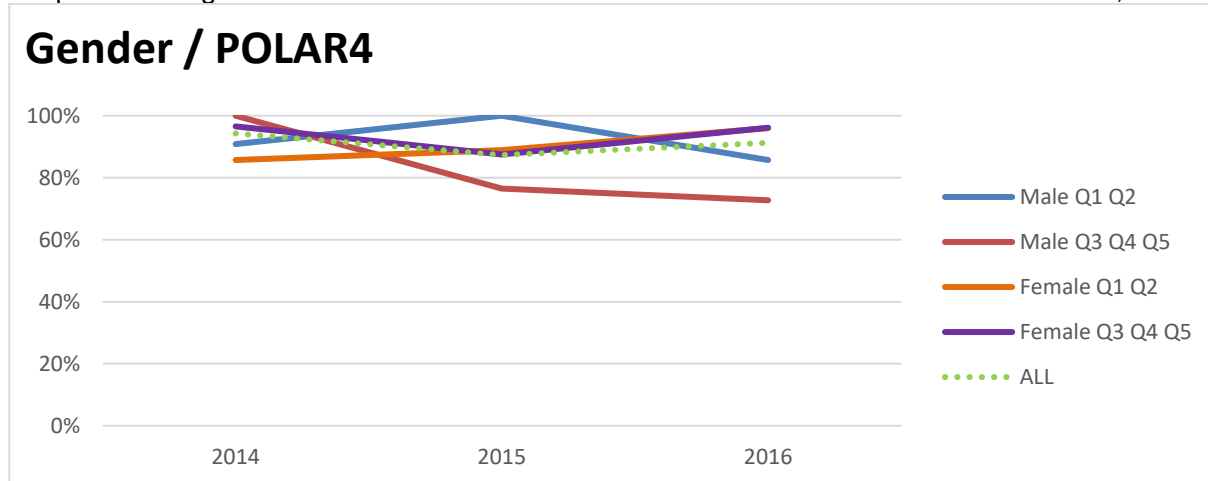
The HS/HL progression of Females in Q1 and Q2 subgroup out-performs all other subgroups, while progression among Males in the Q1 and Q2 subgroup under-performs compared with all other subgroups. All are on an upward trend apart from Males in the Q1 and Q2 subgroup. The curriculum re-design planned (see paragraph above) should support a reversal of this trend, as the employability of those on Creative Arts programmes is enhanced.

Graph 1.26 Progression to highly skilled employment or further study at a higher level (HS/HL) for Males and Females from POLAR4 Q1 & Q2 and POLAR4 Q3, Q4 & Q5
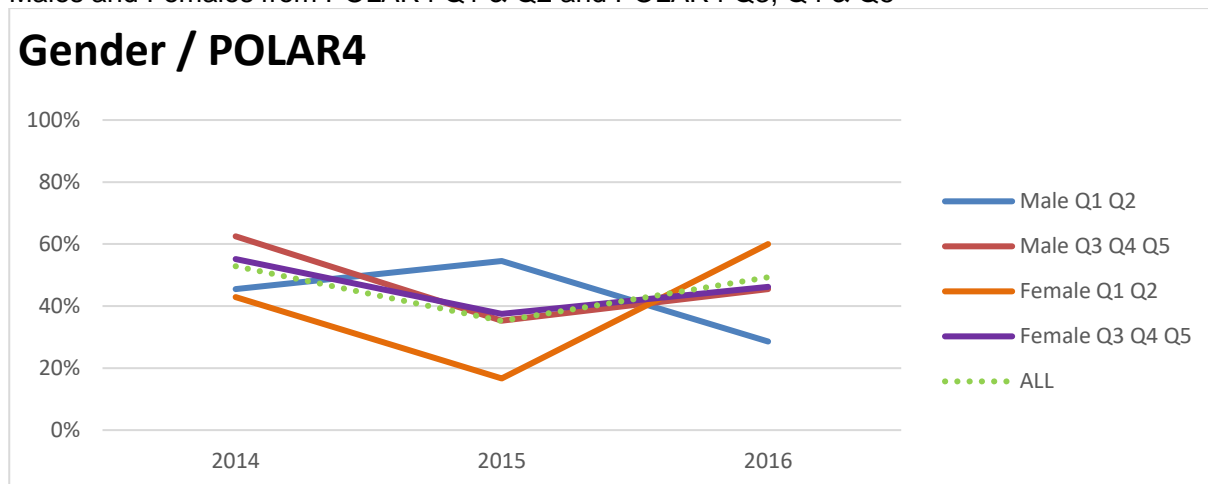
Intersection between Age and POLAR4 Quintiles

The proportions of Young and Mature in the Q1 and Q2 population mirrors the proportion of overall Young and Mature in the general population, with an increasingly large percentage of Mature students in latter years and a much more similar proportion between 2013 and 2014.

Graph 1.27 U21 and Mature students from POLAR4 Q1 and Q2 accessing HE at UCCC
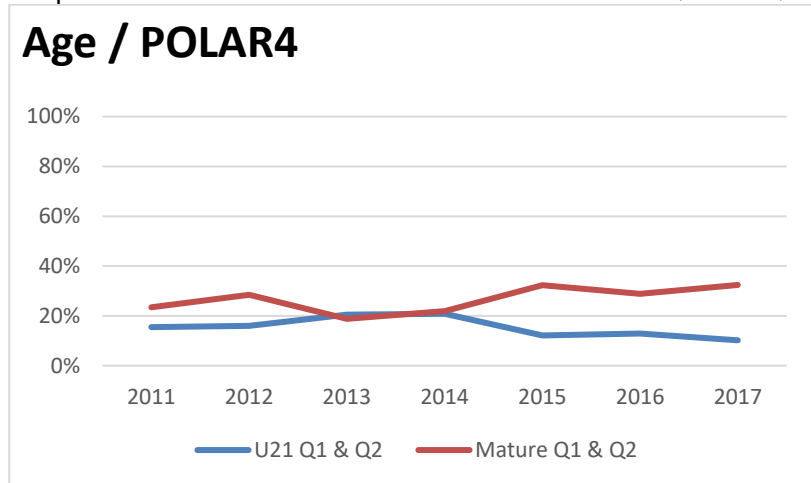
The continuation rate for Mature students from Quintiles 1 & 2 is on an upward trend whereas the continuation rate for all other groups is on a level or downward trend, with Young students from Quintiles 1 & 2 showing the most marked decline in continuation between 2015 – 2016. This fits in with the wider picture surrounding relatively poor outcomes for Young Quintile 1 & 2 students, who have the lowest continuation rate (71%) (see graph 1.28), the lowest achievement rate (59%) (see graph 1.29) and the lowest progression rate to highly skilled or further study at a higher level (50%) (see graph 1.31) of the four subgroups. This group is therefore a target with a strategic measure aimed at improving these outcomes, specifically focussed on raising attainment – which should have a knock-on effect for the other metrics.

Graph 1.28 Continuation for both U21 and Mature students from subgroups POLAR4 Quintiles 1 & 2 and POLAR4 Q3, Q4 & Q5
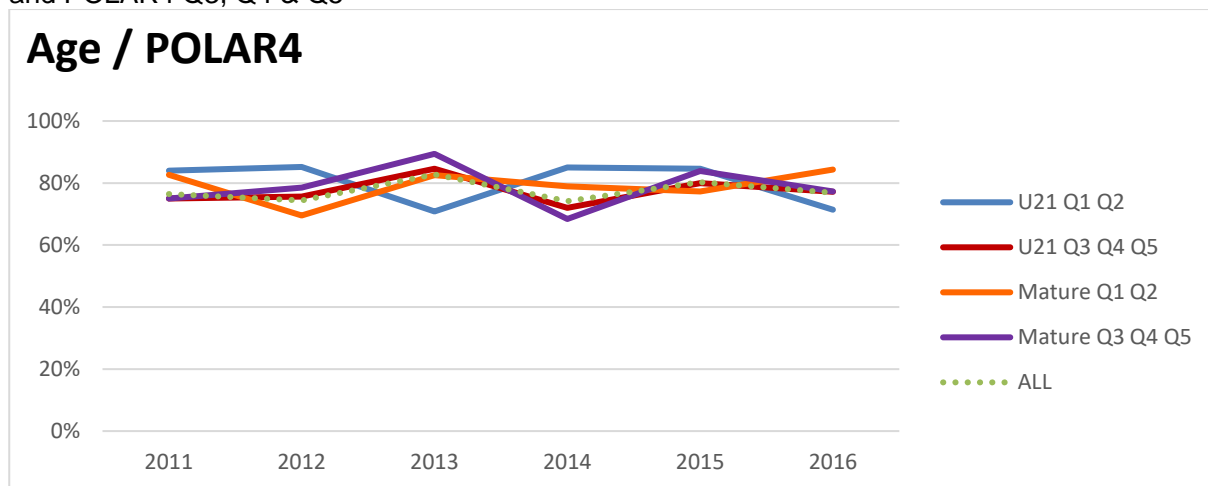
Graph 1.29 Achievement for U21 and Mature students from subgroups POLAR4 Q1 & Q2 and POLAR4 Q3, Q4 & Q5

Age / POLAR4
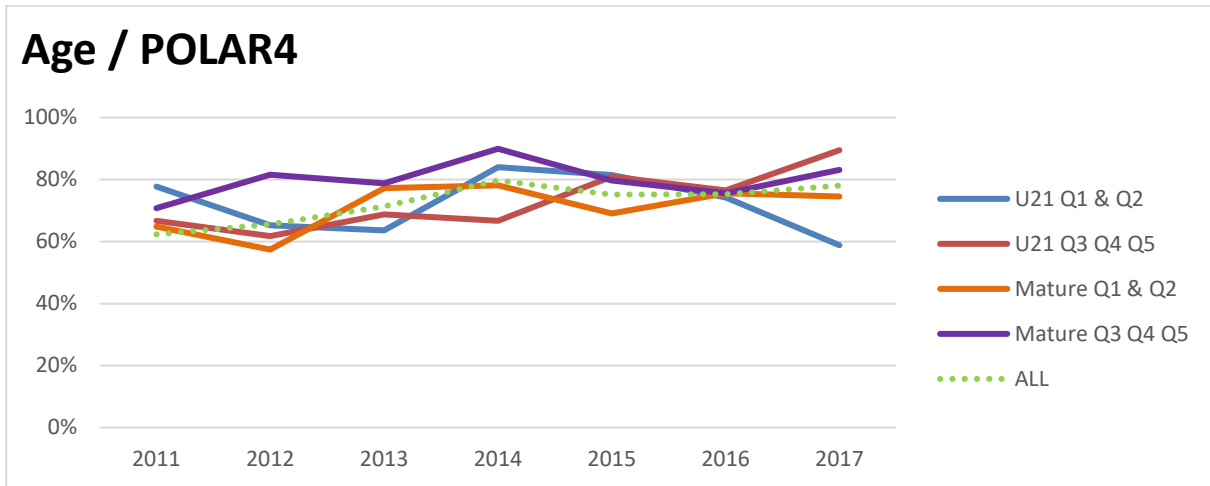
Graph 1.30 Progression to employment or further study for U21 and Mature students from subgroups POLAR4 Q1 & Q2 and POLAR4 Q3, Q4 & Q5

Age / POLAR4
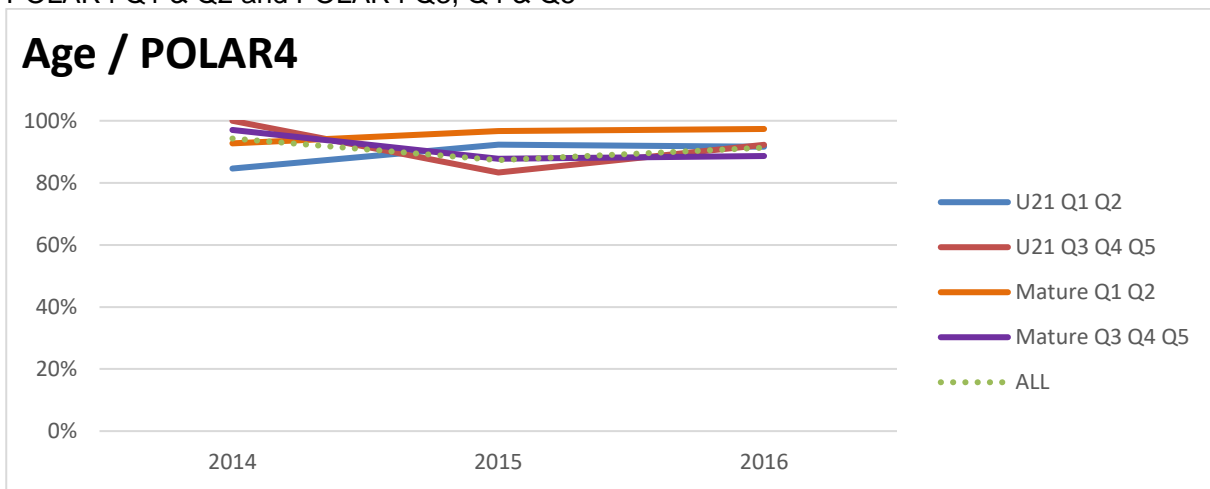
Graph 1.31 Progression to highly skilled employment or further study at a higher level for U21 and Mature students from subgroups POLAR4 Q1 & Q2 and POLAR4 Q3, Q4 & Q5

Age / POLAR4
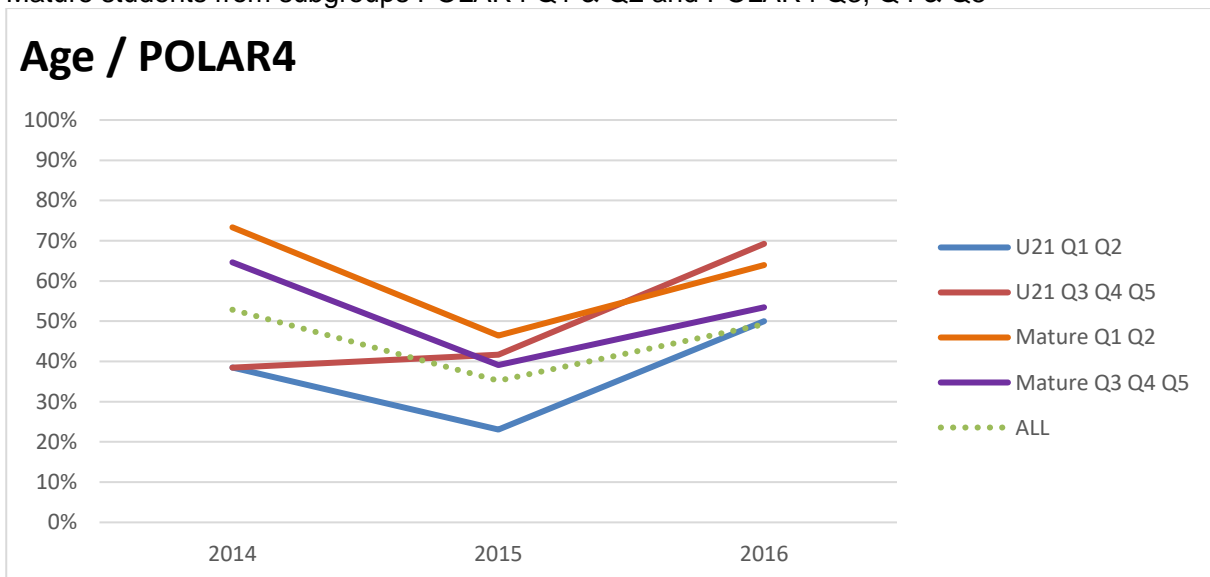
1.7 Other groups who experience barriers in higher education

Estranged students

The College does not currently have data on the number of estranged students accessing higher education at the University Centre, their success or 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 (<5) of estranged students enter higher education at the College.

For the work that the University Centre is undertaking to identify, engage and support estranged students, see section 2.

2. Strategic aims and objectives

University Centre Calderdale College is a small HE provider based in Calderdale College, a FE College in Halifax, West Yorkshire. Calderdale is the 89th most deprived Local Authority District in England[6], 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 England[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.

The strategic aim for the University Centre is for a clearly defined 'Higher Calderdale' strategy and brand, building on strong FE progression and professional recognition. This includes three strands:

1. **Demand Led Higher and Professional Skills Curriculum Offer** – developing the curriculum at level 4 and above across both HE and Professional Skills, aligned with the local and Leeds City Region higher skills agenda and incorporating higher and degree apprenticeships

2. **Employer Engagement** – working with employers and local stakeholders to identify skills gaps; increase brand awareness; and to develop a responsive curriculum, supporting students to gain the skills and attributes needed to successfully gain a foothold on their career pathway

3. **Growth and Income** –promoting internal progression and growing student numbers, while ensuring that current students are retained and are successful on their programmes

2.1 Target groups

Group	Stage
Young (U21) Males from POLAR4 Quintiles 1 and 2	Access
Care experienced young people (aged 16 – 25)	Access
Young (U21) Males from POLAR4 Quintiles 1 and 2	Success: continuation and achievement
Black, Asian and Minority Ethnic (BAME) students	Success: achievement
Disabled students	Success: continuation

2.2 Aims and objectives

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[6] Calderdale Data Works IMD 2015 Infographic https://dataworks.calderdale.gov.uk/dataset/calderdale-imd-2015-results-at-lsoa--neighbourhood-and-ward/resource/2a358ef3-3842-447b-9cec-77454afebd3b
[7] Calderdale Council Joint Strategic Needs Assessment https://www.calderdale.gov.uk/v2/residents/health-and-social-care/joint-strategic-needs-assessment/inequalities/deprivation

Aims	Objectives
Reduce the gap in participation by 10pp by 2024-25 between young males (U21) from low participation neighbourhoods (POLAR4 Quintiles 1 & 2) and their peers	• Use available data to identify local population/s of target group in order to prioritise outreach activity • Engage with the populations of target group to raise aspiration and to promote the opportunities in HE, along with myth-busting, holistic support available (including the Level 4 Bursary Scheme) among the target group to help overcome perceived barriers to HE
To engage with a minimum of 75 care experienced young people (aged 16 – 25) between 2020-21 and 2024-25 about the opportunities available in HE, raising aspirations and aiding informed decision-making	• Create positive relationships with Calderdale and Kirklees Virtual Schools to identify local populations of target group • Run annual outreach events to raise aspiration and to promote the opportunities in HE to the target group • Promote alternative routes into HE, such as Access to HE Diplomas or Pre-Access courses and GCSEs Maths and English
To reduce the continuation gap by 26pp by 2024-25 between young students (U21) from POLAR4 Quintiles 1 & 2 and their peers (U21, POLAR4 Quintiles 3, 4 & 5)	• Improved monitoring and reporting of timeliness of interventions to support students to be successful • Curriculum redesign during 2019-20 in Creative Industries undergraduate programmes to engage students, especially young males, in constructive, motivational and purposeful learning linked to career opportunities in the creative industries
To reduce the attainment gap by 18pp by 2024-25 between White and BAME students	• Improved monitoring and reporting of timeliness of interventions to support students to be successful
To reduce the continuation gap by 17.5pp by 2024-25 between Non-disabled and Disabled students	• Improved monitoring and reporting of timeliness of interventions to support students to be successful • Further utilise digital learning tools to support learner engagement • Work collaboratively with the learning resource centre to maintain up-to-date knowledge of good working practices, to support disabled students • Create CPD resources for staff to build confidence in effective classroom support for students with disabilities or specific learning difficulties • Review the Assessment Policy for HE provision and the class-based support given to students with disabilities and specific learning difficulties to ensure that it enables successful participation
To reduce the continuation gap by 5pp by 2024-25 between students in the lowest participation group (POLAR4 Quintile 1) and the highest participation group (POLAR4	• Improved monitoring and reporting of timeliness of interventions to support students to be successful • Further utilise digital learning tools to support learner engagement

Quintile 5)	

3. Strategic measures

3.1 Whole provider strategic approach

Overview

The University Centre has an annual review process aligned to the College Self-assessment Report (SAR), including a self-assessment of widening participation. This annual review draws on input from the whole Centre, from tutors, academic skills support, learner services, admissions, marketing and students' feedback. The review is compiled by the UC management team and presented to governors.

All policies and procedures are cyclically reviewed by the Policies and Procedures Committee, of which an EDI assessment forms a fundamental part. Each review incorporates an EDI assessment which seeks to find any disadvantage or particular advantage to any of the nine protected characteristics identified in the Equality Act (2010), or any others that may be identified. The College's Single Equality Scheme underpins the institution's mission statement of 'Inspiring Learners to Succeed in Life and Work'. All University Centre policies, procedures and regulations are reviewed regularly (according to their lifecycle) in exactly the same way.

Alignment with other strategies

This APP aligns particularly with several of the College's strategies including:

- Responsiveness Strategy – as the decisions about key priorities and the measures within the APP draw heavily on the pillars for this strategy: intelligence, external stakeholder information, central policy and reform; management information, learner and employer demand
- Learner Engagement Strategy – which sets out the College-wide approach to enabling consultation, involvement, participation and partnerships between the College and its students
- The Higher Skills strategy (see section 2. above)
- Retention Monitoring Strategy – drawing clear lines of accountability for monitoring, reviewing progress and referring students for further support where applicable.

Strategic measures

   A. Support for students

At the Access, Success and Progression stages, students are supported at the University Centre to be successful. In 2018/19 prior to induction, the UC has run 'Reach Higher' taster sessions with applicants, supporting students' entry to HE through exploring academic skills, time management strategies, resilience, confidence and IT skills. The participation and continuation of students on awards is supported in a number of ways:

- Initial advice and guidance – advice and guidance sessions alongside interview and course information sessions to ensure that applicants have the full information and guidance needed to make the right choice of enrolment, can apply for student finance, and know who to ask for further advice and guidance;
- Differentiated learning programmes – learning is individualised, with frequent tutorial opportunities linked to an individual learning plan, which can be used to highlight skills

development needs, individual or personal difficulties, and provides a dashboard with an overview of progress, attendance and targets;

- Learning resource support – the Learning Centre staff provide skills sessions on information literacy, including using the College online learning resources, searching for academic texts, IT skills and referencing skills;
- Progress coach support – individualised support based on the ILP to help a student to overcome personal barriers, to monitor attendance and to support progress against individual targets;
- Academic skills tutor support – each student may access individual tutorials to support their written and academic work, academic skills support is also provided to groups of students to develop skills such as academic writing, time management, presentation skills, referencing and avoiding plagiarism, reflection and critical thinking;
- Financial support – students may access the HE Hardship Fund if they can prove financial hardship, and advice and guidance is available from student services about benefits, council tax and living costs, among other things. The Level 4 Bursary was also introduced in 2018/19 to support students financially, but also to provide a motivation for consistent attendance and progress.

The curriculum and timetables reflect the busy and professional lives of the students it recruits, through mixing day and evening study for those student groups who need flexibility. Students with parental responsibilities are supported not only with timetables, but also with childcare costs.

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 programme[8].

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 grounds to apply for DSA 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.

The Assessment Policy for higher education programmes will be reviewed in 2019-20 to identify how it may be adapted to better meet the needs of students. For example, the approach to deadlines or the marking of work might be adapted for students with a diagnosed Specific Learning Difficulty, such as a dyslexic difficulty. It is important that this review does not result in an Assessment Policy that no longer maintains the rigour and academic standard of the University Centre's awards. However, it is recognised that in some cases, flexibility can be applied to enable the student to have the best possible opportunity to succeed.

B. Collaborative Activity with Go Higher West Yorkshire

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

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, of which Phase 1 is due to end on 31st July 2019.

Two members of staff have been employed at the College from January 2017 as part of Phase 1 of the NCOP Project. Both have undertaken to be the link with the central NCOP team, managed through GHWY. The project has involved outreach work both within the College and the local community, working with young people and key influencers from the target wards. Phase 2 is set to begin on 1st August, 2019, lasting a further two years.

The College has representation on the GHWY Board, the Go Higher Skills Group (GHSG) 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, Networks for National Collaborative Outreach (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).

C. Care Experienced Young People

In 2018, as part of the NCOP project, an event was run for young people in care and their carers in Calderdale, to engage with them about the possibilities that higher education presents to them. The event was organised in conjunction with the Virtual School to reach as many looked after young people as possible. The event drew on the ideas of the NCOP project: it aimed to 'influence the influencers', reaching the carers as much as it did the young people – as they are in the best position to support the young people to make informed choices about their future in education. It included some taster activities led by the tutors from the University Centre to bring alive the subjects in a fun way, and it also include some key messages about the support that is available to care experienced young people when they transition into higher education. This event is being planned again for January, 2020, and the relationship with the Council and the Virtual School is healthy, with the possible result of bringing more care experienced young people into higher education in the coming years.

D. Financial Support

Considering the demographic breakdown of the HE student population – the majority of whom are mature, with a high proportion of POLAR4 Q1 and Q2 – financial support seems a reasonable strategy to mitigate some of the challenges these students may face. Since all students fall under the broad heading of 'commuter students' (there are no halls of residence at the University Centre), the evidence suggests they are more likely to:

- be working part-time
- have family or carer responsibilities
- be the first generation in their family to attend higher education
- be from a lower socio-economic group
- have a low income
- be mature, and
- have a BAME background[9]

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[9] HEPI (2018) *Homeward Bound: Defining, understanding and aiding 'commuter students'* https://www.hepi.ac.uk/wp-content/uploads/2018/12/HEPI-Homeward-Bound-Defining-understanding-and-aiding-%E2%80%98commuter-students%E2%80%99-Report-11429_11_18Web.pdf

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 students to participate fully in their programmes. Since the NSP concluded, the College has not had a financial support scheme or its HE students until it introduced the Bursary scheme in 2018/19.

Level 4 Bursary Scheme

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.

- A £500 payment will be given in three instalments to all students enrolling on a level 4 programme in 2020/21 during their first year of study. One instalment of £150 will be given in December, a second instalment of £150 in March, and the third of £200 in July.
- 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.
- 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	December	£150
2 – End of Semester 1	90% Attendance and all Semester 1 assessment deadlines met*	March	£150
3 – End of Semester 2	90% Attendance and all Semester 2 assessment deadlines met*	July	£200

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

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

The HE Hardship Fund is designed 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.

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.

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:

- Funding the cost/s associated with an application for Disabled Students Allowances (DSA);
- 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;
- In the form of a cash loan or grant, where a student can prove financial hardship.

E. Employability

The University Centre's curriculum offer is based on supporting its students to progress into work or further study. Its degree courses are offered with a foundation degree and a top-up, in order to promote employability throughout. Each foundation degree includes a minimum of 25% work-related learning to support the individual to think through skills and professional development and career choices as they progress through the course. Each subject area has strong links with industry – their tutors are professionals with current experience of the work place. Students will engage with visiting practitioners or speakers demonstrating skills or speaking about current practice, they will go on trips and visits to understand the professional work environment, and they will be supported on an individual basis to make good informed choices about the professional direction they wish to take after graduation.

3.2 Student consultation

Students are consulted throughout the academic year through engagement activities including Student Forum meetings, questionnaires and other feedback mechanisms, and representation on the Academic Board. Student representatives consulted as part of the development of this Plan include young and mature, BAME and those from underrepresented groups. The majority of measures already in place to support student success have been implemented or shaped as a direct result of student feedback. When asked for feedback on the increase in tuition fees, the majority of students did not express a deep level of dissatisfaction because the overwhelming majority use a SFE Loan to pay their fees. The majority saw that the increased fee income would result in a net benefit, rather than it being detrimental. Students annually feed back that the Academic Skills support is highly valued, and the HE Hardship Fund is invaluable to those students who need to access it, as it supports those in most financial need at key points during the academic year. The data underpinning the assessment of performance was shared with the Academic Board prior to completing the first draft, with feedback from members, including the student representative. During 2019-20, in order to share the content more fully with a range of students, the Plan will be shared with a representative focus group of students during semester 1, to discuss the data in the assessment of performance and to share the rationale for the decision-making and strategic measures that are to be implemented in 2020-21.

The Level 4 Bursary Scheme has not yet completed its first cycle, so it remains to be seen how effective it has been in supporting student attendance and success during 2018/19. Preliminary feedback from Level 4 students indicates that it has been valuable to motivating and supporting their progress throughout the year, as well as alleviating some of the financial pressures that study brings. However, the creation of a larger third instalment for 2020-21 has been implemented as a result of feedback that the 'reward' for meeting the instalment 3 targets needed to reflect better the time and energy put into achieving them.

3.3 Evaluation strategy

Strategic context

The data analysis undertaken in preparation for this APP highlights the need for further reporting of data in particular subgroups, especially care experienced young people, care leavers and estranged students. The gathering and reporting of this data will help to highlight any gaps or inequalities that will inform future iterations of this Plan, to support access, success and progression among the subgroups.

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, encapsulated into an action plan, 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.

Progress against strategic aims is appraised within the annual evaluation process (the Self Evaluation Document) which is validated by the Board of Governors. The Open University-validated provision undergoes an Annual Monitoring Review which reflecting 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. The University Centre action plan reflects the findings of the various annual review processes in its objectives and targets, with milestones reviewed in periodic meetings.

Review and evaluation of the measures and associated targets outlined in this agreement will be undertaken by the University Centre management team and reported via the Academic Board to the Quality and Curriculum Standards Committee of the Board of Governors.

Programme design

The Level 4 Bursary Scheme's main aim is to alleviate the financial pressures on students at key points during the year (Christmas, Spring and Summer) in order that they can avoid worrying about their finances and devote their energies to engaging with their academic work. Because the Bursary instalments are contingent upon meeting the attendance target (90%) and completing all coursework on-time, it is expected that there will be additional beneficial outcomes in terms of students' engagement with their course and coursework, potentially leading to higher classifications in year 2 of their foundation degree. The Level 4 Bursary scheme will be evaluated in 2021/22 using the survey tool and an accompanying focus group with students. Full-time students, studying at Level 4 during 2020/21 will be included to gain a picture of their perception of the effectiveness of the Bursary in supporting their access and success. Outcomes of the evaluation will inform any adjustments that need to be made to the scheme to make it more effective for 2021/22. The annual surveys will provide contextual and baseline data which will help with the future evaluation of the Level 4 Bursary Scheme.

Engagement with care experience young people will be initially evaluated on the basis of its effectiveness in changing the mindset among the target group. By gaining a picture of participants' knowledge, attitude and feelings about progression to HE before and after the engagement activity, a measure of effectiveness can be calculated. Although not part of this measure, the numbers of successful applicants on HE programmes will also be examined, to see if the activity is having an impact on access to HE by those in the target group.

Evaluation of activity to support success among young males in POLAR4 Q1 & Q2, BAME and Disabled students will use the metrics associated with success: continuation and achievement rates. By looking at these rates annually, the effectiveness of the activity can be assessed.

Monitoring and Evaluation

The University Centre is developing a systematic approach to the evaluation of its widening participation activity. As a 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, such as a university. The evaluation measures outlined will enable the associated activities to be effectively assessed as contributing positively towards meeting the objectives. 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 the Go Higher West Yorkshire partnership will also be explored.

This monitoring will include student representatives, who will periodically have the opportunity to review the data relating to the assessment of performance and will contribute to the monitoring of progress against the targets in the Plan.

3.4 Monitoring progress against delivery of the plan

The objectives and targets outlined in the APP will be included in the University Centre Quality Improvement Plan (QIP), for which the UC is accountable for reporting on at periodic Quality Monitoring Meetings at four key points throughout the academic year. Updates on progress against targets will be monitored by the Quality team.

Further monitoring of academic standards and quality for the University Centre is overseen by the Academic Board which will receive updates at each quarterly board meeting. The Academic Board, in turn, reports to the governors' quarterly Curriculum, Quality and Standards Committee. These bodies will receive updates on progress against the objectives and targets set out in the APP, as well as an annual Self Evaluation Document (SED) from the University Centre to enable governors to be assured that quality and standards are being maintained.

Should the monitoring against the action plan show that performance is worsening then this would need to be carefully examined. It would need to be clear whether performance had been affected by the strategic measures not being effective, or by a fundamental difficulty in implementing the strategic measures properly, or by other factors, for example, a skewing of the data where particularly low numbers are present, or external factors, such as local or regional trends in participation among particular demographic groups. After this examination, a revision to the APP may be required, for example, a fundamental change to the strategic measure or change of measure, or a change to the way that a strategic measure is being implemented.

4. Provision of information to students

The measures outlined in this Plan will be publicised on the College website and the VLE along with details of tuition fees for 2020-21 to ensure that all students, prospective or existing, will have the information they need about fees charged and to understand what HFI spending the University Centre is committing in response to the key priorities identified in the data.

To all applicants, information, advice and guidance is available from Learner Services and the Admissions Team, alongside sessions run by programme leaders, to support positive and informed decision making before accepting a place on a programme. During the admissions process, applicants are offered opportunities to attend information events and advice and guidance is given at every stage, including specific information about tuition fees and funding, what the University Centre offers in terms of support (and specific support where the student has disclosed a disability and/or specific learning difficulty), plus information about their course and the teaching, learning and assessment.

Student representatives will be involved in the monitoring of progress, performance and the evaluation of effectiveness of the measures in the Plan. Therefore the Plan will be shared with all students, while the group of representatives will have the opportunity to discuss and examine the data and undertake evaluation in more detail.

OfS' National Key Performance Measures

a. Eliminate the gap in participation at higher-tariff providers between the most and least represented groups (Participation of Local Areas (POLAR4) quintiles 5 and 1 respectively) by 2038-39.
i. For 18- and 19-year-olds, the OfS target is to reduce the gap in participation between the most and least represented groups from a ratio of 5:1 to a ratio of 3:1 by 2024-25.
Not applicable as UCCC is not a high-tariff provider.
b. Reducing the gap in non-continuation between the most and least represented groups (POLAR4 quintiles 5 and 1 respectively).
i. To eliminate the unexplained gap in non-continuation between most and least represented groups by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.
Continuation rates for most and least represented groups

POLAR4 Q1 v Q5
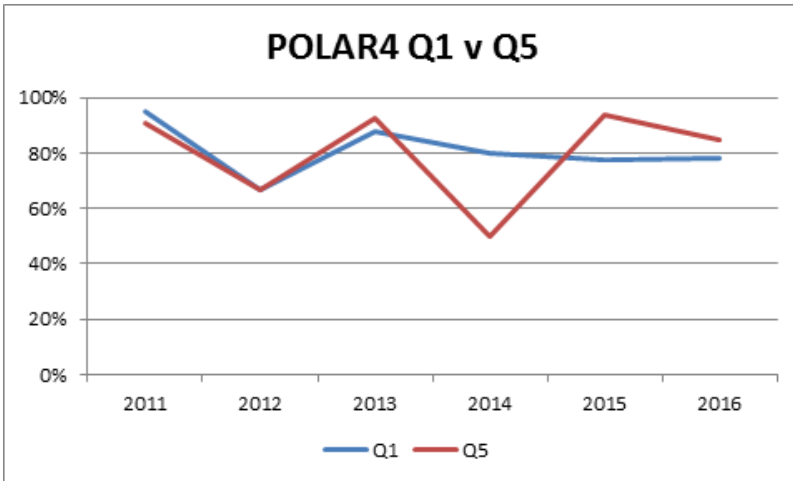
The continuation rate for students from POLAR4 Quintile 1 is stable at around 80% between 2014 – 2016, whereas continuation for students from POLAR4 Quintile 5 is less consistent – ranging from 50% in 2014 to 94% in 2015 and 85%in 2016. This needs to be monitored, as it is unclear whether this gap is demonstrative of an underlying issue, or the result of shifting numbers of students in the Q5 subgroup causing skewing of the continuation rate.

This ties in with our assessment of performance, Success, for low participation groups. It is likely that our continuation rates for both Q1 and Q5 will be very similar. Absolute gap is needed.

Gaps between continuation rates for Q5 and Q1 students

	2011	2012	2013	2014	2015	2016
Quintile 1	95%	67%	88%	80%	78%	78%
Quintile 5	91%	67%	92%	50%[1]	94%	85%
Gap	-4pp	0pp	5pp	-30pp	16pp	6pp

All English HEPs Q5 v Q1 Continuation Gap
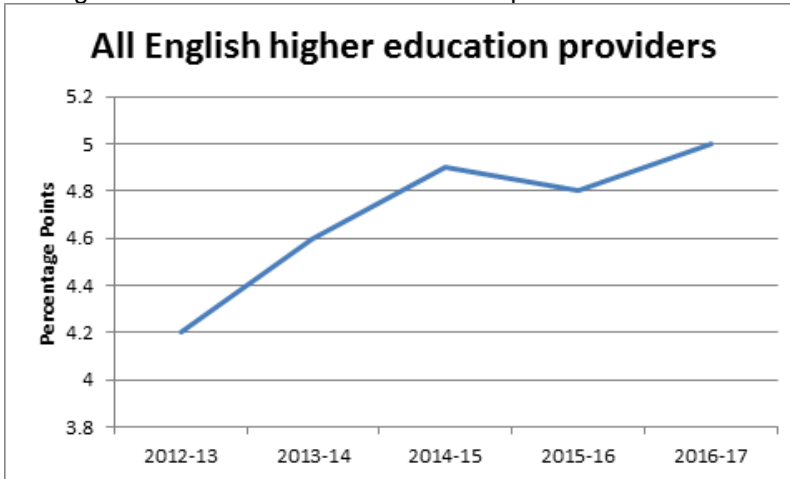
c. Reducing the gap in degree outcomes (1sts or 2:1s) between white students and black students.

i. To eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.

In order to support this KPI, a UCCC target is to reduce the attainment gap between BAME and white students during the period 2020/21 - 2024/25.

d. Reducing the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students.

i. To eliminate the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students by 2024-25.

According to our analysis, there is a gap between the continuation rates of disabled and non-disabled students and our target is therefore to reduce this gap during the period 2020/21 - 2024/25.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)

2. Investment summary (tables 4a and 4b in the targets and investment plan)

3. Fee summary (table 4a and 4b in the fee information document)

Access and participation plan
Fee information 2020-21

Provider name: Calderdale College

Provider UKPRN: 10001093

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

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	*	*

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		£6,143
Foundation degree		£5,370
Foundation year/Year 0	*	*
HNC/HND		£3,990
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: Calderdale College

Provider UKPRN: 10001093

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 (£)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£2,500.00	£2,500.00	£2,500.00	£2,500.00	£2,500.00
Access (adults and the community)	£2,500.00	£2,500.00	£2,500.00	£2,500.00	£2,500.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£43,000.00	£44,000.00	£45,000.00	£46,000.00	£47,000.00
Research and evaluation (£)	£500.00	£500.00	£500.00	£500.00	£500.00

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)	£271,269.00	£277,194.00	£283,119.00	£289,044.00	£294,969.00
Access investment	1.5%	1.8%	1.8%	1.7%	1.7%
Financial support	15.9%	15.9%	15.9%	15.9%	15.9%
Research and evaluation	0.2%	0.2%	0.2%	0.2%	0.2%
Total investment (as %HFI)	17.5%	17.9%	17.8%	17.8%	17.8%

Targets and investment plan
2020-21 to 2024-25

Provider name: Calderdale College

Provider UKPRN: 10001093

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)
Reduce the gap in participation between young males from low participation neighbourhoods and their peers	PTA_1	Multiple	Participation gap between young males (U21) from deprived or low participation neighbourhoods (POLAR4 Quintiles 1 & 2) and young males from POLAR4 Quintiles 3, 4 and 5	No	The access and participation dataset	2017-18	11pp	9pp	7pp	5pp	3pp	1pp	
	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)
Reduce the gap in attainment between young students from low participation neighbourhoods and their peers	PTS_1	Multiple	The difference in attainment rate for young students from low participation neighbourhoods (POLAR4 Quntiles 1 & 2) and their peers (U21, POLAR4 Quintiles 3, 4 & 5).	No	The access and participation dataset	2017-18	31pp	25pp	20pp	15pp	10pp	5pp	
Reduce the attainment gap for BAME students and white students	PTS_2	Ethnicity	Difference in attainment rate between BAME and white students	No	The access and participation dataset	2017-18	22pp	18pp	14pp	11pp	8pp	4pp	
Reduce the continuation gap for disabled students and non-disabled students	PTS_3	Disabled	Continuation gap for disabled students and non-disabled students	No	The access and participation dataset	2016-17	21pp	17.5pp	14pp	10.5pp	7pp	3.5pp	
Reduce the continuation gap between POLAR4 Quintile 1 students and POLAR4 Quintile 5 students	PTS_4	Low Participation Neighbourhood (LPN)	Continuation gap between POLAR4 Quintile 1 students and POLAR4 Quintile 5 students	No	The access and participation dataset	2016-17	6pp	5pp	4pp	3pp	2pp	1pp	
	PTS_5												
	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)
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												