

2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

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

The overall ambition and strategy outlined in the 2019-20 Access and Participation Plan for University Centre Calderdale College included several key areas that were identified as a result of the assessment of performance conducted at the time. There were low numbers of enrolments from students identifying as disabled, however, achievement and retention were both high for this sub-group. The focus for access was on increasing numbers of disabled students enrolling on UCCC courses identifying, as well as increasing the numbers of internal Level 3 students who progressed from Calderdale College courses, a proportion of whom are from Low Participation Neighbourhoods (LPN). The assessment of performance also identified issues with success rates among some sub-groups. Targets were included to raise retention among students from BAME backgrounds, and among mature students in the age groups 25-34, 35-44 and 55+. Targets were also included to raise pass rates for students identifying as disabled and young students (aged 19-20).

Alongside these specific targets, more general targets were set, including analysis of data to support better decision-making around future key areas for access, participation and success; a review of engagement with school and school-age young people to examine how the College could raise attainment; collaborative work to engage young learners from LPN; and collaborative work to support young people in care to make good decisions about entering higher education.

2. Self-assessment of targets

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

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

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

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase the number of disabled students enrolling on HE programmes	2015-16	10	12	14	Headcount	2019-20	37	Expected progress
T16a_02 (Access)	Increase the number of internal Level 3 students progressing to HE programmes	2015-16	24	30	35	Headcount	2019-20	39	Expected progress
T16a_03 (Student success)	Raise retention among BME students	2015-16	68%	72%	76%	Percentage	2018-19	84.6	Expected progress
T16a_04 (Student success)	Raise retention for age group 25-34	2015-16	77%	80%	82%	Percentage	2018-19	89.5	Expected progress
T16a_05 (Student success)	Raise retention for age group 35-44	2015-16	70%	80%	82%	Percentage	2018-19	94.4	Expected progress
T16a_06 (Student success)	Raise retention for age group 55+	2015-16	70%	80%	82%	Percentage	2018-19	100	Expected progress
T16a_07 (Student success)	Bring up the pass-rate for disabled students	2015-16	75%	77%	80%	Percentage	2018-19	97	Expected progress
T16a_08 (Student success)	Bring up the pass-rate for age group 19-20	2015-16	83%	85%	88%	Percentage	2018-19	87	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Progression)	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	2016-17	n/a	Strategy produced with target/s	Target/s evaluated and revised	N/A (see description / commentary)	2018-19		Expected progress
T16b_02 (Access)	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.	2016-17	n/a	Strategy produced with a target or targets	Target/s evaluated and revised	N/A (see description / commentary)	2019-20		Expected progress
T16b_03 (Access)	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.	2015-16	47	47	80	Headcount	2019-20	123	Expected progress
T16b_04 (Multiple)	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.	2015-16	115	119	122	Headcount	2019-20	146	Expected progress
T16b_05 (Multiple)	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	2015-16	83	87	89	Percentage	2019-20	94	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£10,500.00	£10,500.00	0%
Financial Support	£48,500.00	£35,900.00	-26%

4. Action plan

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

No data was returned for this section in Calderdale College's monitoring return submission.

5. Confirmation

Calderdale College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Calderdale College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	John Rees
Position	Principal and CEO

Annex A: Commentary on progress against targets

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

No data was returned for this section in Calderdale College's monitoring return submission.

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16b_01	Annual evaluation processes now include analysis of destination data to identify inequalities and issues relating to progression
T16b_02	Review has been carried out in relation to engagement with schools and school-age young people. The University Centre will continue with current outreach and engagement work to support achievement and positive destinations for local young people.
T16b_03	
T16b_04	
T16b_05	