

**Provider Number:** 10000721

## **2020-21 Access and Participation Plan**

### **1. Assessment of performance**

1. As a Specialist land based Further Education College, Bishop Burton has a long and successful record of widening participation, it is particularly successful at attracting underrepresented groups such as mature students, local disadvantaged students and those with disabilities, with high proportions of access and participation from those groups as per table 1. As such a large proportion of students are from underrepresented groups, they are not minorities within the student body and therefore many strategies are aimed at all students even where underrepresented groups will gain most benefit.

2. Part-time data is not reportable within much of the OfS dataset due to an error causing inclusion with the full-time data, therefore for the purpose of this plan all students have been considered.

**Table 1 Entry data for underrepresented groups as % of total full time student entries.**

	2013-14	2014-15	2015-16	2016-17	2017-18
POLAR4 Q 1 and 2	40%	42%	42%	47%	46%*
Mature	29%	29%	34%	31%	42%*
Disability (all)	21%	25%	16%	18%	28%*
Disability (mental)	n/a	n/a	n/a	n/a	8%*
Disability (Physical)	3%	6%	n/a	6%	8%*
Learning difficulty	11%	10%	10%	2%	12%*
BAME	1%	2%	1%	1%	1%
Indices of Multiple deprivation (IMD) Q1 and 2	31%	29%	37%	35%	38%*
Care Leavers	n/a	n/a	n/a	n/a	n/a
Household income# Under £25k	n/a	n/a	n/a	32%	24%
Household income# £25-45k	n/a	n/a	n/a	12%	11%

**(Source: OfS dataset, # student loans data \* denotes higher than sector average)**

3. The combination of strategies including local NCOP activity within both Yorkshire and the Humber Region and Lincolnshire plus the college's own schools liaison work have been enablers to providing information and guidance to underrepresented groups.

4. The college focuses on active and inclusive teaching and learning practices. During 2019/20 the college will revisit its strategic planning, as part of this process we intend reviewing our delivery strategy, to see if we can maximize benefits for students. Many projects that will underpin this activity are already underway, such as the review of data collection, management and measurement of impact. The college has made further investment into this area of the college, to improve institutional data collection. Long term this will enable improved targeted interventions, as we will have sufficient nuanced data to make informed management decisions. It is our intent to look for organisational improvements, including building on existing good practice but also reinforcing new approaches and raising awareness of key APP targets and narrowing any gaps.

### **1.1 Higher education participation, household income, or socioeconomic status**

#### **Access**

5. The access of students from low participation areas remains high. POLAR4 Quintile 1(Q1) remains proportionate with the population of 18 year olds, the proportion of students from POLAR4 Q2 is 5% above the population, which is the highest proportion within the college further education student body. The proportion from Q1 has showed a steady increase of 6% across the five year trend.

6. Bishop Burton has a very even split across the POLAR4 quintiles, with the 2017-18 ratio of Q1:Q5 at 3:2 and the highest proportion of students in POLAR4 Q2 at 25% of the student body. There are no areas of statistical significance within the OfS access and participation dataset for 2017-18.

7. Indices of multiple deprivation (IMD) show an increase in students for Quintiles 1 and 2 over the data period with Q1 increasing from 14% to 17% and Q2 increasing from 17 to 21%, evidencing wide range of students from disadvantaged backgrounds. IMD and POLAR4 factors exceed the sector average for access.

8. A large proportion of students come from households with income under £25k, the data evidences the accessibility of our programmes to these groups, however, with the exception of monitoring continuation rates for the groups that access the college financial support we have not monitored these groups throughout the student lifecycle to identify any trends in success and attainment. Likewise the destination of leavers data does not split students in terms of household income, therefore progression is also unknown for these groups. Continuing to assist with financial support options is still identified as a positive support mechanism. Very few students identify early withdrawal to be as a result of financial difficulty unless student finance has not been available to them through student finance at the start of their programme.

#### **Success**

#### **Non-continuation**

9. As the college has performed well at attracting a diverse body of students, supporting students on programme to improve continuation data will be a key priority. There has been an improvement in the gap (see table 2) between IMD Q1 and 2 in comparison with Q5 from 4 to 1 which is better than the sector average. However, there has been an increase in the gap between POLAR4 Q1 and 2 in comparison with Q5 from -6 to 11, which is higher than the sector average. Internal analysis had focused on

comparison of Q1-2 with 3-5 (shown in brackets in the table) and this indicated that the gap had been closed.

**Table 2 Continuation gaps for POLAR4 and IMD (Source: OfS dataset)**

	2012-13 %	2013-14 %	2014-15 %	2015-16 %	2016-17 %
Gap between POLAR 4 Q1 and 2 and Q5	<b>-6 (-11)</b>	<b>-1 (-3)</b>	<b>-2 (12)</b>	<b>11 (10)</b>	<b>11 (-7)</b>
Gap between IMD Q1 and 2 and Q5	<b>4 (8)</b>	<b>13 (8)</b>	<b>17 (5)</b>	<b>3 (-4)</b>	<b>1 (0)</b>

### Attainment

10. There was no attainment data for POLAR4 in the OfS dataset. Internal data for degree classifications (table 3a) for the last three years shows a reduced gap between POLAR4 Q1 and 2 and Q5 students from 14% to -2%. A range of access and success strategies implemented over the last 3 academic years appear to now evidence positive impact in the data though this will be more evident after 2018-19 data is available and remains an area of focus.

**Table 3a Degree classification data (1<sup>st</sup>:2:1) as a % of those completing the award ( Source: internal data)**

	2015-16 %	2016-17 %	2017-18 %
Gap between POLAR4 Q1 and 2 and Q5	14	6	-2

11. Focusing on and improving level 4 to 5 continuation should positively impact on future improvements to overall attainment data. Further work is needed to support higher-grade achievement.

12. There was insufficient data for IMD Q1 to compare across the 5 years, therefore combined data of Q1-2 and Q5 have been used (table 3b). This evidences a positive performance in 2017-18. However, the dataset for 2017-18 does indicate an 11% gap between IMD Q1 and IMD Q5.

**Table 3b Degree classification data (1<sup>st</sup>:2:1) as a % of those completing the award (Source: OfS dataset)**

% achieving 1 <sup>st</sup> or 2:1	2012-13	2013-14	2015-16 %	2016-17 %	2017-18 %
Gap between those from IMD Q1-2 and Q5	10	19	16	41	-5

13. There is significant variability year on year and monitoring gaps for IMD students will be an area of focus for 2019-20 with the improvements to data reporting resources supporting this as part of wider organisational change strategy.

### Progression

14. The OfS dataset does not identify any statistically significant progression gaps. Due to small numbers there is no data available for every year for POLAR4 Quintile 5 therefore comparisons have been made between Quintiles 1 and 2 and 3-5 (see table 4). The data shows inconsistency over time, though 2016-17 data shows no gap in progression, which is better than the sector average.

**Table 4 Progression Rates for POLAR4 Q1 and 2 compared with Q3-Q5 (OfS dataset) \* better than sector average**

	2012-13	2013-14	2014-15	2015-16	2016-17
Gap between Q1 and 2 and Q3-5	-21	-9	10	24	0*

15. Progression comparisons for IMD quintiles (table 5) shows that there is still a gap of 5 between students from most disadvantaged areas to those from the least disadvantaged (quintile 5). Whilst this is better than the sector average there is still a gap to close.

**Table 5: Progression gaps for IMD Q1 and 2 compared with Q5 (Source:OfS Dataset) \* better than sector average**

	2012-13	2013-14	2014-15	2015-16	2016-17
Gap between Q1-2 and Q5	-10	5	-10	5	5*

16. Employment data has a longer lead-time to evidence the impact of recent strategies aimed at improving on programme opportunities, which enhance the experience and CV's of students. There will continue to be a long time lag from strategy to student outcome measure, which will become longer with the new student outcomes survey, so the effectiveness of strategies aimed at improving employability prospects and at closing gaps are difficult to evaluate in the year of delivery. There has been a growth in the focus on improving student employment destinations both with activities occurring as part of the curriculum and the development of summer undergraduate placements with employers. This has also been an area which students have contributed that they would like additional support for.

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

### Access

17. BAME numbers are representative of local ethnicity demographics, for the two college campuses with 98% of students at the college being white (White British and other white).

**Table 6 Source: 2011 Census data (ONS) with % of full time students from those areas (% of HE students)**

	East Riding of Yorkshire (41%)	Lincolnshire (19%)	North Yorkshire (11%)	North East Lincs (2%)
White British and other white	98%	97.59 %	97.3%	97.4%
Asian	0.8 %	1.03 %	1.28%	1.3 %
Black	0.16%	0.36 %	0.34%	0.2%
Mixed	0.68%	0.87 %	0.84%	0.8 %

18. 96.2% of the local East Riding population are from a white British background (ONS 2011) with a further 1.87 % identifying as other white, within Lincolnshire 97.6% identify as white and neighbouring North Yorkshire 97.3% and North East Lincolnshire 97.4% respectively white.

19. As BAME student numbers are low there is be no statistical significance in any year as actual numbers are less than 10. TEF Year 4 data also confirms this as non-reportable data for the purposes of analysis.

20. Recruitment has remained consistent with the local demographic. There are no programmes at the college with number caps and all applications are considered on the basis of meeting entry criteria which is low in comparison to the sector therefore contextual offers would not be appropriate as an access offer. Due to the local ethnicity there is no particular area which could be greater focussed as there are not schools to target with demographics differing the local population. However, we do not wish to present a deficit model. To increase the proportion of BAME students will be difficult, as recruitment patterns for the college are mainly local and there is a very small BAME population to draw on but we will give full consideration to how we might positively target this group for national recruitment.

21. Over the next three years we will see an improvement in the collection and use of institutional data, that long term will enable us to ensure widening participation activities can be effectively targeted and assessed for impact. Initially, we will increase our annual spend in a targeted way via bursaries to look to attract and improve BAME student numbers. We will work with the current BAME student population to see if they can help us assess other ways to increase the attractiveness of the college to this group of students.

22. The college recognises that national research (OfS report Feb 2019) shows this group are less likely to enter higher education and achieve successful outcomes and the importance of disaggregating data if this is possible. The college marketing materials also show a range of ethnicities as a positive promotion of the inclusivity of the programmes available.

23. The college has already raised awareness at the Landex (Land Based Colleges Aspiring to Excellence) group in May where discussion took place regarding Access and Participation Plans. The committee was supportive regarding development of a mechanism to gather data on key underrepresented characteristics including BAME.

### **Continuation**

24. TEF year 4 data indicates better continuation rates for BAME students than for white students though low numbers do not provide statistical significance. There are no data within the OfS dataset and internal data would prove unreportable due to low numbers therefore no further disaggregation would be relevant. The small numbers of students in this category does allow bespoke one to one support to be provided by tutors and this supports the commitment to understand the needs of BAME students including the differing needs for different ethnicities. Even though the number is statistically non-reportable, we will track these students individually, so we can be sure there is no difference, once attending college, in continuation and attainment.

### **Attainment**

25. There are no reportable data for attainment as the students only make up 1% of the student population, any analysis within this report would potentially make individuals identifiable which is therefore not appropriate and is of no statistical significance. Likewise due to actual student numbers any gaps in attainment are skewed and therefore not reportable or statistically relevant. The college recognises that national data indicates there is less likelihood of BAME students achieving a first or upper second class degree (HESA 2015-16). Course managers ensure that all students' individual circumstances are action planned where there is an identified barrier to success.

### **Progression to employment or further study**

26. There are no reportable data for progression within the OfS dataset as the students only make up 1% of the student population. Any analysis would potentially make individuals identifiable and has no statistical significance. Likewise due to actual student numbers any gaps in attainment are skewed and therefore not reportable or material. The college recognises that national data indicates that employment and further study rates are lower for BAME students, particularly Black Africans (HEFCE 2016) and schemes aimed at supporting and developing employability will be particularly targeted at these individuals. As with the tracking of individual students for continuation and attainment, progression will also be monitored at an individual level.

## 1.3 Mature students

### Access

27. There has been a steady increase in the number of mature students at the college with 42% of new college students in 2017-18 over 21 years old, which is significantly higher than the national sector average.

### Success

#### Non-continuation

28. Mature students are performing better than young students in continuation (see table 7) . There are no statistically significant continuation gaps for any of the data in relation to student age, though there have been fluctuations in the past. This is significantly better than the sector average which shows a 7.4% gap.

**Table 7 Continuation rates of students based on age (Source: OfS dataset )**

	2012-13 %	2013-14 %	2014-15 %	2015-16 %	2016-17
Gap between Young and mature student continuation	7	-5	5	-2	-5

### Attainment

29. Within the APP data set, mature students show as 4% more likely (2017-18) than their younger counterparts to achieve a 1<sup>st</sup> or 2:1 therefore there is no gap to close for underrepresented groups. This has switched from mature student performing less well in 2014-15 and 2015-16 to performing better in both 2016-17 and 2017-18. This is significantly better than the sector gap of 10%

### Progression to employment or further study

30. The OfS data set shows some inconsistencies with gaps in performance (see table 8) though 2016-17 shows in favour of mature student outcomes at a better rate than the sector average. TEF year 4 data evidences a 1.7% gap between young people in employment or further study in comparison with mature students, however this gap switches in favour of mature students when examining highly skilled employment as they are 0.4% more likely to be in highly skilled employment or further study. The gap is not significant and due to the size of the cohort the numbers gap could close because of only 1 different student outcome, therefore existing strategies are seen as appropriate for both young and mature students.

**Table 8 Progression rate gaps of students based on age (Source: OfS dataset )**

	2012-13 %	2013-14 %	2014-15 %	2015-16 %	2016-17
Gap between young and Mature student progression	-3	4	-15	6	-5

## 1.4 Disabled students

### Access

31. Students with a disclosed disability have increased from 21% to 28% over the OfS dataset period. The college had not previously captured in year diagnosis or disclosure for mental health or learning disability and during 2018-19 there has been a working group, which has revisited practices to ensure that this information can be captured in-year. There has also been an increase in mental

health disclosure at enrolment since 2016-17, 2018-19 end of year data should therefore be more representative of the student body. Access data is still significantly higher than the sector average for students with a disclosed disability.

### Success

#### Non-continuation

32. The gap in continuation rates (see table 9) has improved for students with a disclosed disability by 8% over the five year period and is now in line with the sector average. Once reporting robustly covers granular splits this should enable better identification of whether specific disabilities require a greater focus.

**Table 9 Gap in Continuation for Students with a disability compared with those without a disclosed disability (Source: OfS dataset )**

	2012-13 %	2013-14 %	2014-15 %	2015-16 %	2016-17
Gap in continuation	9	5	-4	-3	1

#### Attainment

33. In common with the sector, the college still shows a gap in attainment between students with a disability and those without in achieving a 1<sup>st</sup> or 2:1 (see table 10). There has been significant improvement in this across the 5 year period with the gap now almost closed and a positive outcomes in 2016-17. Further work on the granular splits in disability data are required in order that no particular groups are masked by the positive overall improvements, this is being developed from 2018-19 onwards with updated internal reporting systems.

**Table 10 attainment rate gaps based on disability status (Source: OfS dataset supplemented )**

% achieving 1 <sup>st</sup> or 2:1	2012-13	2013-14	2015-16 %	2016-17 %	2017-18 %
Gap between those with and without a disclosed disability	17.5	19.6	5.2	-12	2.1

#### Progression to employment or further study

34. There are no areas of statistical significance within the OfS APP dataset, though granular breakdown is not available. Progression rates have improved over the five year period with only a 1% gap (see table 11). This is marginally lower than the sector average of 1.8% gap.

**Table 11 Gap in Progression rates for Students with a disability compared with those without a disclosed disability (Source: OfS dataset )**

% achieving 1 <sup>st</sup> or 2:1	2012-13 %	2013-14 %	2014-15 %	2015-16 %	2016-17
Gap between those with and without a disclosed disability	n/a	10	6	12	1

35. Disability is captured at the enrolment stage of the student lifecycle; through the in-year identification/disclosure of mental health issues or learning difficulties impacting on data returns in the past will also impact on progression datasets from TEF and other data dashboards. Systems are now in place for ensuring this is captured in-year but it is acknowledged that historic data may not

present an appropriate level of accuracy and therefore the data relates to relatively small student numbers.

## **1.5 Care leavers**

### **Access**

36. Care leaver information was not captured at entry prior to 2018-19 so there are no historical data for comparison and only access data for 2018-19 with 3% of the student body identifying as care leavers. This group will be used to inform future strategies and bespoke support. The college has onsite accommodation, available for all three years of programme, which can support students from these backgrounds. Progress in closing any gaps cannot be commented on currently. The college recognises that national data indicates that these groups are at best 30% less likely to access higher education (National Network for the Education of Care Leavers 2017) with DfE (2017-18) data indicating 36% less likely. This group are more likely to require additional support across all aspects of support such as accommodation, finance and all aspects of pre-entry information and the college support teams are able to support these aspects. The college will explore working more closely with local authorities and personal advisers to support this group during 2019-20.

37. As with BAME students, care leavers will be tracked individually for continuation, attainment and progression once they are on programme. Whilst small numbers may still make this unreportable to ensure identification of individuals is not possible, it will be used internally and to inform future strategies.

### **Success Non-continuation**

38. There are no previous non-continuation data for this subset of students, now that data are captured at enrolment this will be analysed as part of the widening participation reporting in future. Though is likely to be small numbers, so unreportable in any published information, the college will utilise the information to develop the support offered to this group. The small number of students in this category allows for bespoke one to one support from tutors and, as stands 100% of those commencing study in 2018-19 are still on programme (internal data). Progress has been positive in 2018-19 but it is too soon to comment after one year of data.

### **Attainment**

39. There are no data for attainment due to initial data capture only occurring in 2018-19, therefore no attainment for these students has yet been achieved. The college is mindful that nationally it is recognised that care leavers may require additional personal and emotional support whilst on programme and has an infrastructure available to meet this need. Course managers ensure that all students individual circumstances are action planned where it is identified there is a potential barrier to success.

### **Progression to employment or further study**

40. Destination of leavers of Higher Education data does not offer a care leaver split, nor does previously published TEF data sets, therefore this information is not currently available. The college will explore how we can track these student groups, though as small numbers it would be unlikely that data was reportable for a small college. National research indicates that lower aspirations may

be held by this group and that careers advice is essential as part of the support available. Internally the data will be reportable for any graduates completing foundation degrees in 2019-20 or BSc in 2020-21.

## **1.6 Intersections of disadvantage**

41. The college reporting systems are set up for Further Education returns and reporting and so do not examine the granular data or multi-dimensional splits now required. With the smaller student numbers within a college intersections may only identify non-reportable data. The college is investing in infrastructure to support more effective analysis of intersections. It is expected that reporting of underrepresentation factors will be available at a more granular level by the end of 2019-20 academic year and that this will also be available at subject level to support evaluation of strategies. Analysis on intersections of disadvantage is also expected to be available by the end of 2019-20.

## **1.7 Other groups who experience barriers in higher education**

42. The college identifies that students who progress from Vocational BTEC courses are less well equipped for the expectations of HE study.

43. In conjunction to a range of research on transitions into HE and the performance of BTEC students in comparison with A level students such as HEFCE(2018) 'Differences in student outcomes: The effect of student characteristics' supports that work needs to be done in this area, though the report only presented university, not college data. The college has more recently focused on strategies aimed at transition and support within the first year of study. Whilst these strategies benefit all students progressing from college provision, as the majority of students fall within at least one of the widening participation groups, this is proving to be a valid strategy. In response to student feedback on the barriers to progressing in higher education, the college now offers a number of level 4 qualifications to offer flexibility for mature student's with work and/or caring commitments and others who cannot commit to a longer period either due to instability within personal situations or because they see the advantage of higher level study but do not want a traditional three year programme.

44. 53% of students (TEF provider level data 2018) have low or non-tariff entry. Whilst this supports widening participation it also provides structural factors for higher likelihood of non-continuation, lower attainment and progression outcomes. This also supports the focus of activity for on programme support and careers and employability development.

45. The location of both of the college campuses means serving rural and coastal communities, which have additional barriers to access in the form of transport services both to providers and to work experience opportunities. The college currently offers subsidised transport across a wide range of routes in the east riding or Yorkshire, Humberside and Lincolnshire to provide access for rural students and financial support for access to work experience is aimed at underrepresented groups.

## 2. Strategic aims and objectives

### 2.1 Target groups

46. Section 1 of this report confirms the success of existing access strategies and the diversity of the student body from a range of underrepresented groups. The college will continue the current approach to build on the success in access and participation from those areas. This will be through both collaborative and independent college activity prior to access and participation.

47. For care leavers and BAME student groups, whose numbers are not reportable, the aim will be in understanding their experience and any barriers that may exist to access, success and progression, in order to establish a more bespoke model of support if required. This will be completed throughout the academic year in the form of focussed tutorials with their course managers to ensure that early identification of support needs is identified and responded to in a timely way. Feedback will occur into the equality and diversity committee to provide a college wide approach. Early identification of care leavers will be integrated into open events and enrolment and induction, this approach has been successful in achieving early disclosure of disabilities. The production of clear guidance on how care leavers will be supported will also be developed and incorporated into recruitment and on programme materials during the 2019-20 academic year.

48. The college is not oversubscribed, therefore all admissions are dealt with inclusively, the college does not have a contextual admissions approach and with entry criteria relatively low compared to the wider sector, this would not be appropriate. However, the college will offer bespoke scholarships targeted at care leavers and BAME students to positively encourage applications from these groups, in addition to a commitment to develop and deliver targets for these groups in the future.

49. The college is committed to delivering equality of opportunity and outcomes for all and this is reflected in the equality and diversity strategy in addition to the ambition and aims of this plan. The college's focus is on eradicating the gap in continuation for students from under-represented groups and improving student progression. Specifically continuation rates of those from POLAR4 quintiles 1 and 2, IMD quintiles 1 and 2 and those with disclosed disabilities, with the aim of eradicating any gaps within the period of this plan. Reducing progression rate gaps will be focussed on students from IMD quintiles 1 and 2 and students with disabilities. There will be a greater focus on granular splits for disability to better target support for the groups who most require it.

50. The college will also increase work on supporting transition from FE to HE and better capture student entry data in order to follow progress of students from different entry points to support access and improve success on programme.

## 2.2 Aims and objectives

Table 12 Key aims

Aim	Measurable objective
1. Increase the percentage of BAME students recruited	From 1% to 2.5% by 2024-25
2. Reduce and eradicate the continuation rate gap between POLAR4 Quintiles 1 and 2 and those in Quintiles 5	From 11% in 2016-17 to 0% in 2024-25
3. Reduce and eradicate the continuation rate gap between IMD Quintiles 1 and 2 and those in Quintiles 5	From 1% in 2016-17 to 0% by end of 2020-21
4. Reduce and eradicate the continuation rate gap for students with a disability compared to those without a disclosed disability	From 1% in 2016-17 to 0% by end of 2021-22
5. Reduce the gap in the % of students progressing to highly skilled graduate destinations or further study at a higher level between those without a disability compared to those with a disability	From 1% gap in 2016-17 to 0% by the end of 2021-22
6. Reduce the gap in the % of students progressing to highly skilled graduate destinations or further study at a higher level between those from IMD quintiles 1 and 2 and IMD quintile 5	From 5% gap in 2016-17 to 0% in 2024-25
7. Reduce and eradicate the attainment gap for students with a disability compared to those without a disclosed disability	From 2% gap in 2017-18 to 0% in 2021-22
8. Reduce and eradicate the gap in student attainment between students from IMD Q1 and IMD Q5	From 11% gap in 2017-18 to 0% in 2024-25
9. Maintain performance in all other areas not targeted.	No gaps in access, continuation, attainment or progression in non-targeted groups.

### 3. Strategic Measures

#### 3.1 Whole provider strategic approach

##### Overview

51. Bishop Burton College's strategic vision and values are focused on promoting access for all staff, students and service users to an environment that is inclusive. We actively seek to create and maintain conditions whereby staff and students are treated solely on their own merits, abilities and potential regardless of ethnic or national origin, disability, pregnancy/maternity, sex, age, gender reassignment, religion or belief, sexual orientation, marriage or civil partnership, social class and background or any other distinction. There is an overlap between some of the protected characteristics and the underrepresented groups which this plan supports.

52. The college strategic aim 2 specifically identifies, 'pursuing a range of strategies, which encourage under-represented groups to participate and achieve in higher and further education' and 'determining study support requirements pre-entry wherever possible' .

53. This corresponds with the colleges overarching goal of eradicating any gaps in the access, participation and outcomes of students with a range of characteristics by 2024-25, whilst maintaining performance in areas which are currently achieving parity. Strategic measures are underpinned by evidence of gaps from the OfS data set and from widening participation publications both previously released by OFFA and more recently the OfS, particularly for BAME and Care Leavers. This is supplemented by local, regional knowledge and sharing of practice at regional FE in HE events.

54. We are taking positive action, implementing strategic, cultural change regarding the management and monitoring of the college access and participation plan. This is part of our review of the management of higher education at the college. The cultural change instigated, is deeper than data management, we have restructured, invested in the physical and staffing resource during 2018-19, while re-examining the interface of the senior leadership group and governance with higher education at the college. Cultural, meaningful change takes time and this is a journey that the college is currently undertaking, with a significant focus occurring in 2019-20 for this long-term objective. This deep dive regarding institutional intent and content of higher education, should result in reviewed pedagogy, a renewed involvement of students at all levels of interaction and integration of equality concepts in curriculum design, where necessary. The results of this activity will result in the production of a time-bound plan for all aspects.

55. This plan identifies the areas of focus to eradicate gaps and much of this work both strategically and through operational programmes will commence in 2019-20 as the college is committed to improvements and does not intend to wait for either the period of the plan or for the full strategic change before focussing on those underrepresented groups most in need of support.

56. Significant challenges are the low local BAME demographic and Care leavers who may not be easily identifiable to target. This will need further exploration and there is a commitment to establishing working groups of both staff and students to gain a better understanding of local and individual issues for these students, in addition to drawing from national research. The college has initiated the development of approaches to underrepresented groups such as BAME within the LANDEX group to focus this agenda within the land based specialist sector.

57. Initial activities as informed by the current OfS dataset are outlined below at a micro level however, the achievement of our overarching goal will be through evaluation based management providing on- going continuous improvement activities. This is never a static goal as context changes

with each student cohort therefore the focus on developing mechanisms to recognise this, review, respond and evaluate are equally important as any initial intended programme. A mixture of developing best practice and responsiveness to student feedback will be utilised, in addition to remaining abreast of current national and regional research. There is a strategic commitment to developing a stronger culture of evaluation, which has been recognised using the OfS evaluation self-assessment tool. Clarity and improvements to approaches to evaluation will form part of the strategy review occurring in 2019-20.

### **Alignment with other strategies**

58. The college Equality and Diversity Policy aims are

- Encouraging members of minority groups to apply for jobs and courses to reflect the demographic composition of the sub-region.
- To ensure an ongoing programme of events that raise staff and student awareness of equality and diversity issues with an emphasis on fulfilling the college value of respect for each other.
- To establish and maintain contact with partners and groups who can support the College in meeting the workforce, education and training needs of diverse client groups.

59. The College annually produces a Single Equality scheme report (2018) which states the college will:

- Ensure the application and admissions process is accessible to all students.
- Take all reasonable steps to ensure no discrimination, harassment, or victimisation takes place including by electronic means.
- Eliminate unfair treatment including bullying.
- Fulfil the College's commitment to supporting all its students in order for them to achieve their potential.
- Provide personalised support that is flexible and meets the needs of the individual.
- Encourage all students to disclose learning difficulties and/or disabilities.
- Provide the support required for vulnerable students to succeed and achieve at College.
- Listen to the 'Student Voice' ensuring students are actively involved in College life and make a positive impact on Equality and Diversity at the College.
- Maintain a commitment to ensuring students are prepared for life and work in a diverse society.

60. The achievement of the E and D strategy is monitored and reported through an E and D action plan, this plan includes all access and participation plan targets and actions.

61. Widening access and participation in higher education is highlighted further in the Marketing Strategy and Plan. The success of this approach has provided a diverse student body where underrepresented groups are not a minority and students identify with this. This success will be developed further to support delivery of new BAME targets and future care leaver targets.

62. The current Higher Education Strategy 2018-19 also identifies 'successful widening participation strategies with no achievement gaps' as a key area of focus. As outlined above a new HE strategy will form part of the first stage of major the institutional review of HE provision in 2019-20.

63. The College's Strategic Leadership Group (SLG) monitors equality through the Equality and Diversity (E and D) Committee, and to align this with access and participation strategies the E and D committee approves the first draft of the plan and associated targets, reviews progress in year and

evaluates end of year performance. The E and D Committee meets a minimum of three times per academic year. This committee receives information on pertinent data of all underrepresented groups and those with protected characteristics, this includes analysis of any performance gaps, to identify any patterns of inequality. The committee also considers any equality impact assessment undertaken as part of the design of any new policies and processes. The Committee reports to the Strategic Leadership Group (SLG) and then to the College's Governing Body.

64. The college includes equality and diversity within student induction and 94% of students agreed that they were made aware of the College's Equality and Diversity Policy (internal induction survey 2018-19). All programme validations include equality and diversity statements and the agendas for course team meetings also include this.

65. The role of the governors is to review and scrutinise the effectiveness of strategy, policy and practice, to ensure a culture of good working practices and where appropriate to challenge the college Strategic Leadership Group (SLG) in respect of delivery of Equality and Diversity outcomes alongside evaluating progress on access and participation plan activity.

66. As part of a strategic approach, all staff (academic and support) undertake equality and diversity training as part of induction with two yearly updates. Mental health awareness training is offered along with gender diversity workshops for all staff. A themed Equality and Diversity week occurs each academic year and requests such as for an LGBTQ group have been accommodated. With the increase in mental health issues in students the college has added mental health first aid to its staff development offer as increased instances of mental health issues are apparent in both FE and HE student bodies as per national trends suggest and this is delivered by a member of the team who is qualified as a trainer in mental health.

67. Academic staff are empowered to develop balanced course content that does not discriminate against people with a particular protected characteristic. Staff support our commitment to providing inclusive learning for all, through curriculum development and a range of delivery and assessment models. Academic staff closely monitor students on programme and work with them to support in closing any performance gaps. Investment in supporting the development of a robust tutorial structure occurred in 2018-19 providing tutors with a wider skillset to best support the student body on aspects wider than academic performance. This will be further developed in 2019-20 to ensure consistency across all curriculum areas.

## **Strategic measures**

### **The Curriculum**

68. Aimed at improving continuation rates for all students, the whole of the college provision has been revalidated to include a focus on teaching learning and assessment strategies aimed at inclusivity, whilst there has been positive impact on students' performance, the programmes have yet to run a full cycle to evidence the full impact on student attainment and outcomes. The model of periodic review of all provision will continue even if that falls outside of our validating partner review cycle, this is to ensure industry relevant provision, providing a suitably qualified graduate workforce in addition to reviewing pedagogical approaches. The evidence for this measure related to students with mental health disabilities who appeared to perform less well in exam situations as this increased anxiety levels. Poor performance in exams then affected continuation rates and attainment. Any changes to curriculum are made in consultation with students and assessment strategies and pedagogical approaches reflect this feedback.

69. Whilst there have been a range of initiatives this has not been captured within a college level teaching and learning strategy for higher education and this is an area for development during 2019-20 in order that this is clearly articulated to all. This is already scheduled as part of a college wide strategic review of provision, commencing in Autumn 2019, and will provide a teaching and learning strategy for the start of this plan.

70. The introduction of a more differentiated offer at level 4 from 2019-20, with HE certificate and HNC qualifications, forms part of a strategy already in progress. This is aimed at improving continuation through supporting students from non-traditional entry routes where there are higher instances of deprivation and low participation areas and are more likely to be mature students or students with disabilities. Transition work will be a key focus, building on the improvements already made to continuation rates from 1<sup>st</sup> year of study to 2<sup>nd</sup> year. Data shows that those students from IMD quintiles 1 and 2 have seen a three year improvement trend. There is still some way to go with the differential gap between students from POLAR4 quintiles 1 and 2 and those from Quintile 5. The college will build on the support skills and mentoring in place to provide greater accessible targeted support. This will occur throughout 2019-20 and 2020-21.

71. As part of the theory of change, level 4 awards aimed at those with lower entry points, will focus on supporting transition into higher education from 2019-20. These students are more likely to be from POLAR4 or IMD quintiles 1 and 2. In addition, the delivery model for new level 4 provision will reduce the number of subjects studied simultaneously on programme to provide opportunities for deeper learning and the development of academic skills. This has also been in response to student feedback on the difficulty of studying multiple modules, which has a greater effect on those with mental health disabilities causing stress and anxiety. Whilst providing an alternative offer, the intention is also to support progression into level 5 and 6 provision through developing confidence in higher education and providing the flexibility to step off with a full award where this is more appropriate for the students own circumstances.

72. Performance will be monitored through the proportion of students remaining on programme and achieving the award and the number who subsequently progress into the next level of study, with the first data set for progression to further study available at the start of 2020-21. This will also support the college strategy for supporting transition from level 3 BTEC to higher education.

73. For part-time distance learning students, whilst distance learning offers accessibility to a wide range of students, continuation rates are less good than on full time programmes. The introduction of the HE Certificate as a level 4 award will also break down the foundation degree offer into an 18 month level 4 with the option to direct enter at level 5 of the foundation degree for a further 18 months. This will support the variety of different personal circumstances in addition to providing progression routes through to higher level study. The first dataset will be available during 2020-21.

### **Student support**

74. To achieve an improvement in continuation gaps, the barriers to students remaining on programme need removing and support to prepare them for transitions into higher education. For students from low income households financial support is detailed below. Actions from 2019-20 will include the early identification of factors such as POLAR4 quintile 1 and 2 students, IMD quintile 1 and 2 students, care leavers, BAME students and those with disabilities. This will occur as part of the wider strategy for improved data reporting. Individual risk assessments will be produced to aid the wider course team, ensure inclusivity and awareness of individual student academic and pastoral

support needs and potential barriers to success. The college has supported the development of coaching skills for all course managers, aimed at improving continuation, particularly for underrepresented groups where there may be additional barriers. The college intends to expand on the training already given through effective tutorials for action planning and improving attainment sessions in 2019-20 for all staff who undertake this role. In addition, staff offer an 'open door' policy, which makes them highly accessible to provide support to students.

75. Students from the smallest categories of underrepresentation such as care leaver and BAME students will receive individualised tutorial support aimed at identifying and supporting issues which are unique to these groups and also aimed at informing future approaches of the college to attract and support these students. This is a new initiative to commence in 2019-20.

76. For students with disabilities pre entry identification of needs is a key aspect to ensuring that appropriate support is in place from the start of programme to support continuation. This is facilitated by the student support co-ordinator. Student feedback is positive from students in relation to support they receive for learning difficulties or physical disabilities, with no suggestions for improvement received.

77. As part of a federation of collaborative colleges with The University of Hull, the college participates in a mental health group aimed at sharing practice and implementing approaches, which will benefit students. This includes discussion on the implementation of Association of Colleges Mental Health and Wellbeing Charter and the Organisational Approach and structures required to support both students and staff and reference to OfS Mental Wellbeing (2019) information. The college recognises that whilst there has not been granular analysis for disability in the past, there has been an increase nationally and within the college of students with mental health issues.

78. The college own new mental health strategy, recognises that transition into university can impact on mental health and the cross college strategy aims to

- Foster a whole college community that is committed to supporting student and staff mental health and wellbeing, and to openly communicating about mental health.
- Provide individualised support for students at the point of need and at transition points where students may be vulnerable to negative impacts on their mental health such as enrolment, moving in to accommodation, exam and dissertation time.
- Ensure the early identification of students at risk. Engage with students through admissions process, post-offer, and once they arrive at college to ensure that there are multiple opportunities for them to declare any pre-existing mental health issues.
- Explain that this information is confidential and only used to provide appropriate support.
- Offer a co-ordinated risk assessment and support plan, including tutor and health and welfare support, counselling, and attendance monitoring.

79. The college will also work with a range of local providers who can provide external support for mental health issues, for example from September 2019, they will run drop-in mental health support groups for all students. Hull and East Yorkshire Mind will be providing ongoing mental health information sessions (appointment based) to discuss support options and self-care. A Handbook will be given out at induction containing online support and apps to benefit wellbeing and also a Staff mental health guide outlining how to best support students in mental health crisis

80. For access, the college will invest in producing a fuller range of online pre programme and induction materials to prepare for higher education study and provide flexibility for distance learners or late starters who miss scheduled induction.

81. The college will explore opportunities for working with local authorities and personal advisors of looked after children and care leavers during 2019-20 to support a commitment to setting targets for this group in future.

82. The college will also further develop its use of learner gain questionnaire to measure student distance travelled. This is used largely as a qualitative tool with students to support coaching practice and encourage independence in learning rather than as an evaluative measure for cross college performance. Students have identified this activity provides them with an opportunity to reflect on their contribution to producing the best outcomes from their higher education experience.

### **Employability**

83. The college will continue to work with employers to provide annual employer day events for all areas of curriculum across both campuses, to provide the opportunity for students to access employers across a range of industries within the specialist sectors. This is well- established in some curriculum areas and at earlier stages in others. There has been investment to develop an extensive guest speaker programme linked to curriculum; this enables underrepresented students to have access to a range of employers across a variety of industries and will continue each academic year.

84. For students with disabilities and those from IMD quintiles 1 and 2 support mechanisms for employability skills including the provision of an employability bursary for those from low income households are available. Baseline assessments of students' preparedness for employment and aspirations for employment will occur with one to one support for action planning and support with job applications, CV's and interview skills. The introduction of a summer placement scheme further builds on employer contact opportunities by providing additional work experience opportunities and preparation for graduate positions. This has been successfully developed within agriculture and associated industries, and is an expanding scheme. A range of paid work opportunities has been offered to students to access over the summer period between year 2 and 3 of study. The college ambition is to grow this across all curriculum areas and prioritise these opportunities for students from the aforementioned underrepresented groups. The new work experience team will also support with improving opportunities for employer contacts and work experience opportunities, for these groups.

85. Mental health disabilities such as anxiety are a key barrier to students achieving positive employment outcomes and the work on programme to develop resilience and agency through the use of coaching approaches should also improve outcomes for students with these disabilities. These will continue to be implemented during 2019-20.

86. The college looks to further develop the number of employers it works with to enable a wider range of work experience or volunteering to take place. We anticipate this will enhance student employability skills with a focus on those underrepresented groups who are currently less likely to gain higher employment. This is a relatively new initiative and will need to be monitored for its impact via the number of students from priority groups who engage with this activity. Our expectation is that this will also enhance knowledge exchange and transfer with the employers, which in turn should increase the range of opportunities for students.

87. Work to support preparation into employment has been extended to include bespoke enterprise workshops as there is much self-employment in the equine, animal or art and design sectors. This is an area, which has been embedded within curriculum but will be further developed due to the number of graduates who aspire to become self-employed and because of college DHLE (2017) data indicating that only 57% of students felt prepared for self-employment.

88. As the college has a land based specialism, many of the academic staff are also active within rural industries so themselves provide good contacts and careers advice which complements the central careers advice offer. This enables the careers officer to provide more generic support with job search, interview preparation and CV writing. The careers officer will directly contact those targeted students, initially disabled and IMD Q1 and 2 in 2019-20 to arrange one to one sessions.

89. As this sector employment knowledge is often held by academics, it enables very tailored advice as academic staff know individual students on a more familiar basis and understand their strengths and preferences in addition to barriers there may be for employment or further study. Assessment of preparedness for employment for those target groups, compared with baseline assessment will occur within each year of programme as one of the mechanisms for evaluating the effectiveness of the support in place and will enable student feedback and continuous action planning to improve student progression.

90. There are very practical elements embedded into the curriculum aimed at providing employability skills and knowledge as informed by the industries and employers we work closely with. Revalidation of curriculum has also enabled changes to assessment strategies, to support the development of skills for employability appropriate to specific industries, this is explicitly communicated to students within module handbooks.

91. All employability work will be measured in the first instance through underrepresented students engagement with additional opportunities, such as attendance at employer days and guest lectures, the number of students who utilise the college careers adviser, the number of internship opportunities established and filled, feedback from employers on our students, student feedback on their experience and preparedness for employment and ultimately student outcomes datasets.

#### **Collaboration and alignment with other work.**

92. To ensure that the current success in attracting students from underrepresented groups the college is a committed partner in regional NCOP activities in both Humber and Lincolnshire regions, which will supplement the access and outreach work undertaken by the college. Since 2017, the Humber outreach programme has funded a 0.6 outreach role at Bishop Burton, specifically to focus on widening access and participation activity. This will increase to 1.0 for the 2019/2020 academic year in a further indication of this commitment to reaching under-represented groups and this post plays a key role in supporting college activity with local schools though the role will only focus on NCOP activity which is not aimed at all underrepresented groups.

93. Whilst there is no specific collaborative target in relation to NCOP activity within this plan, the college is committed to supporting the delivery of the project aims. As the timeframe for the funding cycle is not aligned to the access and participation plan, these aims will remain separate. The collaboration is currently seen as successful in terms of meeting the national target of engaging 20% of target learners, with a 43% achievement rate currently. All parties are committed to continuing to work together collaboratively across the Humber area beyond the NCOP timeframe.

94. NCOP funding in Lincolnshire has enabled 'farm to fork' activity for schools aimed at raising this awareness of the range of employability in the agriculture and food sector from a very early stage. This type of activity will also feed into the two Institutes of Technology, which the college has been part of successful bids in Humber and North Yorkshire and Lincolnshire. In line with the respective LEP priorities, the college will focus on growing agricultural provision focussed on precision farming at the Bishop Burton campus and Agri- food at the Lincolnshire campus.

95. The college belongs to the Landex group, the membership of which includes a range of colleges and universities delivering specialist land based provision. This gives opportunities to share good practice and examine issues that may be unique to land based provision and raising the profile of, for example, agriculture as a valid career choice with a wide range of opportunities. As aforementioned, how the group can target underrepresented students is an area which has now been initiated and will be progressed during 2019-20.

96. The college will deliver a range of outreach activities and attend outreach events. It is particularly difficult to measure the impact of some of these initiatives due to the age of the target audience. When working with schools, each activity is subject to evaluation. The College is in the process of implementing a new Schools Liaison Strategy, which will include working collaboratively with specifically identified feeder schools that meet the required demographics to further increase widening participation.

97. The college also provides bespoke experiences for students, including residential taster days, which enable them to experience the life of a higher education student whilst still at school or college. Bespoke taster experiences are geared towards giving students a flavour of what it's like to study various subjects at the college, and residential challenges where they work in teams to deliver a project in a short space of time. Engaging in out-of-school experiences play a significant role in helping young people to imagine themselves in a higher education setting. Not only do these experiences give students the opportunity to learn higher education-level skills, they also help to improve their interpersonal / soft skills including confidence and self-belief. Other activities, successfully delivered and planned for future delivery, aimed at encouraging access to higher education include:

- Attendance at more than 100 schools events annually
- Independent careers advice sessions at drop-in events throughout the summer
- Talks, seminars and masterclasses within the school environment to support attainment and progression

98. The success of such strategies is not necessarily reflected in the number of students who enrol at the college, as the purpose is to raise awareness of higher education at all institutions not just to promote the Bishop Burton 'brand'. This in turn causes challenges for evaluation of success where the impact is not felt by the college.

99. The recruitment cycle aims to provide applicants with sufficient information to make an informed choice and prepare for higher education study. Open events outline the support available, both financial, academic and encourages disclosure of any additional need. The additional learner support team are available to speak with students and also provide follow up calls if disclosures are made on application. Post offer days will be offered to applicants where they spend the full day engaged with course related activity and others from their applicant group.

## **Financial Support**

100. Bursaries for low income students are aimed at reducing continuation gaps between these students and their peers. Financial support will continue to be a college strategy with 100 bursaries of £500 (pro rata for part-time) aimed at those students from lower income families (under £25,000) and 20 bursaries of £500 for other underrepresented groups in need of financial support or household income between £25001-£45875. Student awards are made through application to the student finance committee on receipt of application and supporting evidence. Priority will be given to students in the first year of study and any remaining funds will be available for students in any years of study. A HE student finance officer (HESFO) supports the promotion and evaluation of student finance initiatives for continued assurance of value for money and improving student outcomes. The HESFO is based in student services and supports students in completing applications.

101. As an incentive to increase participation of BAME students there will be two course fee scholarships available for BAME students from low income households of £2250 per annum for the expected duration of their programme. This will not be available in conjunction with any other college scholarship.

102. Care leavers will automatically qualify as a priority for bursary support and there will also be two course fee scholarships available of £2250 per annum for the duration of their programme.

103. Increasingly mature students have confirmed that they would not be able to continue on programme without the availability of additional support for direct costs associated with being a student such as transport, childcare and course materials, these students are supported through application for student opportunity funding where they do not qualify for bursaries. This successful strategy will continue as the outcomes show no success gaps for these students.

104. The employability bursary (30 bursaries up to £300) will continue to play a role in the development of additional skills to support student employability outcomes and provide support for attending interviews or work experience opportunities for student from low income households, those with disabilities and IMD quintiles 1 and 2 groups.

## **3.2 Student consultation**

105. Student feedback is sought from all students, underrepresented groups who may have different needs to other students, such as specific learning or mental health issues are also included. This feedback can provide insight not considered within larger consultation settings.

106. There is student representation on the Equality and Diversity committee, which, collectively feeds into producing, planning monitoring and evaluation of the plan. There are also a range of student feedback mechanisms for in year feedback on initiatives, such as additional support sessions and financial support toolkit questionnaires, these are included within the relevant sections of this document.

107. Each semester student forums occur which enable every curriculum area to meet with the Assistant Principal to discuss their academic experience and wider student experience including support services in order that feedback is ongoing rather than as an annual one-off event purely for the production of this plan. These forums are attended by groups from across curriculum areas and which represent the whole student body. There are a number of student forums aimed at engaging students from all levels of study and from all curriculum areas. As a result of feedback on assessment

the delivery model for new HNC provision to study less modules per semester is as direct result of student feedback.

108. Students at all forums spoke highly of the inclusive support available and they felt that this enhanced their study. Student feedback has informed the decisions to enhance employability with further investment in workshops to promote and provide practical guidance for employment and self-employment has been identified through in year consultation with students and links well to the targets for eradicating gaps in the progression outcomes of underrepresented groups. This is therefore included in the employability activity for 2019-20 onwards.

109. The college student association, which is a cross section and represents all students, has been consulted and contributed to this access and participation plan in addition to other forums they may have contributed to. Feedback on the draft plan, (June 2019) highlighted formatting discrepancies and that though strategies looked good some of the strategies could be challenging as they were quite bespoke to particular groups.

110. Whilst no changes were made to the draft plan, student feedback had already been incorporated from in-year forums. Also a result of in-year student feedback, changes to the environment to make it more accessible to students with sensory sensitivities have been made in 2018-19 though it is difficult to assess the impact as not all students with sensitivities disclose.

111. The learning support team will also undertake research with internal students to identify potential barriers on both college campuses. This will feed into the equality and diversity committee and enable the college to not only meet regulatory access needs but also enhance the offer for students with a diverse range of needs.

112. As a result of student consultation change to the student environment has occurred at the end of 2018-19, with the development of outside spaces for HE students, aimed at supporting mental health and well-being. As this has been implemented proactively it is not identified within this plan.

113. There is a detailed approach to engaging students within the college, as described, however, we will look at how we can further enhance processes to ensure students are heard, learn to contribute and help extend their influence in planning our approaches to their representation. We are reviewing our strategic intent in 2019/20 and will look again at how we can refresh and enhance the student voice to ensure we are optimising student consultation.

### **3.3 Evaluation strategy**

114. The college has utilised the OfS self- assessment tool to assess the current position for evaluation and inform what future evaluation changes will be made to support an overarching theory of change. This has identified that whilst there have been strong evaluation strategies for much of our access activity, there has been insufficient focus to date on evaluation of individual activity for success, in some cases focusing on outcomes of a combination of activity. Progression activity has focussed on the number of students engaging with employability opportunities and qualitative feedback from them; however, this does not provide evidence of impact which is the longer term outcome for these activities. The evaluation strategies set out in the 2019-20 access and participation plan will be reviewed during 2019-20, as informed by the self-assessment tool, with the objective of continuous improvements to evaluation, which will impact the period of this plan. As a

relatively small provider the college does not have any areas which would be considered heavy investment on which to focus.

115. The tool identified that not all access and participation activity is recorded as individualised programmes and some activity is not identified in an explicit way which has become the 'norm'. Whilst this may not detract from the value this may provide students, this may mean that there is a lack of evidence base in relation to all activity and therefore a lack of robust evaluation.

116. The college is committed to improving reporting mechanisms in order that performance and evaluation can be better measured across a range of categories. Changes to student enrolment forms from 2018-19 capture a wider data set to support monitoring a wider range of underrepresented groups and also to better capture entry qualifications to support reporting comparisons in performance, including care leavers. This will inform personal tutors for one to one support for the target groups identified.

117. Data is currently reviewed at all levels of the organisation from governors, senior leaders, to managers, practitioners and students. There is a comprehensive meeting structure to support this process. The college constantly reviews this process as part of our quality processes.

118. This report has also highlighted new areas of data collection where the college does not yet have sufficient data in specific areas to be impactful. However, unless we start to collect this data now this problem will be perpetuated. The college is currently reviewing its management information services; this includes restructuring the teams responsible for data collection, management, report writing and usage and investment into the resource base of this area. This review is to ensure the right data sets are collected and monitored from 2019-20 to enable the college to make impactful decisions that are proactive and not just reactive.

119. Evaluation of success strategies utilise students' performance data with a view to a continuation of positive trend data with students from IMD and POLAR4 backgrounds. The impact of changes in the in design of teaching, learning and assessment strategies are reviewed at the end of each academic year with particular focus on any newly validated or amended programmes. This includes student feedback, student performance data, attendance and retention data, in addition to tutor and external examiner feedback. The planned improvements to internal data reporting from 2019-20 will allow underrepresented group data to be considered at programme level. Once the impact of student performance has been measured this informs future strategy development in curriculum design, through major or minor changes and successful approaches are shared cross curriculum within teaching and learning conferences and programme managers meetings.

120. In year evaluation also occurs throughout the college committee reporting structure and the equality and diversity committee analyse student data on aspects such as the number of students accessing study support and support services, financial support and counselling for mental health issues. This data is compared to retention and continuation rates for those not using the services. This also enables in-year changes and interventions to occur where evaluation identifies there should be interventions or redirection of effort or financial support.

121. Students who have accessed support services are surveyed on their experience, though as this is optional the levels of engagement by student bodies suffering 'survey fatigue' often do not provide

a complete picture. Therefore, evaluation from a range of sources, such as feedback at forums is also used to assess the effectiveness of the services.

122. Evaluation of continuation strategies in addition to student performance data analysis will be via qualitative feedback from students in receipt of the support mechanisms outlined in section 3. Not all evaluation will occur at the end of the academic year, in order to achieve continuous improvement then evaluation and change must be responsive to student feedback. In year student feedback mechanisms through personal tutors will enable effective one to one practice to be shared at monthly course managers meetings where the correlation between attendance for one to one support and progress and in year retention will also be examined.

123. The evaluation of work experience will include employer feedback and student feedback as a mechanism for identifying which processes work best at providing opportunities and developing student skills. Evaluation through student survey with personal tutors on their perceived preparedness for employment will also be shared in-year in order that good practice can enable continuous improvement not just end of year data driven intervention.

124. As the number of HE personal tutors is relatively small this enables team working on a regular basis to discuss and evaluate the effectiveness of different approaches, this is facilitated through the meeting structure which is in place for course managers and through course team meetings and the college has a good record of sharing good practice across curriculum areas.

125. Progress will be ascertained by a mixed methods approach, bringing together both quantitative and qualitative evidence. Through this approach we will review feedback from students, staff, evaluate our intentions against outcomes/ targets. We will draw on nationally available data and evidence/ research to address the key challenges we have identified.

126. We already have plans to involve governors, students, employers and stakeholders in helping us assess our progress.

### **Evaluation of Financial Support**

127. The College does not have sufficient numbers of bursary recipients to use OfS statistical evaluation tool for any meaningful statistical analysis. Current financial support evaluation has focused on the continuation rates of students in receipt of financial support in the form of bursary and scholarship compared with college overall continuation rates, the continuation rates for returners in 2018-19 from year 1 to year 2 was 86% in comparison with college level data of 81%. As the employability bursary has recently been introduced, it will not be possible to show impact until destination data is available. During 2018-19, the college also implemented qualitative evaluation methods to supplement student academic performance data as recommended by OfS 'financial-support-evaluation-toolkit'. The college has a HE finance officer to support with the promotion and evaluation of student finance initiatives for continued assurance of value for money and improving student outcomes. 17% of students accessed financial support in 2018-19. Barriers to accessing support are part of current evaluation, those aspects identified by students often relate to the process of applying for support. Whilst the paperwork and process are being streamlined to make it easy to apply this has to be balanced with clear audit trails to support eligibility for financial awards.

### 3.4 Monitoring progress against delivery of the plan

128. To be successful in our ambition for the change, as outlined in our strategy, we have identified there are several steps we need to take to revise our practice, awareness raising of the challenges, exploration, to establish and review targets, action to refine and further develop activities, finally cross institutional learning and progress.

129. The access and participation plan is aligned to the college equality and diversity strategy and the equality and diversity committee monitor the action plan and performance in relation to expected outputs. Whilst student performance on programme has always reported to this committee, there has been a greater focus on monitoring and evaluating specific activity relating to access agreements throughout 2018-19 academic year. The committee meets three times a year and is has cross college representation from academic and support areas in addition to student representation. This gives the opportunity to identify where any in year interventions may be required as looks at the performance data relating to all targets.

130. Areas monitored in year are access data from enrolment, some available relevant aspects of application data, retention data, withdrawals and reasons for withdrawals. The use of this committee also ensures that no other protected characteristics are overlooked due to a focus on those underrepresented in the sector, although age, gender, disability and race are included as protected characteristics and underrepresented groups. As the committee also reports on equality and diversity across the wider college and leads on cross college equality, diversity, and health and respect focussed activity, this provides a valuable forum to discuss access and participation issues with a broader set of interested parties. In addition to in-year monitoring, end of year and year on year comparisons are also made

131. An access and participation action plan is updated within the equality and diversity action plan at every equality and diversity committee, evidencing in-year monitoring and progress reporting.

132. The equality and diversity committee produce an annual report for governors and reports to the strategic leadership group. All college strategies will be replicated across both campuses for access, success and progression. The inclusion of broader data sets other than protected characteristics also provides a wider understanding to other colleagues of the importance of these underrepresented groups.

133. The College has a well-established committee structure which monitors in both in-year and end of year performance in addition to year on year trends. On a monthly basis the Higher Education Academic Management group examine monthly attendance and retention reports to monitor issues on non- continuation. The committee also has responsibility for the operational planning of a range of APP activities such as employability days, entrepreneurship days, post offer days and reviewing all such activity.

134. Termly curriculum area reviews examine in detail programme level performance and check that individual student risk registers are in place and that staff are supporting and action planning underrepresented students who are at risk of non-continuation or academic under achievement, due to a range of factors. This provides an in-year overview of whether strategies are working or if there are patterns emerging which require intervention to support students both individually and those with shared characteristics. This activity is scheduled to continue in 2019-20.

#### **4. Provision of information to students**

135. All course fee information is available on the College website and the HE prospectus, this includes links to the financial support available. Any additional costs associated with the course such as clothing, trips and equipment are detailed on the individual course pages.

136. The approved Access and Participation plan will be available on the college website, along with further information on any financial support and application processes, which may be available to potential applicants.

137. Information is updated annually on all sources of published information such as the college website, prospectus, UCAS and the student loans company once the governing body has approved fee. It is clear within this information that fees for the duration of the programme remain the same as those at the start.

138. All students are informed at open events and welcome talks on the range of support services available aimed at specific groups.

139. Admissions and student services team advise potential students and respond to general queries with the support from academic teams for more detailed course specific information.

140. Information is updated as per published deadlines for Unistats data.

#### **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)

**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		£9,250
Foundation degree		£9,250
Foundation year/Year 0	*	*
HNC/HND		£9,250
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		£6,165
Foundation degree		£6,165
Foundation year/Year 0	*	*
HNC/HND		£6,165
CertHE/DipHE		£6,165
Postgraduate ITT		£4,625
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: Bishop Burton College

Provider UKPRN: 10000721

## 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
<b>Total access activity investment (£)</b>	£50,000.00	£50,000.00	£50,000.00	£50,000.00	£50,000.00
Access (pre-16)	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00
Access (post-16)	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00
Access (adults and the community)	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£103,000.00	£112,000.00	£121,000.00	£121,000.00	£121,000.00
<b>Research and evaluation (£)</b>	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£1,562,923.00	£1,602,279.00	£1,661,344.00	£1,736,634.00	£1,802,544.00
<b>Access investment</b>	3.2%	3.1%	3.0%	2.9%	2.8%
<b>Financial support</b>	6.6%	7.0%	7.3%	7.0%	6.7%
<b>Research and evaluation</b>	1.3%	1.2%	1.2%	1.2%	1.1%
<b>Total investment (as %HF1)</b>	11.1%	11.4%	11.5%	11.0%	10.6%

