

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Blackpool and the Fylde 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

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

The key ambition and strategy described in the 2019/20 access and participation plan (APP) was to build on previous successes and continue to raise attainment, aspiration and progression for young people and adults to secure sustained employment opportunities. B&FC's wide range of degree-level programmes accommodates a huge variety of aspirations, circumstances and abilities. It means that everyone, whatever stage of life they are at, has the chance to pursue their career goals and that is why B&FC has such a diverse student body. In response, B&FC's strategy is focussed on further promoting inclusion and accessibility, alongside helping students to develop the knowledge, skills and behaviours that they need to succeed.

A key element of the strategy was the identification of specific target groups, so that particular tailored support could be provided and prioritised. Informed by our regular analyses of student performance, the following groups were identified:

- Access and success of 18-20-year-old students from underrepresented groups
- Access and success of mature students
- Access of low participation groups
- Access of Black, Asian, and Minority Ethnic (BAME) groups
- Success of students with learning difficulties
- Access and success of care leavers and carers
- Access and success of students estranged from their families

Additionally, the strategy details how B&FC is investing in resources to enhance employment and progression opportunities for all students. A key resource is our dedicated Careers Team, who offer one to one bespoke careers guidance to enable students to better understand the range of opportunities open to them. Careers education, information, advice and guidance (CEIAG) is a priority focus for all our target groups. Accordingly, B&FC's strategy sought to build upon the government's Careers Strategy (2017), which incorporates the findings of the Gatsby Review.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Blackpool and the Fylde 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 Blackpool and the Fylde 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 (Student success)	Internal progression target - students progressing from FE to HE	2011-12	28.7%	46%	48%	Percentage	2019-20	46.5	Limited progress
T16a_02 (Student success)	Foundation Degree students progressing to top-up completion awards	2011-12	56.5%	69%	71%	Percentage	2019-20	71.6	Expected progress
T16a_03 (Student success)	College HE completion rate	2011-12	85.2%	90%	91%	Percentage	2018-19	80.1	Limited progress
T16a_04 (Access)	Student self-disclosures	2011-12	390	560	570	Headcount	2019-20	633	Expected progress
T16a_05 (Student success)	Number of care leavers identified in level 3 (internally) progressing to HE	2014-15	3	11	12	Headcount	2019-20	5	Limited progress
T16a_06 (Access)	Maintaining the proportion of students from low participation areas (polar data quintile 1)	2014-15	35%	35%	35%	Percentage	2019-20	40	Expected progress
T16a_07 (Access)	Growth of PT entrants to HE	2012-13	170	260	270	Headcount	2019-20	90	Limited progress
T16a_08 (Student success)	Retention of students with declared LLDD	2013-14	79.8%	83%	84%	Percentage	2019-20	74	Limited progress
T16a_09 (Student success)	Motivational pre-exam session in two pilot schools	2017-18	20	25	30	Headcount	2017-18	20	Limited progress
T16a_10 (Student success)	Primary literacy project with Lancaster University	2017-18	2	3	4	Other	2017-18	3	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Number of students participating in the full summer school offer (Flying Start)	2015-16	200	360	370	Headcount	2019-20	1296	Expected progress
T16b_02 (Other/Multiple stages)	Number of students participating in the between levels transitions offer (Flying Further)	2015-16	34	60	70	Headcount	2019-20	31	Limited progress
T16b_03 (Student success)	Student retention one year after participation in the summer school (Flying Start)	2015-16	98%	TBC	TBC	Percentage	2019-20	90	Limited progress
T16b_04 (Student success)	Student retention one year after participation in the transitions offer (Flying Further)	2015-16	99%	TBC	TBC	Percentage	2019-20	94	Limited progress
T16b_05 (Access)	Care Leaver Access Scholarships awarded	2015-16	5	11	13	Headcount	2019-20	9	Expected progress
T16b_06 (Access)	Young Carer Access Scholarships awarded	2016-17	TBC	TBC	TBC	Percentage	2019-20	100	Expected progress
T16b_07 (Access)	Activities undertaken	2015-16	8	TBC	TBC	N/A (see description / commentary)	2019-20	3	Limited progress
T16b_08 (Other/Multiple stages)	Provision of blended delivery to support access	2015-16	5%	14%	16%	Percentage	2019-20	16	Expected progress
T16b_09 (Multiple)						N/A (see description / commentary)	2017-18	0	No progress
T16b_10 (Success)						N/A (see description / commentary)	2017-18	0	No 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	£270,400.00	£315,000.00	16%
Financial Support	£300,000.00	£219,000.00	-27%

4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	All planned activities will continue to take place across the next few years to meet the target, whether that be by digital or in person.
T16a_03	B&FC has enabled closer working between the support services and the curriculum as set out in our Partners for Success framework. For example, the HELMS are now more closely aligned by specific curriculum areas in order to provide targeted support to students.
T16a_05	The Access Scholarship has been actively promoted for 2020-21, inviting all eligible students to apply for this scholarship, amongst any other financial support.
T16a_07	A review of the recruitment approach for B&FC's part time HE programmes is taking place to consider if the strategy could be enhanced to attract more part time students.
T16a_08	As part of the 2020-21 to 2024-25 APP, research is being undertaken to explore the barriers to continuation, attainment and progression of disabled students. This will enable B&FC to implement timely interventions to further improve the success of students with a disability.

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T16a_09	B&FC will consider reinstating this project as part of our attainment targets for 2020/21
T16a_10	B&FC will monitor and evaluate the literacy, numeracy and oracy project to analyse if the effectiveness of the activity is impactful in raising attainment.
T16b_02	<p>Feedback from students and staff has led to a review of Flying Further. Students progressing between levels targeted for Flying Further are now invited and encouraged to attend Flying Start which now incorporates Flying Further. This has created a sense of community between different levels of students and is anticipated this will improve participation in the programme.</p> <p>Closer alignment of the HELMs with curriculum areas will enhance promotion during progress tutorials. An improved promotional strategy for Flying Start will increase visibility of the programme to students through a range of media.</p>
T16b_03	The HELMs team will continue to collect feedback from staff and students to evaluate the effectiveness of the programme, including retention one year on from Flying Start, and enhancements will continue to be made to the programme.
T16b_04	The HELMs team will continue to collect feedback from staff and students to evaluate the effectiveness of the programme, including retention one year on from Flying Start, which has replaced Flying Further. Enhancements will continue to be made to the programme.
T16b_07	<p>B&FC continues to maintain and develop strong relationships with schools and partners via digital technologies.</p> <p>Virtual opens days are continuing whilst the Covid pandemic restrictions require that physical attendance activities are not possible.</p> <p>B&FC is working with the Future U team to discuss other opportunities to replace the Theatre Cloud project and progress other initiatives.</p>
T16b_09	N/A
T16b_10	N/A

5. Confirmation

Blackpool and the Fylde College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Blackpool and the Fylde 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	Ms Bev Robinson OBE
Position	Principal and Chief Executive

Annex A: Commentary on progress against targets

Blackpool and the Fylde College's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
<p>Committed activities have taken place to increase progression from FE to HE, including: B&FC Advantage sessions by the Careers Team were operated during October for Level 3 students wishing to progress into HE. The session included the offer of a 1:1 guidance interview for the target group.</p> <p>Directly engaging parents of students in FE is aimed at increasing internal progression. Progress reports for FE have been sent to parents via email on a regular basis.</p> <p>The HE admissions process is made available on the website, HE prospectus and social media.</p> <p>For current students, welcome and induction activities are held at the start of the year and at other intake points throughout the year to provide comprehensive, consistent information and an enjoyable experience to incoming students. The website, Moodle and social media are used to engage and inform students before arriving and to support transition.</p> <p>Our Flying Start programme continues to be offered to aid transition from FE to HE.</p> <p>Our Higher Education Learning Mentors continue to work with all HE students.</p> <p>Our Partners for Success programme continues to play a large role and is actively advertised on our website.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Parent Portal has been purchased as part of our intranet system (Etracker platform) to allow a more automated process for progress reports being sent to parents.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
<p>HE learning mentor (HELM) support is available to all HE students and promoted through introductions to the service at level 4, and subsequent refreshers. Targeted HELM support is also offered to young carers, care leavers and estranged students, along with regular contact to review student progress.</p> <p>Workshop needs are identified through direct liaison with curriculum areas, and followed up through delivery of workshops during progress tutorials. An offer of support is given to all students who have applied for personal mitigating circumstances (PMC).</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
B&FC undertook research to investigate attitudes to support and reasons for non-engagement. The research highlighted that most students would only seek support and assistance once deadlines had not been met and the students were behind schedule,

rather than a proactive approach. This insight has assisted B&FC to focus on appropriate actions to identify students at risk of not completing and develop and implement relevant interventions.

Target reference number: T16a_05

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

B&FC has improved data collection processes to capture the identity of students from underrepresented groups. However, this still relies on self disclosure.

The B&FC Access scholarship is available for care leavers, young adults and estranged HE students. The bursary offers £1,000 per year of study, to a maximum of 3 years over 2 payments of £500 per year.

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

The financial support evaluation toolkit has been utilised on the 2019-20 packages to evaluate the impact of the packages to students in receipt of the scholarship.

B&FC has further improved the procedures and systems to more accurately identify care leavers in our data sets. In 2020/21 the number of care leavers recorded on FE programmes has increased to 27 and we are therefore anticipating an increase in transition to HE in 2021/22.

Target reference number: T16a_07

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

Strong local employer relationships have contributed to an increase in higher and degree apprenticeships and this has offset some part time recruitment to HE programmes.

Recruitment takes place in September and January, which gives prospective students more opportunities throughout the year to commence a HE programme.

Separate fee information for part time programme fees is displayed on the B&FC website.

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

Promotional campaigns are aimed at staying local with a strong emphasis on career development and opportunities for mature students to access higher education.

Target reference number: T16a_08

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

B&FC's student support and wellbeing team has a specialist disability service that offers a holistic approach to support students. Enhanced data capture processes at application and enrolment have proved effective with more students declaring disabilities.

Hardship funding to help with the cost of dyslexia assessments remains in place.

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

B&FC has identified through research that the £200 DSA contribution that students must make towards assistive technology is a barrier to accessing education.

From 2021-22 B&FC will offer a reimbursement grant to disabled students in receipt of DSA at the start of the academic year.

Target reference number: T16a_09

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

The milestone for this activity in 2017-18 was met, but the activity itself was limited.

The activity took place with two local high schools as a pilot in 2017-18. A series of fortnightly workshops with year ten pupils regarding effective revision techniques were undertaken in 2017-18.

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

This activity could not be completed in 2019-20 and 2020-21 due to the pandemic. However, relationships with local schools have remained in place via digital means.

Target reference number: T16a_10

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

This activity was intended as a pilot with initial meetings with 2-3 schools participating. An internal review of this primary literacy project with B&FC's partnering university has concluded that working with primary education is more effective by secondary schools, rather than FE/HE provision.

B&FC is committed to working towards attainment raising in students using literacy, numeracy and oracy skills.

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

B&FC is focussing on improving the literacy, numeracy and oracy of secondary school pupils that will aid transition to FE, and ultimately HE. Projects linked directly through B&FC as part of the Future U programme are in place to encourage transition to FE (and ultimately HE) and identified students from three local high schools in underrepresented areas.

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?
Flying Further sessions took place, as usual, with a decrease in attendance on the previous year.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Targeted promotion took place with students who were already engaged with the HELM service or individuals who the curriculum area had identified would benefit from the programme. Dates and content of sessions were shared with curriculum areas.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
Flying Start sessions took place over the summer as usual, with an increase in attendance based on the previous year. Retention amongst the Flying Start cohort is consistently strong and higher than the College overall HE retention rate, indicating that Flying Start sessions are effective in helping to improve retention.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
A review of Flying Start was undertaken to refresh the content of the programme, based on feedback from students and staff. The programme is now more closely aligned with the academic skills required for each curriculum area. Different levels of the programme have been introduced and students can attend the appropriate session dependent on academic confidence and ability.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
Flying Further sessions took place, as usual, with a decrease in attendance on the previous year. Retention amongst the Flying Further cohort is consistently strong and higher than the College overall HE retention rate, indicating that Flying Further sessions are effective in helping to improve retention.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Targeted promotion took place with students who were already engaged with the HELM service or individuals who the curriculum area had identified would benefit from the

programme. Dates and content of sessions were shared with curriculum areas.

Feedback from students and staff has led to a review of Flying Further. Students progressing between levels targeted for Flying Further are now invited and encouraged to attend Flying Start. This revised approach has created a sense of community between different levels of students.

Target reference number: T16b_07

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

Physical visits to schools have been postponed due to Covid restrictions. However, relationships with local and feeder schools have remained strong and digital technology has enabled continued contact.

B&FC remains an active partner in Future U - a Uni Connect programme. However, delivery of several specific projects have been impacted due to Covid restrictions. For example, RoboChallenge, which encourages STEM activity in schools, has been rescheduled. Another initiative, Theatre Cloud, has recently been cancelled due to the theatre closing as a result of the pandemic. A third project is being reworked.

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

In response to the pandemic restrictions, digital content has been created to maintain relationships with schools and partners, for example, the development, promotion and delivery of B&FC virtual open days.

Target reference number: T16b_09

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

N/A

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

N/A

Target reference number: T16b_10

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

N/A

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

N/A

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	There is an increase of 1.5pp since the previous year. Internal data indicates a further rise to 46.9% in 2020-21 recruitment. B&FC is on track to achieve our ultimate objective in 2022-23 of 50%
T16a_02	Students progressing from FD in 2019-20 to a top up in 2020-21.
T16a_03	This target was set based upon data collected for the ILR. Due to the pandemic, the ILR did not collect the data required to calculate the completion rate for 2019-20. For 2019-20 completions, the continuation rate has been used as an indication against this measure. The continuation rate for full time students in 2019-20 (entrants in 2018-19) was 85% and 93% for part time students in the OfS APP dataset released March 2021.
T16a_04	
T16a_05	The figure to report in column T is less than five and non-reportable. 75% of care leavers progressed from Level 3 to Level 4 in 2019-20. Out of the nine care leavers in all levels of HE in 2019-20, 7 were previously at B&FC on a FE course in 2018-19 or earlier.
T16a_06	When the 2019-20 APP was written, the targets were set against 'low participation neighbourhoods' which included POLAR3 quintiles 1 and 2 combined. The actual performance reported here is from POLAR 4 Q1 and 2 combined from the latest OfS APP data released March 2021.
T16a_07	Much of B&FC's full time HE provision (inc. higher and degree apprenticeships) has flexible modes of delivery to accommodate a range of lifestyles, commitments and employment contexts, which has led to a reduction in part time student numbers since 2018-19. Internal data for 2020 shows an increase to 142.
T16a_08	This figure is an increase on the previous year by 7pp. This suggests that the measures put in place are yielding improvement for the outcomes of students who may otherwise have been disproportionately affected by the pandemic.
T16a_09	
T16a_10	
T16b_01	129 students attended the pre-term programme, with a further 1167 attendants at workshops during semester one of level 4.
T16b_02	
T16b_03	

T16b_04	
T16b_05	All HE care leavers received the Access Scholarship in 2019-20 and therefore B&FC has made expected progress for this target, although the anticipated headcount for care leavers was not achieved.
T16b_06	Access scholarships were given to 100% of young carers in HE in 2019-20, therefore this measure is marked as expected progress.
T16b_07	The data for 2019-20 is the number of Future U projects B&FC has engaged in during 2019-20.
T16b_08	B&FC's digital strategy provided the College with a framework to increase blended delivery prior to the pandemic, for example, B&FC made a significant investment in an enhanced VLE to improve digital access to resources for students. In response to the national lockdown in March 2020, B&FC was able to respond swiftly, expanding remote delivery further.
T16b_09	No targets set and not intended to be populated
T16b_10	No targets set and not intended to be populated