

Access and Participation Plan 2019-20

Blackpool and The Fylde College



Context and background

Widening access and participation is integral to Blackpool and The Fylde College's ethos and mission, ensuring that everyone with the potential and desire to benefit from higher education has an equal opportunity to do so. A key element of our higher education strategy is to build aspiration and foster achievement through a sustained focus on equality and diversity, participation, student success and progression. Blackpool and The Fylde College (B&FC) embraces a responsive approach designed to unlock potential, embedding inclusivity across the student lifecycle. Supporting those from underrepresented groups, closing gaps in achievement where they exist, and facilitating social mobility remain central themes. Our mission is to deliver inspirational learning creating outstanding futures by:

- Placing the student at the heart of all we do
- Showing fairness, courtesy and mutual respect
- Learning, teaching and assessment as the key to our success
- Empowering others to achieve their full potential
- Working collaboratively to achieve excellence and growth

Our continuing ambitions and success must be contextualised to the educational, social and economic backdrop of both Blackpool and the wider county of Lancashire. Blackpool is one of twelve national Opportunity Areas identified by government, with education at the heart of strategy and central to breaking down the barriers to social mobility within the town; opportunity areas are selected as they are identified as having the greatest need and the lowest rates of social mobility in England. Blackpool is ranked as the fourth most deprived local authority in England, with a greater proportion of children in need than any other local authority. Many of Lancashire's urban centres including nearby Preston and towns in East Lancashire face similar issues; the importance of opportunities to progress to higher education as a driver of economic and social outcomes for the town and wider region cannot be underestimated.

1. Assessment of current performance

B&FC regularly report on multiple equality measures including age, gender, ethnicity, LLDD, Care Leavers, disadvantage uplift, polar quintiles, qualification types and DSA. Reporting is presented to the B&FC Learning, Teaching and Equality Committee (LTEC) for discussion and action planning. Cross referencing this data with national data outcomes from HESA, UCAS and TEF metrics enables the committee to successfully target action plans to specific areas of the student lifecycle for underrepresented students.

The assessment is based on current performance and takes into account B&FC's multiple equality measures aligning student outcomes in access, success and progression to long term strategic direction identified for underrepresented students.

The data analysed for the purposes of this plan is based on:

- 15/16 DLHE destination data
- 16/17 access, and success outcomes comparing national UCAS data
- 17/18 attendance and retention rates to date
- 2016, 2017 and 2018 TEF core metrics.

1.1 Access

B&FC has a strong commitment to widening access and social mobility evidenced through our partnerships within Blackpool as an Opportunity Area. As part of this commitment, access to higher education locally is a key driver for economic growth and B&FC is well placed to offer the local community the opportunity to access high quality higher education.

The Access to Higher Education and foundation programmes enable mature students the opportunity to reengage in education and allow progression to higher level study.

Age

In an increasingly competitive marketplace, Blackpool and The Fylde College is experiencing shifts in demand away from the 18-20 year old market towards the 19+ market.

Over the past three years there has been growth in applications from 19+ students by 16%. B&FC attracts a large number of mature students with 64% of 17/18 students on courses falling into the 21+ age category. In light of the national picture of declining numbers of mature students this provides a sound basis to continue to work within the wider community focusing on this underrepresented group and engagement in higher learning. Higher education learning for this group is key to the success of the region as many are first generation students and this will reenergise future generations to undertake this level of study.

Low participation

HEFCE's Participation of Local Areas (POLAR) classification is a UK-wide measure of educational disadvantage based on young participation rates in higher education (HE). It estimates how likely young people are to go into HE according to where they live, and assigns local areas into quintiles. The population is split into five groups and assigned equally across five quintiles, where quintile 1 areas have the lowest rates of young participation and quintile 5 areas have the highest rates. This means that the quintile used in the classification applies to the local area and not to each individual.

Access for students from quintiles 1 and 2 is high at B&FC representing over 60% of the student body from educationally disadvantaged backgrounds. B&FC is extremely active in the pursuit of fair and equal access to higher education for all.

Over 91% of the HE population are White British with almost another 3% White Other. Polar Quintile 1 and 2 has the greatest proportion of the cohort and progressively reduces in proportion down to Polar Quintile 5. The majority of HE students are studying for foundation degrees.

BME

1.56% of the student cohort are BME this corresponds to 3.3% of Blackpool resident, 9.9% of the northwest and 14% in England being within the same category. BME performance

is in line with other groups within the college and 91% of these students are retained on their programme. The College is partnering with the local councils to receive support in accessing the BME community groups within the area to positively engage and recruit from these target groups in direct proportion to the population.

LLDD

B&FC have a dedicated Higher Education Learning Mentor (HELMs) team that engage with students prior to commencement on their HE programme of study and continue this support throughout the student lifecycle. The team offer a holistic service for students to enable them to declare any disabilities or learning difficulties in a supportive environment. Over 10% of students declared a learning difficulty, 4% a disability and 3% declaring both.

Care Leavers

The HELMs offer a personalised service to this underrepresented group, including support to enable declaration and close working with local authorities and previous institutions to fully understand needs. Over 0.5% of the student body declared themselves as care leavers during transition to enrolment.

Students estranged from their families

In 17/18 19 students were identified through supporting documentation from local authorities and other channels as students that are estranged from their families. Again, this was supported by the HELMs through intervention with students enabling ease of declaration.

1.2 Success

Curriculum and support services work holistically across the student lifecycle supporting access, retention and progression of students.

Partners for Success is a partnership framework across the organisation that includes key delivery teams, the Student Union, all service areas and the students themselves to engage in a full calendar of programmes and activities.

(2016/17)

Age

Across both 2016/17 and 2017/18 data, the large 21+ year old community has a lower (15%) non-continuation rate than the smaller 18-20 cohort.

Low Participation

Students from Polar3 quintile 1 and 2 have higher non-continuation rates than other students, however, students from quintile 2 have a higher pass rate than those students from quintile 4. This suggests that interventions with students on course are successful but that students from the quintiles 1 and 2 are more likely to leave their course early.

LLDD

Students with a declared disability or learning difficulty have higher continuation rates than all other students, however, students declaring both have lower continuation rates than all others.

Care Leavers and Carers

Carers and Care Leavers had lower continuation rates on their course and have a lower pass rate than other students. The gap has lessened in 17/18 with care leavers realising a more positive 'stay on' rate.

(2017/18)

Age

Cohort retention (ie for the life of the programme) of 18 to 20 year olds remains higher than 21+ at mid-year review.

Low Participation

Mid-year data identifies that students from Polar3 quintile 5 have a higher non-continuation rate than other students (a caveat must be included here as this cohort of students is the smallest in number compared to other groups within this category). Students within quintiles 1 and 2 continue to have the next highest rates of non-continuation.

LLDD

Students with both a declared disability and learning difficulty have the highest attendance rates which can be attributed to the interventions through the Higher Education Learning Mentors that support these students. Students with a declared disability have the highest continuation rates with students with a learning difficulty the lowest continuation rates.

Care Leavers and Carers

This underrepresented group have lower continuation rates than all other students. However, with just ten students identified and eight remaining on course the weighting on percentages should be reviewed with caution.

1.3 Progression

This section is based on the most recent DLHE data for 15/16 completing students:

- 69% of students when completing their higher education programme progressed to either *highly skilled* employment or study.
- 90% of students progressed successfully either into work or further study on completion on their higher education study programme.
- From the students that had never been in employment prior to starting on their higher education course the average salary was £20,000.
- For those students that had been employed before and during their programme of study their average salary was £28,300.
- Students that did not work whilst studying gained an average salary of £26,600 and those that did work gained £26,000 on average.

As the current DLHE data drills down to individual student level we plan to enhance our reporting of destinations of underrepresented groups to inform future planning and targeting, e.g, the destinations of BME students.

Our partnerships with employers means we can co-create our higher education programmes and ensure that students' progress from B&FC with the skills and qualifications required by industry.

Our tutors have industrial experience enabling students to gain key employability skills which is embedded within every course. B&FC is extremely proactive in working with employers to ensure that students receive the best learning experience possible delivering technical and professional competencies to all students.

Our Degree Plus scheme allows students to identify and hone their skills and attributes needed for their future career. It also offers students the opportunity to develop themselves through the whole student lifecycle including volunteering, mentoring and community work. A large part of the scheme is the Higher Education Achievement Record (HEAR) which students can use to present employers their achievements.

B&FC received 2% above benchmark in overall satisfaction through the National Student Survey 2016/17 with just over 85% satisfaction. Learning resources was the only indicator identified as below the national average from student feedback.

2. Ambition and strategy for implementation of the Access and Participation Plan

A key strategic goal continues to be raising 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 light of the full analysis of current performance within this Access and Participation Plan, identification of specific target groups and the intended work and activities throughout the student lifecycle is documented and prioritised. Stretching targets will be set out in the measures section within the plan for specific stages of the student journey with identified groups. The groups identified through performance assessment are:

- 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 BME groups
- Success of students with learning difficulties
- Access and success of care leavers and carers
- Access and success of students estranged from their families

Careers education, information, advice and guidance will become a priority focus for all our target groups. A strategic focus will build on the government's Careers Strategy published in December 2017 that incorporates the findings of the Gatsby review. CEIAG is a crucial component of success on programme and ultimate successful progression.

B&FC will further invest in resources to enhance employment and progression opportunities for all students through the dedicated Careers Team. The team offer one to one careers guidance enabling students to reinforce and strengthen their knowledge on progression opportunities.

The Student Advisers within the Careers Team will work across the Partners for Success enabling the development of a range of new initiatives to help students develop their employability skills, engage with employers and other external organisations and create more volunteering and placement opportunities.

These new initiatives will enhance current workshops and activities which focus on the development of leadership skills, enhancing career aspirations and ensuring graduates are well equipped for a smooth transition into successful and sustainable employment. The Careers Team offer a series of dedicated workshops designed to engage students in reflection of their career journey. The team offer a year round service for students incorporating workshops, drop-ins and subject specific advice and guidance.

2.1 Access and success for 18-20 year olds from underrepresented groups

Whilst 18-20 year olds are clearly well represented within the wider HE sector, sub-sections of this group including for example, young white males from lower socio-economic backgrounds and young carers are underrepresented. B&FC will continue to work locally and collaboratively across the north-west region with sixth forms and other FE providers to enhance outreach and widening participation activities to engage underrepresented 18-20 year olds to access higher education opportunities. A priority focus will also be the several thousand young people undertaking their further education and apprenticeship studies with Blackpool and The Fylde College. Targeted interventions will ensure that these students receive the necessary support and guidance to ensure their progression into higher education through targeted interventions that include the College's Flying Start summer programme, links with current students, employers and exciting mentoring opportunities.

2.2 Access and success of mature students

Focus group research undertaken with higher education students at B&FC identified that students chose to study at a FEC because of the tailored support they received on entry with more personalised contact and smaller class sizes. Pre-programme and on-programme support is a strong focus of delivery at B&FC. This intervention incorporates and is inclusive of the Partners for Success framework. This framework allows curriculum and support services to work holistically across the student lifecycle supporting access, retention and progression of students. It is a partnership approach across the organisation inclusive of key delivery teams and engages students through various programmes including Flying Start.

B&FC recognises that mature students are a priority group and the engagement and that access for these students nationally is underrepresented. B&FC will continue to offer a supportive and flexible programme of study that meets the needs and ambitions of mature students. Working with schools, their pupils and parents to raise aspiration, help build individual confidence and highlight the positive outcomes from studying higher education will continue to be a key aspect of B&FC's widening participation strategy.

B&FC recognise that mature students have wide ranging personal commitments that require careful planning alongside their programmes of study. The HELM team offer a programme of positive intervention to assist students through key transition points. As well as interventions pre-enrolment through Flying Start the HELMs offer a Flying Further programme which supports students between transition stages from level 4 to level 5 and 5 to 6. It is the ambition of B&FC to engage students in more developed and targeted interventions through mentoring schemes to enable student access to a support network throughout their study.

2.3 Access for Low Participation groups

B&FC has a strong record of positive access for students from areas of low participation backgrounds with over 60% of the student body deriving from this underrepresented

group. B&FC will continue to work collaboratively with local primary and secondary schools, the wider community and with HEI and FEC partners to raise aspirations and attainment across the area.

The Lancashire (National Collaborative Outreach Programme) data analysis of students with the ability currently to progress to higher education but who experience barriers to doing so, is enabling targeted interventions. B&FC are working closely with the NCOP, with local schools, businesses and communities across the region to empower young people giving them the knowledge and opportunities succeed through engagement in activities.

Within the 18/19 resource plan a target around raising attainment working with schools was set and aligned to the priorities for OfS and DfE. A pilot scheme has been developed and delivery has begun. Schools have identified students from low participation backgrounds and those that are borderline on their predicted grade outcomes. Full evaluation of outcomes will inform continued engagement and potential for widening scope to the other schools investigated.

2.4 Success of students with learning difficulties

The promotion of positive mental health and wellbeing through the B&FC Mental Wealth strategy is supporting the identification of those experiencing emergent mental distress and low wellbeing to enable early intervention strategies. This is particularly the case where students declare a learning difficulty or disability; currently mental health and dyslexia are the difficulties most often identified and declared. B&FC are dedicated to enabling students to understand potential learning difficulties and will continue to support them through hardship funding to help with the cost of dyslexia assessments. Continued support coupled with a dedicated team enables students to be prepared for progression pathways utilising an inclusive practice framework. The HELMs team provide a disability support service which provides specialist guidance.

2.5 Access and success of care leavers and carers

Through targeted community intervention and collaboration with local third sector organisations, B&FC intends to build on existing relationships with Blackpool Young Carers. The aim will be to engage with the centre to ensure information, advice and guidance for young carers who are unable to leave the local area due to significant care commitments is developed and delivered.

Each student that is identified from this underrepresented group receives a guarantee of 1:1 HELM team support from pre-course initial contact and throughout the student lifecycle. B&FC work collaboratively with external professionals such as the Carers Trust and local authorities to enable early intervention for access arrangements. The B&FC Care Leaver Covenant is in response to the DfE Keep on Caring strategy and organisations from many sectors pledge support to help care leavers overcome challenges to access when they begin independent living.

‘Succeed’ is B&FC’s financial, study skills and wellbeing support package for care leavers, carers and students estranged from their families. It aims to raise aspirations, enable continuation and successful progression.

2.6 Access and Success of Student estranged from their families

B&FC was recognised as the first English FEC to join the charity StandAlone UK and make the StandAlone Pledge to support young people who are studying Higher Education without the support or approval of a family network.

StandAlone recognise that the estranged students who reach institutions often throw themselves wholeheartedly into studying. Many are determined that a lack of material and emotional support and/or approval from their family will not act as a disadvantage. Yet, despite demonstrating significant resilience, these students drop out of HE at a rate that is three times higher than the average student. The pledge helps institutions to develop support and enable these motivated young students to stay resilient.

B&FC will continue to support and help students identify themselves within this underrepresented group to ensure they have access to financial and social support to assist with their success.

3. Collaborative Partnerships

B&FC understands the value of strong, sustainable and collaborative working and strives to work in partnership to ensure best value, enhanced opportunities and experiences for the people we work with. We know that both internal and external collaborative working can provide successful and meaningful outreach opportunities for both current and prospective students.

3.1 HE Partners

B&FC will continue to work in partnership with Lancaster University and other HEI and FEC partners to support raising aspirations and attainment across the region. B&FC is a member of the Lancashire NCOP called Future U and is committed to working with other partners to provide a strong programme of collaborative outreach activity for the young people in our local communities. This includes working together to deliver programmes to support a range of underrepresented students within higher education including students in care, mature students, students with a disability and/or learning difficulty, care leavers and students estranged from their families.

B&FC will be working with other local institutions to promote regional CPD Workshops for practitioners and stakeholders with an involvement or interest in widening participation and social mobility. The workshops will ensure that all staff and organisations working with young people within Lancashire and Cumbria have the chance to investigate the activities that are happening to support young people and keep up to date with key information and context regarding our own local regions.

In addition, we have committed to working closely with other HE providers within Lancashire to share best practice and to deepen relationships with the schools we engage with to ensure that as a sector we are reaching the widest possible cohort of students. This will include working closely with colleagues within the Lancashire NCOPs to ensure that activities target students who may not benefit from activities already offered under the current NCOP provision.

We will continue to analyse and review the needs of the students within our local region and where gaps or needs are identified; we will work collaboratively with others to address this as appropriate.

3.2 Primary and Secondary Education Partners

B&FC have a College and School Liaison Team including an Outreach and Widening Participation Officer. This team is dedicated to supporting young people, adults and the wider community in making informed choices about their future. They offer information and advice about the different study routes and pathways to success.

Relationships with all local primary, high schools and academies is excellent delivering a wide variety of in-school and in-college sessions and support curriculum initiatives of engagement. These relationships are driven by positive relationships at senior leadership level across the local school area ensuring strategic direction is collaborative and aligned to the needs of the area.

The College and School Liaison team is actively involved with widening participation projects and is a member of Higher Educational Liaison Officers Association (HELOA) and National Education Opportunities Network (NEON). This enables the team to keep up to date with national changes in the Higher Education landscape ensuring a professional and competent approach to recruitment of students. It also allows for networking opportunities that enhance knowledge, skills and expertise regarding the ever changing Higher Education sector.

3.3 Sixth Form Education Partners

B&FC works in partnership with the local sixth form college to ensure that young people have a clear understanding of access and pathways to higher education through a core programme of outreach activities across the Fylde Coast integrated with the Blackpool Opportunity Area Strategy Group. This programme allows ease of access to all young people across the Blackpool area to a programme of activities to enhance knowledge and raise aspirations for progression to higher education.

3.4 Third Sector Partners

Partnerships with two key third sector organisations have been developed. Targeted community intervention through collaboration with local third sector organisations B&FC builds on our history of success with Blackpool Young Carers. The principles of engaging with third-sector leaders to support the provision of information, advice and guidance is aligned to our commitment to raise the aspirations of underrepresented groups.

B&FC has strong relationships with the local Rotary Club and other linked groups such as, women's refuge, homeless charities, youth and community based charities and local children's and families centres. Such relationships enables B&FC to work closely with underrepresented groups within community settings that enhances supportive, trusting and meaningful intervention.

3.5 Networks

B&FC's Partners for Success services are active with many external networks which offer forums for discussions, sharing of best practice and engagement with contemporary debates and local/national initiatives. Such networks include:

- Blackpool Opportunity Area delivery groups
- Blackpool School Improvement Board
- Careers and Enterprise Company
- National Association of Disability Practitioners (NADP)
- National Association of Managers of Student Services (NAMSS)

- Non-Medical Helper Association
- Higher Education Liaison Officers Network (HELOA)
- The National Education Opportunities Network (NEON)
- NORTHCLASS (University Network for Care Leavers)
- National Institute of Adult Continuing Education (NIACE)
- Blackpool Safeguarding Children's Board
- North West Learning Support Network

3.6 Student Consultation

Student consultation is at the heart of the values of B&FC and the Student Voice, including the communication strategy *'you said we did'* underpins our strategies for improvement. Students are represented on the Learning Teaching and Equality Committee, the Student Enhancement Group and students are part of their curriculum department's Quality Improvement Plan meetings. The Big Student Meeting is a specific HE event within the university campus where student nominees debate the issues raised by the peer groups alongside the senior management team and lead managers from every curriculum and service department.

4. Equality and Diversity

Blackpool and The Fylde College has a proud history of embedding equality and diversity in to its practice is one of the few colleges in the country to be awarded the AoC Beacon Award for Equality and Diversity on multiple occasions.

The Learning, Teaching and Equality Committee meets six times a year and is the corporate forum for equality and diversity issues and the place where equality and diversity impact measures (EDIMS) are dissected and action plans devolved to the relevant departments within the organisation. It is chaired by the Vice Principal, Higher Education and Student Enhancement and the minutes are discussed within the HE Academic Board.

It is responsible to SMT and the HE Academic Board for enhancing the quality of all aspects of the students' experience including learning, teaching and assessment, and the impact of scholarship. To provide a forum for debate and to develop and monitor the College Learning, Teaching and Assessment Strategy. To lead on the awareness, understanding and implementation of local, regional and national strategies and policy drivers in relation to equality and diversity and through British Values providing advice and guidance on the strategic development and implications of these across College.

5. Evaluation and continuous improvement

Ensuring continuous improvements through an evaluative research and evidence based approach is the ambition and strategic direction of this plan. The evaluative programme that will underpin the intended delivery of activities will enable a robust evidence base for continuous improvement. New pilot activities will be developed from a research based approach ensuring targeting is formed from a strong foundation allowing for effective evaluation.

The Access and Participation Plan targets and milestones will scrutinised and approved through B&FC HE Academic Board with continuous monitoring and evaluations being delivered through the Learning, Teaching and Equality Committee. Students are engaged

in all deliberative committees held within the organisation which gives opportunity for direct feedback.

Through the B&FC Learning, Teaching Equality Committee, reporting on multiple equality measures ensures timely interventions can be discussed, agreed and mobilised for underrepresented groups and the wider student body.

6. Access, student success and progression measures

All targets and milestones within the 2018/19 resource plan will continue to be monitored and evaluated through deliberative mechanisms such as the Learning, Teaching and Equality Committee and HE Academic Board. The targets and milestones from 2018/19 and progressive targets from previous years will continue to be developed and evaluated as they continue to be areas for improvement.

In response to the assessment of current performance and in alignment with the ambitions and strategy for implementation of the plan it is intended to develop and deliver a range of new activities in 2019/20.

Taking into account the student groups identified within the ambitions statements, activities will be directed purposefully to those areas of greatest need. Each of these interventions and activities will be targeted at the underrepresented groups to enhance access, success and/or progression through the analysis of data shown in the assessment of performance.

B&FC's raising attainment target in the 2018/19 Access Agreement will be extended following informed evaluation of the project allowing other schools to participate in the opportunities.

Two research based pilot schemes will be developed, one will investigate the impact of building resilience in students with mental health issues on success and progression and the other will be based on the development of a mentoring programme for level 4 students to enhance continuation rates from level 4 to level 5.

Through the Opportunity Area, activities relating to collaborative working with the local sixth form college will be delivered and this will enable clear communication to young people and parents of the full menu of progression pathways post-16 and impartial advice and guidance on higher education opportunities.

6.1 Financial support

Currently we support up to 300 eligible students with a means-tested, one-off payment of £500 to support their first year of study through the B&FC Advantage Scholarship. Recent evaluation work included a survey of current students which confirmed that the scholarship allowed them to purchase the study resources and equipment needed to facilitate success.

The scholarship will be available to new UK home students or EU nationals who have been living permanently in the UK for the last 5 years, on full time undergraduate programmes.

The College is committed to continuing the Access Scholarship for students that are care leavers, young carers and will include students estranged from their families. The research undertaken through the student survey identifies that those in receipt of the scholarship were able to access relevant study materials, equipment and support their

broader living costs. This scholarship will be available to new UK home students of EU nationals who have been living permanently in the UK for the last 5 years. Eligible students will receive £1000 per year for a maximum of three years of study.

We recognise that there will also be occasions when something happens that impacts on study which had not been planned for. We will continue to support students in emergencies that experience particular hardship, providing monetary awards via individual applications and on a case by case basis.

We will continue to monitor and evaluate the outcomes of students in receipt of financial support to inform future planning and it is intended to undertake further research in 18/19 to inform the detail of future scholarship offers.

7. Investment

Data identifies that we have a high proportion of students from underrepresented groups. With this in mind and in line with OfS guidance we aim to spend 15% of additional fee income in addition to bursaries and this will be distributed as follows:

- 20.6% (£300,000) on direct financial support through bursaries and hardship for students with 3% (£45,000) of this being directed to eligible care leavers/young carers and students estranged from their families
- 18.5% (£270,400) on access/outreach activity
- 61% (£891,100) on success and progression activity

It is the intention of B&FC to continue to offer bursaries to the underrepresented groups of Carers, Care Leavers and Students Estranged from their families £1000 per year for a maximum of three years. The current scholarship of £500 for first entry level 4, which is offered to students from low income households will be reviewed in 2018/19 taking into account further research with students and existing feedback channels.

The Directorate for Students and the Directorate of Stakeholder Engagement have access and participation as the core objective within their structures. Additional access and participation investment is in excess of £1.5million of staffing and consumable spend. The college is also an active participant in the national collaborative outreach programme and has secured over £30,000 for partnership activity to widen participation.

8. Provision of information to students

B&FC is committed to providing information for prospective and current students about the learning opportunities we offer in a timely and accessible manner. We publish information that describes our mission, values and overall strategy through:

- Our website which includes the Mission, Values and College Governance
- The College's mission and values are highly visible around the college estate
- The College's strategic goals and priorities are made available for all staff through internal communication channels and used to inform individual target setting and performance monitoring
- College publicity materials aim to promote the College's Mission and Values where appropriate

We clearly communicate the process for application and admission to the programmes of study by making the HE admissions process available on the website and in the HE prospectus. The next steps are detailed in our correspondence and via UCAS.

We make information available to prospective students to help them select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them via Open/HE experience days, High School and Sixth Form events, UCAS online, detailed course information sheets online and through the HE prospectus. Social media is used to enhance engagement and communications with students.

Information includes:

- Course summary including special features and course options
- Teaching and assessment methods
- Application process
- Employment and work placements
- Opportunities after graduating
- Tutor profiles and contact details

In addition information is presented at an institutional level on our facilities, welfare and support, employability and careers. The College also ensures that the Key Information Set data for each course, where relevant, is available through the UNISTATS widget on the website at course level.

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. The corporate teams work in partnership with the Students Union and Student Forum to ensure that all relevant information reaches students.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

In 19/20 HE tuition fees for new entrants will be £8,250 for the duration of thier course.

Full-time course type:	Additional information:	Course fee:
First degree		£8,250
Foundation degree		£8,250
Foundation year / Year 0		£8,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£8,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- 19/20 enrolments	£4,125
Foundation degree	- 19/20 enrolments	£4,125
Foundation year / Year 0		*
HNC / HND	- 19/20 enrolments	£4,125
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Internal progression target - students progressing from FE to HE	No	2011-12	28.70%	46%	48%	50%	50%	50%	The target from 2015-16 was 42% which we did not achieve. Targets going forward will remain the same however.
T16a_02	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Foundation Degree students progressing to top-up completion awards	No	2011-12	56.50%	69%	71%	72%	72%	72%	63.3% of FD students progressed to top-up awards starting in 2015-16. The target set was 67% which we did not achieve, however the data does show an increase of 4.9% which is positive. We have adjusted our targets to reflect this.
T16a_03	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	College HE completion rate	No	2011-12	85.20%	90%	91%	92%	92%	92%	The target of 86% completions in 2014-15 was achieved. We will continue to set stretching targets going forward.
T16a_04	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Student self-disclosures	No	2011-12	390	560	570	580	580	580	There were 596 student self-disclosures in 2015-16 which was over the expected target.
T16a_05	Student success	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Number of care leavers identified in level 3 (internally) progressing to HE	No	2014-15	3	11	12	13	15	15	There were 5 care leavers identified in level 3 in 2015-16 in total, of which 3 progressed in to HE (60%)
T16a_06	Access	Low participation neighbourhoods (LPN)	Other statistic - Socio-economic (please give details in the next column)	Maintaining the proportion of students from low participation areas (polar data quintile 1)	No	2014-15	35%	35%	35%	35%	35%	35%	The proportion of students from quintile 1 in 2015-16 was actually 38%.
T16a_07	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Growth of PT entrants to HE	No	2012-13	170	260	270	280	280	280	The target of 230 in 2015-16 was achieved
T16a_08	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Retention of students with declared LLDD	No	2013-14	79.80%	83%	84%	85%	85%	85%	The outcome 2015-16 was 80.4%
T16a_09	Student success	Attainment raising	Other statistic - State School (please give details in the next column)	Motivational pre-exam session in two pilot schools	No	2017-18	20	25	30	35	40	40	Delivery of session to commence in 17/18 with 20 identified Key Stage 4 pupils from 2 pilot schools
T16a_10	Student success	Attainment raising	Other statistic - State School (please give details in the next column)	Primary literacy project with Lancaster University	Yes	2017-18	2	3	4	5	6	6	Project to commence in 17/18 with 2 pilot schools

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (summer schools)	Number of students participating in the full summer school offer (Flying Start)	No	2015-16	200	360	370	380	390	400	There were 331 participants in the Flying Start programme in 2015-16. The targets have therefore been amended.
T16b_02	Other/Multiple stages	Multiple	Operational targets	Number of students participating in the between levels transitions offer (Flying Further)	No	2015-16	34	60	70	80	90	100	34 students participated in the Flying Further offer in 2015-16
T16b_03	Student success	Attainment raising	Operational targets	Student retention one year after participation in the summer school (Flying Start)	No	2015-16	98%	TBC	TBC	TBC	TBC	TBC	Current retention for the 2015-16 Flying Start cohort is 93%. This will need to be end of year data before targets can be set for the years ahead.
T16b_04	Student success	Attainment raising	Operational targets	Student retention one year after participation in the transitions offer (Flying Further)	No	2015-16	99%	TBC	TBC	TBC	TBC	TBC	The data for the Flying Further students is not available currently, however it will also need to be end of year data before targets can be set for the year ahead.
T16b_05	Access	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Care Leaver Access Scholarships awarded	No	2015-16	5	11	13	15	15	15	There were 5 care leaver access scholarships awarded in 2015-16
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Young Carer Access Scholarships awarded	No	2016-17	TBC	TBC	TBC	TBC	TBC	TBC	This extension to the access scholarship only comes in to force in the 2016-17 access agreement
T16b_07	Access	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Activities undertaken	Yes	2015-16	8	TBC	TBC	TBC	TBC	TBC	The NNCO is continuing to support a range of activities in line with expectations
T16b_08	Other/Multiple stages	Other (please give details in Description column)	Management targets	Provision of blended delivery to support access	No	2015-16	5%	14%	16%	18%	18%	18%	Blended learning delivery and support is continuing to be developed in line with expectations
T16b_09	Multiple	Multiple	Student support services										
T16b_10	Success	Multiple	Operational targets										

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.