Access and Participation Plan 2019-2020

Assessment of Current Performance

Introduction

1   Nelson College London (NCL) prides itself on being a higher education provider with a mission "to offer access to higher education to people from the widest possible range of backgrounds". We aim to transform our students' lives through the acquisition of the knowledge and skills needed to succeed in their chosen careers.

2   In order to fulfill our mission, we actively promote and provide the opportunity for successful participation in higher education to students from a wide variety of backgrounds and abilities. Although the majority of our students live relatively local to Nelson College, the students we target, in order to widen participation in higher education, comprise a heterogeneous group. The College thus serves a range of students who are culturally, demographically and educationally diverse. NCL provides a strong and cohesive support system for its students to ensure that they can flourish and achieve their goals. We currently have a dedicated student support lecturers' team working alongside academic tutors, and enthusiastic friendly staff who are constantly engaging with our students enabling and encouraging their success.

3   Overall, we have thus far been successful in addressing the widening participation agenda in the context of the bulk of our students belonging to underrepresented groups. This includes students from low household incomes, low socio-economic status backgrounds, students of various ethnicities who are performing below average nationally, mature students and those that do not have strong academic track records. We are aware that broadening participation extends beyond simply gaining access to education; success (i.e. - retention and achievement) and onward progression (i.e. - employment or further study) of the students are of course of pivotal importance.

4   As part of the quantitative assessment of our performance, we must at the moment perforce rely on a limited range of externally generated data. As an alternative provider with designated courses, we subscribed to HESA as part of the conditions of specific course designation from the 2014/15 academic year. In addition to submitting annual returns to HESA, the College, from 2016/17, participates in the Destination of Leavers from Higher Education (DLHE) survey and the National Student Survey (NSS).

5   Consequently, our external data lacks a substantially long time horizon. Thus, we have relied on internally generated data to underpin comments on our current performance across the whole student lifecycle. The College is naturally committed to improving its data systems so that data may be better understood, and more especially to enable us to recognise data shortcomings in respect of currently under-represented groups, and implement data refinements as necessary, resulting in continuous improvements to our processes and procedures. This will facilitate a better understanding of information gaps in relation to underrepresented groups, by strengthening the colleges' intersectionality analytical capabilities.

6   Our internal analysis relied on profiling our students using a broad range of characteristics such as ethnicity, age, mature students, entry academic profile, disability. We aimed to identify how each of these groups of students performed in their lifecycle - admission, retention, attainment, progression. We relied on both quantitative and qualitative data, which we believe are reliable and statistically significant, to reach conclusions about our current performance and about how effective the College has been in delivering higher education programmes to students from challenging backgrounds.

7   Scarcely less important are identifiable intersections of characteristics, the exposure of which enables us to identify more accurately gaps in access, success and progression for particular groups of students, where analysis by a single characteristic may mask or underestimate the extent of a gap that needs addressing for a particular group. We have accordingly conducted an intersectionality analysis across characteristics that our present data store permits – for instance ethnicity and age – but we are currently restricted in our ability to measure underrepresented groups (those recognised as facing barriers to access, success and progression compared to their comparator groups) across multiple forms of disadvantage.

8   One group that stands out in this respect are white males from low socio-economic backgrounds. We are therefore committed to strengthen intersectionality analyses as part of this Plan.

Fees, student numbers and fee income

9   For the academic year 2018-19, students enrolling on Foundation Degrees, Higher National Diploma and BA (Hons) Top-up fulltime courses will pay a starting fee of £6165.00 per annum. For year two of Foundation Degree and Higher National Diploma the tuition fee will be £6500.00 and £7200.00 respectively.

10   The proposed fee structure for cohorts starting their fulltime course during the academic year 2019-20 will be as follows:-

    1. Higher National Diploma courses   £6500.00
    2. Foundation Degree courses   £7200.00
    3. BA(Hons) Top-up courses   £7500.00

11   From 2019-20 for all subsequent years of courses the fees per annum will be subject to increase as permitted by the Office for Students.

12   The estimated student numbers for the purposes of this Access and Participation Plan and the fee income are stated within the resource plan for 2019-20.

Current Performance- Access

13 The College welcomes applications from students with a wide range of backgrounds where some have educational qualifications and others have no formal qualifications but were enrolled on the basis of work experience and/or admission tests. As per the contextual data given within the Teaching Excellence Framework (TEF) Metrics 98% of our students enrolled have non-tariff entry qualifications and the remaining 2% have low tariff qualifications.

14 The College is committed to ensure each application is considered on its merits and that prospective students have the ability to undertake the course they intend to study.

15 Our student population predominantly constitutes those of low household incomes and socio-economic status as evidenced from their full-amount entitlements for maintenance support and grants.

16 The analysis of our students' data shows that the College is successful in attracting students from diverse backgrounds. The majority of our students fall under at least one of the underrepresented groups' categories as identified by the OfS. We have carried out an analysis of three previous intakes (September 2013, September 2014 and September 2015) where we have reviewed the entry profile of the students, by gender, age and ethnicity.

17 The student body of the college on average consists of 62% of male and 38% of female students as shown in figure 1.
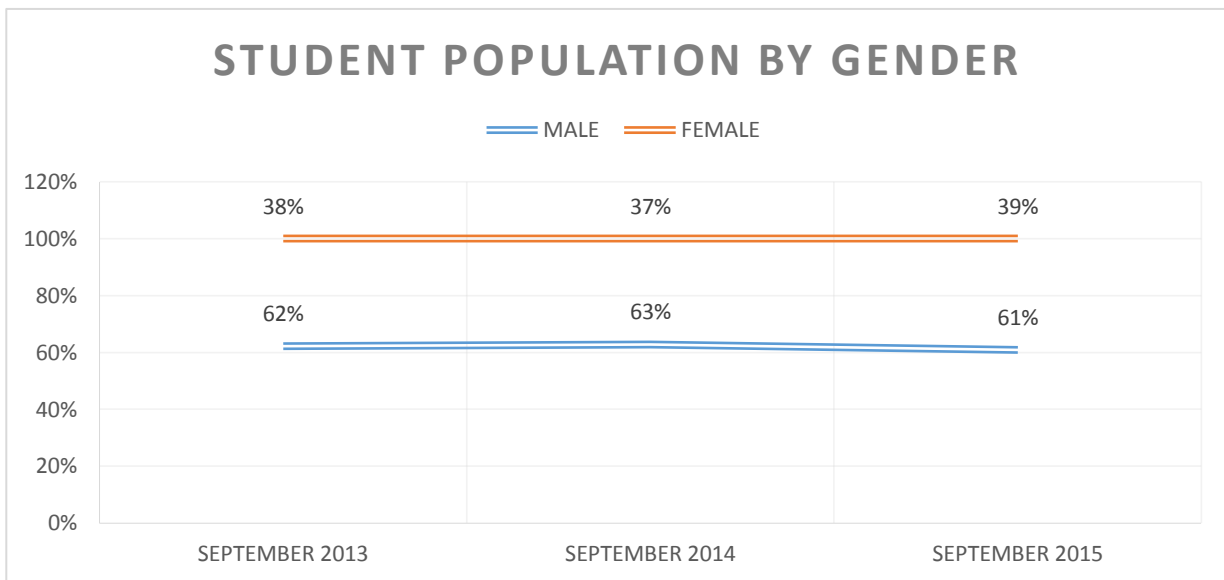

Figure 1

18 On average 92% of the students are mature in the age range of 21-60 and 8% of the students are young in the age range of 18-20 as shown in figure 2.
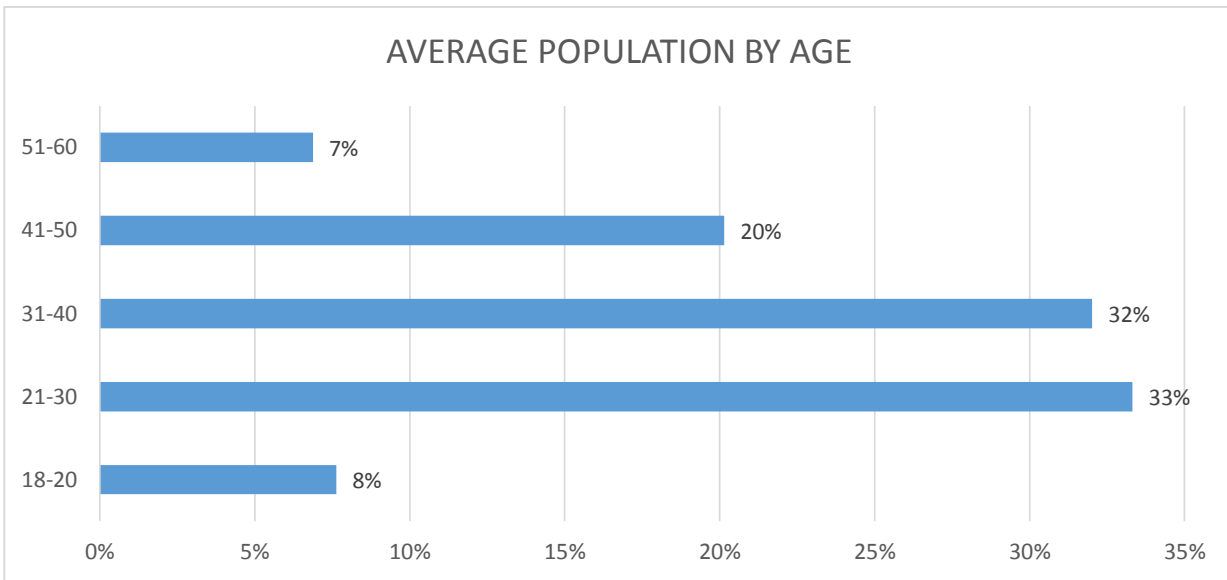
AVERAGE POPULATION BY AGE

Age	%
51-60	7%
41-50	20%
31-40	32%
21-30	33%
18-20	8%

Figure 2

19 The analysis below is in line with the contextual data within the TEF Metrics, where 28% of students are White, 18% Black, 49% Asian, 1% others ethnicities and 4% are of unknown ethnicity.
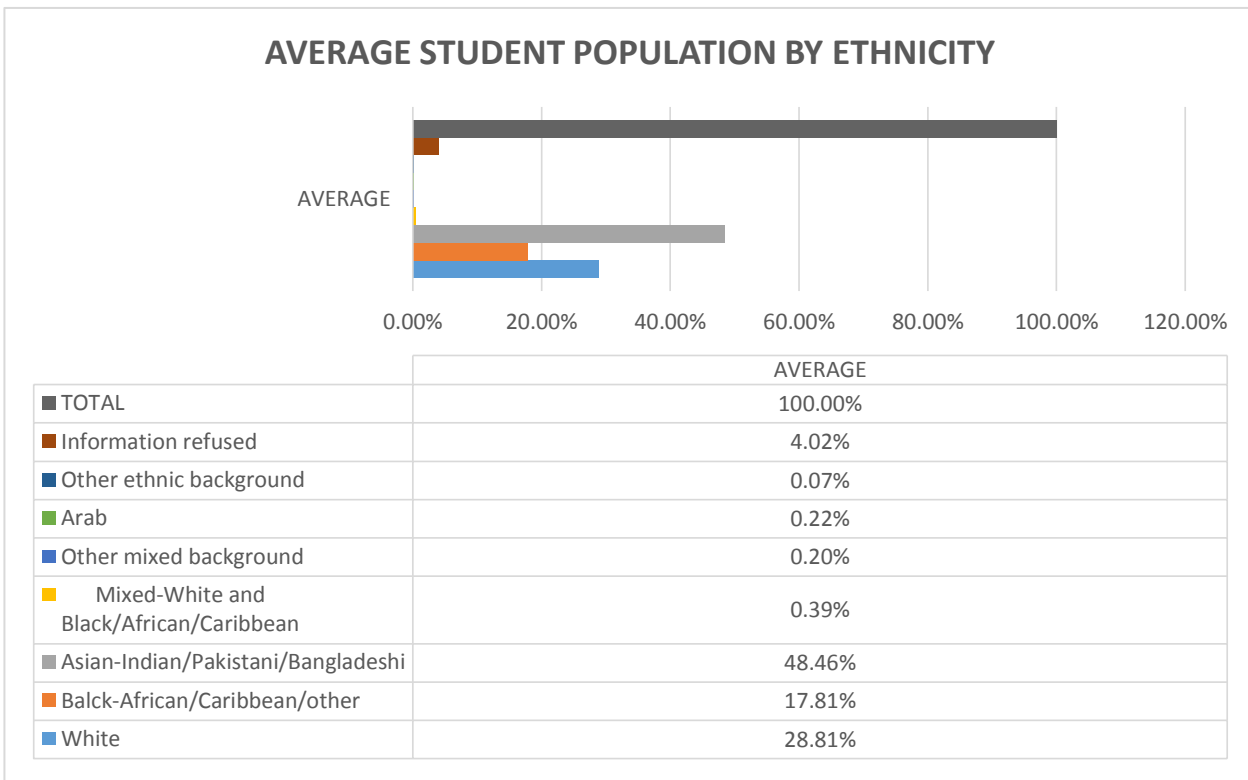
AVERAGE STUDENT POPULATION BY ETHNICITY

	AVERAGE
◼ TOTAL	100.00%
◼ Information refused	4.02%
◼ Other ethnic background	0.07%
◼ Arab	0.22%
◼ Other mixed background	0.20%
◼ Mixed-White and Black/African/Caribbean	0.39%
◼ Asian-Indian/Pakistani/Bangladeshi	48.46%
◼ Balck-African/Caribbean/other	17.81%
◼ White	28.81%

Figure 3

20 The College aims to continue to keep its student population diverse and to provide a platform for underrepresented groups. Currently there is no formal outreach programme in place but the College intends to launch a programme of outreach activities from year 2019/20, a component of which will be the establishment of an outreach framework in coordination with local schools and colleges.

21   At present, there are no students who are declaring disabilities.[1] The college aims to actively encourage students to disclose any disability [however 'minor' they may consider it to be] so that the college can provide support as appropriate.

22   The College has an Equality & Diversity policy [EDP] in place to ensure that students and staff are treated with dignity and respect, regardless of gender, age, disability, sexuality, religion, race or ethnic group. Our approach to Equality & Diversity is designed to cover the protected characteristics as well as the disadvantaged groups, but extends beyond mere compliance with the law: it extends, for example, to persons of Jewish ethnicity.[2]

23   Thus, our Equality & Diversity policy sits alongside our Access & Participation Plan as being mutually supportive. Beyond that, we believe that the APP will materially assist in the fulfilment of the EDP objectives, in particular with reference to the following objectives of that Policy:

- Selection of students for admission or staff for jobs without regard to marital status, race, ethnic origin, colour, religion, sexual orientation, social background or other irrelevant distinction.
- Promotion of widening participation and fair access to further and higher education for disabled students;
- Provision of a supportive working and learning environment which enables disabled staff and students to achieve their full potential;
- Provision of a positive working and learning environment free from discrimination, harassment, or victimisation where all members of its community are treated with respect and dignity;
- Making reasonable adjustments wherever possible for disabled students.

24   We hope and believe that enhancements to our data collection and analysis tools will enable us to target our resources in a more focussed way in the fulfilment of these objectives.

25   The College offers reasonable adjustments for disabled students for examination and assessment as well as with the physical access to our buildings and their facilities. The College is proud to offer flexible timetables for students who have childcare or other care responsibilities.

26   Currently, the College does not have processes in place to identify care leavers. For the academic year 2019-20, the College aims to have a process in place to identify care leavers at the enrolment stage where they will be allowed to enrol into the programmes by adjusting entry requirements and will be provided with pre-sessional classes before the commencement of their programmes of study.

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[1] Though there have been from time to time.

[2] Redbridge is home to a large and vibrant Jewish population.

27 The College recognises more needs to be done to identify students who have been in care (i.e.-'Care Leavers') as they are significantly under-represented at the College. The College will go beyond the official definition of Care Leavers and will include all those who have experienced care at any stage of their lives, including those who have been adopted, estranged students and unaccompanied asylum-seeking children. We identify that there is a need for us to widen access to our courses to these categories as Untapped Target Groups ('Disabled Students' and 'Care Leavers')

28 The College aims to setup an Equality and Diversity Committee which will report to Academic Board and the Board of Governance. It will be responsible for day-to-day equality- and diversity-related matters.

29 The College is aware that there are strong links between access and participation, which is focused on groups underrepresented in higher education, and equality and diversity, which is focused on characteristics protected under the Equality Act 2010. The Equality and Diversity Committee is committed to explore the interaction between our access and participation plan and our equality and diversity policy and will undertake an equality impact assessment to consider the impact of our activities and support measures on students with protected characteristics.

30 In designing our Access and Participation Plan the College has paid due regard to equality and diversity and that the College can confirm that it has executed its responsibility under the Equality Act 2010. The College is committed to provide equality of opportunities to all students and the enhanced data collection will help us to monitor our compliance to the Equality Act 2010. In the analysis that follows, we have discretely and numerically targeted our access and widening-participation ambitions as far as we are able. Where this has not been possible – or where in our professional judgment it would not be prudent to do so - we have endeavoured to say so and why.

31 The College recognises that more needs to be done to identify, support and encourage some of the underrepresented student groups (such as Disabled Student, care leavers, carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, refugees). These are key target groups for the College.

Current Performance- Success

32 We have undertaken a detailed analysis of our non-continuation population as reported in our Higher Education Statistics Agency (HESA) AP Student Record 2013-14, 2014-15 and 2016-17 returns to broaden our understanding so that targeted support could be provided to all students from underrepresented groups.
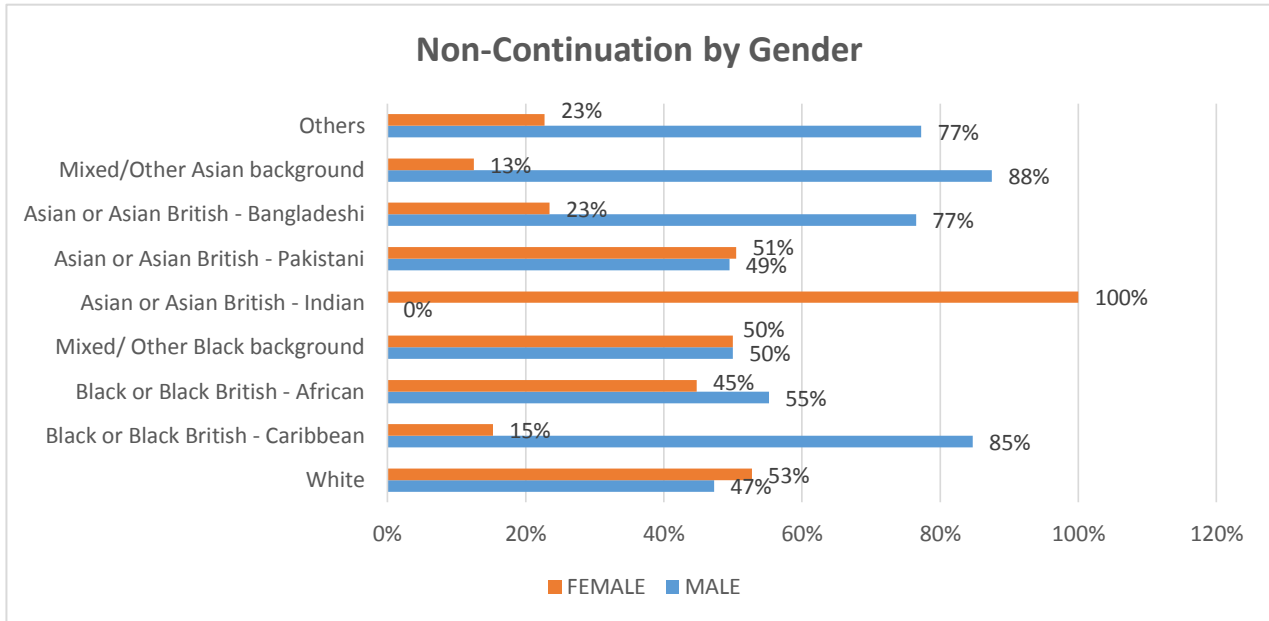
Figure 4

33 As shown in figure 4 male students form a significant portion of the non-continuation population amongst underrepresented groups as compared to female students. The College will take steps to improve the retention rate of male students in general but in particular students from Black Caribbean, Black African, and British Bangladeshi and British Pakistani origins.

34 As shown in figure 5 below, non-continuation is highest amongst students from British Bangladeshi cohorts at 44.5%, white mature students at 26.5% followed by Black African students.
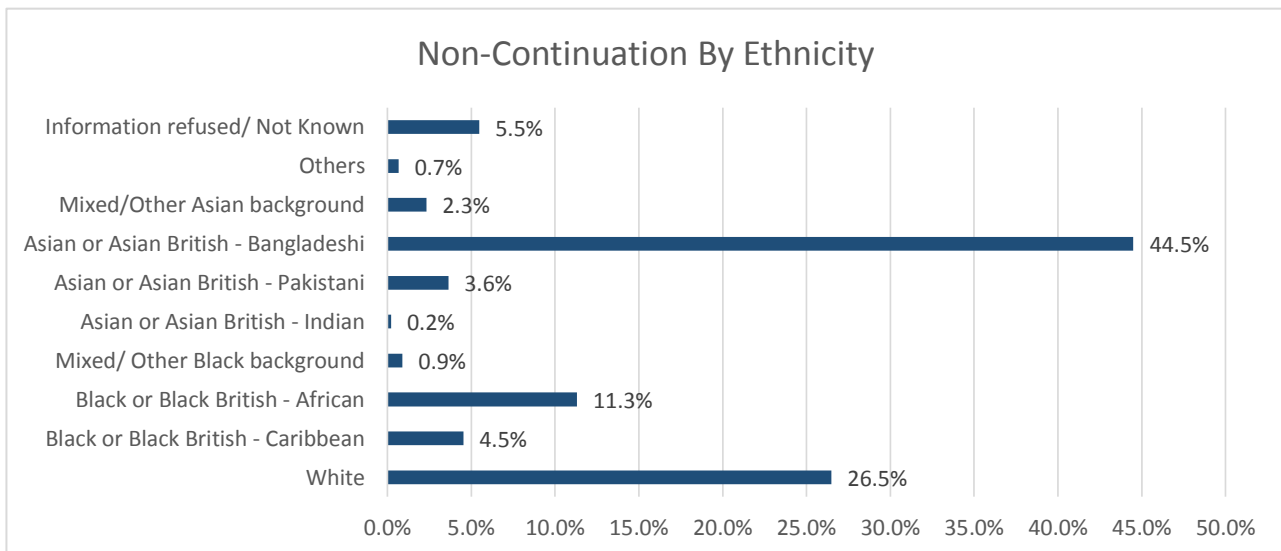
Figure 5

35 As shown below in figure 6 the students in the age range of 21-30 years are most likely to drop out from the programmes followed by age ranges 31-40 years and 41-50 years. The students from the age range of 51-60 years are less likely to drop out followed by those in the 18-20 years cohort.
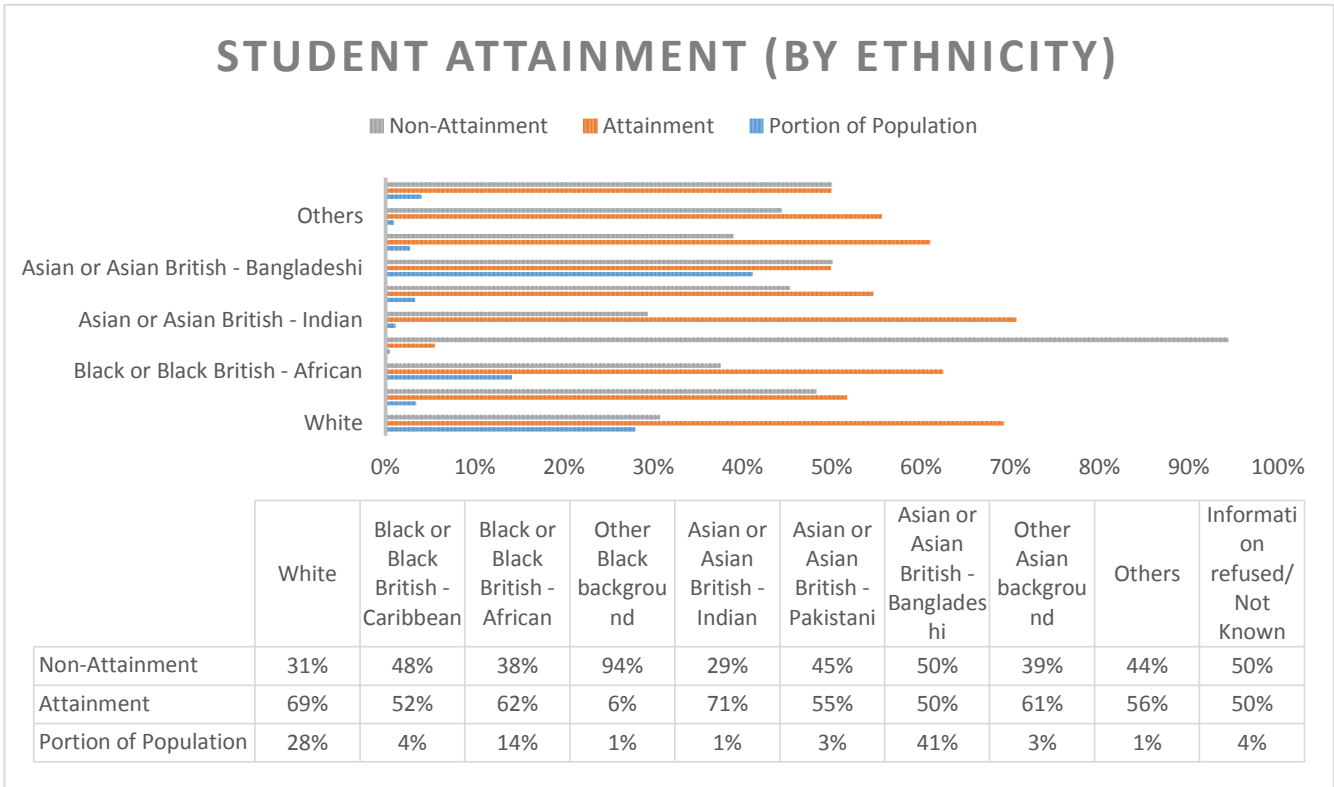
STUDENT ATTAINMENT (BY ETHNICITY)

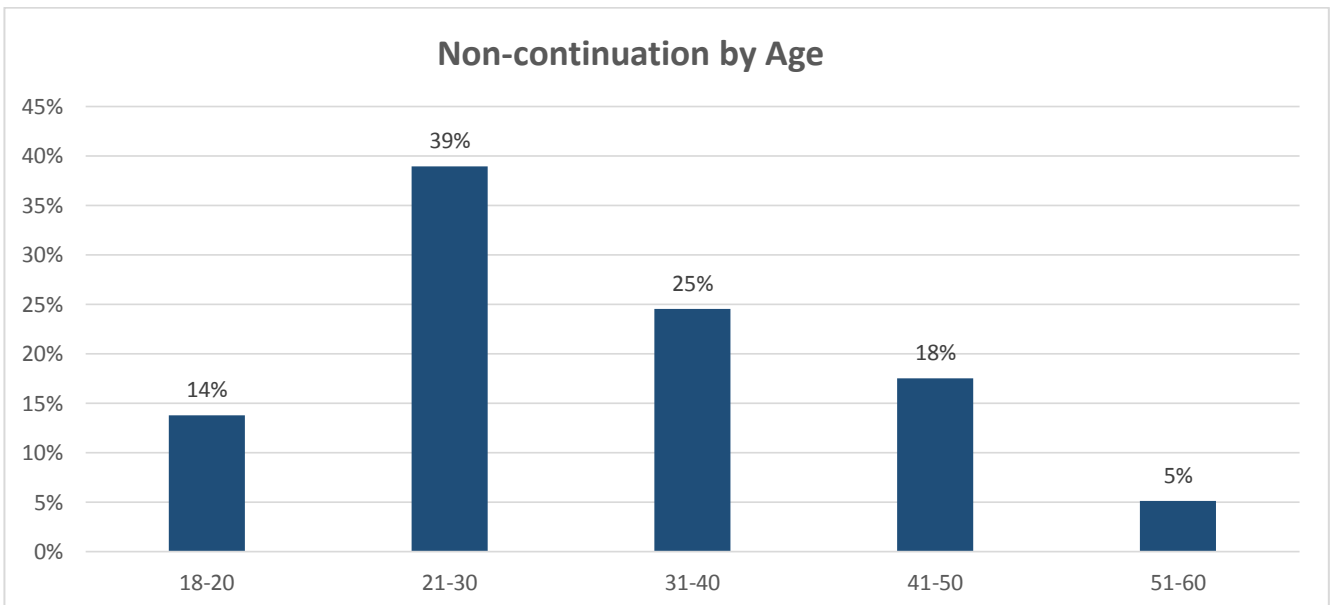|	White	Black or Black British - Caribbean	Black or Black British - African	Other Black background	Asian or Asian British - Indian	Asian or Asian British - Pakistani	Asian or Asian British - Bangladeshi	Other Asian background	Others	Information refused/ Not Known
Non-Attainment	31%	48%	38%	94%	29%	45%	50%	39%	44%	50%
Attainment	69%	52%	62%	6%	71%	55%	50%	61%	56%	50%
Portion of Population	28%	4%	14%	1%	1%	3%	41%	3%	1%	4%

Figure 7

Figure 6

36 The College has reviewed the attainment rates of its students based on their ethnicity (as far as we can identify it) and significant gaps were identified in the attainment rate of students from BME backgrounds. In summary, non-attainment rates are highest amongst Asian British Bangladeshi (50%) followed by Black British Caribbean (48%), Asian British Pakistani (45%) and Black British Africans (38%).

37 The College intends to develop and implement an action plan to reduce the attainment gap identified for students from black and minority ethnic backgrounds. The action plan will aim to establish a BME Advisory Group to inform initiatives within the College and to provide additional student support and early interventions for underperforming students from these backgrounds.
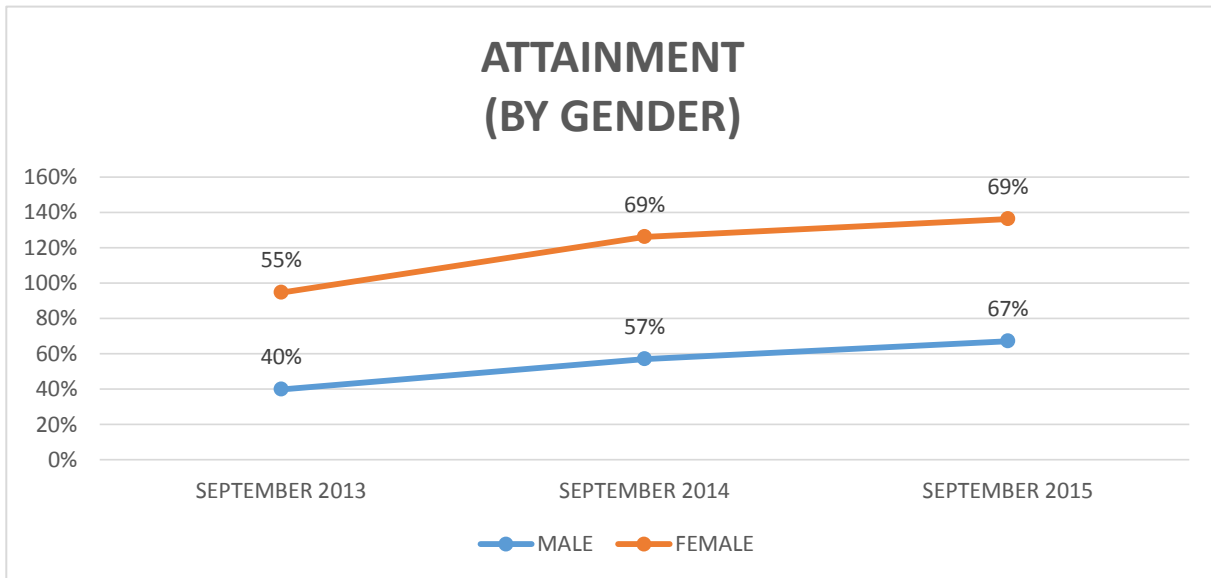

ATTAINMENT (BY GENDER)

Figure 8

38 The college has made improvements to reduce the attainment gap between male and female students. The data should be read in the context that over the same period, the percentage of female students recruited has increased.
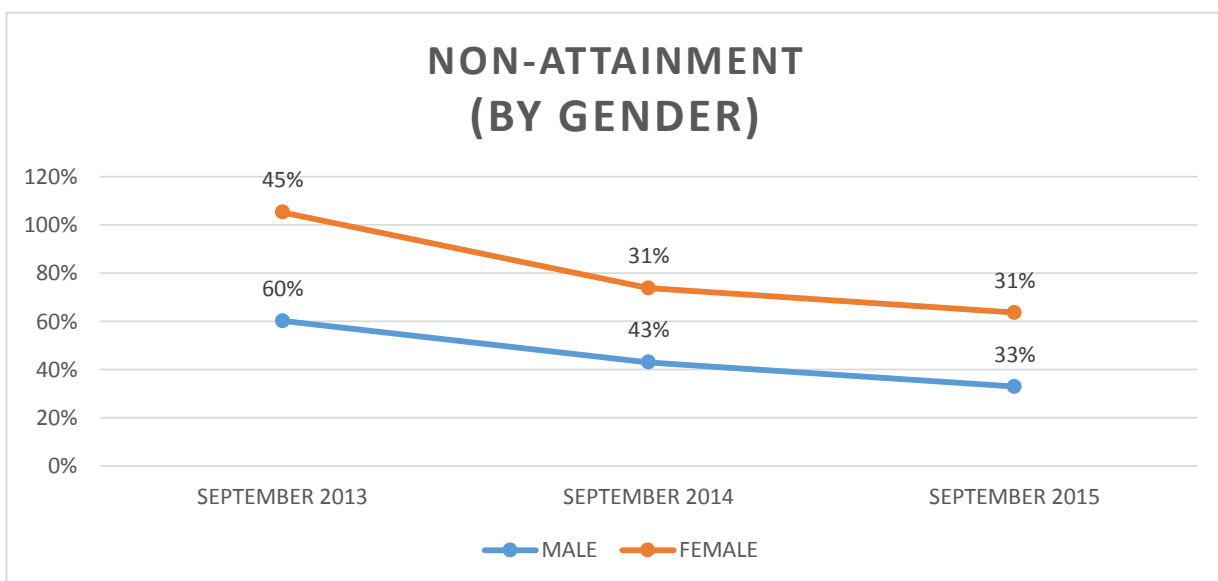

NON-ATTAINMENT (BY GENDER)

Figure 9

39 Non-achievement rates amongst female students have dropped by 14%, from 45% to 31%, and non-achievement rate amongst male students has significantly decreased by 27% from 60% for September 2013 Intake to 33% for September 2015 Intake.
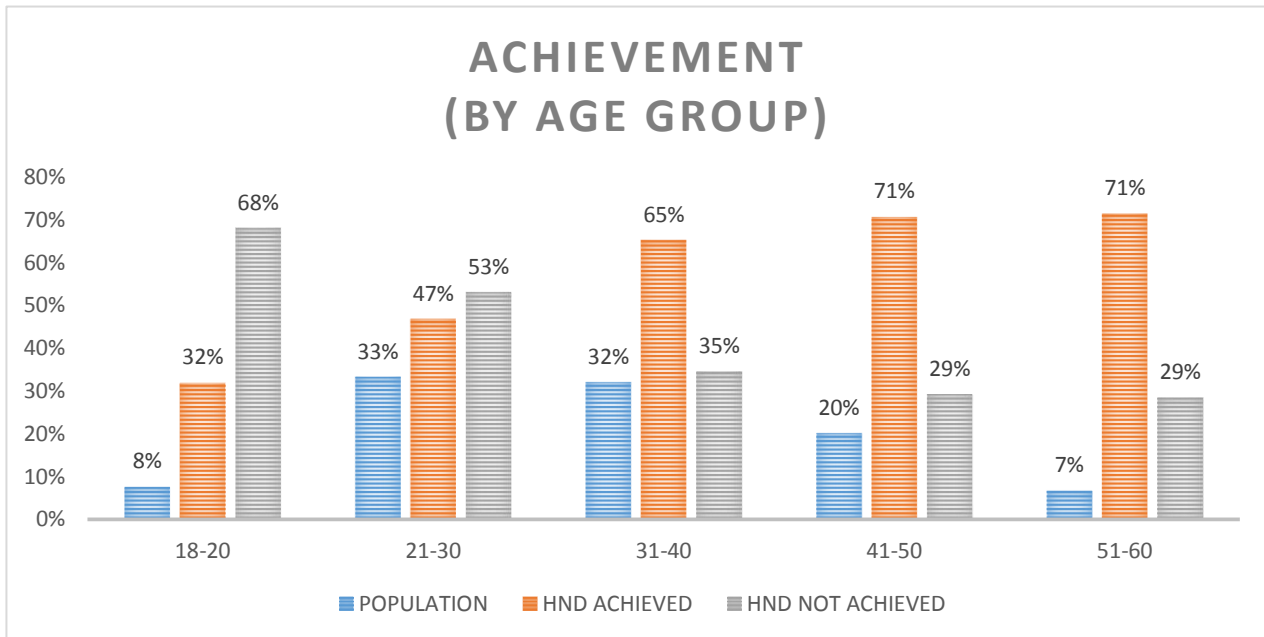
ACHIEVEMENT (BY AGE GROUP)

Age Group	POPULATION	HND ACHIEVED	HND NOT ACHIEVED
18-20	8%	32%	68%
21-30	33%	47%	53%
31-40	32%	65%	35%
41-50	20%	71%	29%
51-60	7%	71%	29%

Figure 10

40 We are aware that there is an upward trend in achievement rates for older students. The lowest achievement is amongst our youngest students in the age range of 18-20 years (8% of the student population). The highest attainment rate is amongst students who are above 40 years of age.

41 Our students' effective participation in the learning opportunities we offer is partly influenced by factors which are controlled by the College. We currently measure students' satisfaction with teaching and learning through the use of surveys and bespoke engagement opportunities such as termly student feedback forms, structured committee meetings and findings from the NSS survey.

42 We have reviewed the classification of awards of the HND programmes (Table 1) for the September 2013, September 2014 and September 2015 cohorts and found that on average 87% of our students received ordinary Pass, 7% passed with Merit and 5% passed with Distinction. The table given below highlights significant gaps in grade classification of BME Students in particular of those from Asian and Caribbean backgrounds. The College now aims to make improvements to its existing student support system to encourage a higher number of underrepresented groups of students to achieve Distinction grades.

ETHNICITY	Distinction	Merit	Pass
White	2%	5%	93%
Black or Black British - Caribbean	0%	12%	88%
Black or Black British - African	4%	11%	85%
Asian or Asian British - Indian	0%	8%	92%
Asian or Asian British - Pakistani	0%	12%	88%
Asian or Asian British - Bangladeshi	0%	5%	95%
Other Asian background	0%	11%	89%
Mixed - White and Black Caribbean	0%	0%	100%
Other mixed background	50%	0%	50%
Arab	0%	0%	100%
Information refused	2%	18%	80%
OVERALL AVERAGE	**5%**	**7%**	**87%**

Table 1

43 In 2017 the students from HND Business and HND Hospitality Management courses participated in the National Student Survey (NSS) for the first time. These results [see Table] provide a reassuring picture. In each of the nine areas, the College performance is significantly above the regional average and national benchmarks. This is not at all surprising as the results accord with our own feedback collected over the last five years.

Indicator	NCL result %	Region %
The teaching on my course	95.4	84.59
Learning opportunities	94.27	83.66
Assessment and feedback	92.9	73.76
Academic support	93.83	79.97
Organisation and management	93.27	75.36
Learning resources	89.96	84.98
Learning community	92.43	77.12
Student Voice	90.67	69.36
Overall satisfaction	96.52	84.11

Table 2

44 As per TEF Metrics, three core National Student Survey (NSS) questions, Nelson College London was in the top 10% of the absolute performance with high Z scores and double flags.

45 Our success rates have been improving year on year over the past five years. Course completion rates were very poor in 2012 and 2013 but since then have improved. Our completion rates for certain programmes are below the benchmarks and we have identified a strong correlation between the number of student support lecturers and completion rates. Our performance in courses in business disciplines is lower than in hospitality disciplines. We have identified that the number of student support tutors on business disciplines is proportionately less than courses in hospitality disciplines. We therefore identify recruitment of more student support lecturers for business disciplines as a priority enhancement area. We firmly believe that our ability to identify and address performance gaps at each stage of the student life cycle will also improve significantly. With improvements in data collection and analysis.

46 Naturally we wish to reduce our dropout rate even further. In early 2018 we instituted a pilot survey of a large sample of students. The results show 65% of the student have had

voluntary attrition and 25% exited for disciplinary reasons. The most common voluntary attrition factors were changes in students' personal circumstances and an inability to pay tuition fees. However, dismissal was mostly affected by academic misconduct, poor attendance as well as a breach of the progression policy. We found a correlation between changes in a student's personal circumstances and dismissal. Additionally, we found that the highest number of students who made an early exit were admitted through non-certificated previous experience only.

47 When we analyse the students who have successfully achieved their intended qualifications, we have found that students with a relevant level 3 qualification performed disproportionately better in level 4/5 courses than students whose entry qualifications are below level 3. We do not wish to shut the door on any students who genuinely intend and are able to study. Therefore, the College has decided to focus on ensuring that the success rates (completion rate and award rate) improve for those students who have no prior certificated attainment at level 3.

48 We have identified a number of underrepresented groups whose continuation rates are below our expectation such as mature entrants with the lowest number of entry tariff points and students who are aged between 21 and 30 years. In relation to lowest attainment rates are those underrepresented groups who are in the age range of 18-20 years. Non-attainment rates are highest amongst Asian British Bangladeshi (50%) followed by Black British Caribbean (48%), Asian British Pakistani (45%) and Black British Africans (38%)

Performance in progression- further study or employment

49 Due to the current configuration of our existing information management system, the college is unable to provide detailed insight into student progression into employment and further study. This configuration is being addressed, and we are confident that in our next access and participation plan we will be able present detailed analysis in this regard.

50 The Destination of Leavers from Higher Education (DLHE) Survey 2017 was the first ever destination survey completed by the students who have achieved their Higher National Diploma qualification in Business and Hospitality Management disciplines. Our results are as follows:-

Employment & accreditation	HND Business	HND HM
Go on to work and/or study	75%	85%
Now working	24%	20%
Doing further study	28%	23%
Studying and working	23%	42%
Unemployed	20%	11%
Other	5%	5%

Table 3

51 Destination of Leavers in Higher Education (DLHE) Survey 2017 results (Table 4) on the most common employments:

Jobs	HND Business	HND HM
Process, plant and machine operatives	30%	20%
Sales occupations	15%	5%
Managers, directors and senior officials	10%	5%
Skilled trades occupations	10%	10%
Elementary occupations	10%	20%
Customer service occupations	10%	
Administrative occupations	5%	
Media professionals	5%	
Caring personal services	5%	10%
Leisure, travel and related personal service occupations		
Teaching and educational professionals		5%
Artistic, literary and media occupations		5%
Business and public service associate professionals		5%
Childcare and related personal services		5%

Table 4

52 Our first-ever Destination of Leavers in Higher Education (DLHE) survey outcome shows a pleasing set of results. However, there is certainly room for improvement. As shown within the core TEF Metrics, the employment and further study rate is 82.8% which is 7.6% lower than the benchmark of 90.4%. Similarly, highly skilled employment or further study is 55.0% which is 7.3% lower than the benchmark of 62.3%.

53 To develop the College's strategy to reduce unemployment rates, the College has undertaken a study based on "An Analysis of the DLHE (Destination of Leavers from Higher Education) 2016 data". The report of the study identifies that, among all students who remain unemployed after completing the course, graduates from certain ethnicities perform disproportionately less well. Asian or Asian British-Bangladeshi students represent 35% of DLHE 2016 population, whereas, in the unemployment category they represent approximately 41%. Similarly, White ethnicity represents 25% of the DLHE 2016 population whereas among unemployed students they represent 38%.

54 Further examination of the intersection of characteristic reveals that female British-Bangladeshi students across all ages perform disproportionately (75% female vs. 25% male). Among students from White ethnic backgrounds, students who are Romanian nationals tend to remain unemployed, they represent approximately 15% of the DLHE population whereas 32% of all unemployed are from Romanian nationality.

55 The College currently delivers five discrete courses of study. None of these courses has any mandatory work placement. As part of our second strategic objective, the College is committed to providing students with skills which contribute to success in their careers; therefore, the College promotes employability skills as extracurricular activities. The College has also organised a series of field trips and workshops related to the courses currently delivered at the College. The College has ensured that the voluntary work placements, workshops and field trips allow students to develop skills and aptitudes to improve employability prospects. We know that workshops and field trips organised by the College have been popular amongst students as they have provided significant positive feedback.

56 The College has identified gaps in the unemployment rates among a section of the underrepresented groups. The gaps are noticeably higher among mature female students of British-Bangladeshi ethnicity.

Ambition and strategy

57   In this section we set out our ambitions for change, the measures we will put in place, the targets and the investment we will make to deliver the plan.

58   We are committed to supporting students from underrepresented groups and thereby unlock their potential. Our mission statement presents us with triple mandates - offer access, enable success and facilitate progress in our students' chosen careers. We have thus far been very successful in attracting and giving equal opportunities to students from diverse underrepresented groups (i.e. - access). However, our performance is mixed in enabling success and facilitating progression.

59   We believe it will be essential for us to evaluate in a robust and quantifiable manner the impact of this Plan, more especially in relation to improved access, student retention and post-award progression. This evaluation, which we intend to make public, will consist of broad-based data collection, grounded in sound statistical methodology and best practice in relation to survey analysis. Exposing the evaluation to public scrutiny will serve the interests of transparency in the use of taxpayers' money and will enable us to benefit from critical external review. This will in turn become an enhancement tool in its own right.

60   The College aims to improve non-continuation and attainment rates of the key target group of unrepresented students comprising of the following:
   a.   Students from low household income, low socio economic status backgrounds,
   b.   mature students and those that do not have strong academic track records.
   c.   "Untapped Target Group"
   d.   Mature female students of British-Bangladeshi ethnicity
   e.   All students who are from low-socio economic background.

Untapped Target Group

61   To support widening access to our Untapped Target Group (comprising 'Disabled Students' and 'Care Leavers'), the College has an ambition to recruit approximately 5% disabled students and 1% Care Leavers in 2019/20. We believe this is an extremely challenging target considering our current position in attracting this target group.

62   However, it is likely that gaps may exist in underrepresented groups already part of the College student body (e.g. people estranged from their families, people from Gypsy, Roma and Traveller communities, Refugees, people with Mental Health Problems (specific learning difficulties etc). Improved intersectional analysis capability should substantially improve detection – as a consequence of the continuous improvement of the college data systems. Target groups the College is currently able to focus on include: those living in areas of low higher-education population, household income or socio-economic status, students of particular ethnicities and mature students. Age, ethnicity and gender are therefore fully considered.

63   To achieve our ambition in relation to all our target groups, the College will invest in staff training and development and raise awareness of higher education amongst the students of these groups, and coordinate with organisations which support them. In addition to raising awareness, the College will make its learning environments more inclusive by putting the 'social model' of disability into practice. This will be done by ensuring that education is accessible, relevant and approachable for all by changing the delivery of the curriculum. The College is aware that the students of our Untapped Target Group are more likely to withdraw

from higher education. Thus, to achieve the ambition, the College plans to invest in the following:

a. Outreach activities: We aim to work with local authorities of our neighbouring boroughs, namely The National Network for the Education of Care Leavers (NNECL) and Become (a charity that works with estranged students), Action and Rights of Disabled People in Newham, and Waltham Forest Asian Disabled Association.

b. Provision of a bursary package for Care Leavers and Disabled Students of up to £1,000 per year. This bursary will be aimed at easing the transition into higher education, allow students in these groups to access educational resources and equipment, reduce the need to for part-time work and so help them successfully complete their studies.

c. The College will provide tailor-made support for disabled students, which will include: staff training, counselling services and administrative processes to identify potential wellbeing issues and accessibility plans.

Mature Students who fail to progress

64 The College aim is to collect and analyse more highly granulated data on all newly recruited students' socio- economic background from the 2019/20 academic year. This will help the College to better understand its student profile and to devise support strategies accordingly

65 To improve success rates among mature entrants with the lowest number of entry tariff points who did not continue, we will undertake self-assessment of all mature students with the lower entry tariff points and the Student Support Lecturers team will work with these students on a one-to-one basis to monitor, track, and develop Individual Learning Plans (ILPs).

Unemployment Rates amongst graduating students at NCL

66 Among students who are neither in education and/or employment, the unemployment rate is 20% and 11% respectively for HND Business and HND Hospitality Management students. We wish to reduce the unemployment rates to 10%. We therefore identify graduates who remain unemployed (and not in education or training) as an area for improvement.

67 Among students who are in employment (or education and employment), only about 5% to 10% are being employed in jobs which are classed as managers, directors and senior officials. We would like that to increase to 20%.

68 We aim to provide focussed support for students from targeted widening participation backgrounds from pre-enrolment and at all stages in the student journey to include careers and employability advice.

69 In the academic year 2019-20 we undertake to form strategic partnerships with schools and colleges based on shared objectives in areas such as student attainment, progression and employability.

70   Meanwhile, we have recently launched an ambitious Knowledge Exchange Centre (KEC) that brings together students and local businesses in a joint venture to harness the experience and expertise that the College can offer and, at the same time, provide work experience (and even employment) for our students. Full details of this exciting initiative may be found at: *https://www.nelsoncollege.ac.uk/knowledge-exchange-centre*. This (KEC) venture sits alongside an Employers' Forum that we have been facilitating for some time, and a plethora of work-experience events that we routinely offer. Our hope is that these engagements with employers will help underpin positive student progression; in academic year 2017-18 we are already aware of students now in well-founded and well-rewarded employments as a result of one or more of these initiatives.

71   Among many other sustained and coordinated activities, NCL KEC will organise Employers Forum which will support progression of our NCL Target Groups into work. The College makes strong commitment to strengthen NCL KEC and support it to establish a Career Advisor Service with a particular focus on mentoring mature female students of British-Bangladeshi ethnicity and among all students who are from low-socio economic background.

72   The Career Advisor Service will collaborate with employers, employment agencies, NCL KEC, employers forum to arrange work placements, employability trainings and career advice, provide industry specific trainings for underrepresented groups so that they are prepared for the world of work.

73   The Career Advisor Service will work with the underrepresented groups of students who are about to finish their HND/FdA courses with a view to offer impartial advice and guidance about options for further study or employment. They will work with all students from underrepresented groups to produce and monitor a personalised personal and professional development plan. This additional support will increase the progression rates among the target groups.

74   The College is committed to strengthen and sustain its partnerships with employers. The employers will be supported by the College by providing them with the training opportunities, training venues, technical and commercial supports, undertaking market research, supporting and sponsoring events, and allow them to access to academic and non-academic resources.

Weaknesses in current data capture and management arrangements

75   We have undertaken a number of in-house studies focussed on how students with a variety of entry characteristics – such as age, gender and specific entry qualifications - are performing. However, we are hampered in our analysis as not all of the data is centrally available. For example, our current data on post-award employment or further study is dangerously anecdotal.[3] We know that our data on students with disabilities is incomplete, and that the 'white ethnic' category is far too lambent. In this, our first APP, we focus on age, gender and ethnicity, in frankly broad-brush terms. In future years we hope to be able to drill down within these broad typologies – for example linking age with disability, ethnicity with declared household income, gender with religion.

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[3] This is of course true of the entire English HE sector. We know of no university that undertakes independent verification of this data.

76 To facilitate an up-to-date data analysis, a great deal of manual work is currently required to compile information from various sources: this is not only time consuming but can also lead to errors. To address the data capability issues the College has set up a Data Management and Compliance team, whose task it is to ensure that data is centrally available and that reports and analyses can be generated to make informed decisions.

77 We understand that this area of activity needs further investment. We are fully committed to making this investment, resulting in improving our data capability for informed decision making.

78 We are currently in advanced discussions with a leading education student management system provider to upgrade our data management system.

79 The College is also in the process of subscribing to the business intelligence tool HEIDI Plus, which will enable us to better understand our data and benchmark our performance against competitors and the sector as a whole.

Provision of information to students

80 Nelson College London provides prospective students with accurate and clear information to help them make an informed decision about their future.

81 The published Prospectus provides key information on course structure, fees and student support and detailed information is available on the College website, which was revised as per guidance published by HEFCE, (*INFORMATION FOR STUDENTS, A guide to providing information to prospective undergraduate students*).

82 The College organises open days where students have an opportunity to discuss any questions they may have. A whole day-long induction programme is organised for all students starting a new course where students are provided with detailed information on their course and on college policies and procedures.

83 Current students are kept up-to-date through the college website, virtual learning environment and by text messages on all aspects of their course and the college environment.

84 The College will publish the approved Access and Participation plan on its website for prospective students and a copy will also be available on the Virtual Learning Environment for existing students. The College will also provide students with information on the Access and Participation plan during Induction so that they are familiar with the plan.

Consulting with Students

85 The College recognises the student body as an equal partner in the assurance and enhancement of quality in their educational experience, and encourages both individual and collective participation in a mutually beneficial relationship. Arrangements for the effective representation of the student voice exist in the College's formal committees in which student participation is defined in the committee composition, and actively encouraged throughout the College.

86 The College has a Student Representatives Committee which comprises students from all programmes. The student representatives are elected on an annual basis and are provided with training and support to perform their duties as student representatives. The student representatives have representation on college programme/ course committees where data on student feedback and outcomes is routinely reviewed and appropriate recommendations for improvements are made to the Academic Board.

87 We must stress that our Student Representatives were actively involved in the preparation of this Access and Participation Plan and provided valuable input. A draft of this document was reviewed by the Student Representatives Committee and was endorsed for submission.

88 The Student Access and Success Steering Group will be responsible for the monitoring the implementation and evaluation of the Access and Participation Plan. The Student Access and Success Steering Group will also work closely with the BAME Advisory Group and Equality and Diversity Committee to ensure that students from a range of backgrounds are involved in all stages of the cycle of this plan.

Monitoring and evaluation arrangements

89 The College monitors its performance against KPI's on a yearly basis. In addition it generates Programme Review and Enhancements Reports (PREP) and College Review and Enhancement Reports (CRER) which include various surveys and focus-group outcomes to inform evaluation and make knowledgeable future planning decisions.

90 College activities are regularly reviewed by committees of the Academic Board and action plans are developed for monitoring at committee level. The Academic Board has an oversight of all the action plans. The College has student representation across all of its committees, including Academic Board and the Board of Governance.

91 The College is aware of the importance of data and is committed to use it to understand its position within the sector and make improvement across access, success and progression activities. The college is working to strengthen its data capability and to achieve data centralisation as at present its data is spread across silos which inevitably makes data analysis and reporting a challenge for department and programme managers.

92 This Plan has been drafted by the senior members of the Principal's Executive Group (PEG), which is chaired by the Principal of the College. Delivery of this Plan is the joint responsibility of the Director/Head of Administration/Finance/Human Resources and the Director /Head of Marketing and Work Based Learning. The PEG has oversight of the Access and Participation Plan in its totality

93 The ambitions, targets and measures set out in the Access and Participation Plan will become part of the College's master action plan and will be monitored on a regular basis at Academic Board meetings and will be reported to the Board of Governance.

94 The Academic Board will set up an "Access and Success Group" which will meet at least twice in a year to monitor performance against the commitments made within the Access and Participation Plan and review the effectiveness of the relevant activities undertaken by the College. This Group will include representatives from the Student Representatives

Committee, Marketing and Recruitment Team, Employability and Placement Manager, and senior managers responsible for academic standards and quality assurance.

95 The "Access and Success Group" will adopt strategic and evidence led approach to ensure continuous improvement. They will undertake effectiveness and value for money review using widely accepted toolkit resources (e.g.- OFFA toolkits) of the investment made and activities undertook as part of the Access and Participation Plan.

96 We will evaluate the effectiveness of financial support using the OFFA toolkit after three years to investigate the impact of the changes we will implementing to support services.

97 The College is also considering to be a new member of the collaborative Higher Education Access Tracker Service (HEAT). This will allow the College in the targeting, monitoring and evaluation of the College's collaborative outreach activities.

98 The "Access and Success Group" will undertake effectiveness and value for money review of the financial support provided. The group will use toolkit resources (preferably the three toolkit resources developed by OFFA) which use suitable and robust methods. The Group will use all of the evaluation tools to ensure their financial support is informed by robust evidence.

99 The statistical tool used by the Access and Success Group will help us to evaluate the relationship between financial support and student outcomes. The survey tool will also be used to understand the perceived value to the targeted recipients. The College will also undertake semi-structured and face-to-face interviews to facilitate a more in depth understanding of the effectiveness of financial support packages from the perspective of the recipients whilst they are studying.

100 The effectiveness of all activities, investments and financial support will be evaluated based on the outcomes achieved against the access, success and progression targets stated in this plan. The impact of the initiatives will have demonstrable change in behaviour of our target groups- more access to students from "Untapped Student Group", higher continuation and attainment rates among NCL Target Group and improved progression rates among mature female students of British-Bangladeshi ethnicity and among all students who are from low-socio economic background.

Information on financial support to prospective and current information

101 Currently, the College does not offer any financial support schemes to prospective and current students. However, the College plans to introduce a Hardship Fund for its students from and including the academic year 2019/20. The eligibility criteria are currently being drafted and will be published in the Prospectus and on the College website.

102 In 2019/20 the College will launch a Nelson College Hardship Fund to support students experiencing unexpected financial hardship. This will provide additional access to learning opportunities for students from disadvantaged backgrounds where genuine hardship is an issue. The fund will provide support to students via equipment, goods and services and is targeted at the least advantaged, including disabled students and care leavers. A student will be able to receive means-tested Individual grants and vouchers up to a limit of £1000,

the aim being to maximise the impact of the funding on the success and progression of the targeted students.

103 Alongside the launch of the Hardship Fund we propose to deploy a series of evaluation measures focussed on (a) the Hardship Fund itself – for example to what extent moneys disbursed from the Fund have resulted in student retention and/or success and (b) financial support generally that we make available to our students, with special reference to Widening Participation [for example, whether extra tutorial support provides – in broad terms – 'value for money']. As a tool to assist in these evaluations we will refine existing socio-economic constructs and reserve the right to seek guidance from the National Audit Office.

Indicative Level of Investment

APP countable Investment

104 The College intends to spend in total 30% of its higher fee income in support of its APP ambitions. The table below shows a high-level summary of how the College's investment will be attributed in the academic year 2019/20.

Measures – Subject to student recruitment targets achieved	Investment	% of HFI
Outreach - Across various outreach activities	£17,784	3.75%
Student success – This amount is earmarked to improve students' retention and attainment	£35,569	7.50%
Progression - This amount is dedicated to improve students' progression to highly skilled employment, self-employment and further study	£17,784	3.75%
Additional Financial Support – Nelson College Hardship Fund specifically targeted at students from underrepresented Groups	£71,138	15.00%
Total APP countable investment	**£142,275**	**30%**

Table 5

Additional Investment

105 In addition to the above APP countable spend, the College has allocated £57,725.00 to spend on success and progression activities which are not specifically targeted at the underrepresented groups. This amount will be made available to support students who are unable to continue their programme of study due to issues arising from the re-assessment of their student finance eligibility during the programme of study. This will help the College to improve student retention and progression.

106 In summary, the total amount of investment in access, student success, and progression activities for the academic year 2019/20 is £200,000.00 of which £142,275.00 is in APP countable activities, and the remaining £57,725.00 will be invested in non-countable activities.

* 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.		
The fee will increase in line with Retail Prince Index (RPI) Rate published by the Office of National Statistics from 2019/20 for all subsequent years.		
Full-time course type:	Additional information:	Course fee:
First degree	Business	£7,500
First degree	Hospitality Management	£7,500
Foundation degree	Business	£7,200
Foundation degree	Hospitality Management	£7,200
Foundation year / Year 0		*
HNC / HND	Business	£6,500
HNC / HND	Hospitality Management	£6,500
CertHE / DipHE		*
Postgraduate ITT		*
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		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
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	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	To increase number of students enrolled from disable group	No	2016-17	0%	1%	5%	6%	8%	10%	Base line data is derived from TEF Metrics for Year 3
T16a_02	Success	Attainment raising	**HESA T5** - Projected degree (full-time, first degree entrants)	To increase success rate for BA programmes	No	2016-17	60%	67%	75%	77%	78%	80%	Target is overall due to limited scope of available data, next AAP resource plan will have detailed breakdown clearly identifing target groups for improvement.
T16a_03	Access	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	To increase number of students enrolled from Care Leaver background	No	2018-19	0%	0%	1%	2%	5%	7%	
T16a_04	Success	Attainment raising	**Other statistic** - Completion/Non continuation (please give details in the next column)	To increase number of students achieving higher grades from BAME Backgrounds	No	2016-17	12%	15%	17%	20%	25%	30%	
T16a_05	Success	Gender	**Other statistic** - Completion/Non continuation (please give details in the next column)	To address non-continuation rate of male students from Black Caribbean, Black African, British Bangladeshi and British Pakistani origins.	No	2016-17	63%	58%	50%	45%	35%	30%	Baseline is average of male students from the target group
T16a_06	Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	To improve student progression to employment and further study	No	2015-16	78.5%	80%	82%	84%	85%	86%	Baseline is avaerage rate of progression to employment and further study as per DLHE 2015-16 outcome.
T16a_07	Success	Mature	**Other statistic** - Ethnicity (please give details in the next column)	To improve attainment rates among matures students from Black ethnicity	No	2016-17	38%	38%	42%	45%	50%	65%	
T16a_08	Success	Other (please give details in Description column)	**HESA T3d** - No longer in HE after 1 year (All, full-time, other undergraduate entrants)	Non-continuation of all other graduate entrants	No	2014-15	26.48%	17%	15%	14%	13%	12%	

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	School sponsorship	Outreach / WP activity (collaborative - please give details in the next column)	Outreach work with local schools and colleges from academic year 2019-20.	Yes	Other (please give details in Description column)	Not available	Engage with schools and colleges	Engage with schools and colleges				The College will engage with schools and colleges and will offer a portfolio of activity.
T16b_02	Success	Ethnicity	Other (please give details in Description column)	To establish BME Advisory Group to inform initiatives within College to improve attainment rates	No	2016-17	46%	50%	60%				
T16b_03	Multiple	Multiple	Other (please give details in Description column)	To establish Career Advice department to support student progression to employment and further study	No	2016-17	82.8%	83%	85%				