

# York College

## Access and participation plan

2020-21 to 2024-25

### 1. Assessment of performance

#### 1. Introduction

York College recruits predominantly from the local area unlike universities that have a wider reach. The College performs well with many aspects of widening participation, namely students with disabilities, mature entrants and those with a non-standard entry tariff. However, there are areas of concern regarding the access and continuation of students from low participation neighbourhoods (LPNs). This is also the case regarding progression into employment/further study and highly skilled employment/further study. However, a number of graduates do progress into self-employment.

The College also underperforms when compared to providers nationally regarding the access and continuation of Black, Asian and Minority Ethnic students. Yet it can be seen from the York demographic data below that there are statistical challenges with assessing the performance of those from BAME groups due to the low populations in the area. For example, for the cohort leaving in the summer of 2017 there were only 17 students who described themselves as anything other than 'White British'.

Context – York demographics:

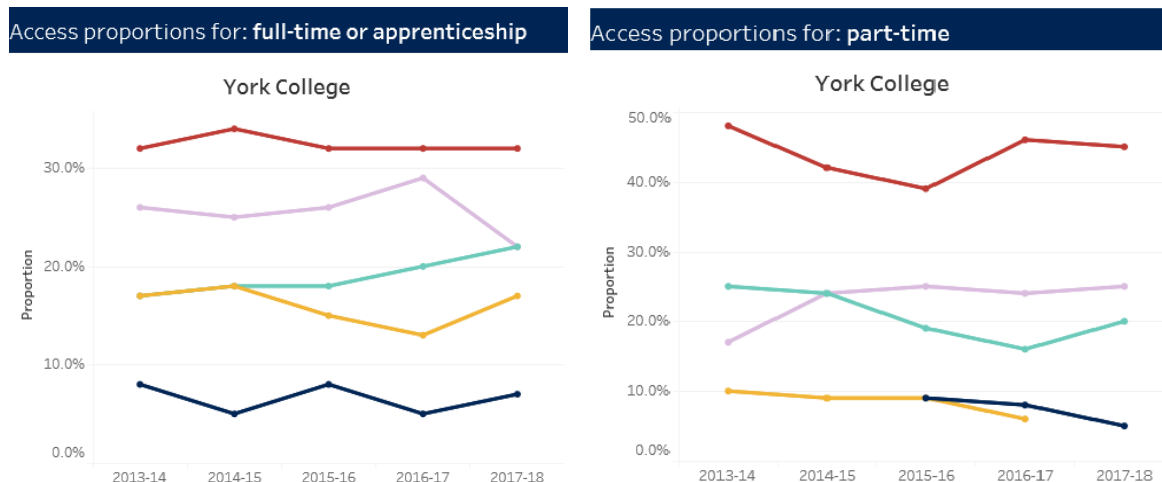
- Has 204,439 residents with 5.7% from a black and minority ethnic community group. 83.9% are in good health, with 15.3% stating that they have some limitation in day to day activities.
- 66% own their own home, either outright or with a mortgage, 18% are private renters and 14% are social tenants.
- 73.5% of residents have a NVQ level 1 - 4 qualification and 18.0% have no qualifications at all
- 11.6% of children live in poverty and there are 10.7% of households in fuel poverty.
- 5.2% of the working population (aged 16-64) claim out of work benefits and 0.4% claim job seekers allowance.

Source: City of York Council, Business Intelligence Hub, October 2016

The 2018-19 Access and Participation Plan was the first for York College and was designed to widen access for underrepresented groups and support continuation through bursary support. The spending of the increased revenue in the 2018-19 academic year was approved and so its first year of implementation will be reviewed at the end of this academic year. In 2018-19 the College's HE recruitment numbers went down and subsequently we issued 22 Higher Education (HE) Bursaries, yet all 22 were provided to students from low income households and 20 of the 22 have been retained.

We have reviewed our current and historic performance using primarily the OfS Data Sets made available on the OfS Portal and an appropriate range of other statistical sources including published TEF metrics and Destinations of Leavers from Higher Education (DLHE), as well as data from our own internal monitoring of student access, success and academic progress. Where there are current gaps in available data we will develop and introduce improved data monitoring systems to track the performance of underrepresented groups starting in 2019-20 and these will be further developed for the 2020-21 cohort.

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



over the last 5 years

- Access (New Entrants)

York College recruits a low proportion of its new entrant higher education learners from wards that rank in the top 2 quintiles for high deprivation (Table 1), 24% in 2017/18 for Fulltime and 5% for Part-time, this is significantly lower than the national average of all Higher Education Providers at 41%. There is a similar representation when analysing POLAR4 (postcode) quintile data, in 2017/18 the College recruited 32% from Quintile 1 and 2, low participation postcode areas, compared to a national average of 38%.

Information provided by the City of York Council shows that the number of 'LSOA' (Local Super Output Areas – which are the most deprived areas) in the locality are as follows; York has 27 of these, and North Yorkshire has 56 and so deprivation is a key concern for the region.

In a survey done by North Yorkshire County Council called - Growing up in North Yorkshire (2018) it can be seen that the proportions of students from deprived areas intending to progress to higher education.

<b>All figures are from the KS3/4 study.</b>	<b>Most deprived</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>Least deprived</b>
<b>Total Sample (Count)</b>	<b>339</b>	<b>487</b>	<b>1,182</b>	<b>1,675</b>	<b>1,655</b>
<b>Intend to apply for university in the future? Yes</b>	<b>50%</b>	<b>46%</b>	<b>50%</b>	<b>55%</b>	<b>58%</b>

- Success
  - Non-continuation

Over the last 5 years between 80% to 90% of learners from POLAR4 quintile 1-2 have continued their studies in higher education, which is comparable to national average. Learners from POLAR4 quintile 3-5 have shown a downward trend of continuation, 93% in 2012/13 to 79% in 2016/17, which is significantly lower than the latest national average at 93%. Learners from deprivation quintile 1-2 show a steady continuation rate between 80% to 90% over the last 5 years, with the latest year 2016/17 showing 90% against

a national average of 87%. Deprivation quintiles 3-5 also have a strong continuation rate from 85% - 92% over the last 5 years, however the latest year 2016/17 shows a slight decline and is lower than national average, 85% compared to 92%. In 17/18 from deprivation quintiles Q1-2 46 out of 52 students 88% continued and from Q3-5 149 out of 179 83% continued.

- Attainment (First class or upper second class degree)

No learners from POLAR4 quintile 1-2 or quintile 1-2 of deprivation attained this level of degree. POLAR4 Learners from quintile 3-5 of deprivation have shown an upward trend of attainment from 2013/14 to 2016/17, 55% to 80% respectively, however this dropped to 65% (30 students) in 2017/18, and is significantly lower than the current national average of 82%.

- Progression to employment or further study

TEF Metrics 2017/18 show under the 'Difference Indicators' -10.4 for progression into higher skilled employment or further study for full-time students and so is an area for improvement.

### 1.2 Black, Asian and minority ethnic students

Ethnic Group	York College Data					National Data				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
FT Asian	3%	0%	0%	2%	3%	12%	13%	13%	13%	14%
FT Black	2%	0%	0%	0%	0%	9%	10%	10%	10%	10%
FT Mixed	2%	2%	0%	0%	2%	4%	4%	5%	5%	5%
FT Other	0%	0%	0%	0%	0%	2%	2%	2%	2%	2%
FT White	93%	97%	98%	95%	94%	74%	72%	71%	70%	69%
PT No analysis available for York College – number negligible										

Table 2. Comparison of Ethnic Groups for Fulltime over the last 5 years

- Access (New Entrants)

York College recruits a low proportion of its new entrant learners from Black, Asian and minority ethnic groups, 5% in 2017/18, this is significantly lower than the national average of all Higher Education Providers at 31% yet is comparable with the local demographics at 5.7% and the College attracts the significant majority of its HE students from the local population. In 17/18 FE enrolments included 375 BAME learners, which equates to 5.1% of the FE population and so HE numbers are comparable, and so the College will aim to maintain this level of performance in line with the local population.

- Success
  - Non-continuation

No ethnic minority learners continued over the last 5 years to 2016-17. In 2017-18 62.5%, continued to their final year of study.

- Attainment (First class or upper second class degree)

No ethnic minority learners achieved over the last 5 years to 2016-17. In 2017-18, 100% successfully completed their HE qualification and 25% of these learners studied for a BA and achieved an upper Second class degree.

- Retention and attendance  
New in-year College monitoring reports produced in 2018/19 show small gaps in the retention and attendance of BAME students; BAME Retention 90% vs 94% for other students and BAME Attendance 81% vs 83%.

- Progression to employment or further study

TEF Metrics 2017/18 show under the 'Difference Indicators' -17.3 for progression into higher skilled employment or further study for full-time students and so is an area for improvement.

### 1.3 Mature Learners

	York College Data					National Data				
Age Group	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
FT Mature (21+)	41%	38%	54%	52%	48%	25%	26%	27%	27%	28%
FT Young (< 21)	59%	62%	46%	48%	52%	75%	74%	73%	73%	72%
PT Mature (21+)	77%	66%	70%	63%	65%	89%	88%	88%	87%	87%
PT Young (< 21)	23%	34%	30%	37%	35%	11%	12%	12%	13%	13%

Table 3. Comparison of Age Groups by Category for Fulltime and Part-time over the last 5 years

- Access (New Entrants)

New entrant mature learners, those aged 21 and over, make up a high proportion of the College's fulltime and part-time higher education learners, 80 and 30 learners respectively, accounting for 48% and 65% in 2017/18. When compared to all Higher Education Providers the College exceeds national average for fulltime, at 28%, and is lower than national average for part-time at 87%. The College has maintained similar percentages across the last 5 years.

- Success
  - Non-continuation

Mature learners have successfully continued in their studies at York College with between 83% - 92% continuing over the 5 years, compared to a national average of 92%. In 2017/18 more mature learners continued their studies than young learners, 88% and 83% respectively.

- Attainment (First class or upper second class degree)

Over the last 5 years 65% - 90% of mature learners have attained a first class or upper second class degree at York College, 75% in 2017/18. This is higher than the national average of 70% and also higher than the attainment of young learners which ranges between 40% - 65% over the same period.

- Progression to employment or further study

TEF Metrics 2017/18 shows under the 'Difference Indicators' -12.7 for progression into higher skilled employment or further study for full-time students and so is an area from improvement.

### 1.4 Disabled Learners

	York College Data					National Data				
Disability	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
FT Disability - Declared	21%	23%	22%	26%	23%	12%	12%	13%	14%	15%
FT Disability - None	79%	77%	78%	74%	77%	88%	88%	87%	86%	85%
PT Disability - Declared	13%	10%	9%	11%	10%	10%	11%	12%	13%	14%
PT Disability - None	87%	90%	91%	89%	90%	90%	89%	88%	87%	86%

Table 4. Comparison of Fulltime and Part-time Learners with Disabilities over the last 5 years

- Access (New Entrants)

Over the last 5 years the number of new entrants who have declared a disability/learning difficulty has been around 20% of fulltime learners and 10% of part-time learners, in 17/18 this accounted for 50 learners in total. 30 of these learners declared sensory, medical and physical impairments with the remaining learners stating a mental health condition or cognitive learning difficulty. These numbers are above the national average of all higher education institutions for full-time students and slightly below for part-time.

There are 13 students accessing DSA in 2018-19.

- Success

- Non-continuation

Over the last 4 years, 90% of learners have successfully continued in their studies at York College, in line with the national average.

- Attainment (First class or upper second class degree)

70% achieved in 2015/16 however no disabled learners have achieved this level of degree over the last 2 years.

- Retention and attendance

New in-year College Monitoring reports produced in 2018/19 show small gaps in the retention and attendance of students receiving additional learning support (ALS); ALS Retention 91% vs 96% for students not receiving ALS and ALS Attendance 80% vs 85%.

- Progression to employment or further study

TEF Metrics 2017/18 show under the 'Difference Indicators' -11.9 for progression into higher skilled employment or further study for full-time students and so is an area for improvement.

### 1.5 Care Leavers

There are around 56 looked after young people per 10,000 head of population in York which is approximately 4-5% below the national average (City of York Council). We believe that we have a

small number of students who are care leavers or those with other personal issues e.g. estranged from their families. Whilst we encourage students to inform the College about their personal situations (to allow the College to provide effective support), it is done so on a voluntary basis. Going forward, we need to further develop our data capability in terms of analysing the intersections of equality and access characteristics and make use of multiple measures of deprivation, such that there is a clearer understanding of our student population profile. This knowledge can then be used to target further activities to attract/support students from such under-represented groups. We plan to do this by combining our equality, diversity and inclusion monitoring with access and participation monitoring, through our Equality and Diversity Strategy Group. To aid this activity, the College will need to establish appropriate reporting mechanisms which will be in place for the 2019-2020 academic year and further developed for the 2020-21 intake.

### **1.6 Intersections of disadvantage**

Due to the low numbers of ethnic learners it is difficult to intersect data between deprivation, POLAR4 and ethnicity. Intersection of deprivation and gender shows significant differences in numbers for fulltime and part-time learners accessing higher education. Fulltime deprivation quintile 1-2 in 2017/18 is 19% female and 6% male, quintile 3-5 in the same year is 53% female and 22% male, showing females as the predominant gender in fulltime higher education, part-time learners, however, show the opposite. Over the last 5 years' part-time learners in quintiles 3-5 have shown different trends for each gender. Female learners have declined from 65% in 2013/14 to 25% in 2017/18, whereas males have increased from 25% in 2013/14 to 70% in 2017/18. Learner numbers for quintiles 1-2 for both male and female have been extremely low, accounting for only 5% of the total.

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

Improving progression for all our HE students needs greater attention, especially into to higher skilled employment.

The TEF metrics 2018 (2017 leavers) showed a slightly above benchmark figure for full time students (the majority group) progressing to employment or further study, yet showed a negative flag for full-time students progressing to highly skilled employment or further study (62% vs 73.8% and so a difference of -11.8). Whilst part-time students do better they are still below benchmark at 72.6% vs 75%. The negative flag for full time students progressing to highly skilled employment or further study is due, in part, to the fact that many of the students continue with their part time jobs as they continue their studies (students progressing from FDs) or become self-employed. The new Graduate Outcomes will include progression to self-employment and so will be positive for York College.

The College level DLHE Data collected in 2018 (2017) shows:

- 60% (50%) of respondents are working
- 30% (20%) of respondents are studying
- 8% (6%) of respondents are engaged in other activities
- 2% (7%) of respondents are unemployed
- NA (18%) of respondents are working and studying.

### **1.8 Overall Attainment**

The classification data for the whole cohort of HE Students completing in 2017/18 was;

- BAs awarded to 70 students- 70% high grades with a first or 2:1 (26% firsts)
- FDs awarded to 73 students – 60% with a merit or distinction (25% distinction)
- HNCs awarded to 30 students – 80% with a merit or distinction (36% distinction)
- Cert Ed/PGCE – vast majority with a good or outstanding profile

Pass rates are very strong with the majority of programmes showing a 100% pass rate, demonstrating that if students stay on their programme they do very well. All students who completed their programme in 2017/18 were successful in gaining their award. Improved support for at risk students in 2018-19 has resulted in only 9 students who are currently at risk of not attaining their award meaning a significant improvement in the retention of new students.

## **2. Strategic aims and objectives**

### **2.2 Target groups**

York College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

York College performs well with many aspects of widening participation, namely students with disabilities, mature entrants and those with a non-standard entry tariff. However, there remain areas of concern regarding the access and attainment of students from low participation neighbourhoods (LPNs) and so this group will be targeted in our access and participation work from 2019-20 onwards.

The College also underperforms when compared to providers nationally regarding the access and continuation of Black, Asian and Minority Ethnic students. Yet it can be seen from the York demographic data in section 1 that there are statistical challenges with assessing the performance of those from BAME groups due to the low populations in the area. Despite these challenges this group will be targeted in our access and participation work from 2019-20 onwards.

Whilst the College performs well regarding the access of mature students onto full-time programmes more work is needed to attract mature students onto part-time programmes. There also needs to be more targeted work to support the attainment of disabled students.

For all students including underrepresented groups progression into employment/further study and especially into highly skilled employment/further study is an area of concern and so this work will continue to be targeted.

We believe that we have a small number of students who are care leavers or from other disadvantaged groups. Whilst we encourage students to inform the College about their personal situations (to allow the College to provide effective support), it is currently done so on a voluntary basis. Going forward, we need to further develop our data capability in terms of analysing the intersections of equality and access characteristics and making use of multiple measures of deprivation, such that there is a clearer understanding of our student population profile. Currently in-year monitoring reports only categorise HE students by age, gender, BAME and those receiving additional learning support, from 2019-20 data will be collected and analysed to provide reports that show the recruitment, progress, continuation and attainment of all under-represented groups including; mature, BAME, students from LPNs, disabled and care leavers. These reports will compare their performance to other students. From 2020-21 these reports will also cover students with multiple barriers and intersections of disadvantage. This knowledge can then be used to target further activities to attract/support students from such under-represented groups.

### **2.2 Aims and objectives**

#### **AIMS**



The College recognises its responsibility to ensure that all staff and students are treated with dignity and respect and that equality, diversity and safeguarding\* are promoted throughout the organisation.

\*Safeguarding includes the College's response to the Government's *Prevent* agenda.

- By equality we mean treating people fairly so that there is equality between individuals.
- By diversity we mean valuing people's differences.

This is achieved by implementing a strong 'Respect' culture.

There are established policies in place to promote equal opportunities, to take active steps to prevent discrimination occurring and to effectively safeguard all its students and staff.

The College complies with all relevant legislation and has strategies to ensure effective Safeguarding arrangements. Planning, monitoring and review processes are in place which allow for an informed evaluation of the effectiveness of the College's policies and plans.

No.	Objectives	Baseline year	Baseline data	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1	Increase recruitment of (access) part time mature students	2017-18	65%	70%	75%	76%	77%	78%	80%
2	Improve progression to higher skilled employment or further study for full time students	2017-18	62%	65%	67%	68%	70%	71%	72%
3	Improve progression to higher skilled employment or further study for part time students	2017-18	73%	75%	75%	76%	77%	78%	80%
4	Increase continuation of BAME students	2017-18	62.5%	65%	67%	70%	73%	75%	80%
5	Increase the number of BAME students who achieve a 2:1 or better degree classification	2017-18	20%	50%	50%	55%	57%	60%	65%
6	Increase the proportion of students from high deprivation (top 2 quintiles) areas onto full-time HE (Access)	2017-18	24%	25%	26%	27%	28%	29%	30%
7	Increase the number of students from quintiles 1 and 2 of deprivation who achieve a 2:1 or better degree classification	2017-18	0%	10%	20%	30%	40%	50%	55%
8	Increase the number of care leavers into HE	2017-18	N/A	1%	2%	3%	4%	5%	6%
9	Increase the number of disabled students who achieve a 2:1 or better degree classification	2017-18	0%	70%	75%	76%	77%	78%	80%



In addition to the College's aims and objectives we will continue to work with partners to achieve collaborative targets, namely the York and North Yorkshire NCOP overseen by the Higher York group. The Deputy Principal responsible for HE is a member of the newly formed Department of Education HE Strategy group and so will work with this group on collaborative targets reporting to Higher York. Also as we develop our approach to evaluation and evidence collection to better understand the gaps in performance between the different groups of under-represented students and so improve current interventions and develop new activities to address any underperformance our aim will be to ultimately fully close the gaps by 2030-31.

### **3. Strategic measures**

#### **3.1 Whole provider strategic approach**

##### **Overview**

The higher education provision at York College has strategic partnerships with several universities, including the University of York, York St. John University, and the University of Huddersfield. Additionally, there is enhanced involvement with Higher York (a Lifelong Learning Network) and the York and North Yorkshire NCOP.

York College's mission is:

'To provide a life enhancing educational experience, through inspirational teaching, working in partnership and helping individuals to be the best they can.'

'York College: Where everyone matters and a successful future begins'.

York College's values are summarised by the following statement:

'As a way of fostering learning, York College values:

- All our students and their individual achievements
- The commitment and professionalism of our staff
- The highest standards in all that we do
- Working together to meet the needs of our College and the wider community
- Effective, efficient and appropriate use of resources
- Respect, equality and honesty'

The College's strategic aims are to:

- ensure we provide inspirational teaching and learning
- support all students to reach their full potential
- be a responsive and valued part of the community
- manage and develop our resources to support the sustained success of the College

York College's HE strategy is focused upon the development and delivery of high quality, vocationally relevant programmes to support internal progression, widen participation and to meet external demand. There are four key priorities within this strategy.

- Provision for internal progression
- Focus on local and regional priorities
- Employability and skills development
- Creating a high quality, differentiated HE experience for students

Alongside these College wide priorities, the College aims to achieve a situation whereby no group of students is continuing or attaining less well than comparable peers at any of these stages of the

student lifecycle. The College is committed to widening participation and in all aspects of the student lifecycle and is already successful in its approach to access, student success and progression for some under-represented groups but the increase of fees from 2018-19 has and will continue to support the spending of funds on more targeted activities.

In anticipation of the amount of targeted work required for its HE provision York College has strengthened its management and staffing structures by creating the role of 'Head of HE and International' in 2017, appointing a dedicated HE Coordinator/Administrator in 2018 and in 2018-19 HE provision was placed directly under the responsibility of the Deputy Principal for Teaching, Learning and Curriculum Development to ensure access and participation work was given senior post holder accountability.

Theory of Change; To inform the activities outlined in this plan the College has used a Theory of Change methodology by firstly articulating the desired outcomes of the plan including the long term goals and milestones/targets for improving access, success and progression of those under-represented groups where we underperform. We then identified the barriers these under-represented students face when accessing and succeeding in HE based on evidence from research and academic studies by HEFCE, the DfE, the HEA and OfS and also feedback from stakeholders including students to develop a series of interventions and activities that would help remove these barriers and enable these students to succeed. This Theory of Change methodology has been included in the Strategic Measures section below.

#### Alignment with other strategies

### **Equality and Diversity**

Our Equality and Diversity (E&D) Policy, which supports an E&D section contained within the College's Strategic Plan, sets out the College's approach to promoting equality across the range of its activities. The strategy covers staff, students and other stakeholders and aims to ensure that all individuals have an equal opportunity to take part in all aspects of College life.

This Access and Participation Plan has been developed with these principles in mind and is designed to support those from under-represented groups to achieve success.

The College's Equality and Diversity Strategy Group receives reports on HE student performance by gender and ethnicity. Any differences are investigated and where necessary improvement actions identified. Going forward, the College is considering ways to further analyse student performance e.g. in relation to the targets and milestones outlined in Section 2.2 above, covering all stages of the student lifecycle.

Equality Impact Assessment is a tool aimed at improving the quality of York College's services by ensuring that individuals and teams think carefully about the likely impact of their work on different communities or groups. It involves anticipating the consequences of the policies, functions and services on different communities (protected characteristics) and making sure that any negative consequences are eliminated or minimised, whilst opportunities for promoting equality are maximised. As part of this procedure the impacts of this Access and Participation Plan have been considered and an Impact Assessment prepared. The College's Equality and Diversity Strategy Group, which has student involvement, oversees the operation of this procedure. On occasion it undertakes activity to review the impacts of policies against the perceived impacts as identified in the Impact Assessment. In relation to this Access and Participation Plan, the only concern would be in relation to the implementation of the APP because the members of staff concerned would need to be mindful of particular students' circumstances and seek advice where necessary. In itself the APP should not have a differential impact, however, students eligible for a HE Bursary will need to be identified and supported early.

Going forward, we need to further develop our data capability (as outlined in section 2.2) in terms of analysing the intersections of equality and access characteristics and making use of multiple

measures of deprivation, such that there is a clearer understanding of our student population profile. This knowledge can then be used to target further activities to attract/support students from such under-represented groups. We plan to do this by combining our equality, diversity and inclusion monitoring with access and participation monitoring, through our Equality and Diversity Strategy Group. To aid this activity, the College will need to establish appropriate reporting mechanisms which will be in place for the 2019-2020 academic year and further developed for 2020-21.

## **Learning and Teaching**

The College currently does not have a separate HE Learning and Teaching Strategy and instead uses the College Wide Teaching and Learning Strategy to drive continuous improvement to practice on HE programmes. The College will develop a HE Learning and Teaching Strategy to be in place by 2020-21 in line with the aims and objectives of this plan and the strategic measures outlined below in the Pedagogic and Student Support section.

## **Employability**

The College does not have a separate HE Employability Strategy and instead there is a HE section in the College wide strategy. The College will develop a HE Employability Strategy to be in place by 2020-21 in line with the aims and objectives of this plan and the strategic measures outlined below in the Employability section.

## **Strategic measures**

### **Curriculum, pedagogic and student support**

#### **Curriculum**

Current practice; Curriculum changes were made 2018-19 in order to improve access and participation including revising our Access to HE provision and introducing flexible, part-time and intensive HE programmes to ensure students have entry routes to HE which may be more applicable to mature and part-time students who have family caring commitments, Carers and those employed. This was in response to students and employers. Changes in 2018-19 also included revising the content of qualifications to facilitate more students wishing to become self-employed.

Short and medium term plans; The HE programmes currently offered by the College are under review and a revised curriculum offer will be developed and launched for 2020-21 and then further developed for subsequent intakes. This review and relaunch is being led by the Deputy Principal responsible for HE and a sub-group of Governors, with involvement from the Head of HE and International, curriculum managers and teams and the student body. This review is also being informed by external priorities including the recently published Augar Review as well as the Institute of Technology (IOT) recently approved with the College being the leading partner and the aims and objectives set out in this plan.

Curriculum developments for 2019-20 include; Digital Technologies including Cyber Security; Advanced Engineering and Manufacturing; Business and Professional and Sustainable Construction. In 2020-21 we will also further develop part-time, modular and flexible programmes aimed at mature students and Carers who often cannot study full-time and also those employed or who need a part-time income to support their HE studies. For 2020-21 the current creative offer is also under development to better enable students to progress into higher skilled employment and self-employment in areas including craft and design, media make-up and fashion design, the Art and Design course attracts a high proportion of mature students and so this will improve their progression. For 2021-22 the College will offer additional professional qualifications or modules to

further improve progression to higher skilled employment or study for all students including under-represented groups.

Curriculum developments will be supported by a capital and resource investment programme supported by the IOT and College funds and will include the creation of a dedicated HE faculty that will include learning/study and social space and create a 'unique identity' for HE students and give them a safe and inclusive learning environment as often feelings of isolation can be barriers to access for disadvantaged groups. Evidence from market research and intelligence shows that these curriculum changes will attract more students from deprived areas, disabled students, BAME students, part-time, mature and employed students. The launch of this new curriculum will be supported by a more targeted approach to marketing and promotion to improve access to HE at the College. This will include a new style HE prospectus and website, digital marketing, greater use of social media and for the 2020-21 intake the marketing team will develop digital personas for all types of HE students including the under-represented groups to increase recruitment from these groups. The College is also applying for 'University Centre' status to brand the HE Faculty. The College will also review our fees in response to the recommendation to reduce fees to £7,500 from 2021-22 in the Augar report which may improve access to HE.

Long-term plans; From 2022-24 The College will offer more technical and professional qualifications at L4 and 5 including the T Levels being developed for 2022 in Digital Technologies, Early Years and Sustainable Construction and a greater choice of higher and degree level apprenticeships. This will meet the recommendations in the Augar Report and provide progression pathways from the level 3 T Levels in Digital Technologies, Early Years and Sustainable Construction that the College will offer from 2020. Consultation with students on the introduction of T Levels as shown that these HE pathways will be very attractive and so improved internal progression from L3 is predicted. This alone will increase access to under-represented groups as these subject areas attract these groups as follows; Digital Technologies (disabled students and those from LPNs); Early Years (mature students and those from LPNs); Sustainable Construction (mature students and those from LPNs). **(Objectives 1, 2, 3, 6)**

## **Pedagogic**

Current practice; All York College HE staff have access to a varied CPD programme, the emphasis of CPD spending within the College is currently on learning and teaching and this is a strategic decision. This includes mandatory training on HE development and quality (including the new Periodic Reviews, Ethics, Assessment and Pastoral Support) and access to Learning and Teaching conferences and workshops at the University of York, York St. John University and Huddersfield University. 2017/18 saw the re-launch of the York College Teaching and Learning Communities, providing all teams with the opportunity to engage in research and the development of practice in a specific aspect of teaching and learning. A number of academic staff are engaged with higher-level degrees, research activity and membership of the HEA has been supported.

Short to medium term; In 2019-20 CPD activity will focus on support for higher level study and industrial updating for teaching staff and subject specialist support is available from York St. John University as our validating partner. This CPD will better enable teachers to upskills students and raise their aspirations to progress to higher level employment and study as research shows that disadvantaged students including BAME and disabled students and those from LPNs often have low career aspirations.

Through the development of a HE Learning and Teaching Strategy to be launched in 2020-21 a more consistent and ambitious approach to improving the teaching, learning and assessment across all HE programmes will be embedded through more targeted CPD, scholarly activity and the sharing of best practice through a HE Community of Practice which will involve peer to peer learning and observations. Teachers will be encouraged to take part in research and scholarly activity aimed at raising the aspirations and attainment of under-represented groups with a focus on disabled, BAME and students from LPNs. To remove barriers to learning faced by disadvantaged students it will include embedding equality and diversity, differentiation meeting

individual needs in relation to LDD and different learning styles and will also support teachers to raise their own expectations of students and encourage higher aspirations of the students themselves. This strategy will include a focus on improving the progress and attainment of under-represented groups informed by proven pedagogical approaches led by the Head of HE and International and the Head of Quality Improvement who are both advanced practitioners and Teacher Educators (ITT). CPD will also be supported by other specialist teams in the College including learning support mentors who will train teachers to cater for students with LDD such as dyslexia, autism and mental health problems and the General Education team who work with disaffected FE students and refugees with ESOL needs. It is anticipated that this focus will improve the continuation and attainment of underrepresented groups. **(Objectives 4, 5, 7, 9)**

## **Student Support**

Current practice; In relation to 'success' and 'progression' students have access to a Progress Tutor who is a source of advice and guidance both from a pastoral point of view and academically. This person will hold regular 1-1 tutorials during which student performance is discussed, as are next step considerations. Staff training activities during 2018-19 have focused more on how Progress Tutors can support their students effectively to achieve despite multiple barriers to learning. This is an important part of the approach which enables the achievement of excellent outcomes and high value added for the students. As students are in small tutor groups and have regular 1-1s, the Progress Tutor is able to build up an effective working relationship and ensure that needs are being met. Targeted and more specialist support is being provided through central College support systems and the dedicated Head of HE and International who oversees induction and pastoral support for HE students.

Short to medium term; In 2019-20 'Mark-Book' will be developed to allow Progress Tutors to track student assessment progress and grades so that together with the students they can 1. Ensure students are on track to meet their target grade/classification and 2. Encourage students to stretch themselves towards an aspirational grade/classification this process will specifically support disadvantaged students who often have lower aspirations than other students. The College also intends to further enhance induction and study skills support so that it becomes more tailored to the needs of individual students and so that there is improved co-ordination of cross College support activities. The increase in fees in 2018-19 has supported the development of more bespoke academic support service to HE students via 1-1 and small group support and through a dedicated space on the College's VLE. This work will be further developed for 2019-20 in line with the new HE Faculty Study Space.

In relation to success and progression activities students work closely with their Progress Tutor on these matters and further training and student information will be given to staff in 2019-20 in relation to identifying students from under-represented groups early and implementing individual [person specific] support through the College's tutorial programme. This will be supported by the introduction of a standardised scheme of learning for Progress Tutorial that will provide more targeted support to improve the continuation, attainment and progression of underrepresented groups.

Longer term; From 2020-21 we will also consider the introduction of an Academic Skills Facilitator who can support the continuation and attainment of all students and be based in the HE Faculty. We will continue small group workshops and 1-1 support for all students to meet their individual needs but include more specialist bespoke support for under-represented groups as follows; ESOL support for BAME students, academic writing support for students from LPNs, specialist support from learning mentors for students with LDD and more flexible and digital support resources for mature students and Carers who cannot always come into College to overcome these barriers to success and progress faced by these groups. This will improve the continuation and attainment of these groups.

In response to student feedback on this plan for the 2020-21 intake the College will introduce a 'Transition programme' to support new entrants to our HE programmes including 'keep warm'

activities, welcome packs that support academic writing with referencing guides, an introduction to academic skills course (supported by MOOCs) and a mentoring scheme whereby current HE students provide peer support to new entrants. Taster days will also be introduced to overcome the barriers to access many disadvantaged groups face in taking the first steps into the College and student mentors will be available to provide those reassurances on these days. For 2021-22 this mentoring scheme will be developed in response to student feedback and evaluation but it is anticipated that students from under-represented groups will be mentored by a student from the same background so they can share experiences and coping strategies.

For 2021-22 The College will continue to invest in the support strategies above and develop or change them in response to annual evaluation. We will also consider the introduction of a HE Student Union to include a Widening Participation officer or develop our HE Student Rep Framework accordingly so that the student body can inform developments of the HE Faculty as well as access and participation activities focusing on the continuation, attainment and progression of students from LPNs, BAME and disabled students. This will not only give the HE students a voice that is distinct and separate from our FE students but will help to create a safe and inclusive environment for HE students and better opportunities to form relationships with other HE students and staff. This is supported by student feedback and research that shows many disadvantaged students face isolation in education. This more formal group of HE students will also organise enrichment events to bring the HE Community together and recognise and celebrate diversity. **(Objectives 4, 5, 7, 9)**

## **Employability**

Current practice; Work related learning is a key part of all HE at York College. This includes many activities such as guest speakers, live projects, work experience and visits. There are also dedicated modules on many programmes. This is something that received positive feedback during the periodic reviews during 2017/18 by York St John University. Links to industry and the development of employability skills through 'live' projects were praised yet recommendations from the periodic reviews suggest that the provision of work related learning/placement opportunities could be more systematic.

The College works closely with employers to ensure that the curriculum meets their needs. During the Higher Education Review in 2014, QAA identified "the comprehensive structure and guidance for supporting tutors and students in creating and maintaining effective relationships with a wide range of employers" as particular good practice. Links with employers and the development of skills for the workplace are a key part of the College HE strategy. In 2018-19 HE teams have shared this practice and supported peers to improve the enhancement and thus progression opportunities across all HE programmes.

Short to medium term; research shows that BAME, disabled students and those from LPNs often have lower aspirations than other students and so the sharing of best practice above will continue in 2019-20 as part of the HE Community of Practice to build greater opportunities for HE students to build confidence and raise their aspirations in the search for higher level employment and study. This will be supported through a comprehensive enhancement programme and careers guidance and job seeking support in the last semester by Progress Tutors and Careers staff. A more formal and consistent structure for Progression and Exit support will also be implemented for all students, with a bespoke approach for underrepresented groups that will include success stories and case studies of progression outcomes for disabled and BAME students and those from LPNs.

In 2020-21 a graduate opportunities/Job board will be introduced on the VLE and on notice boards in the HE faculty that displays these case studies. Also, from 2020-21 The Employer and Skills Committee meetings (which are part of the governing body structure) will focus more on the progression of HE students from under-represented groups into higher skilled employment. This work will link to and take advantage of any projects being led by the North Yorkshire LEP who is represented on the group that often focus on under-representation or disadvantage.

Other improvement strategies will include;

- Development of internal systems to support a more systematic approach to the collection of destination data for HE students for 2019/20 leavers.
- Development of a more formal Alumni scheme to be in place for 2020-21 and then further developed for 2021-22 to include Alumni representing BAME, disabled, mature and students from LPNs to work with and mentor HE students from the same background.
- Introduction of an inter-semester break to accommodate work placements for HE students from 2019-20.
- Better promotion of progression onto our own Teacher Training courses for 2020-21 starts.
- 

Long-term; from 2021-22 links with our validating partners and the University of York will be further developed to introduce information sessions and workshops on accessing Masters courses at these HEIs. Through collaboration with key external stakeholders and employers (utilising our links through the IOT) an Employer endorsement and sponsorship programme will be developed that will include guaranteed interviews for suitable graduate employment opportunities. These initiatives must remain impartial and so will be made available to all HE students with BAME, disabled and students from LPNs being encouraged to engage via their bespoke careers support.

This activity will help to alleviate the barriers of low aspirations and expectations of disadvantaged students, strengthen the employability skills of HE students and improve progression into higher skills study or employment. **(Objectives 2 and 3)**

## Collaboration

Current practice; widening participation activities are facilitated through membership of the Higher York Consortium. As a founder member of Higher York the College has actively led and contributed to the range of initiatives. The College, alongside other partners, has indicated a commitment to the sustainability of Higher York following the end of the HEFCE funding period. This currently involves a financial contribution as well as significant in-kind contributions from a range of staff who contribute to the management and leadership, and collaborative work of the partnership.

Higher York: <http://www.higheryork.org/about/> is a partnership between Askham Bryan College, City of York Council, the University of York, York College and York St John University. The Mission of the partnership is to:

- Complement the activities of partners in order to facilitate access to higher-level learning, progression and provision through innovative joint-working;
- Underpin the economic and social agendas of the City of York and adjacent areas through maximising and promoting the positive impact of Further and Higher Education;
- Exploit other appropriate opportunities for mutual benefit between partners.

Higher York helps its educational partners to deliver a number of their key institutional strategic objectives. The partnership also faces outwards into the city, the region, and nationally, and has a role to play in supporting the economic ambitions of York and the wider Local Enterprise Partnership areas.

Activities include bespoke university visits and visits to schools by FE and HE institutions. This has recently been extended to include the creation of a single point of contact for information, advice and guidance about progression into higher education and outreach opportunities as part of the Higher York Network for Collaborative Outreach. Higher York also produce a specific 'Mature Students' Guide to Higher Education' and links with a range of local employers. York College, for example, uses this information during discussions with prospective students alongside a 'Financial Information for Mature Students' HE information sheet for details on what financial support



individuals may be eligible for as a mature student. This activity is aimed specifically at removing the financial support and awareness barriers facing mature students and at increasing the access and continuation of mature students.

York College is participating in the Higher York National Collaborative Outreach Programme (NCOP). This is proving to be particularly successful as the College is both a provider and a receiver of students from the target groups. Indeed, the NCOP Officer, who is based at the College has worked with around 250 FE students who may wish to progress onto a HE level course and targets all under-represented groups.

York College identified a number of school aged pupils who live in LPN identified for inclusion within the NCOP activity. All students who attended a launch of NCOP filled out a short survey about what activities they thought would benefit them. 1-1 sessions with students were organised to cover the sessions they required. Nearly half wanted some support to look into career pathways, half wanted interview skills (for either employment or university), a third wanted CV skill writing or Personal Statement support, a third also wanted to look at what and where to study. These outcomes have informed activities undertaken by York College with young people from LPNs who might wish to undertake HE level study.

The College has also been an active partner in the Green Apples project since its inception in 1998. The project engages with schools and Colleges to support students whose families have not traditionally moved into FE and HE (from LPNs). This work is now embedded within the College and continues to develop through networking and sharing of good practice to benefit students' opportunities to move into further and higher education in all education institutions in York.

York College works very closely with a number of 11-16 schools in/around York to not only promote education opportunities available at the College but also to provide guidance about career paths. Visits to local schools to raise awareness about:

- College based events such as taster days and open events to build confidence;
- College based progression events to raise awareness and build confidence, particularly in those who may not previously have aspired to higher education (LPNs, BAME and Carers); or are mature students in work who may wish to increase their level of education (qualification achievement and skills development);
- Events for parents and carers to raise awareness of opportunities; and
- Participation in the National Collaborative Outreach Programme (NCOP) as part of the Higher York Network.

Short to medium term; All of the above activities to widen participation will continue into 2019-20 and 2020-21 and develop thereafter in line with the Access and Participation Plans of the partner HEIs and objectives and targets set by the York and North Yorkshire NCOP. To compliment this collaboration and projects outlined above, from 2020-21 the College will offer information sessions for parents/carers of students from LPNs and other disadvantaged groups as often parental lack of knowledge and awareness on the benefits of HE is barrier to access. In 2019-20 the College will develop partnerships with the York and North Yorkshire Community Learning Partnership to promote progression pathways from community provision to the College's level 3 and higher programmes. This targeted work will improve access and progression opportunities for mature students, most of whom have not engaged in education for some time. Current collaboration with these community groups and partners tells us that these students want support in applying for HE and with confidence and aspiration building to access HE and so for the 2020-21 intake the Adult Curriculum Manager and Head of HE at the College will provide HE roadshows, taster events and confidence building workshops to improve access for mature students from LPNs.

The College is represented on the City's NEET Delivery Partnership and through this group we support and promote access to further education for disadvantaged students including those from deprived areas, students with LDD and BAME students. For 2020-21 and 2021-22 we will extend this work to support and promote access from our FE programmes to HE for these students. In

2017-18 and 2018-19 the College has offered a vocational study programme for refugees in partnership with the local authority and this has improved access to further education for this groups of students. It is envisaged that this programme will continue in future years and so this group of students will be targeted and supported into higher level study once they complete their further education programmes. Retention and success is very high on these FE programmes and so the specialist staff on these programmes will support the students' transition into HE and share best practice with HE teachers so that they are equipped and more confident to support these disadvantaged students. Other collaboration activities are planned e.g. promotion of HE level study to care leavers through the City of York Children in Care network for the 2020-21 intake. Feedback from the key stakeholders that work with the groups described above tells us that they need support in understanding the HE options available to them, pre-support with the academic aspect of HE studies and greater awareness of the financial support available and so we will put on bespoke workshops for these potential students and their parents/carers to support their access to HE at the College.

York College intends to increase the depth and breadth of access and outreach activities to include specific activities for mature students on Level 3 programmes and targeting those internal Level 3 students from under-represented groups to encourage progression to HE for the 2020-21 intake. A key focus will be to raise achievement and aspiration from under-represented groups on the Level 2 and 3 courses at the College and so will target those courses that attract BAME, disabled students and those from LPNs as we have this trend data readily available from college data collection systems. This activity will include information events, tasters and support with UCAS applications. For the 2021-22 intake this activity will be strengthened by the introduction of a mentoring scheme supported by existing HE students. We will look to introduce paid student ambassadors through NCOP funding and targets and will try to attract ambassadors from these under-represented groups to raise aspirations and share their own experience of succeeding on HE programmes at the College.

Long term; As a member of the recently approved Institute of Technology for North and East Yorkshire the College will work closely with key local and regional employers to develop curriculum at Level 4 and above that meets their needs and fills the higher level skills gaps in the region. The Deputy Principal responsible for HE is a member of the newly formed Department of Education HE Strategy group whose aim is to develop progression pathways from T levels being introduced in 2020 and to inform the development of higher T levels for the 2022-23 intake. It is anticipated that these curriculum developments will improve access to HE and progression into higher skilled employment or further study for under-represented groups as outlined in the Curriculum and Employability sections above.

This strengthened approach to collaboration with key stakeholders will improve access and progression outcomes for underrepresented groups.

**(Objectives 1, 2, 3, 6, 8)**

### **Alignment with other work and funding sources**

See collaboration with the York and North Yorkshire NCOP above.

### **Financial support**

Current practice; The majority of the additional fee income has been targeted towards bursary support as this is what students have identified as being of use to them and to spend on travel and learning resources. A significant amount of bursary funding was made available to first year students in 2018-19. The spend on access, student success and progress in the first year will be developmental to support targeted activities in the future.

The increased revenue from increasing the tuition fees is being spent in a number of ways:

- a Bursary Scheme to assist those in financial hardship or other target groups;
- improved monitoring and evaluation of data; and
- targeted support to increase the recruitment, continuation and progression of those in under-represented groups.

The Bursary Scheme in 2018-19 took the form of a one off payment of £600 per student to support students with the initial costs of settling into their programmes, including the acquisition of materials and establishment of travel arrangements. The early part of the programme is one where students have left due to financial pressures. Consultation with students supported this as a strategy to improve retention and continuation.

The purpose of the Higher Education Bursary was to:

- help students overcome financial barriers in order to access higher education
- support and retain these students
- promote a positive attitude to learning.

The Higher Education Bursary was split into three separate bursaries:

- Care Leavers Bursary
- Student Carer Bursary
- Financial Assistance Bursary

To be eligible to receive a Financial Assistance Bursary, students must be:

- on a higher education course that is an eligible course for student finance
- ordinarily resident in the UK on 1 September 2017
- paying tuition fees of £7,200 (or equivalent pro-rated if part-time)

The Financial Assistance Bursary was available to students who have a household income under £25,000, as assessed by Student Finance England or other higher education funding awarding body. The care leaver and student carer bursaries will not be income assessed. Students were only eligible for one bursary.

Evaluation of financial support and investment in 2018-19;

The Bursary scheme in place saw 20 Bursaries issued to students all from low income households and of those 20, 18 students have been retained which shows a positive impact on the success and continuation of this disadvantaged group. However, no student receiving a bursary in 2018-19 declared being a Care leaver or Carer and so there was no evidence of impact on these under-represented groups. However, the College currently does not require students to inform us if they are a Carer or Care Leaver on so from 2019-20 we will ask new students to volunteer this information.

Investment into the improved monitoring and evaluation of data saw the development of new in-year monitoring reports for HE students by age, gender, ethnicity and for those receiving additional support and that has allowed more targeted support for these students. For 2019-20 these reports will be further developed to include all underrepresented groups as outlined in section 2.2.

Investment in targeted support to increase the recruitment, continuation and progression of those students from under-represented groups has had a positive impact on the continuation of students with retention for 2018-19 starts being 6.5pp higher than 2017-18. The College will continue to track the success and progression of students who started their HE course with us in 2018-19 to continually evaluate the impact of the investment from the increased fees.

Medium to long term; For the 2021-22 intake York College will review and amend the HE Bursary scheme to prioritise students from all underrepresented and disadvantaged groups \*.

\*- In line with OfS guidance, these groups will include:

- Disabled students
- Students with learning difficulties
- Carers
- Estranged young people
- Students from gypsy and Traveller communities
- Refugees
- Care leavers
- BAME students
- Mature students
- Students from households on low income

In response to student feedback (including feedback from students from under-represented groups) during the consultation on this plan it is envisaged that the bursary payment of £600 will be split into 3 payments as follows;

£200 instalment on entry post 1<sup>st</sup> November of their first year to support access.

£200 post the February exam boards to support retention and continuation.

£200 post 1<sup>st</sup> May of their first year to support continuation.

The students consulted felt the 3 separate instalments in the first year of study would improve access from the groups who can access the bursary but also sustain student engagement and improve retention and continuation. They believed that instalments would be preferable and more motivating than the one off bursary payment in place in 2018-19 and 2019-20.

For 2020-21 the College will also consider the introduction of a laptop loan scheme and financial support for home internet access for underrepresented groups in response to student feedback.

In 2020-21 the new bursary scheme with 3 instalments will be reviewed in consultation with those students accessing the bursary to inform any further changes to the scheme if it has not had the desired impact.

The continuation and expansion of the bursary scheme and a more targeted approach to the communication and promotion of the bursary and other support to applicants will help to overcome the financial barriers faced by disadvantaged groups and improve their awareness and understanding of the support available to increase access and continuation of the underrepresented groups listed above\*.

**(Objectives 4, 6, 8,)**

### **3.2 Student consultation**

York College routinely consults with students on a range of issues. This includes surveys, participation in focus groups, attendance at meetings and the cross College HE Student Forum. This latter group contains student representatives from across the College and the members of this group are able to consult with other students on their programme in order to inform decision making. This group was the main forum for the consultation on this Access and Participation Plan. The first draft of the plan was shared with the HE course representatives by the Head of HE and International who supported them to express their views and consult with the wider student body including those students from underrepresented groups. As a result of their feedback the plan was changed to include dedicated academic study and collaborative learning space as well as social space in the new HE Faculty, improved transition to HE support provided by HE student mentors and the introduction of a Student Union including a Widening participation officer in the long-term. The HE Student Forum will continue to be used as a vehicle for the monitoring and evaluation of this Access and Participation Plan but targeted focus groups will be held to identify the impact on particular groups of students. The outcome of these will be reported through the meeting structure identified in section 3.4.

### **3.3 Evaluation strategy**

The College used the OfS Self Evaluation Tool to inform this section and it was clear from that activity that the College needs to strengthen the way it uses evaluation to inform practice. To do this the College intends to seek support from its validating partners and utilise the expertise from the Teacher Training department and the specialists from this team to ensure that the evaluation becomes more evidence informed moving forward. The College also plans to use the “What Works Centre” and commission PGCE students to support evaluation design and implementation from 2020-21. The College will also invest to increase the capacity for comprehensive and evidence informed evaluation to include both data and management information systems and human resources to carry out meaningful evaluation. This will include a review of the organisational structure in place to support HE and strengthening the capacity of the dedicated HE team of staff.

Our approach to Evaluation will be strengthened in 2019-20 and further developed for 2020-21 as follows;

### **Strategic Context**

- The College’s Equality and Diversity Strategy Group receives reports on HE student performance by gender, disability and ethnicity. Any differences are investigated and where necessary improvement actions identified. For 2019-20 the College will introduce ways to further analyse student performance e.g. in relation to the targets and milestones as outlined in Section 2.2 above.
- Introduce an access and participation project group in 2020-21 to evaluate the impact of activities reporting to the HE Quality and Standards Group.
- Introduce a training and mentoring scheme in 2021-22 to support this project group and wider evaluation.
- Introduce an evaluation section into the HE Strategic Plan that is approved by the governing body in 2020-21.
- Work with collaborative partners such as the Higher York consortium and the York and North Yorkshire NCOP to evaluate city and region widening participation strategies in 2020-21.
- Systematic dissemination of evaluation information and reporting structures to demonstrate we have taken action through data collection and implementation to be fully in place by 2021-22.

### **Programme Design**

The College has used market research and intelligence to inform programme design and this is described under the Curriculum section in 3.1. This evaluation of evidence to inform further curriculum developments and programme design will be strengthened to include;

- The monitoring of access of underrepresented groups onto new programmes designed to attract students from these groups (2020-21)
- Gathering feedback from new entrants to ascertain if the curriculum offered and programme design attracted them to the College. (2020-21)
- Modifying our approach to programme design in response to evaluation. (2020-21)

**Evaluation design and implementation** - York College will use a combination approach to evaluation design and implementation as set out in the table below. The evidence base for the evaluation will be narrative and empirical with a view to learn from best practice and validating partners how we could develop the use of more causal types of evidence moving forward. As we develop our approach to evaluation and evidence collection it will enable the college to better investigate and understand the gaps in performance between the different groups of under-represented students and subsequently be able to further develop interventions and develop new interventions and activities to ultimately fully close the gaps within longer timescales beyond the life of this Access and Participation Plan.

<b>Using evidenced based literature to inform. Using informal networks to enhance practice</b>	<b>Testing opinions before and after to inform changes/improvements</b>	<b>Identifying and evaluating through data the impact of interventions</b>
HE in FE Directors network – sharing good practice and a collegiate approach to evaluation (2020-21)	Utilise HE Student Forum and course representatives to review widening participation activities and interventions at different points in the academic year. (2020-21)	Attainment and classification to be linked to background of learner through reporting to senior management team and Governing Body via the HE Strategy and Annual Operating Plan (2019-20)
Sharing good practice and a collegiate approach with validating partners to evaluation (2020-21)	Analysis of survey data at different points in the year with specific questions on access and participation (2020-21)	Share information/data of learners with staff to target underrepresented groups and measure improvements (2019-20)
Using evidence from external sources (TEF metrics, Graduate Outcomes, Local Authority reports) to inform the Annual Impact report to OfS. (2020-21)	Increase opportunities to award bursaries to a wider range of students and test impact by interviewing these students at induction. (2020-21)	Promote academic support and resources (Blackboard) via texts and on social media and monitor use of this support in improving continuation and attainment for underrepresented groups (2020-21)
Marketing/outreach/schools liaison/NCOP-create a task group for Widening Participation and outreach to link all aspects of the APP to enhance practice (2019-20)	Record/collect survey data from taster/open days and check if a positive change occurs in the access of underrepresented groups (2020-21)	Advertise study skill drop in sessions by library staff to improve academic writing and study skills and then evaluate improvements through data analysis and improvements to continuation and attainment (2020-21)
Work with other stakeholders and partners to review improvements to access for underrepresented groups (2020-21).	Complete HE taster events for level 3 students and check if positive change occurs with internal progression rates to HE (2019-20)	Create jobs boards on subject pages Blackboard and test impact on progression and higher skilled employment via Graduate Outcomes and College destination data collection linked to student career aspirations (2020-21)
York and North Yorkshire community learning partnership and NEET	Work with NCOP officer to implement surveys post widening participation events	Academic skills tutors to support under graduates to achieve higher classifications.

delivery partnership outcomes (2021-22)	to inform future activities.(2019-20)	Monitor attainment data accordingly. (2020-21)
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## Learning to shape improvements

From 2019-20 the College will develop the Theory of Change methodology used to inform this plan for further planning, participation and evaluation that will enable us to make informed decisions about strategy and interventions in the short, medium and long-term to improve access and participation. As a result of the Annual Impact report to the OfS the College will commit to modifying and shaping the HE Strategy and Annual Operating Plan to include new strategies and interventions to address all areas of underperformance and will submit variations to the Access and participation Plan if required.

### 3.4 Monitoring progress against delivery of the plan

The College's ambitions through the life of this plan are to realise the milestones and objectives identified in section 2.2. Monitoring and evaluation of the impact of the activities covered by the Access and Participation Plan will be through a specific access and participation project group that will report to the College's HE Quality and Standards Group that is chaired by the Deputy Principal for Teaching, Learning and Curriculum Development. There is a direct line of sight from this group to Governors via the Senior Management Team (SMT). The Deputy Principal for Teaching, Learning and Curriculum Development and the Head of HE and International are responsible for the monitoring of the plan.

Monitoring activities from 2019-20 will include:

- Monitoring and evaluation of data to establish patterns and trends in recruitment, continuation, attainment and progression; for example, the College's SMT receive reports on HE student recruitment, attendance, retention and pass rates on a monthly basis split by underrepresented groups. This will be reviewed to extend the coverage to include the wider range of underrepresented groups and the objectives in 2.2;
- Comparing results for students in different groups and monitoring the performance of those in receipt of bursaries

From 2020-21 will include:

- Surveying students to identify the level of satisfaction with the Bursary Scheme and other initiatives to support retention, continuation and progression.
- Ongoing review of the plan by the student body via the HE Student Forum, meetings with student representatives and targeted focussed groups with students from the underrepresented groups.

The outcomes from this will form part of the annual evaluation of HE provision and the targets arising from this will be in the subsequent operating and improvement plans. The intention is to evaluate soft measures, such as increased confidence, as well as hard measures, such as recruitment and continuation. For example, the actions undertaken in 2018-19 will be evaluated for their impacts on the overall aims of this Access and Participation Plan, to include analysis of disadvantage. This information will be used to inform the improvement plans prepared for 2019-20 and the College's Annual Operating Plan (which supports its three-year Strategic Plan) for the same period. These plans will be approved by the College's SMT and members of the Governing Body. Progress against improvement actions will be monitored (three times per year) through the College's Business Performance Management framework. Progress on the Access and Participation Plan will also be reported to the Governor Quality and Curriculum Committee and OfS Matters (including the plan) will be a standing item at all Governing Body meetings from 2019-20.

From 2020-21 York College will review the impact of its financial support arrangements robustly using a number of mechanisms. This will include activities such as: measuring increasing access



(in relation to this Access and Participation Plan); improving continuation, attainment and progression rates for targeted groups and where possible considering qualitative information gathered directly from students. A proportionate aim would be to eliminate any variances in engagement and performance between identifiable groups of students. Ordinarily this would be carried out as part of the College's annual self-assessment activities every year.

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

York College is committed to providing clear and transparent information to students about the fees for HE programmes and the bursary support that is available to them. This includes the College website, UCAS and the SLC database. Accordingly, the College's Access and Participation Plan will be lodged on the College's website. Further, all students are issued with the College HE Student Terms and Conditions and course specific Pre-Contract Information with their offer. Their 'Welcome Pack' also includes information relating to the range of support services available at the College. Funding information is provided during outreach activities with signposts provided to the relevant support. Further information is contained within the Terms and Conditions information issued to prospective students. The College is also very aware of how students use on-line resources to investigate career options and learning opportunities. Therefore, the College has developed a 'Digital Persona' of its HE students. This information is now being used to help provide information in a timely and appropriate manner.

#### **5. Appendix – see attached documents**

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

# Access and participation plan

## Fee information 2020-21

Provider name: York College

Provider UKPRN: 10007709

### Summary of 2020-21 entrant course fees

\*course type not listed

**Inflationary statement:**

We do not intend to raise fees annually

**Table 4a - Full-time course fee levels for 2020-21 entrants**

Full-time course type:	Additional information:	Course fee:
First degree		£7,200
Foundation degree		£7,200
Foundation year/Year 0	*	*
HNC/HND		£7,200
CertHE/DipHE		£7,200
Postgraduate ITT		£7,200
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants**

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4c - Part-time course fee levels for 2020-21 entrants**

Part-time course type:	Additional information:	Course fee:
First degree		£3,600
Foundation degree		£3,600
Foundation year/Year 0	*	*
HNC/HND	Engineering fees are higher than other subjects due to costs incurred	£3,100
CertHE/DipHE		£3,600
Postgraduate ITT		£3,600
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants**

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

# Targets and investment plan

## 2020-21 to 2024-25

Provider name: York College

Provider UKPRN: 10007709

### Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£25,000.00	£25,000.00	£25,000.00	£25,000.00	£27,000.00
Access (pre-16)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Access (post-16)	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00
Access (adults and the community)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£7,000.00
Access (other)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Financial support (£)	£50,000.00	£60,000.00	£60,000.00	£60,000.00	£65,000.00
Research and evaluation (£)	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£418,050.00	£454,050.00	£474,750.00	£474,750.00	£485,100.00
Access investment	1.9%	1.9%	1.8%	1.8%	1.9%
Financial support	12.0%	13.2%	12.6%	12.6%	13.4%
Research and evaluation	1.2%	1.1%	1.1%	1.1%	1.0%
Total investment (as %HFI)	15.1%	16.2%	15.5%	15.5%	16.3%

# Targets and investment plan 2020-21 to 2024-25

Provider name: York College

Provider UKPRN: 10007709

## Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Increase recruitment of (access) part time mature students	PTA_1	Mature	Ratio in entry rates for part-time mature students	No	The access and participation dataset	2017-18	65%	75%	76%	77%	78%	80%	Yearly milestones will be used as college KPIs and checked as part of the annual self-assessment. In year performance will be monitored as outlined in the A&P plan under the Evaluation and Monitoring section.
	PTA_2												
Increase the proportion of students from high deprivation (top 2 quintiles) areas onto full-time HE (Access)	PTA_3	Low Participation Neighbourhood (LPN)	Ratio in entry rates for students from high deprivation areas	No	The access and participation dataset	2017-18	24%	26%	27%	28%	29%	30%	as above
Increase the number of care leavers into HE	PTA_4	Care-leavers	Ratio in entry rates for care leavers	No	The access and participation dataset	2017-18	N/A	2%	3%	4%	5%	6%	as above
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Increase the number of students from quintiles 1 and 2 of deprivation who achieve a 2:1 or better degree classification	PTS_1	Low Participation Neighbourhood (LPN)	Increase the percentage of students from POLAR4 quintile 1 and 2 who attain a 2.1 or better degree	No	The access and participation dataset	2016-17	0%	20%	30%	40%	50%	55%	Yearly milestones will be used as college KPIs and checked as part of the annual self-assessment. In year performance will be monitored as outlined in the A&P plan under the Evaluation and Monitoring section.
Increase the number of BAME students who achieve a 2:1 or better degree classification.	PTS_2	Ethnicity	Increase the percentage of BAME students who attain a 2.1 or better degree	No	The access and participation dataset	2016-17	0%	50%	55%	57%	60%	65%	as above. The college's provisional data for 2017-18 shows that 25% achieved an upper second class degree.
Increase continuation of BAME students	PTS_3	Ethnicity	Increase the percentage of BAME students who continue with their studies.	No	The access and participation dataset	2016-17	0%	67%	70%	73%	75%	80%	as above. The college's provisional data for 2017-18 shows that 62.5% continued with their studies.
Increase the number of disabled students who achieve a 2:1 or better degree classification	PTS_4	Disabled	Increase the percentage of disabled students who attain a 2.1 or better degree	No	The access and participation dataset	2016-17	0%	75%	76%	77%	78%	80%	as above. The college's data for 2015-16 shows that 70% achieved a 2.1 or better degree.
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Improve progression to higher skilled employment or further study for full time students	PTP_1	Low Participation Neighbourhood (LPN)	Reduce the percentage point gap for progression to higher skilled employment or further study between LPN and non LPN students	No	Other data source	2017-18	10.4	8.0	7.0	6.0	5.0	4.0	Yearly milestones will be used as college KPIs and checked as part of the annual self-assessment. In year performance will be monitored as outlined in the A&P plan under the Evaluation and Monitoring section. This data source is the 2017-18 TEF Metrics.
Improve progression to higher skilled employment or further study for full time students	PTP_2	Ethnicity	Reduce the percentage point gap for progression to higher skilled employment or further study between BAME and non BAME students	No	Other data source	2017-18	17.3	15.0	14.0	13.0	10.0	5.0	as above

[illegible]