

Annex A - 2019-20 access and participation plan provider template

Nottingham College

2019-20 access and participation plan

Assessment of current performance

Nottingham College is committed to widening access to higher education and to the principle that individuals with the potential to benefit from higher education should have the opportunity to do so. This access and participation plan will outline those commitments. The plan has been informed by the National Strategy for Access and Student Success and lays down our strategic and whole student lifecycle approach to widening access and enhancing student success. It will be complementary to the National Collaborative Outreach Programme (NCOP) and support the challenges faced by social mobility coldspots and Opportunity Areas. This plan takes account of the changes to the fair access landscape and goals around improving social mobility for higher education students beginning full or part-time study programmes in the 2019/20 academic year.

Assessment of current performance - Access

Nottingham College and its previous pre-merger colleges have a strong track record in widening participation to higher education. The Participation of Local Areas classification (known as POLAR) is a UK-wide area-based measure that groups geographical areas according to the proportion of young people living in them who participate in higher education (HE). The POLAR3 classification is found to closely correlate with other measures of disadvantage. POLAR captures a specific form of disadvantage, educational disadvantage relating to participation in higher education.

An analysis of POLAR3 postcode areas against student population data in 2017/18 revealed that 57% of all higher education students were from areas designated in quintiles 1 and 2. These are the wards with the lowest levels of participation in higher education, in this respect the College performs significantly above the average HEI and national benchmark data.

A breakdown of the higher education student population is given in the table below - including both adult and young participation - for students living in areas that are designated in quintiles 1 and 2:

Participation Type	qYPR Quintiles 1 + 2
All Higher Education Students	57%

Participation Type	qAHE Quintiles 1 + 2
All Higher Education Students	54%

Nottingham College also has a strong track record in providing access to, and supporting, disabled students. In 2017/18, 21% of all higher education students disclosed a disability or learning difficulty at enrolment.

The higher education student population reflects the local context with a BME student population of 23%.

The College attracts a significant proportion of students from low income backgrounds. An analysis of 2018/19 bursary data revealed that of all applicants, 70% had a total combined household income of £25,000 or less.

The College is successful in recruiting mature students to its higher education programmes. In 2017/18, students' age profiles ranged from 18-58 years old, the mean average age was 24 years old, and 56% of the entire higher education student population was aged 21 or over.

Assessment of current performance – Success and Progression

Data from the most recent Validated Centre Standards and Quality Report (VCSQR) highlights subtle differences in outcomes based on equality and diversity groups. In making an assessment of our current performance, institutional data has been bench marked against national data provided in the HEFCE report 'Differences in student outcomes - *The effect of student characteristics*' March 2018

- *Comparing males and females (Gender Gap):*
Notwithstanding differential recruitment patterns across programmes, females are slightly more likely to progress to year two of study, with the gap of just under 5% in their favour. All other comparisons are more negligible with extremely close overall proportions achieving at least a 2:1 or commendation (both genders approximately 25%).

National benchmark data: Female students are 5% more likely to achieve a 2:1 or First.

- *Comparing White students to BME students (Ethnicity Gap):*
Progression data reveals tiny differences, with very similar proportions progressing to years two and three. However, a more noticeable difference is shown with White students more likely to achieve at least a 2:1 or commendation – 6% more do so than BME counterparts. BME students are also just under 4% less likely to be in further study or professional occupations after completion of their course.

National benchmark data: White graduates have the highest proportion gaining a first or upper second class degree, namely 82 per cent. The difference between the proportions of white and black graduates is 22 percentage points and the difference between proportions of white and Asian graduates has reduced from at 12 percentage points in 2013-14 to 11 percentage points in 2016-17.

- *Comparing Disabled to non-disabled students (Disability Gap):*
With a 21% of students classified as disabled, their progression to year two is over just over 5% lower than non-disabled. Other outcomes reveal very similar proportions achieving higher grades and, noticeably, disabled students are almost 3% more likely to be in further study or professional/managerial occupations after graduation.

National benchmark data: The graduate employment gap between graduates without a disability and graduates in receipt of DSA was 2.6 percentage points in 2015-16. The gap between disabled graduates not in receipt of DSA and those without a disability 2.8 percentage points in 2015-16.

- *Comparing Mature and Young students (Age gap):*

A pronounced gap of over 14% is evident in Young students progressing to year two compared to Mature students. However this may be an artefact of the College dataset since Mature students are more likely to sit on BA top-up courses where there is no opportunity to move to a second year. In other areas of comparison, it is more understandable that Mature students score more highly in: attaining higher grades (6% more than Young Students); and in securing further studies or professional/ managerial status (6% more than Youngsters).

National benchmark data: Young graduates are 12% more likely to achieve a higher grade. Mature students are 4% more likely to be in graduate employment or further study.

- *Comparing WP and not-WP students (Socio-economic gap):*

Differentials in outcomes are relatively small with a slightly higher proportion of non-WP students achieving at least a 2:1 or commendation (27% versus 23%). This is an area of consideration for future development and investigation.

National benchmark data: The gap between Participation of Local Areas (POLAR) quintiles 1 and 5 gaining a first or upper second class degree has remained at 10 percentage points since 2013-14

- *Comparing BTEC background with A-level backgrounds (Qualification route gap):*

Saliency is more pronounced here, with an expected higher proportion of ex A-level students progressing to year two or year three (both over 8% higher). This is qualified by that fact that a very similar proportion (9%) of BTEC route students are found in further study or professional/ managerial occupations. Clearly these differences should be addressed to ensure that whatever entry route, structured support and course design allows the best opportunities for all.

- *Comparing EU, Overseas, and Home students (Residency gap):*

Overseas students very slightly secure progression to year two more readily than EU students (by approximately 3%); and EU students achieve higher grades than other residency groups (by approximately 5%).

- Current performance in terms of recruiting and supporting Care Leavers remains positive. Whilst the number of students remains relatively low, the continuation rate is very good at 100%. The College operates a named contact for care leavers to support students with all aspects of student life. Alongside this the College operates a care leaver bursary to support the recruitment of care leavers. The College is aware that its recruitment is below the national estimate of care leavers participating in higher education (6%), however data records rely on disclosure

from students and them applying for the Care Leaver grant (approximately 1% of full-time students).

The gaps within these groups are to be considered by all courses and at Centre aggregated level to establish trends where initiatives can narrow differential outcomes.

Given the changes to the fair access landscape and the goals around social mobility, Nottingham College makes a significant contribution to both social and labour mobility, particularly for those who face disadvantage as a result of where they live. Consistently around 98% of Nottingham College graduates are in work or further study six months after completing their higher education programme, according to Destination of Leavers from Higher Education data (DLHE). However mindful of this headline statistic and analysis at single characteristic level, the College needs to make use of future DLHE data and end of year examination board outcome data to better understand the intersections of characteristics to ensure there are no hidden gaps. The College already examines outcomes by single characteristics but needs to develop more sophisticated analysis, and will be facilitated further by a consolidated dataset for Nottingham College following its merger and with improved reporting provision.

Non-continuation

In terms of withdrawal rates from programmes, the VCSQR centre report shows an average of rate of 11.6% across foundation degree and BA (Hons) top-up programmes. However, when this is examined further, across the different academic levels of study, it is clear that withdrawal rates for year one students remain an area for development since BA top-up withdrawal rates are just 3.5%.

Ambition and strategy

Access

Nottingham College performs very well with regard to providing access to students from underrepresented groups, and in particular, to those from areas with very low levels of participation. Despite already performing very well in this area, providing access to underrepresented groups will always remain a fundamental priority for the College. The context in which the College operates provides an added dimension to its education and training facility.

The College serves a city that faces some fundamental social mobility, educational and socio-economic challenges. The key educational challenge is low levels of achievement across schools in the City. Average achievement for Nottingham state schools is below the national average. In 2016, 50.4% of pupils achieved Maths and English at grades A*-C, significantly underperforming against the state funded national average of 63%. There is also a low level of skills amongst the adult population, particularly in the inner city and the city fringe estates. Nottingham also performs poorly in the Social Mobility Index. The Social Mobility Index compares the chances that a child from a disadvantaged background will do well at school and get a good job across each of the local authority district areas of England. It examines a range of measures of the educational outcomes achieved by young people from disadvantaged backgrounds and the local job and housing markets to identify which are the best and worst places in England, in terms of the opportunities young people from poorer backgrounds have to succeed. Nottingham is identified as a social mobility coldspot, being in the bottom 20 per cent of local authority areas and just 15th place from the bottom of the overall league table. Nottingham ranks in Performance Zone 4 with weak performance across the board. Zone 4 performing areas are those described as providing little opportunity for young people to acquire the education and skills they need to achieve good outcomes as an adult. Even if they are able to overcome this, a weak labour market and high housing costs make it difficult to secure good outcomes in adult life. Zone 4 areas are the most concerning social mobility coldspots.

The City of Nottingham is the 8th most deprived Local Authority District (out of 326) in England, according to the Index of Multiple Deprivation from the Indices of Deprivation 2015. The Indices of Multiple Deprivation are generated from different domains including; Income, Employment, Health and Disabilities, Education Skills and Training, Barriers to Housing and Services, and Crime. Nottingham City comprises 182 Lower Super Output Areas (LSOAs). In England, there are 32,844 Lower Super Output Areas and each one has been ranked according to the measures of deprivation. One is the most deprived and 32,844 is the least deprived. In total, 61 of the 182 City LSOAs fall amongst the 10% most deprived in the country. 110 fall in the 20% most deprived. The lowest ranking LSOA in the City is in Bulwell, which ranks 63rd nationally out of 32,482, and is one of two City LSOAs ranking in the most deprived 100 Super Output Areas in the country – the other being the area of Aspley, ranked 78th. 5 Educationally, the level of disadvantage is even greater, with the City of Nottingham ranked the 6th most deprived Local

Authority District (out of 326) in England, using the Education, Skills and Training Domain average score.

The Nottingham demographic is as follows:

- BME groups: The 2011 census shows 28.5% of the population as being from BME groups, an increase from 19% in 2001.
- Disability: Nottingham has a higher than average rate of people with a limiting long-term illness or disability. BME groups tend to have higher rates of limiting long-term illness or disability than White British people, particularly in the older age-groups
- Socio-economic disadvantage: Nottingham is ranked 8th most deprived district in England in the 2015 Indices of Multiple Deprivation (IMD)
- Educational disadvantage: Nottingham is ranked 6th most deprived district in England using the Education, Skills and Training Domain average score, in the 2015 Indices of Multiple Deprivation (IMD) 7

It is for these contextual reasons that the College will strive to maintain good performance in terms of access to all underrepresented groups, but also strive further to widen access, so that individuals are able to achieve good outcomes and contribute to social mobility. The Higher Education community at Nottingham College is reflective of the locality:

- 70% of bursary applicants are from low income households (under £25,000)
- 21% of higher education students disclosed a disability or a learning difficulty at enrolment
- 23% of students are from BME groups

The College's strategy and ambition is therefore:

- Students from areas of low participation – 57% of all our current higher education students are from areas with the lowest levels of participation. The strategic ambition is to maintain or exceed the proportion of students from areas with the lowest levels of participation.
- BME students – The strategic ambition is to ensure that that the proportion of students from BME backgrounds continues to reflect the local community.
- Mature students – 56% of all higher education students are mature. The strategic ambition is to continue to develop opportunities that are attractive for mature students, to enable them to engage in higher education.
- Disabled students – 21% of students declare a disability. The strategic ambition is to ensure that disabled students continue to make up a significant proportion of the higher education student body.
- Care Leavers – Nottingham College attracts a small number of care leavers every year. The strategic ambition is develop this intake, insofar as possible, to ensure those who want to progress, are able to do so, despite the additional barriers they face.

Success

The strategic ambition of the College is to ensure equality of opportunity for all. This will involve the narrowing in the gaps between different student groups as follows:

- Disabled students are just over 5% less likely to progress to year two, with a similar proportion of non-disabled students achieving higher grades.
- Black and minority ethnic students are 6% less likely to achieve a 2:1 or above.
- Mature students were 6% more likely to achieve higher grades and also 6% more likely to be in further study or managerial/professional job roles.
- Non-continuation rates of first years are to be reduced to ensure that access to full achievement is of the highest order. Providing access alone is not enough; all students should have the opportunity to achieve their potential. The College will seek to identify factors that contribute to non-continuation of this group of students and put in effective measures to reduce this as much as possible.
- Enhancing student success for year one students is a priority for the College. Many students often progress from a wide range of non-traditional higher education learner backgrounds, ranging from where and what they have studied previously, to their work experience, and often with acute breaks in previous study.

Progression

Progression outcomes for higher education students from Nottingham College are very positive. The most recent Destination of Leavers Higher Education (DLHE) Survey shows that 98% of all graduates available, are in employment, or further study, six months after completing their HE study programme. This is a high figure nationally, and this performance indicator has been strong over recent years. Employability of students and graduates underpins the College's strategic ambition. The College strives to be a centre of excellence for teaching and learning and a place where students are given every opportunity to learn and develop a full range of skills for the workplace.

Nottingham College's access and participation plan will continue to be complementary to DANCOP (the Derbyshire and Nottinghamshire Collaborative Outreach Network) which is the regional NCOP programme of collaborative outreach in specific, local areas where higher education participation is low overall and lower than would be expected given GCSE (KS4) attainment rates. Nottingham College will continue to explore the opportunities available to contribute towards this programme and work collaboratively through the Innovation and Partnership Group, working closely with other colleges and universities in the region, to develop outreach work that raises attainment and progression to higher education. DANCOP

activities will be monitored and evaluated via the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). EMWPREP will provide a much enhanced monitoring and evaluation database, as a result of NCOP funding, allowing HEI partners including Nottingham College to rigorously monitor activity, track participants, evaluate our widening participation projects and share good practice

Performance against the measures set out in this access and participation plan and continuous improvement will be monitored and evaluated on an ongoing basis and in year adjustments will be made where necessary. This will be through our internal quality assurance model where our Higher Education, and our performance against our access agreement, will be reviewed and monitored. This will include a review of all measures and due consideration to the impact on access, student success, progression and equality and diversity measures.

Specifically, plans for monitoring and evaluation of the 2019/20 access and participation plan will include:

- Annual monitoring of internal and external progression to higher education will be undertaken by using our UCAS destination reports. The use of UCAS reports will provide a consistent annual dataset to track trends.
- Financial support measures will be evaluated with bursary recipients completing an annual bursary survey to clearly establish the utility of the scheme in supporting students in their higher education journey. The 2018/19 financial support survey will integrate questions from OFFA's survey toolkit, Both qualitative and quantitative information will be collected and this will feed directly into an annual review of the bursary scheme. Recommendations for amendments to the scheme will be made accordingly based upon the outcomes of this survey. This will ensure that it is an effective support measure and that the scheme is meeting its strategic aims.
- Consideration was given to using the OFFA published online statistical tool to evaluate the impact of financial support. However, this evaluation method is tailored towards first degree students (as outlined in the algorithm to prepare datasets) rather than those on sub-degree qualifications. The majority of Nottingham College students are studying sub degree qualifications and therefore any outcomes may not be representative of the HE student body.
- We will undertake a review of examination board outcomes to understand the impact of our financial support measures on student success and behaviour to understand any differential outcomes between bursary recipients and non-recipients. The monitoring of student attendance data will also aid the evaluation of financial support in terms of students engaging with their study programme.

- The College will also draw on online learning resources interactions data to ascertain whether bursary recipients are spending more time outside direct contact hours in pursuit of study.
- In terms of academic coaching and employability support, these activities will be evaluated by seeking student feedback through traditional surveys and focus groups, in addition to uptake data, including usage of online academic skills resources. Student success measures will be monitored through course committee meetings and annual quality reporting. This will support the identification of the most effective interventions to enhance student success. The College will also monitor the impact of achievement coaches in relation to attendance and retention, via the collation of data and analysis of the nature of advice, guidance and referrals from tutors.
- The target for maintaining a high proportion of enrolled students from widening participation backgrounds will be reviewed and evaluated annually through the development of an annual enrolment report. This report will identify the proportion of students living in widening participation postcodes, specifically in quintile 1 and 2 of the POLAR3 classification.
- Whilst separate, but complementary to this access and participation plan, activities undertaken through DANCOP will be evaluated through EMWPREP. The outcome of this evaluation will be useful for informing the development of future activity in terms of a broader institutional approach to widening participation with respect to which activities are most effective. The new attainment raising sessions with level 2 and 3 students and with pupils in schools will be evaluated through participant evaluations, teacher evaluations and also participants will be tracked into higher education via EMWPREP which will be the ultimate success criteria.
- An annual review of the study skills, workshops and intervention processes will take place to ensure that it positively contributes to students' success and progression.
- Retention rates of year one foundation degree students will be evaluated through annual analysis of Examination Board data to ensure progress is being made in this area with curriculum areas, taking action from this feedback, planned within their Course Standards and Quality Reports (CSQRs) and course committee reviews.
- Examination Board outcomes will also be monitored to ensure that, where outcome gaps exist, these are identified and actions put in place to address them.

- Overall progression rates, to work or further study, will be monitored annually through the completion of the Destination of Leavers from Higher Education survey (DLHE).
- The College will also work towards having enhanced data to inform a multi-characteristic approach to gap analysis in terms of success and progression.

Evaluation outcomes will feed into the Academic Board meetings. The Academic Board has an overall remit for setting policy and organisational practice. It is through these mechanisms that evaluation outcomes will drive institutional practice.

Nottingham College is committed to equality of opportunity for all who learn and work here. The College respects and values the diversity of staff, students, contractors, governors, visitors, and the wider community served, and strives to create a positive working and learning environment where everyone is encouraged to reach their full potential. The College constantly seeks to improve what it offers and how it delivers services to meet the changing needs of learners and local employers. This access and participation plan has been informed and underpinned by the College's equality and diversity strategy, and in turn, successful delivery of the plan will secure the strategic intent of the equality and diversity strategy. The College will have due regard to the Public Sector Equality Duty and will seek to eliminate unlawful discrimination, advance equality of opportunity between people who share a protected characteristic and those who don't, and to foster and encourage good relations between people who share a protected characteristic and those who don't.

In formulating this access and participation plan, student ambassadors were invited to attend a focus group to discuss thematic questions around charging above the standard fee in order to put in place additional measures to help students access higher education, to succeed in higher education, and to move on to positive destinations. Discussion topics included priority and underrepresented groups, supporting students into employment and further study and different types of financial support and its effectiveness in achieving its desired goal. The College will continue to hold an annual student focus group to give feedback and consultation on delivery and continuing changes to Access and Participation plans. This group will include students from a diverse range of widening participation backgrounds to provide widest consultation along with our elected HE student reps.

Access, student success and progression measures

In order to improve non-continuation rates and enhanced support mechanisms, the College has a dedicated central higher education support team providing specialist information, advice and guidance, including finance and welfare support, to students throughout the entire learner lifecycle. This advice begins at recruitment and admissions stage, through on course support, right through to graduation. This is integral to supporting student success as the team provide expert support that frequently results in supporting students to remain on programme where they might otherwise have left their course. This familiarity and friendly approach of the team mean that students feel able to come forward to ask for support when they need it.

The College will put in place additional specific measures to reduce non-continuation further, including pre-entry academic support over the summer period. This will focus particularly around the provision of online materials to ensure students are up-to-speed with the key study skills they will need to succeed on the on the course. Initial delivery of courses will also proceed to embed and immerse students in development of academic skills to ensure they are more likely to achieve.

Further to this, Nottingham College has created a dedicated 'University Centre' at its Adams Building in the Lace Market area of the City. This central facility is located in the heart of the City centre and is easily accessible to students from across the City and at different campuses. This vibrant centre provides a hub for higher education students, creating a diverse, cohesive higher education community where students have a sense of belonging. The Centre is home to the higher education administrative team who provide a wide range of support. The Centre also houses its own reception desk and a dedicated study lounge featuring refreshment, IT and print facilities. The sense of community and access to central support services all in one place supports students to succeed on their study programmes.

Our Academic Coaching and Employability Skills service steers students towards recognition of the wider employability skills they need to secure jobs and considers the ways in which learning can be transferred into employment by offering advice and training to groups. This support is delivered through a variety of cross college mechanisms and curriculum coaches also features an element of personal success coaching, working closely with students to identify possible barriers to their success and to develop individual strategies to aid retention, success and progression. Our Library Services team also provide a range of online academic resources as part of this support, to offer students developmental opportunities to improve many aspects of their learning including referencing, academic writing, critical thinking and reflection. Library staff also deliver bespoke sessions on these topics to offer the most effective link to academic resources vital for HE study and research.

Nottingham College is committed to an agenda of embedding more employability skills and knowledge within the HE curriculum and many of the higher education programmes now incorporate work placement opportunities, or 'live' briefs provided

by industry partners to provide real work experience to develop employability skills. The College has taken steps to define and categorise the most meaningful employability opportunities across HE courses and embed them for all students.

Nottingham College also has a dedicated team of Career and Destination Coaches that provides one-to-one advice and guidance. Specialist information, advice and guidance (IAG) will support progression to employment and in particular graduate employment opportunities. Information, advice and guidance will be provided about student support packages for postgraduate study. This should support progression and help widen access for postgraduate study. The final report of the Social Mobility Advisory Group titled *Enabling Social Mobility In Higher Education*, describes IAG for mature students as “largely non-existent” and in state schools “often patchy”. Nottingham College, through its Matrix careers service and specialist admissions teams will provide high quality, coherent IAG to prospective and current students to help them achieve their full potential, and to ensure that students make appropriate choices that will shape successful outcomes, given the diversity of routes available now in higher education, including higher and degree apprenticeships.

Nottingham College has also created an ambassador scheme whereby students can represent the College at various events and activities. This scheme helps students to develop a wide range of skills to enhance their employability they are developed alongside formal responsibilities such as mentoring, hosting and facilitating events and seeking views of others.

Nottingham College currently operates a Foundation Degree in Law, approved by the Law Society. This course provides a progression route, with advanced standing, to the LLB Law programme at Nottingham Trent University. Part of the rationale for this programme was to support widening access within the legal profession and to help support students to access professional careers. This further supports strategic ambition of enhancing social mobility into areas that are more difficult for students from non-traditional backgrounds.

Nottingham College higher education students operate a skill swap exchange called BASE whereby students can contribute their skills in order to deliver large scale student projects. Examples include acting students working with TV and Film production students to create films, Photography students working with Fashion students on final major projects, and Graphic Design students producing promotional artwork for Theatre Arts students’ productions. The skill swap exchange really helps students develop skills for the workplace, working with real budgets and real-world timescales.

Access for full-time students is not problematic. However, part-time students are becoming increasingly difficult to attract. This is a national trend with falling numbers of part-time enrolments. Nottingham College will implement specific measures to address this. In order to support mature students accessing higher education, Nottingham College will continue to expand its level three Access to Higher

Education provision further with encouragement of internal progression for those wishing to stay in the locality.

In 2019-20, part-time higher education course fees will be below £4,500. It is anticipated that part-time higher education course fees will be differentiated and discounted to support the recruitment of part-time students. It is clear that part-time study is price sensitive; therefore this measure will help to support the recruitment of part-time students. A very high percentage of our part-time students are mature learners. Consequently, this measure will also support their recruitment.

As a large proportion of our students have non-traditional entry profiles, and many have been away from education for long periods, the support our ACES service can give will bolster their understanding of what steps are necessary to continue and succeed in HE. As well as significant regard for the ways in which HE learning can strengthen their ability to succeed in employment, the team will also liaise with Course Leaders and teachers of HE to embed academic study skills into learning. These measures, combined, will undoubtedly increase the capacity, willingness and meaningful interventions to enhance the student experience and success for those unfamiliar with HE study. This intervention also features personal success coaching to identify barriers to success to with strategies to focus on the needs of underrepresented groups such as females in male dominated courses and mature students who face additional burdens of family responsibilities when studying.

The College also draws upon substantial marketing support to encourage entry to HE from low participation areas with a schools liaison team working extensively with local schools to offer engagement and advice to pupils who may have been identified as unlikely to apply for HE and to raise awareness of the opportunities available after school. This work supports both progression to further and higher education, and is strengthened further by the recent successful DANCOP project team who provide a range of activities to encourage in-reach and out-reach work on behalf of this College and the HE sector. A supplementary DANCOP bid has secured project funding to set up a new STEM centre on our engineering campus that showcases innovative techniques and learning to stimulate interest in HE courses and learning in these subjects. This will be targeted to DANCOP priority schools and be complimentary to our current work with schools, academies and colleges.

In addition to the more traditional work the College undertakes with local schools, the College also has a pre-16 team. It delivers close partnership work with schools to broaden the curriculum offer to partners, to offer more vocational option for pupils in years 10 and 11, with a view to them progressing to Nottingham College post-16, to follow vocational routes into further and higher education along their learning journey. The College offers bespoke packages tailored to individual school needs and the interests and study level of their pupils. This initiative contributes very positively to raising attainment in schools and supports progression through to further education provision.

Financial Support

In 2019/20 Nottingham College will have an emergency discretionary fund (the Access to Learning Fund) to support students who experience unexpected financial hardship. A fund of £25,000 will be allocated for this purpose. This fund will be managed in line with the old ALF methodology to ensure equity and transparency, but with more flexibility around non-standard awards to reflect the diverse nature of difficulties that students may encounter. The strategic intent of this fund is to reduce, in so far as possible, any students leaving their course of study due to financial emergency, particularly those from household income backgrounds.

In recognition of the profound challenges that care leavers face, Nottingham College will provide a care leaver's grant worth £2,000 per academic year for those who have been in local authority care. In addition to this financial support, care leavers are offered additional support early on from the application stage to ensure that their independence is well established right from the start. This support includes information about accommodation and signposting to a range of support services. Nottingham College also maintains a full profile on the Propel website, which is a dedicated website resource to support care leavers progressing to higher education. This profile includes a named contact for all care leavers. This is also backed up by a dedicated webpage on the Nottingham College website, which also promotes additional resources for care leavers and information about the support available at the College.

For 2019/20 Nottingham College will introduce a new carer's bursary to support those students with caring commitments. The College recognises the additional barriers this group of students face, and that very often these students may face additional financial pressures due to additional travel costs along and being unavailable for part-time work. This bursary will be worth £1000 per annum.

Nottingham College has a well-established means tested bursary scheme which has operated for many years. A means tested scheme will continue in 2019/20 offering financial support on a sliding scale, offering more support to those from the lowest income backgrounds.

Household income based on SLC assessment	College Bursary Award
Up to £25,000	£1,000
Between £25,000 and £30,00	£750
Between £30,000 and £35,000	£500
Between £35,000 and £40,000	£300

Feedback from student focus groups to the Higher Education team and course tutors shows that the bursary scheme is invaluable for the students that receive

it. It helps to alleviate some of the reliance on students working long part-time hours and provides support for students with travel and maintenance costs. It also makes a vital contribution to enable students to access work placement opportunities in the UK and overseas.

Bursary scheme recipients were surveyed in 2016 to better understand the impact of the financial support programme for higher education students. A high majority (86.4%) of respondents thought that the bursary scheme was helping them to stay on the course, and of those working part-time, half (48%) thought that the scheme helped to keep working hours to a manageable level. The survey also collected some qualitative data which illustrates that the bursary is highly valued by students and an essential part of support for day to day living costs, including travel and accommodation, along with expenses associated with the course such as materials and printing. The College has a large proportion of students from very low-income households. The bursary, along with our hardship fund, provides essential support and helps students to remain on programme and achieve the best possible outcomes.

Investment

Nottingham College will continue to invest in access, student success, and progression.

In 2019/20, this will total £785,000 including £150,000 to support access, £535,000 on student success, and £100,000 to support progression.

This investment reflects Nottingham College's priorities across the student lifecycle as identified in this access and participation plan.

Total financial support including bursaries and hardship support will be £233,000

In 2019/20 these investments represent 43.5% of higher fee income, comprising 5.6% for Access, 7.3% for student success, 4.5% for progression, and 26% for financial support.

Total investments in access, success, progression and financial support will be directly linked to the student numbers enrolled in 2019/20. Due to the publication schedule of this access and participation plan and the Office for Students recurrent teaching grant allocations incorporating the student premium, spending forecasts and commitments may need to be realigned to reflect the prevailing funding environment and the actual numbers of students enrolled

Separately to the investment identified in this access and participation plan, Nottingham College makes huge, multimillion pound investments in providing opportunities in the local community, for individuals to participate in higher education. From the provision of access to higher education courses, advanced vocational provision, A-Level provision, through to the provision of numeracy and literacy skills, and engaging adults in lifelong learning opportunities, the College acts as a catalyst in the community. This supports progression to higher education, not merely through course provision, but with the provision of information, advice and guidance, and ladders of opportunity for individuals to work through different levels of education.

Provision of information to students

In order to make informed decisions about progressing to higher education it is important that students have timely access to a range of information.

Information concerning financial support will easily accessible to students. It will be published on the College website and also proactively targeted at students through pre-enrolment welcome packs, higher education newsletters, in addition to publicity work undertaken by a dedicated Finance and Welfare Officer.

Financial support, including the Access to Learning Fund will be further signposted by Course Leaders and college support staff who interact with students at open events, interviews, bespoke visits and UCAS events. 2019/20 course profiles on the UCAS website will also highlight that financial support is available to students.

Nottingham College will also ensure a timely submission of the Office for Students Unistats Record so that detailed course information can be widely published, including on the Unistats website

Tuition fees will be widely published on the College website, and further on the UCAS website to assist prospective students undertaking research for their course applications. This information will also be linked from the Unistats websites.

This Access and Participation Plan will be easily accessible to current and prospective students. It will be published on the Nottingham College website and will be hosted on a page containing our enrolment terms and conditions. All higher education applicants will be signposted to this page at the point an offer is made to highlight important guidance documents.

* 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.

Higher education entrants in 2019-20 will continue to pay the same annual tuition fee for the duration of that particular course. Students changing their original study programme may be subject to a different tuition fee.

Full-time course type:	Additional information:	Course fee:
First degree		£8,250
Foundation degree		£8,250
Foundation year / Year 0		*
HNC / HND		£8,250
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	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	Strive to maintain the percentage of students from widening participation backgrounds (POLAR3 Q1 and Q2) at or above 50% of the total higher education cohort	No	2016-17	57%	50%	50%	50%	50%	Updated to reflect newly merged college. Increased from 40% on previous AA	
T16a_02	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	Develop retention rates of year one Foundation Degree students	No	2015-16	87%	89%	90%	91%	92%	Percentages calculated on end of year Examination Board data	
T16a_03	Access	Mature	Other statistic - Mature (please give details in the next column)	1. To maintain, or exceed, the percentage of mature students (those aged 21 years old and over) at 50% of the total higher education student population.	No	2016-17	50%	50%	50%	50%	50%	Calculated using enrolment report. Updated to reflect newly merged college. Represents increase from 40% on previous AA.	
T16a_04	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Maintain or exceed graduate destination data to employment or further study of over 90%	No	2016-17	93%	90%	90%	90%	90%	This is calculated using the annual Destination of Leavers from Higher Education (DLHE) survey results. Updated baseline year to reflect newly merged college	

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	White economically disadvantaged males	Outreach / WP activity (other - please give details in the next column)	Deliver a community based event that supports progression to higher education for white men from disadvantaged communities collaboratively	Yes	2016-17	0	2	3	4	5		This numerical target will be reviewed annually and may be adjusted upwards following an evaluation of success. This a new target to reflect the newly merged college.
T16b_02	Other/Multiple stages	Care-leavers	Operational targets	Introduce a care leavers grant worth £2000 per annum for students that have been in local authority care and collaborate with partners to support care leavers	Yes	2015-16	2 grants	4 grants	4 grants	4 grants			Updated to reflect newly merged college including grant level and baseline year data
T16b_03	Student success	Other (please give details in Description column)	Operational targets	Increase the number of ACES one-to-one support sessions to 700 with an enhanced emphasis on year one students to further support success and retention	No	2014-15	342 sessions	700	700	700	700		Updated to reflect newly merged college
T16b_04	Student success	Other (please give details in Description column)	Management targets	Develop further a proactive, targeted intervention process whereby tutors notify the ACES/LAC team of students at risk. A member of the team will then contact these students to discuss barriers to success and how these can be overcome and to arrange ongoing support sessions as required	No	2015-16	40	50 notifications received and acted upon	55 notifications received and acted upon	60 notifications received and acted upon	65 notifications received and acted upon		Updated to reflect newly merged college
T16b_05	Progression	Other (please give details in Description column)	Operational targets	Deliver a focused programme of workshops and lectures to facilitate the development of academic and employability skills to support students success and to expand students awareness and understanding of graduate progression opportunities.	No	2015-16	50 workshops	60 workshops	65 workshops	70 workshops	75 Workshops		Updated to reflect newly merged college with increased target
T16b_06	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Deliver a series of Family Supper events delivered in partnership with at least two partner universities/colleges	Yes	2016-17	2 Family Supper events	3 Family Supper events	3 Family Supper events	3 Family Supper events	3 Family Supper events		Updated to reflect newly merged college
T16b_07	Access	Ethnicity	Outreach / WP activity (collaborative - please give details in the next column)	Delivering a community based event that supports progression to higher education for BME communities collaboratively.	Yes	2016-17	0	2	3	4	5		This numerical target will be reviewed annually and may be adjusted upwards following an evaluation of success. This a new target to reflect the newly merged college.
T16b_08	Multiple	Disabled	Student support services	Deliver a community based event for disabled students that includes tailored IAG about Disabled Students Allowance and assistive technology.	Yes	2016-17	0	2	3	4	5		This numerical target will be reviewed annually and may be adjusted upwards following an evaluation of success. This a new target to reflect the newly merged college.
T16b_09	Access	Attainment raising	Other (please give details in Description column)	Attainment raising workshops with level 2 and 3 students	No	2016-17	0	30	35	40	45		This is a new target to raise attainment with level 2 and 3 students and will be empirically evaluated with teachers and tutors to assess success
T16b_10	Access	Attainment raising	Outreach / WP activity (summer schools)	Masterclasses in specialist subject areas in state schools (NCOP designated)	Yes	2018-19	0	4	6	7	8		The masterclasses will be evaluated through participant and teacher feedback to ensure these support improved attainment
T16b_11	Access	State school	Student support services	Deliver a achievement programme of one-to-one support for further education students through target setting and aspiration raising strategies to raise attainment to support increased progression to higher education.	No	2017-18	60	N/A	66	73	80		Support attainment raising to increase progression from further education to higher education 10% year on year