



South Essex College

Access and Participation Plan

2019-20

1. INTRODUCTION

With over 16,000 full-time equivalent students, South Essex College of Further and Higher Education (“SEC” or “the College”) is one of the largest learning providers in the Eastern Region for Further and Higher Education programmes as well as services to business and bespoke employer responsive provision.

The College has been engaged in offering Higher Education (HE) for over 25 years. This commenced with Pearson, offering a range of HNDs; and then in 2002 the College entered into a collaborative agreement with the University of Essex and in 2015 entered into a collaborative agreement with UAL. However, the University of Essex partnership is coming to an end, with the last cohort completing their undergraduate degrees validated by University of Essex in 2019-20.

As a reflection of the College’s growing HE aspirations and ambitions to offer an unparalleled educational experience for the communities it serves, it extended its partnership with two additional world-class universities: the University of East Anglia and The Open University. It also extended its partnership in Media programmes to the University of the Arts London. The HE programmes are aligned to the subject expertise of these validating partners, in particular UAL (with the Art and Design and Media programmes being validated by them) and UEA, which now validates its social sciences portfolio.

This approach, in part complements the spirit and ethos of this Access and Participation Plan, since the College, by working closely with each of its validating partners, intends to offer value for money, widen participation and ensure and assure continuous improvement through a programme of sharing good practice and improving its alignment to HE sector expectations.

The College, in line with many other Further and Higher Education Colleges that offer relatively small HE provision, has traditionally adopted a mixed economy approach to delivery of HE provision, with HE being embedded within departments offering both Further Education (FE) and HE. As part of the institutional approvals with University of East Anglia and The Open University, together with the changing HE landscape, the College recognised in the summer of 2017 that in order to secure its ambition of offering value for money, increasing the impact of widening participation and continuously improving the student academic experience, HE needed its own distinct identity within the institution. As of 1st August 2018, the move to a Faculty of Higher Education will be complete, together with HE specific systems, policies, procedures and processes being designed, developed and embedded. This includes critical reflection on the journey to date in relation to the Access Agreements and actively identifying gaps in data analytics and adopting a more data-led approach that informs the College’s HE related strategies. The existing gaps in data analytics have been considered in section 3.4 below.

2. FEES, STUDENT NUMBERS AND FEE INCOME

A detailed breakdown of tuition fees and student numbers, course type, fee level, part time provision, is available in the Resource Plan. As with the 2018/19 Access Agreement the proposed increase in fees for 2019/20 will be ring-fenced by the college to be directly invested in continuously improving the HE student experience. This ring-fencing is cumulative in nature

(i.e. it adds the ring-fenced increases in fees for 2018/19 (see associated resources plan) to the proposed increases for 2019/20.)

Income and expenditure estimates are based on the current student cohort characteristics and planned student numbers. They are, therefore, subject to change. Where relevant, we intend to apply annual increases to student fees in line with the amount set by the Government each year.

Continuing students will be subject to the South Essex College fee arrangements for their year of entry.

The fee structure is subject to Government legislation for continuing students, which the College may apply accordingly, but will not exceed the published maximum fee cap. Any inflationary increase will be linked to the RPI-X, which is the retail price index excluding mortgage interest payments. For illustration purposes, this was 3.4% in June 2018.

3. EVIDENCE AND EVALUATION

Historically under OFFA, the College has not adopted a data-led approach to Widening Participation (WP) and the Access Agreement and many of the WP activities were undertaken at department level, with institutional oversight. The need for a data-led approach to WP across the entirety of the student life cycle is being critically reviewed by the Faculty of Higher Education, senior leadership and College governors. Reflected in this move to a data-led approach is the use of a much wider data set, authoritative research and consideration of intersections of student characteristics across the student life cycle. At present, the following sources of data are being used:

- Data and publications by the Higher Education Statistics Agency (HESA)
- Teaching Excellence and Student Outcomes (TEF) data for the College and some other HE providers (as part of benchmarking)
- Publications by the Office for Students (including data analysis and associated tools, such as POLAR 4)
- Nomis database of official labour market statistics
- Relevant, recent publications by the previous Higher Education Funding Council for England (HEFCE)
- Official Statistics published by Government departments
- UNISTATS data for comparable programmes at benchmark institutions agreed with the University of Essex
- Publications of the Education & Training Foundation

The College introduced programme and institutional level benchmarking in 2017 using data from UNISTATS at programme level against a sample of comparable programmes at benchmark institutions agreed with the University of Essex (focusing on retention, completion and destinations data), TEF 2 & 3 contextual data and HEFCE benchmarks for the College for institutional level benchmarking. There has been an increased focus on trend analysis, including but not limited to degree classifications, intercalation and withdrawals across undergraduate programmes.

Given the relatively small cohort size across much of the HE provision, a concerted effort has been made to strengthen student engagement in order to improve qualitative data. This has been achieved in part through continued refinement of Programme Boards, which have now

reinforced students as co-creators (i.e. informing quality assurance activities, continuous improvement of the student academic experience and programme (re)design, updates and enhancements). The Programme Boards during 2016-18 increased their focus on student retention, with more effective reporting of student outcomes to the College's Higher Education Committee and to the College's governors.

The introduction of the Faculty of Higher Education from 1st August 2018, with undergraduate provision being strategically and operationally managed by the Faculty, overseen by the Principal and clear reporting lines to College governors, together with dedicated HE systems, policies, procedures and processes, should assist in achieving the College's ambitions (see section 4 below).

In 2018-19 the College will be recruiting a HE data analyst to provide HE data analytics by student characteristics across the student life cycle to the Faculty of Higher Education and co-presenting associated reports to the Higher Education Committee. This will be complemented by a dedicated HE widening participation officer for HE, who will explore and report on widening participation activities and any related gaps, working closely with both the above data analyst and the Faculty of Higher Education and also co-presenting associated reports to the Higher Education Committee. Given the progressive HE sector expectations, regulatory and legislative requirements and the intention of the College to grow its HE provision in a sustainable manner, with robust quality assurance systems and processes throughout the student life cycle, the HE data analyst and HE widening participation officer will be recruited at the beginning of the 2018-19 academic year.

As is evident in section 3.1 of this report, the existing destinations data does not cover self-employment, contracting or freelance work. This gap, and the need to ensure effective links with industry so as to improve student destinations requires a dedicated HE alumni database. This will be purchased in 2018-19 and implemented accordingly.

The College works closely with University of East Anglia and University of the Arts London. It intends to learn from the Learner Analytics project the University of East Anglia is piloting in order to improve the University's understanding of predictive factors in retention, success and progression of different student groups so as to increase its ability to take active interventions, monitor and evaluate the impact of these, providing staff and students with improved data and insight into individual student engagement and success, leading to targeted interventions. This will initially inform the Faculty of Higher Education's approach to widening participation within UEA validated programmes.

3.1 Current assessment of College performance

During 2016-17, the College successfully reversed the downward trend in student retention. This was largely attributable to an increased focus by the College on improving retention of all of its HE students. This was evidenced by the introduction of study skills workshops in 2016 (with further promotion and strengthening of these in 2017), greater student engagement through Programme Boards, recognising students as co-creators and monitoring student retention at programme level, reporting accordingly to the Higher Education Committee and as part of the Annual Provider Review process to the College governors. Study skills workshops were introduced as a means of assisting students to transition from level 3 to level 4 study, addressing the gaps in their academic skills, instilling confidence and welcoming students back to study, especially mature students and those with no tariff points on entry. Given that many of the students on the College's HE programmes have studied coursework-

based qualifications, such as BTEC, preparing for essay writing and examinations is a major pedagogical shift in approach to assessment. Recent research has shown that tariff points, and in particular BTEC qualifications on entry, correlate to retention rates on HE programmes. For instance, research shows that level 3 BTEC students with MMM or below on entry are likely to have non-continuation rates of 21%.

In 2015-16, 35% of full-time HE students had low tariff points on entry, while 37% had no tariff points. In 2016-17 36% of full-time HE students had low tariff points on entry, while 22% had no tariff points. The HE Programme Leader role was strengthened, and from September 2017 teaching hours were significantly reduced for HE Programme Leaders and to a lesser extent for Lecturers. Most HE programmes moved from its Programme Leaders and Lecturers teaching on a mix of FE and HE programmes to teaching predominantly on HE programmes. This increased their focus on continuing to improve the student academic experience and meet the individual needs of all their students. Student representatives provided positive feedback on the impact this approach was having on their learning, assessment and academic experience. Programme Leaders' representation at the Higher Education Committee was increased. These key changes appear to have contributed to a further improvement in in-year retention for 2017-18.

However, notwithstanding this, intercalations increased dramatically in one programme during 2017-18, and although this was before 1st December 2017 for the student cohort starting their programme in 2017-18 and therefore not impacting on retention data for 2017-18 should the students not return, it is an area that needs to be investigated to identify whether there are lessons to be learnt in relation to widening participation, student advice and guidance and initial support. Among its development and implementation of HE related systems, policies and procedures, the Faculty of Higher Education is designing an intermissions/intercalations policy and procedure, which seeks to maintain regular targeted communication with students that have intercalated, especially given that recent research shows return rates of intercalating students to be very low (e.g. only 9.8% of intercalating students resuming study at the same institution after a break of a year (based on undergraduate entrants for 2014-15) and 12.3% transferring to other institutions, with 77.8% no longer in education) (HESA Non-continuation: UK Performance Indicators 2016/17).

The College has a long-standing history of making a positive contribution to widening participation, particularly in relation to recruitment of full-time students from areas of low participation in HE (i.e. POLAR Quintiles 1 & 2), mature students and those with declared disabilities. For instance, in 2015-16, the College's TEF 2 contextual data showed full-time student recruitment from POLAR Quintiles 1 & 2 to be 35% and 31% respectively. This increased to 38% and 31% respectively in 2016-17 (based on TEF 3 contextual data). This compares very favourably to average participation rates for HEIs and FECs, which during 2015/16 were 12.2% and 21.8% respectively for POLAR Quintile 1 and 16.2% and 20.9% respectively for POLAR Quintile 2 (College Based Higher Education Draft Final Report V2.0 June 2017, Education & Training Foundation). This is similar across most of the subject areas (as per the TEF 3 contextual data for 2016-17), with the largest five subject areas, by headcount, recording the following for POLAR Quintile 1: 38% (across three areas: Creative arts and design, Education and teaching, Sociology, social policy and anthropology), 40% (Sport and exercise sciences) and 39% (Computing), and the following are recorded across POLAR Quintile 2: 31% (Creative arts and design), 26% (Education and teaching), 39% (Sociology, social policy and anthropology) and 30% (Sport and exercise sciences; Computing).

At institutional level during 2015-16 (based on TEF 3 individualised contextualised data), participation across POLAR Quintiles 1 & 2 is similarly represented across the student age range, with 40%, 38% and 36% respectively for POLAR Quintile 1 across the age ranges of 'under 21s', '21 to 30' and 'over 30', and 29%, 28% and 30% for POLAR Quintile 2 respectively for the same age categories.

When considering the intersection of POLAR Quintiles 1 & 2 with ethnicity across full-time HE students, 'white' students comprise 42% and 28% respectively, while 'black' students constitute 39% and 34% respectively, 'Asian' students 38% for both quintiles and 'other' students 33% and 29% respectively. It is difficult to draw any meaningful conclusions about these results across the student categories of 'black', 'Asian' and 'other', since the student numbers involved are small and therefore not statistically significant.

Meanwhile, recruitment of mature students on full-time programmes for 2015-16, based on TEF 2 and TEF 3 contextual data, was as follows: 24% (for the age range 21 to 30) and 14% (for those aged over 30). This increased in 2016-17 to 36% (for the age range 21 to 30) and 41% (for those aged over 30). These rates compare favourably to the HESA recorded benchmark range for HEIs of 2.4% - 17.0% for 2016-17 (Table T2a - Participation of under-represented groups in higher education UK domiciled mature full-time undergraduate entrants 2016-17). During 2015-16 these mature students were largely drawn from POLAR Quintiles 1 & 2 (38% and 28% respectively for the age range 21 to 30 and 36% and 30% respectively for those aged over 30).

Full-time students under the age of 21 were well represented on HE programmes during 2015-16 and 2016-17, representing 60% and 62% of the student cohorts respectively. This is well above the national rates recorded by HESA of 41%. This, combined with 69% representation across POLAR Quintiles 1 & 2, and comprising 63% of the students with disclosed disabilities, ensures that the College is targeting and/or attracting participation from students with multiple barriers to entry to higher education.

The student support the College provides to its HE students has been recognised as good practice by QAA during its HER visit in 2016 and by the College's new validating partners (University of East Anglia and The Open University). This is reflected in part in the continued levels of high participation of students with declared disabilities, accounting for 19% of full time students in 2015-16 (against a HESA reported national rate of 11%) and 22% in 2016-17 (against a HESA recorded national rate of 12%). In 2015-16, 63% of disabled students were under 21 years of age (of which 56% were male and 44% female), 17% in the age range 21 to 30 (of which 36% were male and 64% female) and 15% over 30 (of which 32% were male and 68% female).

Full-time participation rates by sex during 2015-16 were in line with those nationally recorded by HESA, with 42% male (against a HESA recorded rate of 43%) and 58% female (against a HESA recorded rate of 57%). The male participation rate decreased slightly in 2016-17, moving to 40% (against a HESA recorded rate of 43%) and 60% for females (against a HESA recorded rate of 60%). At subject area level during 2016-17, relative to HESA recorded participation rates by sex nationally, females were better represented in 'Business and management' and under-represented in 'Sport and exercise science', 'Computing' and 'Communications and media'. On a similar comparison basis, male students were under-represented in 'Subjects allied to medicine', 'Sociology, social policy and anthropology', 'Business and management' and 'Education and teaching', but well represented in 'Creative arts and media'.

Compared to HESA national records for 2015-16, the College's participation across BAME categories was mixed, with 'black' comprising 8% of the overall full-time student cohort for HE programmes (against a national rate of 7%), 'Asian' comprising 3% (against a national rate of 10%), while in 2016-17 'black' dropped by 2% to 6% (against a HESA recorded national rate of 7%). Given that the majority of the College's students are recruited in the catchment area of Southend-on-Sea, where BAME comprise 2% ('black'), 4% ('Asian') and 1% ('other') of the population (as per the 2011 Census), the BAME participation rate at the College is representative of the communities it serves.

The combination of increased monitoring and oversight through Programme Boards and the Higher Education Committee, the introduction and strengthening of study skills and a more robust quality assurance regime have contributed to a greater focus on student progression and achievement. This is evident from the first degree classification profile for 2015-17 for a 'First' when compared with HESA records for the same period. These are presented as part of the table below. First class outcomes have increased significantly from 2014-15 and then from 2015-16 to 2016-17. Upper second classification rates continue to be well below HESA recorded rates, while students with Thirds appear to have spiked in 2016-17. This was concentrated in four subject areas, accounting for more than 20% of the classification outcomes for each programme. Two of these programmes have been discontinued and one programme had a change in Programme Leader. Under the Faculty of Higher Education there are Programme Partnership Managers with subject area expertise that are actively monitoring and overseeing the Programme Leaders for these programmes. The existing validating partners have also increased monitoring and reporting requirements as part of their strengthening of partnership oversight. Investment in staff training for HE academic staff has increased, as has the effectiveness and HE focus of performance managing academic staff. During 2017-18 this had a positive impact on programme (re-)design and validation of nine programmes with different validating partners.

Year	First			Upper Second			Lower Second			Third		
	SEC	HESA	+/-	SEC	HESA	+/-	SEC	HESA	+/-	SEC	HESA	+/-
16-17	20%	26%	-6%	34%	49%	-15%	33%	20%	13%	11%	5%	6%
15-16	14%	24%	-10%	36%	50%	-14%	38%	22%	16%	7%	5%	2%
14-15	11%	22%	-11%	35%	50%	-14%	34%	23%	11%	9%	5%	3%
13-14	11%	20%	-9%	46%	50%	-4%	37%	24%	13%	6%	6%	0%

Table 1: College full-time degree Classifications and HESA recorded rates nationally

For students re-enrolling to their third year in 2017-18 (2015-16 programme entry), overall progression for full-time HE students was 91%, with 47% of programmes recording progression of 100%, 40% recording progression of between 85% to 94% and the remaining percentage recording progression of between 67% to 79%. The overall progression rate compares favourably to the HESA recorded benchmark range for HEIs of between 61.6% to 84.7% for students starting their programme in 2014-15 and re-enrolling to their third year in 2016-17 (Table T3e - Non-continuation two years following year of entry: UK domiciled part-time first degree entrants 2014/15).

Employability is a growing strength of the HE provision, with a range of employability related projects undertaken during 2016-18, increased investment in practice learning for social science programmes, increased work-related learning activities contextualised to subject area, including but not limited to work placements, live briefs and industry visits in the UK and abroad. The nine validated programmes in 2017-18 provided an opportunity to further embed employability. Given the significant time lag between implementing these changes and reporting of student destinations data, combined with the fact that the existing OfS destinations metrics do not take account of self-employment, contracting and freelance work further supports the need for a HE alumni database, qualitative data and programme level destinations data. Some programmes have already started to record student destinations (including self-employment). Such recording is of particular relevance to creative industry related programmes, since data from 2016 shows that 34.5% of the creative industries sector comprised individuals that were engaging on a self-employed basis, while sport accounted for 21.3% being self-employed and the digital sector being 18.0% so comprised (DCMS Sectors Economic Estimates 2016: Employment and Trade Report, Official Statistics). These areas account for approximately half of the current HE student cohort.

With this context in mind, the College's TEF 3 indicators for core metrics relating to full-time HE programmes across the categories 'Employment or further study' and 'Highly skilled employment or further study' were 91.1% and 61.3% respectively. During 'Year 3' (i.e. 2015-16), this showed an improvement to 93.1% and 60.6%, against HEFCE benchmarks of 93.4% and 65.1% respectively for the core metrics and 94.6% and 65.9% for 'Year 3'. The split metrics for 'level of study' show a clear disparity in performance, with first degree outcomes for these categories being 90.1% and 55.1% respectively, against HEFCE benchmarks of 93.0% and 62.8% respectively. Conversely, the outcomes for 'other undergraduate' programmes were 94.7% and 84.2% respectively, against HEFCE benchmarks of 94.7% and 73.5% respectively. Due to the time lag in reporting, this data relates to students graduating in 2015-16. Consequently, the improvements implemented in relation to employability, as noted above, are expected to start showing an impact during 2019-20, reflecting students graduating in 2018-19.

Notwithstanding this, when considering the performance of fulltime HE programmes for which UNISTATS reports were available in 2017 (reflecting the students graduating in 2015-16 in relation to the HEFCE metric of 'in employment or further study') across comparable programmes at benchmark institutions agreed with the University of Essex, seven programmes performed much better than their benchmark comparators, while one performed significantly worse than benchmark comparators and three others much worse than benchmark comparators. The under-performance was mainly in the creative industries related areas of art and design and media suite of HE programmes. As already noted above, students in these disciplines are more likely to enter into self-employment, which is not currently included in the destinations metrics of 'Employment or further study' and 'Highly skilled employment or further study'. Therefore, the establishment of an alumni database during 2018-19 should assist in capturing this alternative destination. At programme level, some programmes within art and design already undertake monitoring of initial destinations of graduating students. This practice is being encouraged across more programmes.

During 2016-17 a range of student data were migrated across student record systems. The College does not currently have sufficient student historic data held internally in order to undertake analysis of personal characteristics and circumstances across access, success and progression. This has led to limitations in accessing and manipulating much of the historic student data held internally.

Consequently, in order to undertake the above analysis TEF 3 individualised data sets and TEF 3 subject-level metrics and associated data were used. These were supplied by the OfS as part of TEF 3 data for the College in 2017-18. The TEF 3 individualised data set used for the access and participation data and associated analysis above was for the academic year 2015-16. This provided granularity to the TEF 2 institutional level metrics and associated contextual data and hence allowed analysis of intersections across a range of student personal characteristics, circumstances and disadvantage.

In order to build-up the data set required for detailed analysis (including consideration of intersections) across the student life-cycle, the College is reconfiguring its data capture requirements to include a wide range of students' personal characteristics and circumstances from the beginning of the 2018-19 academic year. This is underpinned by the planned recruitment in early 2018-19 of a HE widening participation officer and a HE data analyst (and should also complement the continued development, implementation and analysis of financial support and its impact on students) (see section 4 below).

The College has not previously evaluated the impact of its financial support on different student personal characteristics or circumstances, but instead considered an aggregated approach to the impact on participation in HE (i.e. considering students' preference to being debt averse, and so the availability of financial support sought to address this in part) (as evidenced by the monitoring return for the 2016-17 Access Agreement). The new approach is sensitive to students' financial circumstances, but in a more data-led manner, primarily considering paucity of finance and financial support rather than prospective students being debt averse per se. This, combined with revised criteria for accessing financial support, is expected to yield a marked and measurable impact, more so than the previous aggregated blanket approach (see further below).

3.2 Monitoring performance

In addition to the sources of data, information and research noted in section 3 above, the Faculty of Higher Education will use the following sources to inform monitoring, review and improvement of programme performance:

- internal data, configured to provide live reports on student characteristics across the entirety of the student cycle for full-time and part-time HE students, including intersections across multiple characteristics
- OfS POLAR 4 related tools to inform widening participation activities
- identify ways to capture and analyse students who are care leavers against best practice in the HE and wider sector, including but not limited to guidance and publications from Care Leavers' Association, Unite Foundation and Catch 22
- ongoing review of the targets set for and the impact seen of projects undertaken by relevant College departments to improve HE student participation, retention, progression and destinations
- increase the use of qualitative data and information at programme level, coordinating efforts through Programme Leaders and the Programme Partnership Managers within the Faculty of Higher Education and through inter-departmental collaboration for the small number of HE programmes outside of the Faculty
- more effective use of UCAS data and associated publications

- identify and respond to gaps across intersections that are statistically relevant or significant and/or where there is sufficient trend data or supporting qualitative data to warrant targeted intervention
- programme level analysis of student characteristics and subject related strategies used to meet the individual needs of all students and their effectiveness considered through learning, teaching and assessment strategies and peer reviewed externally.

The College recognises the need to adopt a systematic and granular approach to drilling down from top level data using quantitative data where programmes are of sufficient size to do so with confidence and qualitative data where they are not and/or as a complement to quantitative data in order to inform a more refined approach to targeted support and interventions that should maximise impact.

The existing Access Agreement 2018-19 targets were set in a period when there was limited external data available for effective benchmarking (in particular contextual data per institution) and a data-led approach was not sufficiently valued as a decision-making tool across FECs (especially since most FECs had a relatively small HE offer, thereby making a data-led approach less effective as a quantitative tool). Given the move to a more retrospective approach to assessing the performance of HE providers, a progressive system is needed, informed in part by the College's context, validating partners' expectations of the College, the OfS's strategic and operational priorities related to data analytics, as well as continuous improvement of the student academic experience, student outcomes and ensuring value for money (see section 4 below).

In the Resource Plan we have outlined the existing targets we intend to discontinue in red and new targets in green, with retained targets in black.

3.3 Institutional Monitoring Arrangements

The College's HE Team undertake regular monitoring of information provided by validating partners and also student applications, intake, retention and employability. They assess progress against targets, including the impact that the published activities are having and report regularly to members of the College's Higher Education Committee. The reports are scheduled to align to the College's annual quality cycle and allow sufficient time for any reasonable adjustments to ensure compliance with this agreement.

Programme Leaders review a range of student outcome as part of the annual monitoring and review process, which informs the institutional annual monitoring and review process, both of which are reported to validating partners; and the institutional annual monitoring and review reports for each validating partner are presented to the Higher Education Committee. The Governing Board also receives a range of data monitoring as part of the Annual Provider Review Process and generally.

Current student engagement is central to the success of many of the proposed activities in the Agreement. Students are actively engaged as partners in quality assurance of their learning experience and as co-creators at Programme Boards. Student membership of and engagement with the Higher Education Committee is planned to be increased for the academic year 2018-19.

With the recruitment in 2018-19 of a HE widening participation officer and a HE data analyst, the analysis of widening participation and associated reporting will be introduced at the Higher

Education Committee and considered in more depth during Faculty of Higher Education meetings and as part of the HE Recruitment and Retention Task Group. This analysis will also be embedded into annual monitoring of programmes and institutional monitoring of HE programmes for validating partners.

3.4 College Targets and Milestones

Based on the data available, target T16a_07 has been introduced into the Resource Plan. Given that the College serves its local communities, which in many cases experience multiple barriers to entering higher education, whether due to their personal characteristics and/or circumstances, target T16a_07 has been introduced, with an absolute measure rather than a percentage. This should be a more accurate and realistic measure as the provision expands and includes students from a larger catchment area. It is recognised that current data analytics are limited, as is evident from the consideration of intersections above. Live data will inform early targeted interventions, based on existing and emerging relative gaps in student participation, success and progression across the student life cycle. Based on the impact of existing and new strategies, the targets for the next Access and Participation Plan will be updated accordingly, with a view to ensuring continuous improvement. The HE widening participation officer and HE data analyst will be instrumental in ensuring an effective data-led approach to target setting and robust assessment of the impact of strategies and the extent to which milestones have been achieved.

Moving forward, the milestones will be informed by detailed data analytics collected internally and locally by the HE widening participation officer and HE data analyst and based on external reference points, such as HESA KPI's and benchmarks and UNISTATS data for comparable programmes at benchmark institutions agreed with validating partners. This should increase the granular nature of target setting and monitoring and review activities accordingly. These will be considered within the context in which the College operates, using local area data and TEF contextualised data for the College, including subject area data.

Compliance with College targets and milestones will be monitored from 2018-19 onwards through the HE Recruitment and Retention Task Group, Higher Education Committee and reports to College governors. Widening participation activities are already considered in annual monitoring reports produced for validating partners. This approach will be extended, with an increased focus on data analysis and impact of such activities recorded accordingly, using a combination of quantitative and qualitative data.

3.5 Evaluation

Evaluation of widening participation is included in the associated projects undertaken - an approach which was formalised from 2016 onwards post-QAA HER visit. The participation milestones for students with a declared disability (as per the Access Agreement for 2016-17 of 15%) have been exceeded in 2015-16 and 2016-17, according to TEF 2 and TEF 3 contextualised data for full-time students, with participation rates of 19% and 22% respectively, despite a reduction in student recruitment in 2016-17 of 6%. Participation of students with a declared disability for the same period also compares favourably, being 15%

and 17% respectively, with a 5% increase in overall student recruitment of part-time students in 2016-17 from 2015-16.

The target set for high grades (i.e. classification 1st and 2.1) in the Access Agreement 2015-16 for 2015-16 and 2016-17 were 55% and 56% respectively. The College high grades have moved closer to this target, being 50% (in 2015-16) and 54% (in 2016-17).

The Access Agreement 2015-16 had as a target to increase student retention to 84%, including students from low participation neighbourhoods. This was subsequently revised in the Access Agreement 2017-18 to all full-time undergraduate degree students. Internal College records show a student retention rate for full-time undergraduate students in 2016-17 of 88%, which exceeds the Access Agreement 2017-18 target of 84% for the same period. The in-year retention rates for 2017-18 are on target to achieve or exceed the current retention rate.

The target for 'employment and further study' in the Access Agreement 2016-17 for 2015-16 was 59%. The College achieved 93.1% against a HEFCE benchmark of 94.6%. Moving forward, this target has been revised upwards accordingly.

4. AMBITIONS, STRATEGY AND ACTIVITY

The College recognises that in order to achieve its Higher Education Strategy 2017-20 and to continuously improve its engagement with students that face multiple barriers to accessing and succeeding in higher education and employment after their studies it needs to:

Stage 1

- ***adopt a data-led approach to identifying and using intersections across the entirety of the student life-cycle by 2018-19.*** As is evident from section 3 above, there are clear gaps in the College's current internal data sets for:
 - student retention, progression and degree classification by ethnicity, age, sex, disability and POLAR Quintiles (and intersections therein)
 - student participation, retention, progression and degree classification by care leavers, economic status and by household income (and intersections)
 - non-conventional student destinations, including self-employment, contracting and freelance engagement

This will be achieved by:

- actively capturing data across the student life cycle and storing it in an appropriate student record system that can be used to generate queries that show intersections across a range of personal characteristics
- purchase and implement a dedicated HE student alumni database
- recruiting a HE widening participation officer and HE data analyst
- complementary monitoring and review mechanisms (as noted in sections 3.2 and 3.3 above)
- peer review activities with University of East Anglia.

- **develop a feedback loop that informs sustainable and timely continuous improvement of widening participation strategies and activities by 2018-19, including but not limited to building on existing good practice.**
- **Measure the impact of bursaries by capturing data on the personal characteristics and circumstances of students accessing bursaries and tracking their performance and progress to the second year of their studies and relative to students not in receipt of bursaries, but with similar personal characteristics and/or circumstances. Further or alternatively where this is not possible review student retention rates overall.**
- **Measure the impact of the hardship fund on students in relation to improvements or maintenance of key indicators, such as attendance rates, engagement with their programme, module/unit performance, in-year retention and progression. Information will be collected on those accessing student hardship funds in order to inform the timing and availability of future funds and/or informing complementary strategies.**
- **In order to improve the effectiveness and efficiency of resource allocations for and ensuring value for money in relation to student financial support (e.g. bursaries and hardship fund), the following OfS toolkits will be used from 2018-19 and proportionate resources allocated to the same:**
 - **Statistical tool - a framework for statistical analysis**
 - **Survey tool - a set of survey questions**
 - **Interview tool - a semi-structured interview framework**

Stage 2

- **inform strategies, based on the gaps identified by Stage 1 above, to narrow or close statistically relevant gaps across intersections and the student life cycle from 2018-19.** This will use:
 - quantitative data, where it is statistically significant and/or sufficient trend analysis exists
 - qualitative data, where it is not statistically significant, or trend analysis does not exist and/or it complements the quantitative data

Quantitative data will be collected from relevant:

- internal databases
- external sources outlined in sections 3 and 3.2 above

Qualitative data will be collected from relevant:

- external sources outlined in sections 3 and 3.2 above
- meetings of the Programme Boards, HE Recruitment and Retention Task Group, Higher Education Committee

It will apply the following approach across the student life cycle:

- effective and timely information to applicants, using a range of sources to reach all prospective students, including those that are under-represented by personal characteristic or associated intersection and in line with CMA and OfS conditions of regulation
- attract suitable under-represented students during the recruitment stage
- collaborate with the College's validating partners in widening participation strategic initiatives, where relevant
- use widening participation to inform aspects of the HE Learning, Teaching and Assessment Strategy to support sustained participation and retention
- further embedding of employability in the recently validated programmes with University of East Anglia and University of the Arts London

Stage 3

- ***live tracking HE students by personal characteristic and intersections across the student life cycle with a view to early targeted intervention from 2019-20.***

4.1 Target Groups

Target groups are as follows:

- students from households that have low income
- students with disclosed disabilities (including consideration of different subgroups such as students with mental health issues, specific learning difficulties and/or who are on the autistic spectrum)
- specific black, Asian and minority ethnic groups
- young white males from LPN or from households with low income
- low participation neighbourhoods (focusing on POLAR 4 Quintiles 1, 2) (the aim is to maintain current levels of access)
- mature students (including those with no previous HE experience)
- looked-after children, care leavers and estranged students.

4.2 Our investment commitment

The College adopts a flexible, yet progressive approach to investing the HE fee income it receives. This includes the following:

- identifying gaps in the student academic experience across the student life cycle and using this data to inform some of the allocation of resources and effort accordingly
- introducing a data-led approach to allocating funds, while remaining sufficiently flexible to respond to changes in funding criteria and priorities set by HE regulators / funding streams as well as student expectations
- remaining committed to spending 25% (£323,637) of additional undergraduate fee income on access, success, progression and financial support is shown in Table 2 below.

	Investment	Investment as a proportion of higher fee income
Total investment	£323,637	25
Access	£64,728	5.0
Student Success	£125,571	9.7
Progression	£71,200	5.5
Financial support (new and continuing students)	£62,138	4.8

Table 2: investment 2019-20 as a proportion of higher fee income broken down into the stages of the student life cycle and support.

4.2.1 Staff Resourcing

In order to meet the strategy outline in section 4 the College intends to recruit a HE widening participation officer and a HE data analyst. We will continue to review our resourcing to support widening participation at the College and consider funding for additional roles, targeted to improve student outcomes where it can have the greatest impact and/or which is considered as a high priority area by the College and its stakeholders.

4.3 Access, Student Success, Student Progression, Ambitions, Strategy and Activities

The outlined activities will build on those previously offered for students attending further education colleges and local comprehensive schools.

It should be also noted that the College is an active partner of the National Collaborative Outreach Programme in Essex, supporting a number of high profile projects. We have continued to extend our outreach and marketing activity into the London Borough of Barking and Dagenham to ensure increased engagement with potential BAME applicants.

The College will additionally extend our outreach activities with students studying key stages three and four to promote the career potential of College degrees and degree apprenticeships. We will specifically target schools and colleges highlighted by OfS as being within target wards to increase the number of young people from disadvantaged backgrounds in higher education.

The following activities have been developed to fulfil our Access and Participation agreement:

Outreach activities in local schools

The College held specific higher education events in local sixth forms in 2017/18, and will continue to expand this activity. Dedicated higher education experience days were also delivered.

The College also promoted its higher education offer as part of its comprehensive portfolio of outreach activities at key stages three and four including but not exclusive Campus visits, HE Experience days Masterclasses and workshops.

An outline of the current activities and their expansion for 2019/20 are outlined below

Activity	Details
Outreach work with schools and young people	<p>Mentoring programmes with schools and young people</p> <p>Summer Schools – Week long programmes/ projects to give insight into HE courses (eg. Creative Media Camp)</p> <p>Campus Visits</p> <p>HE Experience Days - 16 in total (1 for each course area)</p> <p>Masterclasses and workshops related to HE provision (eg. CSI Pulse and Vivit)</p> <p>Saturday club programme</p> <p>Work with looked after children and care leavers</p> <p>Carers Group Day to include:</p> <ul style="list-style-type: none"> • Talk from UCAS • Funding information – Understanding bursaries • Student support offer • Workshop on personal statement writing <p>Clearing Campaign - Post card campaign to ‘at risk’ students, parent awareness events</p> <ul style="list-style-type: none"> • A-Level results day event – HE Progression access • Open event aimed at students coming through the clearing process
Outreach work with communities and adults	<p>Return to education campaigns and tailored events launch-</p> <ul style="list-style-type: none"> • Talks on how to apply for a degree as an adult • Demystifying qualifications • Information available about access courses • Local IAG support to be invited to support

	<p>Networking event at the end to speak with other adult learners who have successfully completed a degree programme at the college with tailored finance and support sessions for adults</p> <p>Adult returning to education sessions-</p> <ul style="list-style-type: none"> • One week of 30min appointment slots between 9am and 2.30pm which can be booked by Adult applicants. • One to One session with a member of staff that gives the opportunity to ask any questions and to receive relevant information and support • Sessions include information on the University study, Student support, Student societies and social networks and Student finance <p>Festival of learning - To participate in the national ‘Have a go week’ promoting lifelong learning for adults across the UK</p> <p>Workshops that tie in with our HE provision to be offered for free to adults across the UK. Examples of workshops that could take place</p> <ul style="list-style-type: none"> • Textiles • Life drawing • Costume construction • Photography • Early Years teaching <p>Access to HE routes and agreed progressions Job Centre Plus partnerships for long-term unemployed adults to work towards progression to HE</p>
Outreach work with disabled students	<p>Mentoring programmes with disabled students Summer schools Campus visits Taster days and masterclasses Compact programmes and progression agreements aimed as disabled students progressing from further education</p>
Student success activity	<p>Development of alumni database – can invite alumni to deliver guest talks at events Develop ongoing video content of live case studies, encompassing all WP target group profiles, following participants throughout their entire journey, acting as a curated ‘live’ evaluative case study Destination profiling as news feeds/stories; employer involvement activities; and community activity undertaken by HE ambassadors</p>
Support for current students (academic and pastoral):	<p>Specifically focussed on our FE cohort to improve progression and retention and equality of outcomes for different groups Induction and transition programmes – ensure FE students are invited to any experience days or workshops held within</p>

	the college as well as invites to end of degree shows HE Zone Day – ‘careers day’ style event for FE students to speak with HE lecturers and Student Support
Support for progression from higher education into employment or postgraduate study	Support with internships and work placements for students from WP target groups Mentoring programmes designed to facilitate entry into employment or postgraduate study – can include industry days/ professional talks and networking events so that students can make contacts within their industry
Support for progression of disabled students	Support with internships for disabled students; provision of advice and support to help disabled students into employment or postgraduate study.
Support for disabled students	Provision of advice and support to disabled students; developing accessible learning resources and inclusive learning and teaching environments Further development of a project started last year whereby ALS team are working in collaboration within HE Support and HE Academic skills forum <ul style="list-style-type: none"> • Conduct Follow the Learner Walks of learners with a disability to identify their student experience and observe if the curriculum and delivery e.g. teaching resources, equipment, rooming are inclusive and meeting the needs of the learner. • Provide guidance to teaching staff on strategies that can be employed and use of Teaching for Neurodiversity resources to assist. • Using different methods to provide advice and information, and use of CPD. • Work with HE Careers Team in identifying Disability Confident employers • Support a Careers Fair inviting Disability Confident employers in collaboration with the HE Careers Adviser • Work with HE Careers Adviser to identify and secure meaningful work placements for HE students with a disability
Student success activity	Support for current students (academic and pastoral): Activity to improve retention and equality of outcomes for different groups; induction and transition programmes; student services expenditure for the benefit of WP target groups (for instance mental health advisers); peer mentoring programmes; Enrichment activities to support wellbeing and progression; Student Experience Champions to improve provision and access for target groups
Progression activity	Support for progression from higher education into employment or postgraduate study: Employment workshops, fairs and professional CPD; mentoring

	<p>programmes designed to facilitate entry into employment or postgraduate study.</p> <p>Support for progression of disabled students: provision of advice and support to help disabled students into employment or postgraduate study.</p>
Raising attainment	<p>Building on the College's existing links with local primary schools, as a pilot students on the BA (Hons) Early Years Education will undertake additional mentoring activities (outside of their programme requirements) to raise the Key Stage 1 reading abilities of pupils in the schools that have been targeted. This project will be widened going forward, being opened up to all HE undergraduate students in the College.</p>

The college currently plans to expand its outreach activity along its established collaborative rout. The college is predominantly an FE provider with a relatively small HE provision, as such the sponsorship of one school is not in its current strategic plan although this may clearly change in the future as its HE provision expands.

Open events

The College runs four (3 full provision and 1 costume construction) higher education open events on Saturdays that are promoted through a combination of promotion in schools, online and traditional advertising. A total of 187 attended in 2017-18. The College also effectively targets 18 and 19 year olds, not in education, employment or training, to these events, with sessions promoting the value of higher education and dispelling myths about tuition fees.

Outreach activities at local events

The College targets UCAS fairs in locations that effectively target disadvantaged communities, including Essex, East London and South London. In 2016-17 the College gained 737 enquiries from these events. Follow-up direct mail and e-newsletters promoted open events and showcased successful current students and alumni.

The College invests in a significant presence at Skills London each year, an event that attracts over 15,000 young people to the ExCeL in East London. In two days the College benefitted from 246 enquiries from young people, the great majority of whom were at key stage four.

In partnership with Thurrock Council, the College also plays a leading role in Opportunity Thurrock, an aspirational event designed to promote career options for young people at key stages four and five.

Social media and Google remarketing campaigns

The College effectively utilises social media and Google remarketing to promote higher education to disadvantaged community groups, targeting advertising and content to meet the

needs of unplaced young people in spring and summer. Promoting the value proposition of studying locally, and the career-orientated focus of the College's technical degrees, provides aspirational content with a click-through rate to the College website of more than 5,677 in 2016-17.

Maintaining communication in the social sphere - in particular Facebook, Twitter, Instagram and Snapchat - provides an effective solution to supporting hard to reach audiences. The College will expand this work in 2018-19, as part of its digital embedding strategy.

Stakeholder communications

The College's relationships with local schools, in particular careers advisers, are exceptionally strong. These relationships are maintained through active dialogue, higher education e-newsletters and dedicated IAG events at the College's Southend and Thurrock campuses, to discuss the latest developments and any concerns.

Activities to improve retention and success of HE students

These activities are expected to raise aspirations for achievement, promote awareness of the world of work and the skills needed in employment and improve retention. Particular focus for these support activities will be students from underrepresented groups who will be identified using POLAR4 data on entry.

Typical activities will include:

- The Peer Mentoring scheme in which a final year HE student provides a range of support to students from year's 1 and 2. These Peer Mentors create a linkage between students on differing years of the programme and will offer advice and guidance about study skills, wellbeing and the range of support services available at the College. The programme has already seen impact with 70% of students accessing this support progressing successfully to the next year. Mentors have also been positively impacted by this service with 100% achieving good grades and progressing into employment or further study. Continuing to listen to feedback from students is leading us to develop this model further to include a range of peer support through academic/study support mentoring, Technology Mentors and Student Listeners to support general well-being of our HE population.
- The Well-Being Centre/Service will continue to be available for HE Students to access a range of services linked to their well-being including extra support for those with mental health conditions. This service is supported by the College's well-established partnerships in the local area.
- Taking our good practice around study skills and resources out to our Further Education cohorts including our Access to Higher Education Diploma cohort will provide them with the skills to be successful in their future studies. The College has the aim to send these resources wider to our applicants.
- The HE Student Experience Champions, a group of HE students who are ambassadors for their Courses in evaluative and developmental work with staff at the College to review and improve all aspects of the student experience.

- GRIT Training and Pilot Project to be launched 2018-19. Initial training will concentrate on staff, including Programme Leaders, support staff and Peer Mentors. This will be followed by student sessions with BSc (Hons) Criminology & Forensic Investigation as the pilot programme.

Disability Support

The College has a good track record with recruiting, supporting and retaining students with a declared disability. The College has worked hard to ensure that there is a seamless conversion from DSA to internal support. Support staff and students are supported to implement new approaches to disability support with sustainable outcomes which provide a lasting legacy. To ensure that good practices are continually developed and embedded in our HE provision the College has allocated funding to ensure a smooth transition to new practices as a result of changing disability support.

Typical activities include:

- Support to the Skills Unit for specialist disability support
- Investment and training on learning technologies
- Mentoring and Student Listener support

Activity to improve student progression

These activities should further enhance opportunities for students to prepare for employment or subsequent study. Particular focus for these support activities will be students from underrepresented groups.

Typical activities include:

- Support for students undertaking work placement through funding for travel.
- Development of an Alumni database.
- Employability lectures wherein visiting speakers provide insight into industry practice and how to apply for employment.
- Employability events in which students have opportunity to engage with careers advice, practical job application, providers of higher awards and potential employers.
- Growth of Employer Mentors for Year 2 & 3 students.
- Support for students undertaking end of year shows through funding of venues. Increasing exposure to industry related sectors and prospective employers.

5. FINANCIAL SUPPORT FOR STUDENTS

The College is committed to supporting students who face financial barriers to entering higher education. Financial support has been redirected away from fee waivers to the student hardship fund. This reflects the increased pressure placed upon the fund in recent years and provides income support to all protected characteristics rather than a small number of

students. We have reassessed our spending to ensure that all students in all cohorts still have access to the financial support outlined in the Access Agreement from their year of entry.

5.1 Bursaries

There will be 100 'bursaries' of £400 each for the first year of study for students with the following personal characteristics and circumstances:

- (a) Students with household residual income of up to £25,000 and who are self-financing (i.e. not eligible for or not drawing a student loan to pay for tuition fees)
- (b) Students from POLAR Quintiles 1 & 2
- (c) Mature students (21 to 30 and over 30)
- (d) Students with declared disabilities not in receipt of DSA
- (e) Students from under-represented BAME categories

In the case of over-subscription for bursaries, allocations will be made to students exhibiting more than one of the categories above.

In the case of under-subscription, category (a) will be opened up to students with household residual income of up to £25,000 and in receipt of maintenance student loans and/or who are paying for tuition fees with student loans financing.

The purpose of bursaries is to maintain or increase participation to higher education at the College by students who are from under-represented groups, from disadvantaged areas or would not normally participate in higher education.

5.2 Continuing Students

Continuing students who started their course prior to 2019-20 will follow the bursary scheme that was offered at the point of entry, subject to any inflationary increases.

5.3 Hardship Fund

The College will make available to all students who can demonstrate they have exhausted all other reasonable means to cover a temporary financial shortfall a hardship fund, details of which will be published on the College website. The fund will be £22,138 financed from the "Access and Participation Fund". The hardship fund recognizes that students may, out of no fault of their own, be unable to cover a temporary financial shortfall, which could adversely impact on their studies, performance in assessments and ability to complete the year or their programme.

5.4 Finance information

The College provides effective information on student finance support in all pre-application material including the prospectus and in the student finance area of the College website. Finance information is distributed at pre-applicant events, including higher education fairs,

open events, careers evenings and school/college presentations. Outreach staff deliver higher education finance presentations in a large number of schools and Colleges throughout the year, to parents and carers at the College and visit and interview days

6. EQUALITY AND DIVERSITY

This Access Agreement has been created to align with the College's Widening Participation Strategic Statement and Equality and Diversity Policy 2016, which embrace the Public Sector Equality Duty (2011). The objectives directly linked to activity specified in this agreement are as follows:

1. To promote and advance equality and diversity, build good relations across all members of the College, with key stakeholders, partners and the wider community.
2. To ensure that all College Strategies, Policies, Procedures and Practices serve to promote and advance equality and diversity in line with the Equality Duty.
3. To ensure equality and diversity is embedded in our curriculum offer and services and throughout the organisation, adding value and having a positive impact.
4. To ensure that promotion and advancement of equality and diversity is effectively embedded within curriculum delivery and monitored through formal graded and ungraded learning observations.
5. To reduce and narrow equality gaps within the workforce, ensuring it reflects the community we serve.
6. To reduce and narrow equality gaps in success rates for all learners

The annual Equality and Diversity report reviews College wide performance against national benchmarks and will be used as one of the review instruments for this Access Agreement.

7. INFORMATION TO PROSPECTIVE STUDENTS

SEC remains committed to publishing clear and accessible information for existing and prospective students on the fees we intend to charge and the financial support we offer. Once this Plan has been agreed we will publish fee and financial support information online. We will ensure we provide timely and accurate information to UCAS and Student Finance England so they can populate their course databases in good time to inform applications.

We recognise the importance of ensuring prospective students, especially those from under-represented groups; have access to information to make their decisions on higher education. We provide this information across a range of sources, from hard copy information leaflets to emails and webpages.

8. CONSULTING STUDENTS

The College is moving towards a more collaborative approach with the establishment of a newly formed student focus group comprising of elected student representatives, student "HE Champions" as part of the registration process for the OfS. In particular, views were sought in relation to the raising of course fees. The commitment of the College to concentrate on value for money and to cumulatively ring-fence the increase in student fee income to reinvest into the student experience was greeted with a positive response from the student body. The group also agreed with the targeted categories contained within the agreement.

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

Please enter inflationary statement in the free text box below.

Fee increase will not be applied to students who will be in their Year 2 and 3.

Full-time course type:	Additional information:	Course fee:
First degree		£8,000
First degree		£8,500
First degree		£9,000
First degree		£7,500
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		£7,000
CertHE / DipHE		*
Postgraduate ITT		£7,750
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	- HNC Construction & Built Environment, General Engineering	£3,250
CertHE / DipHE		*
Postgraduate ITT	- PgCE & CertEd	£2,750
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)	Increase percentage of eligible South Essex FE level 3 completers who progress to our Higher Education courses	No	2011-12	16%	24%	25%	26%	26.5%		The original target implies that the college will recruit 16% of the total FE level 3 UK student numbers progressing to HE. This is clearly unrealistic, I have therefore contextualised the target to refer to our level 3 provision.
T16a_02	Other/Multiple stages	Disabled	Other statistic - Disabled (please give details in the next column)	Maintain the proportion of HE students who are disabled at 15% or greater	No	2011-12	10%	15%	16%	16.5%	17%	17.5%	
T16a_03	Student success	Socio-economic	Other statistic - Other (please give details in the next column)	Improve Higher level grades (1st or 2:1)	No	2011-12	51%	56%	57%	58%	59%	59%	
T16a_04	Student success	Socio-economic	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Improve Year One undergraduate success rates	No	2017-18	84%	88%	88%	88.5%	90%		This adjustment is to bring it in line with HEFCE benchmark for the college for retention
T16a_05	Progression	Socio-economic	Other statistic - Progression to employment or further study (please give details in the next column)	Increase percentage progression to graduate jobs within 6 months of graduation	No	2011-12	54%	59%	60%				This target no longer matches the HEFCE APR priorities for the college as at 1st February 2017 (The metric for employment or further study has remained below HEFCE benchmark for the years 1 to 3 in the HEFCE APR dashboard). We wish this to be considered in light of HEFCE APR priorities, as such this target will be replaced by one in line with HEFCE APR priorities.
T16a_06	Progression	Socio-economic	Other statistic - Other (please give details in the next column)	Increase the employment or further study indicator to 93%	No	2014-15	92.5%	94.1%	94.2%	94.4%	94.6%	94.5%	In 2015-16 the college indicator for this metric was 92.5%, the HEFCE benchmark was 92.5% the difference was -0.1%.
T16a_07	Access	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	Increase the number of students progressing internally to the colleges undergraduate programmes in absolute terms as student recruitment increases	No	2017-18	130	135	140	145	150	155	
T16a_08	Success	Multiple	Other statistic - Other (please give details in the next column)	The baseline is the non continuation benchmark for the college published in the HEFCE TEF 3 data set October 2017	No	2017-18	12.3%	12%	11.5%	11%	10.7%	10.5%	
T16a_09	Success	Multiple	Other statistic - Other (please give details in the next column)	Reduce the percentage of WP students withdrawing from the course who have accessed financial support in the form bursaries and hard ship fund	No	2017-18	7%	6%	5.5%	5.25%	5%	5%	
T16a_10	Access	Attainment raising	Other statistic - Other (please give details in the next column)	Raising the attainment level in local primary schools ages 6-7 with respect to baseline reading assessment	Yes	2018-19	See commentary	See commentary	See commentary	See commentary	See commentary	See commentary	Baseline performance is currently determined by KEYSTAGE 1(KES1) English reading test. The aim will be to make a significant contribution to the improvement of the key stage 1 target.

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	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Sustain and develop our outreach activity by engaging with a growing number of students from local schools and Colleges in areas of low participation	No	2012-13	4000	5400	5600	5800			
T16b_02	Other/Multiple stages	Socio-economic	Operational targets	Sustain and seek to reduce the percentage of students withdrawing that have accessed financial support in the form of bursaries, scholarship or hardship funding at <10%.	No	2015-16	7%	6%	6%	6%	6%		
T16b_03	Access	Low participation neighbourhoods (LPN)	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	Sustain and develop our outreach activity by engaging with a growing number of students from local schools and Colleges in areas of low participation	No	2012-13	4000	5400	5600	5800	5900		We realise that this does not have measurable and impact focused success indicators and will be revising this target to provide such indicators for the Access Agreement 2019-20