

City College Plymouth

Access and Participation Plan

2020-21 to 2024-25

City College Plymouth (CCP) is a large general further education (FE) College and is the largest provider of FE education and skills training in the Plymouth travel to work area. The College has been an integral part of the local community for over 125 years. Higher Education (HE) has been offered at the College since the early 1990s, and consists of a portfolio of 34 courses including HNC/Ds, Foundation Degrees and Bachelor's Degrees.

The College's Strategic Plan 2015-20 articulates the College's mission "to be the South West's leading provider of innovative, technical and professional education and training by supporting partnerships for growth, raising aspirations and fostering wealth creation". In addition, the college's HE Strategy articulates a strategic aim "to continue to raise aspirations, widen participation and increase progression into and through HE, providing the opportunity for successful participation in HE to all who can benefit from it and building on our success in this area".

The Access and Participation Plan (APP) 2020-21 to 2024-25 is a significant strategic document that outlines the College's evidence-based approach and represents our continual commitment to sustainably improve access, success and progression and equality of opportunity to all students from all backgrounds.

1. Assessment of performance

CCP is committed to developing and improving its internal tracking, monitoring and reporting of student data to ensure that our position with respect to access, success and progression for students from underrepresented groups is routinely assessed and reported to continually drive measures to support in narrowing gaps and evaluating outcomes. Historically, the College has reported on achievement and retention, and this is reflected in some of the narrative and data used within this section. The College is committed to improving its tracking of continuation data. Where possible, the College has used the OfS Access and Participation dataset. However, the dataset using the data related to our directly funded registered students, and not our full taught HE cohort, and subsequently using very small numbers for some years, means that it has not been able to be fully utilised in this APP. The TEF year 4 data has been used to support in assessment of continuation and progression where gaps in data exist, as has ILR data and internal data from our MIS (used to assess attainment).

With respect to attainment, the College has small numbers of students enrolled on Bachelor's Degrees, and attainment with respect to good degree outcomes is therefore not reportable as it is likely to identify students. Therefore, general attainment is reported with respect to the number of students who achieved their qualification, and consideration of whether they were awarded with pass, merit or distinction where appropriate. With respect to progression data, the OfS data dashboard highlights no significant gaps for any groups. However, consideration of the College's TEF data has highlighted gaps and so has been used to inform this plan.

Through detailed analysis and statistical testing, the College is confident that the following assessment reflects a true and accurate picture of our current position, and commits to continuing the work to improve our data tracking to facilitate the reporting of longitudinal trends.

It should be noted that for some student demographics the student numbers are so small that discussing them in detail would allow students to be identified. Care has been taken within this plan to

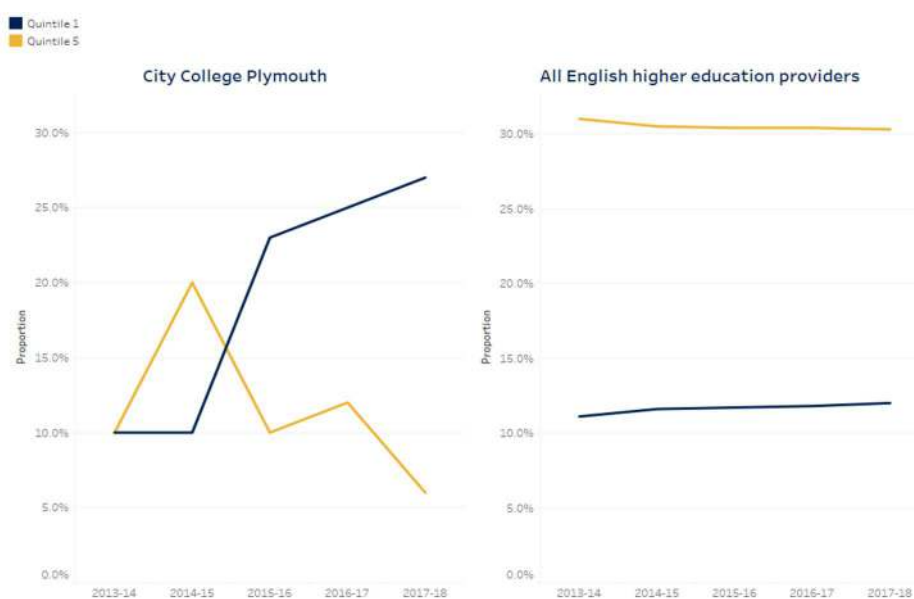
ensure that data isn't used in this way, but that our targets and measures are still developed with these small student groups in mind.

1.1 Higher education participation, household income, or socioeconomic status

1.1.1 Access

The TEF Year 4 data evidences that 49% of students accessing the College's HE provision were from Polar4 Quintiles (PQ) 1 and 2 (18% and 31% respectively). This represents an increase of 9% in comparison to the data used within the TEF Year 3 metrics. CCP is continuously and proactively working to support students of all ages from these areas to progress to HE. Regionally, analysis of the PQ data for Plymouth highlights that it is a region of low participation for young people, with 21 of the 34 wards classified as PQ 1 and 2. The College itself sits within a PQ 2 postcode area, and has an essential role to play in supporting progression to accessible education and skills training for students of all ages and demographics. Analysis of the Colleges new entrant data for 2017-18 and 2018-19 has confirmed that the College is maintaining consistently high levels of recruitment from areas of low participation, with 52% of new entrants classified as PQ 1 and 2 in 2017-18, and 56% in 2018-19. The following chart highlights the overall position for our 2018-19 new entrants.

The OfS key performance Measures data within the APP dataset in relation to access for underrepresented groups highlights that CCP recruits a significantly higher percentage of students from PQ 1 when compared with the data for 'All HE providers'. The following chart demonstrates the College's position in comparison to all HE providers with respect to full time new entrants from PQ 1, using data from the OfS data dashboard.



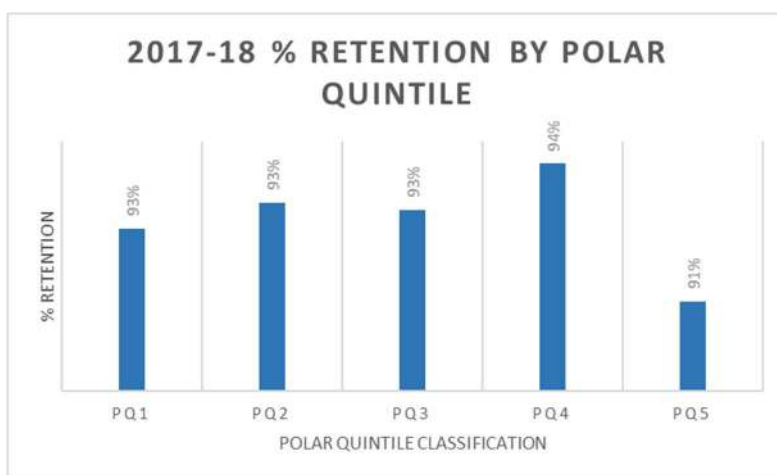
The College does acknowledge that the OfS dataset for young part time students does indicate a gap of 10% between students from PQ5 against PQ1 for year 5 only. However, this is representative of a very small population of students (less than 10). The College will ensure that this is continually monitored through our tracking of access data and will report on any changes to this position through our annual APP report.

1.1.2 Success

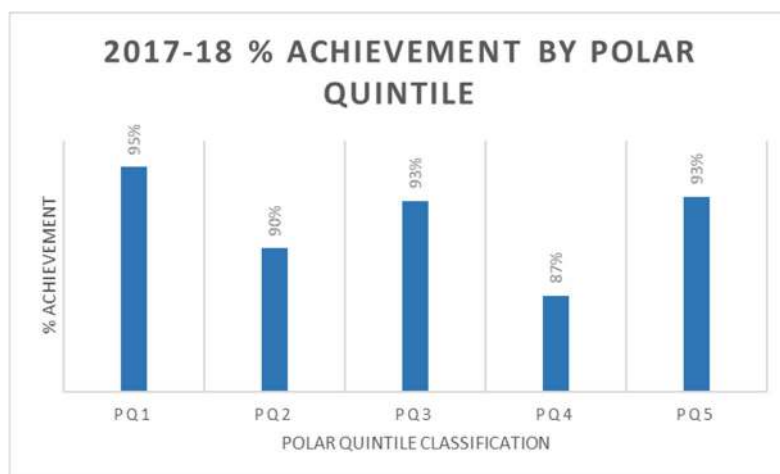
1.1.2.i Non-continuation

With respect to Polar Quintile data, analysis of both the OfS APP Data and the College's Year 4 TEF data highlighted no concern with respect to the continuation data of students, with students from Q1 and Q2 having equal rates of continuation at 82.7% than those from Q3, Q4 and Q5 at 82.3%. Cross tabulation has highlighted that fewer than expected students from PQ 2 completed their year with the decision that they may progress to their next year of study.

Analysis of 2017-18 retention data has highlighted no gap, with rates of retention for students from PQ1 and 2 higher than PQ5:



When considering the outcomes of students for 2017-18 by Polar Quintile, the data relating to the number of students who successfully complete their year of study highlights that students from PQ1 had higher rates than PQ5 students:



However, statistical analysis of the outcomes data for 2017-18 has highlighted a variance in the number of students from PQ2 who had a positive outcome at the end of the academic year. The College is committed to having measures in place to ensure that gaps in outcomes linked to PQ will be eliminated by 2024-25 through an embedded programme of activities.

Analysis of the OfS APP Dataset has highlighted a continuation gap for both full time and part time students when analysing the Index of Multiple Deprivation (IMD), as highlighted below:

IMD Quintile	Continuation Gap (yr4)	Continuation Gap (yr5)
Full Time 5 compared to 1	-10.1%	7.5%
Part Time 5 compared to 1	No Data	8.6%

The College therefore commits to ensuring our objectives and targets drive a reduction in the gap for students from IMD Quintile 1 with respect to continuation.

1.1.2.ii Attainment

The College does not have sufficient numbers of students enrolled on Bachelors Degrees to be able to use the OfS APP data set to analyse attainment levels. However, a detailed cross-tabulation of internal data has highlighted variance in the level of attainment for our Foundation Degree and HNC/D students with fewer than expected students from PQ 1 achieving at distinction level. The number of students being awarded a distinction who are classified as PQ 5 is more than double that of PQ 1 students (15% in comparison to 7%). A continued priority for the College will therefore be to ensure that its approach to supporting students to achieve is further embedded across all areas of provision to remove the attainment gap for students from PQ1.

1.1.3 Progression to employment or further study

Analysis of the OfS APP dataset has indicated no significant gaps with respect to the progression of our students when comparing PQ5 with PQ 1, or IMD Q5 with Q1. The TEF Year 4 data for the College demonstrates that the progression for our students from PQ 1 and 2 is very positive, with 100% of students from Q1 and Q2 progressing to employment or further study, for both our part time and full time students. When considering progression to highly skilled employment or full time study, our Full Time students from Q1 and Q2 have higher rates of progression than Q3,4 and 5 (76.8% in comparison to 72.8%). However, the data for our part time students highlights that there is a gap, with 66.7% of our part time students from Q1 and Q2 progressing to highly skilled employment/ further study in comparison to 92.9% from Q3, 4 and 5.

The college is aware that for part time students this could be due to the nature of employment the student is already in prior to commencing studies, and that this may impact on the postcode area they live in, with some of our part time students already being at senior levels within their institution. However, supporting with the development of employability skills for all students is essential, and the College is committed to ensuring that all students are supported to achieve excellent progression and employment outcomes, and this will inform our measures and targets.

1.2 Black, Asian and minority ethnic students

Within this section it should be noted that the small student numbers mean that it has not been possible to disaggregate any data to the different ethnicity subgroups as this would result in the identification of individuals. However, the College will continue to ensure that it tracks the ethnicity subgroup of all its students and considers this within any analysis of outcomes. It is hoped that from 2020-21 there will be sufficient BAME student numbers to be able to aggregate data from previous years together to be able to provide a more detailed consideration of ethnicity subgroup.

1.2.1 Access

CCP has low rates of Access into its HE provision for Black, Asian and Minority Ethnic (BAME) students and this is something it is committed to improving. As the Colleges TEF year 4 data evidences, there are insufficient numbers of BAME students enrolled to be able to undertake any statistical analysis. For

2017-18 5.5% of the College's new entrants to HE were BAME, and this increased very slightly to 6% in 2018-19, which is lower than the average for all HE providers in England (31% BAME students in 2017-18). This should be considered in the context of the Plymouth region, which still has a higher than average population of White British residents. However, the City has seen a decrease in the proportion of White British residents from 97% in the 2001 census to 93% in the 2011 census (Plymouth Report, Plymouth City Council, 2017). With Plymouth also acting as a dispersal area for asylum seekers this is an important time for the College to support initiatives to improve access into HE study for BAME students and to continue to support the growing multicultural community of Plymouth. Led by the University of Plymouth, the College has committed to working collaboratively with the four HE providers within Plymouth to drive initiatives to further support this important area of work.

1.2.2 Success

The very low numbers of students mean that it is difficult to talk about success measures with respect to BAME students without identifying students. Our statistical analysis of data has highlighted no areas of concern, and as we continue to drive access into our HE provision for BAME students, we will also ensure that our approach to supporting students to succeed is inclusive, and that success is continually monitored, and measures evaluated, so that any areas of concern can be identified and addressed.

1.2.3 Progression to employment or further study

As with success, due to small student numbers there is no meaningful data related to progression of our BAME students. However, as noted above, we will ensure that all measures implemented are inclusive and that outcomes are carefully monitored.

From 2019-20, the outcomes for our BAME students across all stages of the student lifecycle will be monitored within-year through our internal success measures to ensure appropriate support is in place. It will be reported on through our quality assurance process, including reporting to governors, to ensure appropriate oversight is in place, and that appropriate measures are implemented should any areas of concern arise through this monitoring. As noted at the beginning of section 1.2, it is hoped that as the number of BAME students increases by 2020-21, the College will be able to provide a more detailed externally available analysis of our data by BAME subgroups through aggregation of data across years.

1.3 Mature students

1.3.1 Access

The College has maintained a commitment to providing flexible access to HE studies for students and the consistently high numbers of mature students enrolled on our provision is reflective of this. 46% of new full time HE entrants in 2017-18 were over the age of 21, and this increased to 53.2% in 2018-19. The OfS access and participation dashboard data indicates that we have maintained a position higher than national average for our full time students between 2015-16 and 2017-18.

The College's recruitment of mature students to its part time provision was slightly lower than national average for 2017-18 (85% against 87.4%). However, this is linked to the College's strong links with the apprenticeship programme of a local employer, which sees a higher than average number of younger students enrolled on part time HE provision.

The College is aware of the decline in mature and part time student numbers both nationally and locally, and despite our comparatively higher levels of part time recruitment, is committed to continuing to invest in part time flexible models of delivery in order to reverse this decline.

1.3.2 Success

1.3.2.i Non-continuation

When analysing the retention data for our 2017-18 HE students, the College has found no gap between young and mature students, with 6% of both cohorts withdrawing or interrupting from their studies, and therefore being less likely to continue.

The OfS APP Data Set highlights a positive gap for mature students in comparison to young, with 83% of our mature students continuing their studies, in comparison to 77% of young students. The College's TEF Year 4 metrics presents a small variance between the continuation of full time young students (82.5%) and mature students (80.7%), but with no significance flagged, and with no data available for part time students. A detailed cross tabulation of internal data of students by age and outcome has highlighted no unexpected variances, and that slightly fewer than expected mature students withdrew, interrupted or failed to progress to their next stage of study.

Analysis of internal data highlights the College's mature student population had higher rates of completion in 2017-18, with mature students having a slightly higher (4%) overall rate of positive outcomes at the end of the academic year (progress to next stage or award qualification). Analysis has also been undertaken to determine whether there is a relationship between mode of study and successful outcome for students related to their age. The analysis found no statistically significant difference between the overall successful outcomes of full and part time, young and mature students, with a 1% variation between the different modes of study.

1.3.2.ii Attainment

The College does not have sufficient numbers of students enrolled on Bachelors Degrees to be able to use the OfS APP data set to analyse attainment levels. However, statistical analysis of internal data relating to 2017-18 outcomes highlighted that a higher than expected number of mature students were awarded merit or distinction for their Foundation Degree or HNC/D studies. This should be considered within the context of the part time mature students who are employer sponsored being the highest attaining of all HE students at the College. While it isn't possible to talk about the numbers of full time mature students who achieved a distinction grade, due to population size and risk of identification, there is a slight gap in the number of full time mature students who achieve a distinction in comparison to the full student population (4%). This gap is not statistically significant, but the College is committed to ensuring an approach to supporting our mature full time students in being able to access flexible academic skills support is embedded.

1.3.3 Progression to employment or further study

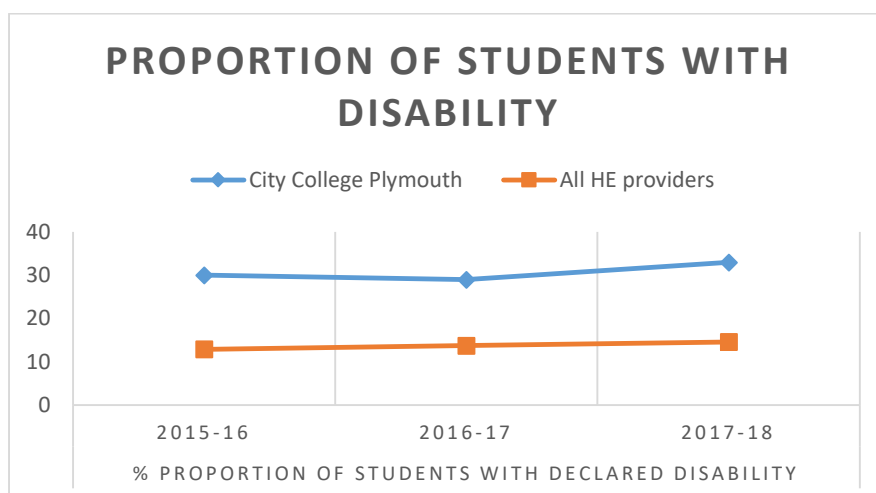
Analysis of the OfS APP Data and the College's TEF Year 4 data highlights no areas of significance with respect to the progression outcomes of our mature students, with mature students generally experiencing equal or slightly higher levels of progression than younger students. The one area within the TEF data where a negative difference is noted is for mature part time students with respect to progression to highly skilled employment or further study. However, the 80% progression figure is still comparatively high for the College, and although this will be monitored it is not considered significant enough for targeted measures at this time. The following table illustrates the TEF Year 4 data related to progression for our young/ mature students.

	Full Time		Part Time	
	Young	Mature	Young	Mature
Employment or further study	94.8	97.4	100	100
Highly skilled employment or further study	74.7	77.6	82.7	80

1.4 Disabled students

1.4.1 Access

In line with national trends, the College has seen an increase in the number of students accessing our HE provision who have declared learning difficulties or disabilities. The proportion of students has maintained a consistently high level when compared with national average, with 33% of our full time students disclosing in 2017-18, as indicated below (data taken from OfS dashboard):



Consideration of the nature of disability disclosed by our students for 2017-18 indicates that 14% of our students declare cognitive learning difficulties, 9% sensory, medical or physical impairment, 5% mental health condition, 3% social or communication impairment and 2% disclose multiple impairments.

The figure of 5% for students with a declared mental health condition is lower than expected when considering the profile of our students and the number who raise mental health concerns throughout the academic year. Our APP student working group also noted concern that this wasn't a representative figure. The College is aware that this is largely due to stigma still associated with mental health conditions, and as discussed further later in this plan, is fully committed to embedding a sustained approach to mental health support that supports all students, irrespective of whether they have made a disclosure.

Data for our part time student cohort demonstrates a lower level of students with disclosed disabilities, at 11% (in comparison to the average across all HE providers of 14.8%). The College's part time cohort are predominantly employer sponsored and within the engineering sector. There is an awareness that stigma may be preventing disclosure, particularly with 0% of part time students declaring a mental health condition. The College is committed to being an inclusive environment and will continue to

ensure that confidential support services are actively promoted to our part time students so they can be accessed irrespective of whether a disclosure has been made.

1.4.2 Success

1.4.2.i Non-continuation

The OfS Data dashboard highlights a 1% gap in the continuation rates of students with a disclosed disability in comparison to those who have no disclosed disabilities. There is no statistical significance within this gap. This position is further supported through the College's TEF Year 4 data, which also does not indicate a significant gap between the continuation of our students who have disclosed a disability (with a continuation of 82.6%) in comparison with those that have no disclosure (continuation of 81.6%). No data is available for part time students due to cohort sizes.

An analysis of the outcomes data for 2017-18 has not found any statistical significance in relation to the number of withdrawals, with a comparative rate for students with and without a disclosure. However, this analysis has heightened a continued area of concern in relation to the number of students who complete their year of study. Analysis of outcomes data for 2017-18 highlighted a gap in the number of students with a disability who successfully completed their year of study (88.1%) in comparison to those who had no declared disability (93.8%). This gap of 5.7% is a reduction on that recorded in the College's 2019-20 APP (8%), but continues to represent a priority for us.

When considering completion by nature of disability the small cohort sizes make detailed analysis difficult, and likely to identify students. However, internal analysis has identified that students with a mental health condition are more likely to fail their year of study, with more than double the percentage of students within this category failing to complete in comparison to other categories of disability. While not publishable, this analysis will inform key objectives and measures identified within this document to support our students with mental health conditions to achieve.

1.4.2.ii Attainment

A lower than expected number of final year students with disabilities were awarded at Distinction level, with 14% of students without a disability being awarded a Distinction in comparison with 8% of those with a disability. This gap will be a priority for our planning of objectives and targets.

1.4.3 Progression to employment or further study

While the OfS APP data set highlights no gap with respect to progression for students with a declared disability due to the small numbers of students recorded, the College's TEF Year 4 data does highlight gaps, with 66.7% of full time students with a disability progressing to highly skilled employment or further study, in comparison to 78.1% of those with no declarations. This gap is also prevalent for our part time students, with 70.6% of students with disabilities progressing to highly skilled employment or further study, in comparison to 83.2% of those without a declared disability. The data with respect to general progression to employment and further study is more balanced, with a 3.6% gap for full time students and no gap for part time students. This indicates that further work is needed to ensure that students are comprehensively supported to raise their employability and academic skills to promote equality of opportunity for their progression.

1.5 Care leavers

1.5.1 Access

The College currently has very low numbers of students who have declared that they are a care leaver (for 2018-19 this represents 1% of the HE student population). An analysis of the data with respect to care leavers has highlighted that a significant number of students chose not to declare whether they were a care leaver on their enrolment form, and this has also created a gap in our understanding of whether this low percentage is an actual representation, or a result of non-disclosure.

The College is aware of the importance of supporting care leavers to access HE and so commits to implementing measures to drive engagement with relevant community groups, and the local council to support in raising awareness of the opportunities available for higher level study in a College HE environment and to work to overcome any barriers in place. The College works closely with the local authority with respect to any unaccompanied asylum seekers who enter the care system and plans to build on this relationship to develop a programme of activity to support progression onto HE.

The lack of data means that the College is not able to set meaningful objectives and targets with respect to increasing access, but does commit to developing a clear package of information and activity to support in overcoming the barriers associated with Care Leavers accessing HE.

1.5.2 Success (Continuation and Attainment) and Progression of Care Leavers

The College currently holds no data with respect to the success and progression of its HE students who are care leavers, due to there being no care leavers recorded for 2017-18, and no data captured prior to 2017-18.

Linked to the commitment to improve Access to HE for care leavers, the college will ensure that we track all outcomes related to those students who declare that they are a care leaver, and plan support and measures accordingly.

To support this work we will also commit to improving the mechanisms used to record this information through enrolment from 2019-20, and to ensure the information requested on the HE student enrolment form is as clear and transparent as possible to prevent students disregarding this requirement. Enrolment information checks will be carried out to ensure that accurate information is recorded, and staff training will be implemented annually to raise awareness regarding the importance of accurately capturing this data during enrolment. It is planned that through a more focused and rigorous data capture process the college will build a more robust data set regarding care leavers and will be able to use this to plan support measures at all stages of the student lifecycle.

From 2019-20, care leaver status will be included in our annual reporting through our quality assurance processes and governance in order to ensure oversight. The College is aware that the small numbers of care leavers within our student population may mean that it continues to be difficult to report on student outcomes without identification, but will ensure that these outcomes are monitored internally and that appropriate support is in place for these students through our success measures.

1.6 Intersections of disadvantage

While the student numbers at CCP make intersectional analysis difficult, the College is very aware of the importance of understanding the role different intersections of disadvantage can play in creating barriers to access, success and progression for our students.

An intersectional analysis of age and declared disability found that mature students with a disability are significantly less likely to be awarded a Distinction outcome for their Foundation Degree or HNC/D. They are also less likely to complete their year of studies successfully, and more likely to be required to repeat their year of studies. While this data is not reportable due to the number of students involved, this intersectional analysis has highlighted an important need to consider the mechanisms used to direct learning support to our mature students who are also likely to be balancing significant commitments outside of their studies.

As our student numbers develop and change within areas of disadvantage, and as our data source continues to grow and develop within the work of our APP, we will continue to consider the intersections of disadvantage within our analysis and subsequent planning.

1.7 Other groups who experience barriers in higher education

The college currently holds no data on the other potential groups identified by the OfS as experiencing barriers in HE. However, through work with our students we are aware that we do have a number of students annually who have caring responsibilities, and through our students at risk process are aware of the barriers these students may face when accessing and succeeding in HE studies if they also have significant personal responsibilities. We are therefore committed to investigating the mechanisms through which data can be captured to support in future identification of gaps and associated targets/ measures. Within all programmes of activity, this important group of students will be considered.

An additional group the College is committed to developing a programme of activity for are children from military families. The Plymouth region has a strong population of people employed within the military and has good local links with the armed forces. We will therefore build these links to specifically work to understand the barriers these students experience and how the College can work to support in minimising these, and ultimately increase rates of access, success and progression.

2 Strategic aims and objectives

2.1 Overview

Within its HE Strategy, the College commits to a key priority being to support widening access into HE, and to have appropriate teaching, learning and assessment strategies, and support services in place to promote positive student outcomes and progression. The data analysis undertaken to support the development of this APP, and the work undertaken throughout the year with our HE students has supported in highlighting where our programmes of activity should be targeted, and the importance of an embedded and consistent approach to ensure that all students have access to programmes of activity.

It should be noted that although the College is targeting specific demographics, as identified through data analysis, it is committed to continuing the work it does to support widening access for all underrepresented groups, and to supporting successful outcomes for students, with a particular strategic focus on supporting continuation and completion, irrespective of demographic.

The College has ensured that the OfS KPMs for Access and Participation have been considered within the planning of our Aims and Objectives as follows:

KPM 1 - The College evidences high rates of participation for students from PQ 1, and plans to continue this work through Aim 1 (d)

KPM2 - The College is committed to ensuring that non-continuation rates for students from PQ1 and IMD Q1 are reduced, and this is evidenced within Aim 2 (a,b & e) and Aim 3 (b)

KPM 3 – The very small number of BAME students studying at level 6 at the College means that it is not possible to report on the data, or undertake any statistical analysis in order to identify whether there is a gap in degree outcomes. However, Aim 1 (a & b) evidences our commitment to increasing access for BAME students, and we will ensure that future monitoring and programmes support attainment for this group.

KPM 4 – The College does not have sufficient Level 6 students with a declared disability to set specific objectives regarding degree outcomes. However, Aim 3 (a) articulate our commitment to ensuring that the gap is reduced in the attainment levels of our students at level 5

2.2 Target groups

Through our assessment of performance the College has identified the following target groups:

Target groups linked to Access

- BAME Students

As noted in 1.7, the College is committed to developing its access and participation activities to support care leavers, carers and children from military families. However, the current lack of data means that the College does not have currently identified gaps and so specific targets are not possible.

Target Groups linked to Success

- Students from POLAR quintiles 1 and 2 with respect to:
 - Level of attainment
- Students with a disability with respect to:
 - Completion
 - Level of attainment
- Students from IMD Quintile 1 with respect to:
 - Continuation

Target Groups Linked to Progression

- Part time students from PQ 1 & 2 in relation to progression to highly skilled further study/ employment
- Students with a disability with respect to progression to highly skilled further study/ employment

2.3 Aims and objectives

Aim 1 - The College aims to increase access into its Higher Education provision for under-represented groups.

Our objectives linked to this aim are to:

- a) Reduce the gap between White and BAME student access onto our HE curriculum by 8% by 2024-25
- b) Work collaboratively with other HEIs within Plymouth to support with a cohesive approach to access to HE study for BAME students and have this in place by 2021
- c) Ensure that by 2021 a clear package of information and activity is in place that aims to support in overcoming the barriers associated with HE for Care Leavers, Carers and Children of Military Families
- d) Commit to continuing to support existing high levels of recruitment from all other groups with low representation nationally, including PQ1 and mature students through engagement with employers, community groups, schools and FE students

Aim 2 - The College aims to embed a sustained approach to supporting and raising levels of student continuation and completion throughout the student journey through the development and delivery of targeted activities and initiatives which are inspirational, motivational and supportive.

Our objectives linked to this aim are to:

- a) Eliminate any gap with respect to positive outcomes for students from PQ 1 & 2 by 2024-25
- b) Reduce rates of non-continuation for all students by 8% by 2024-25, with a commitment to carefully monitoring and tracking continuation data for all underrepresented groups
- c) Reduce the completion gap between students with and without a disability by 4% by 2024/25, with a particular focus on reducing the completion gap for students with a mental health condition
- d) Commit to embedding an approach to student transition, support and tutorial by 2021 to ensure that all students have access to systematic support and enhancement mechanisms at all stages of the student lifecycle
- e) Reduce the continuation gap for students from IMD 1 by 2024-25 by 5% by 2024-25

Aim 3 - The College aims to support students from all backgrounds with achieving their potential through an ethos of inclusive teaching, learning and assessment.

Our objectives linked to this aim are to:

- a) Reduce the attainment gap of distinction between students with and without a disability by 5% by 2024/25
- b) Eliminate the gap in attainment of distinction between students in PQ1 and 5 by 24/25
- c) Commit to diversifying the methods and modes of academic skills delivery to support higher rates of access for students from underrepresented backgrounds

Aim 4 - The College aims to remove barriers to progression into highly skilled work or further study for its Higher Education students.

Our objectives linked to this aim are to:

- a) Reduce the gap between part-time students from PQ1&2 and PQ3,4 and 5 progressing into highly skilled work or further study by 15% by 2024/25
- b) Reduce the gap between students with and without disabilities progressing into highly-skilled work or further study by 6% by 2024/25
- c) Committing to increasing student engagement with employability initiatives with 80% of target students engaging in at least one progression intervention by 2022/23

3 Strategic measures

Widening access to HE has always been at the centre of the College's strategic aims and direction for its HE provision. The College is committed to facilitating progression through FE and into HE, raising and meeting aspirations. It is particularly committed to raising progression for those who would not normally access HE; with the provision of HE in FE helping to ensure seamless progression where appropriate. The College strives to be responsive to the voice of business and industry and to continue to drive the engagement of employers in the development and delivery of its HE provision. We have previously been commended by the QAA for our links to industry, which were seen as contributing significantly to the success of our HE programmes. We will continue to foster these links and utilise them to further support in meeting the relevant strategic aims for Access and Participation. The following section details how the College will ensure that our approach to Access and Participation is strategically led, and the measures we will put in play to achieve our ambitions.

3.1 Whole provider strategic approach

3.1.1 Overview

CCP is committed to meeting the strategic aims, objectives and targets set out within this plan. It will ensure that its meeting, monitoring and planning structures include all aspects of this work to ensure continual oversight at all appropriate levels.

The College has worked collaboratively to develop its overarching Theory of Change (ToC) model, and individual Access, Success and Progression ToC models. This work has been supported by the sharing of practice by Next Steps South West (NSSW), the National Collaborative Outreach Programme (NCOP) of which the College is a partner, and their comprehensive approach to ToC for Access and through the University of Plymouth's (UoP) overarching ToC.

The College has reviewed the existing models shared by NSSW and UoP and has amended them to reflect our own position within Access, Success and Progression, and specifically the specific needs of our HE student population, many of whom have at least one demographic characteristic of disadvantage, as evidenced within our data review.

The College's ToC models all reflect an understanding of the barriers that our students face with respect to access, success and progression, and the need to deliver interventions to minimise these barriers. All activity within the ToC models begins with a detailed consideration of data, and the current position of the College. As of 2017-18, which was the College's first year of having a full OFFA Access Agreement in place, the College has been carefully tracking outcomes of its students by demographic to support in the identification of gaps. This work will continue annually, and will be used to both report on progress against targets, but also to modify interventions to support their continual development.

Through working with our HE student body through a combination of surveys, focus groups and student representative meetings, the College has a sound understanding of the barriers faced by its students, and our students often experience a combination of barriers throughout their student journey. A priority within our HE Strategy and though the Aims and Objectives identified within this document is to minimise these barriers. The College is mindful that not all barriers can be removed, but that with a sustained programme of support which starts prior to application and continues post-graduation into an alumni programme, these barriers can be addressed and minimised.

Moving forward, a strategic priority within the planning of our inclusive approach to access, success and progression will be to ensure that measures are applied consistently across our different curriculum areas. Work with our student body on the preparation of this APP has highlighted the need for this consistency, and this was the primary request of the student working group when considering the measures we plan to adopt.

The College is aware that within its ToC it is making certain assumptions, and these are highlighted within our ToC models. The College will monitor outcomes of the interventions with these assumptions considered to ensure they are reviewed and modified if they are found to be inaccurate.

The College will use its HE Strategic Planning meeting structure to support in the regular planning, monitoring, evaluation and reporting of all aspects of our APP, and will allow timely monitoring of whether our immediate and long term outcomes are met, and whether we are meeting our specific targets. In addition, specific working groups for access, success and participation will be developed within the 2019-20 academic year. These will support the operational planning of activities and evaluation, and will inform our HE outreach and Participation Group and ultimately our HE Strategic Planning Committee and Academic Board

The college's overarching ToC and the specific ToCs for Access, Success and Progression can be found in the appendix 4.

3.1.2 Alignment with other strategies

City College Plymouth's Strategic Plan contains four core values which underpin our strategies, policies, objectives and procedures by providing an anchor and a reference point for everything that we do. The third core value, "We celebrate diversity and inclusion and the breaking down of barriers to success" demonstrates our strategic focus on ensuring that all students are given an equal opportunity to access HE and achieve positive outcomes and progression.

One of the College's Strategic Aims is to "ensure a high quality student experience", with the provision of innovative approaches to teaching, learning and assessment that inspires students to exceed expectations.

The Strategic Plan articulates the College's long-established commitment to equality and diversity gives responsibility for its achievement to everyone connected with the organisation. This means it permeates everything we do and that students recognise this culture of respect and feel safe in our learning environments. The College actively promotes and enjoys an inclusive culture that demonstrates the integration of diversity, safeguarding and respect for everyone into each aspect of our work and learning.

There is a clear alignment between CCP's APP and its Equality and Diversity Strategy and Policy. The College's Equality and Diversity Committee have informed this plan and will regularly receive reports on the outcomes of the activities and support measures to assess their impact, particularly on those with protected characteristics. For example, our Access and Participation is providing a clear opportunity to advance equality of opportunity by addressing the gaps in success for students with a self-declared disability/learning difficulty and to further improve access for BAME learners.

The College's Equality and Diversity Policy outlines its commitment to celebrating diversity and breaking down barriers to success for all students, and this APP has been aligned to that commitment. The College ensures compliance with the Equality Act 2010 and continuously works to ensure accessibility to learning for students with protected characteristics. Equality and Diversity is an essential aspect of every policy and process within the College and informs the HE student experience from the point of initial information and guidance, to admissions, induction and the inclusive design of teaching, learning and assessment.

The College's HE Admissions Policy articulates the approach taken to ensuring that CCP actively supports and promotes equality and diversity with respect to entry onto HE courses and encourages applications from all sections of society. The College recognises the need to remain flexible and make individual judgements, adjusting conditions of offers where deemed necessary. The College has

maintained a UCAS points entry for all provision which is reflective of the importance of widening access to HE, and of consideration of non-traditional qualifications and work experience.

All members of staff undertake mandatory Equality and Diversity Training and since 2017-18 the College integrates the priorities and actions within its current Access Agreement (and subsequently its APP) into HE staff training. The cross-College Equality & Diversity Committee meets termly and includes membership from the HE Department.

As noted previously, the priorities of access and participation also form a strategic aim within the College's HE Strategy. The Strategy is currently under review and the College is committed to ensuring that it retains a focus on access, success and progression.

3.1.3 Strategic measures

CCP has planned the delivery of a series of measures in order to achieve our aims and objectives. These measures build on a combination of existing and new practice and we will ensure a focus on measurable outcomes and evaluation is embedded throughout all measures to support in informing future practice and developments. All measures will be structured around the ToC models the College has developed with respect to Access, Success and Progression, with activities focussed on minimising the perceived barriers, and achieving identified positive impacts.

Access

The College's Access ToC articulates our plan to deliver outreach activities to students in schools who are between years 10 and 13, to deliver outreach activities with FE students studying at the College, including with ESOL students to support in raising awareness of the opportunities available for BAME students, and the delivery of community focussed outreach activities. Community outreach is of strategic importance within the planning of our measures to ensure we are able to meet our objectives with respect to care leavers, carers and children of military families, as well as continuing our recruitment levels of mature students. The College has a long history of delivering a programme of subject-related master-classes, taster sessions, aspiration raising talks and activities and student finance support workshops. We will take this practice forward and develop a coherent and branded package of activities, information and guidance with specific activities planned for our identified target groups, aiming to overcome the barriers associated with Higher Education for each target group.

The College is committed to working collaboratively with other HEIs within Plymouth to develop a sustained programme of engagement with BAME students across schools, FE College and the local community, with the aim of engaging an increased number of BAME students in outreach activity, and to ultimately improve the rates of access into higher education for BAME students across the City. The importance of a coherent and joined-up approach to this work with the three other HE providers in Plymouth is acknowledged, and a working group is being developed to support this activity.

The College will continue to develop its programme of student-led access activities supported by our HE Student ambassador scheme, and through discussion with the team involved with supporting our FE Care leavers, we will develop this further to develop the use of HE student mentors to support in breaking down the barriers to HE.

The College has a continued role to play in supporting the access of mature students into HE. To do this we will continue to ensure our models of delivery are designed to support part time day-release models for our local employers. We are aware that many of our full time students are balancing work, family and other personal commitments alongside their studies and so will continue to ensure this is considered within all curriculum planning and timetabling.

The planned impact for the College's Access measures for its target groups are:

- An increase in self-belief and expectations
- Increased confidence
- Broadened horizons
- Increased awareness of fees and funding available
- Increased awareness of HE opportunities
- Changed perceptions & expectations of potential students and influences

As a core member of the Next Steps South West (NSSW) NCOP Consortium, City College Plymouth is collaborating both strategically and operationally with other HE providers in Devon, Cornwall and Somerset. The NCOP Outreach Hub expansion in Phase 2 will facilitate relationship-building with a broader range of regional stakeholders, employers and third sector organisations e.g. the HotSW and CloS Careers Hubs, the Enterprise Advisor Network and local councils, which will allow the College to capitalise on NSSW-forged relationships to develop broader, partner-led WP activity.

Advances in the development of outreach evaluation theory and practice, established through NSSW and shared with the consortium, will promote institutional progress in this field.

Phase 2 of NSSW provides a flexible operational model offering partners the opportunity to match fund NCOP partner-led projects with institutional APP funding. This will support WP outreach delivery beyond the immediate remit of NSSW.

Success

The College is committed to putting resources and support in place to ensure that all students are enabled to achieve their potential in line with their ability, regardless of background or previous attainment and is dedicated to creating a positive HE community which gives every learner a sense of 'belonging'.

Our success ToC model demonstrates our commitment to delivering programmes of activity aimed at embedding support within our programme design and delivery, including the use of open access and online resources. We are committed to creating increasingly inclusive teaching and learning environments for all students, effectively utilising technology, such as improved access to VLE systems to support student retention. The College has invested in new learning technologies for students, including Skills4Campus to support the development of academic and study skills for HE students. The College will be developing a new approach to Student Transition, Experience and Progression (STEP) for 2019-20, which will involve the delivery of activities aimed at addressing the identified barriers to success. A STEP plan will be developed for each HE course as work with our students in developing this plan has highlighted the importance of ensuring that our inclusive approach is fully embedded through all areas of curriculum, and this will be a priority which will be shared through staff development activities and monitored through our quality assurance mechanisms.

The College has invested in its provision of dedicated HE learning support, with the development of a team including an HE Learning Support Co-ordinator to be in place for the beginning of the 2019-20 academic year. The development and investment in this new team will be essential for ensuring we meet our objectives regarding reducing the completion gap for students with disabilities, and raising their attainment. A specific role within this team will have dedicated time to support students with mental health difficulties in acknowledgment of the clear priority in supporting the success of our students with declared mental health difficulties. Mental health support will be accessible for all students and we will deliver programmes of activity aimed at supporting mental health for all students in acknowledgement of the low percentage of disclosures.

Within its Success ToC model the College is aware that there will need to be in-year monitoring of the impact of its interventions and the ongoing engagement, retention and success of students. The College's established HE tutorial programme will be used to support this activity through identifying students who may need further signposting to support, and agreeing targets with students where appropriate in order to further support their academic and personal development. The College regularly tracks completion and retention and has fully implemented a support system titled 'Students at Risk' to support in the early identification of any students at risk of disengaging from their HE studies, or of failing any aspect of their programme of study. The process is aimed at ensuring students are signposted to the correct support services. The at-risk process compliments the quality assurance mechanisms and ensures that a proactive, rather than reactive, approach is taken to supporting learners. These mechanisms are embedded within our Success ToC model and will be evaluated each academic year to determine whether further work is needed to address barriers, and achieve a positive impact. It should be noted that, in line with the commitments of this plan, the College will ensure that all student demographics are recorded, including care leavers and ethnicity subgroups, and that while this data may be not publishable due to small student numbers, we will ensure it is used meaningfully to implement and plan support measures appropriately.

The College will offer financial support, focussed at those students who, from monitoring and evaluation reports, are underrepresented and most likely to drop out either due to academic or financial reasons. Support includes:

- Bursaries that support participation from individuals that face the greatest challenges and whom evidence shows are most at risk of withdrawal. The College will link staggered payments throughout the student lifecycle directly to attendance targets. This scheme is open to both full and part time students, and for students on all stages of study. We will be undertaking a full evaluation of the impact of the bursary at the end of the academic year, which will be reported to the HE Outreach and Participation Group for consideration regarding how to ensure good levels of engagement with the scheme in future years. We will be using the toolkit developed by OFFA to evaluate the impact.

The student bursary will be available for stage 1 and 2 full time and part time Home and EU students across all years of study and will be targeted towards students from households who are in an income bracket of less than £25,000. The bursary scheme will be awarded on an application basis, with a limited number of bursaries each year. A deadline for applications will be set and applications will be processed in date order. In addition to the criteria of students with a household income of less than £25,000 priority will be given to students who are care leavers and students who have learning difficulties or disabilities.

The scheme is available to both full time and part time students, with the award being £500 (pro rata for part time students). The bursary will be awarded in the form of a £100 grant in October and £200 grant in November of the first year of study, and a further £200 grant in January, dependent upon attendance.

- HE Access to Learning Fund – a fund that the College has to support students who suddenly find themselves in financial hardship which is likely to impact on their retention and overall performance. Students apply to our Student Funding Team for this hardship fund and must submit sufficient evidence of their shortfall. Depending upon circumstances and stipulated criteria, students may be awarded a grant or be given a temporary loan to cover an urgent situation/emergency. In 2019-20 we intend to put more investment into the provision of hardship funds due to the ongoing success of this scheme.

As highlighted within our evaluation section, any financial support will be actively monitored and evaluated to determine meaningful impact.

The planned impact for the College's Success measures for its target groups are:

- Improved attainment, continuation and completion
- Increased self-belief and expectations
- Increased academic confidence
- Broadened academic and professional horizons
- Increased awareness of support available and access to financial support
- Increased confidence in the application of personal skills/ competences
- Changed perceptions of self and of influencers

Progression

The College's Progression ToC focuses on mitigating the barriers to progression that can exist for our HE students. The College considers that it is vital to embed activities which promote progression throughout each academic year, to ensure that students are supported at every stage of their learning experience. HE student progression will be facilitated in a variety of integrated ways to ensure continuous improvement. The embedding of employability skills development within our approach to teaching, learning and assessment will continue to be a priority, and will form the basis of one key programme of activity linked to the STEP programme discussed previously. In addition, the College will strive to deliver a consistent approach to the delivery of careers guidance, study and progression activities, ensuring all students have access to activities irrespective of course or mode of study. As identified within the College's analysis of its data, and subsequent aims and objectives, the College has strong levels of progression to employment and further study. However, improvement is needed for some student groups with respect to progression to highly skilled employment and further study, and this will therefore be a focus for the activities for the period of this plan. The College will continue to work closely with our partner HEIs, and build on existing relationships with employers from across the region whilst identifying opportunities to create new ones.

Through collaborative discussion with South Devon College, we plan to work together to develop a coherent and consistent plan of activities to be delivered throughout the student journey, including the potential for joint activities for students of the two institutions to be able to widen the reach of employer engagement activities even further.

Further developing our strong links with employers will form an essential aspect of our progression measures. The College has recognised experience in effectively engaging employers in programme design and delivery, and a priority will be to ensure that these links are utilised to provide meaningful opportunities for direct engagement between our students and employers. The College recognises that in breaking down the barriers that exist for some students with respect to student identity, and that it will be essential to ensure that the College utilises its alumni to be able to provide relatable examples of employability pathways and opportunities. Barriers with respect to geography and finance will also be supported with an employability scheme aimed at providing financial support to students with a Widening Participation characteristic who may need additional support in being able to attend job interviews/ graduate employment programmes.

The planned impact for the College's Success measures for its target groups are:

- Increase in self-belief and expectations
- Increased confidence
- Broadened horizons
- Increased engagement with relevant employers
- Increased awareness of fees and funding available (for post graduate study)
- Increased awareness of opportunities

- Changed perceptions and expectations of students

3.2 Student consultation

The College routinely engages with HE students to gather their feedback throughout the academic year through a combination of formal quality assurance meetings, focus groups and surveys. This feedback has been essential in informing how the College has developed its ToC models by providing an in-depth understanding of the barriers faced by our students, and also the measures they would welcome to support their success and progression.

An APP student working group was established in order to inform the development of this APP. This group informed the decisions the College has made with respect to programmes of activity, future involvement of students in access and participation, and importantly has guided us in how we plan to embed our activities for all students to ensure consistency of practice. The student working group involved a team of student representatives working together, with one of our student representatives ultimately collating the feedback received and writing the student submission for the College, which has been submitted to the OfS alongside this plan.

The Student APP Working Group wished for this group to continue, which the College fully supports. We will therefore ensure that this working group is embedded within our strategic planning meeting structure, with a representative from the group sitting on our new 'HE Access and Participation' group, which will directly inform our HE strategic planning. The membership of the Student APP Working Group will be monitored to ensure representation, and this will be reported to the HE Access and Participation group. Membership will be established through both self-selection and invitation to ensure continual representativeness of the whole student body, and that it includes students from the priority groups for access and participation. If the monitoring and reporting of the memberships raises any concerns that specific groups are not represented, an action plan for improvement will be implemented.

In addition to the student working group, the College will fully utilise its HE student voice structure to gather continual feedback from the entire student body with respect to all elements of access and participation. The College's approach to student voice has been designed to ensure that all students have the opportunity to provide feedback through a variety of mechanisms to ensure it is representative of the views of the whole student body. The monitoring of this agreement on an annual basis will include consultation with a representative group of students through the Student APP working Group as an essential requirement, and throughout our formal meeting structure, with student input being used to inform changes and developments as we move forward with our priorities and associated outcomes. Students will have the opportunity to contribute to the College's annual published update with respect to its progress with the APP aims, objectives and targets.

3.3 Evaluation strategy

CCP will be taking an evidence-led, strategic approach to our APP to drive continuous improvement in our aim of ensuring that all students are given an equal opportunity to access HE and achieve positive outcomes and progression. Evaluation is an essential aspect of the College's overarching ToC model, with the outcomes of evaluation being essential to further developing future programmes of activity. The College has completed the evaluation self-assessment toolkit, which has identified that we have emerging practice in all areas, but with developments to be implemented in order to ensure that our evaluation strategy is robustly embedded across all programmes of activity, and that our approach is consistently applied and reportable at a strategic level. The College has also confirmed it will be working as part of a collaborative evaluation group led by one of its partner HEIs, University of Plymouth, to support in the sharing of practice and continual development of robust evaluation.

Strategic context

The College has fully embedded APP within its quality assurance and strategic planning meeting structures to ensure appropriate monitoring and oversight of all evaluation activities at a strategic level. The terms of reference for key meetings, including our 'HE Access & Participation Group' and 'HE Strategic Planning Committee' includes the reporting of evaluation strategies and outcomes, ensuring appropriate planning and oversight is in place. In particular, the HE Strategic Planning Committee is responsible for the review of outcomes of evaluation against programmes of activity ensuring that developments in the delivery of programmes are strategically led. The overall planning, review and evaluation cycle of all APP activities is the responsibility of the HE Access & Participation Group, this reports to the HE Strategic Planning Committee, with evaluation against our ToC models and the specific APP targets an essential element of this report. An annual report of the evaluation outcomes and progress against targets will be submitted to both the Senior Leadership Team and the College Governors to ensure appropriate actions are agreed and cascaded where there are concerns that measures are not successful, or that targets are not met, with a review to continually driving changes and developments. The College has been working collaboratively with external partners through the NCOP, who have been supportive in sharing information with respect to evaluation strategies, and it is planned to continue this practice.

A key aspect of the strategic evaluation is the review of the ToC models themselves. Consideration will be applied annually to whether our outcomes and evaluation evidence that the assumptions within the ToC are correct, and whether the programmes are delivering the projected differences in outcomes. This again is the responsibility of the HE Access and Participation group, and will be a standing agenda item for the HE Strategy meeting to consider changes and developments in the ToC models. Through reporting not only on progress against targets but also our approach to evaluation we will ensure that our reflective approach to evaluation continually develops. The evaluation strategy will be progressive, in that once baseline data regarding the entry points to the programme of activities has been gathered, data types to evaluate the impact of these strategies will progress from narrative, to empirical and where possible causal, through the five-year cycle of this APP. Ensuring that by 2024-25 our approach to evaluation has developed, is research informed and able to be responsive to changes within society, the HE sector, and within our own HE curriculum and students.

Programme design

The programmes of activity which will be delivered as part of our APP are all underpinned by clear objectives, linked to our overall strategic aims and objectives for APP. We commit to ensuring that we are continually engaging with relevant research in order to inform our practice, and will continue to work collaboratively on programme design in order to share practice with both University partners and other FE Colleges. Our programme of activity will be informed through both internal and external research and evaluation, and will have clearly defined deliverables. The college's ToC models will also be applied to programme planning paperwork to ensure that it is clear which barriers are being addressed and what the planned outcomes are with respect to impact. Clear articulation of these factors will be embedded within all programme planning paperwork which will be created through the setting up of programme working groups, and will be scrutinised by the Access and Participation Committee, against clear criteria to ensure that this is consistently embedded.

Evaluation design

The College will ensure that clear expectations regarding evaluation design are articulated through the paperwork required in order for programmes of activity to be approved for delivery. The college has emerging experience of using narrative evaluation with respect to its outreach measures but is committed to developing this further to ensure a rigorous evaluation design is applied to all programmes. The importance of embedding data capture within all activities will be added to all

planning paperwork, and will be considered by the scrutiny panel before any future programmes are delivered. With regard to the evaluation of individual programmes of activity a mixture of narrative and empirical measures (surveys, focus groups, data analysis) of access, success and progression will be used to monitor performance against targets and to develop theories of change models further. Many of the programmes of activity will involve multiple interventions with the same student, and the College will track this engagement to ensure more empirical and causal evaluative activity can be undertaken. We are mindful that small numbers of participants may make causal evaluation difficult but will work to ensure causal evaluation is embedded where appropriate. All evaluation proposals will be submitted to the College's Research & Ethics committee to ensure appropriate oversight and to confirm the appropriateness of narrative, empirical and causal evaluation as appropriate within that particular programme, and with the target number of participants.

Evaluation implementation

The College will ensure that clear consideration is given with respect to the data requirements to be able to robustly evaluate outcomes and impacts. This work has been undertaken in preparation for the submission of this plan and will be formalised through our meeting structures and the programme planning paperwork. The College ensures that all staff are trained with respect to the requirements of GDPR, and will ensure that all evaluation strategies are GDPR compliant. The College is committed to appropriately resourcing evaluation and this will be explicitly considered within planning of budgets. In addition to staffing resource, the College plans to gain student involvement in evaluation where appropriate.

Learning to shape improvements

The outcomes of evaluation will be used to shape our future approaches to programme design. These discussions will take place within programme working groups, with formal outcomes against targets, and suggestions for future design to be reported to the Access and Participation Committee. We will ensure that a full cycle of review is implemented for our programme design and evaluation strategy and that an approach of honest and transparent reflection is applied to ensure that our programmes are delivered on the basis of clear evidence and an understanding of the impact of interventions on target groups.

Evaluation of financial support

The college recognises the importance of undertaking clear evaluation on the impact of bursaries to inform future investment. The College will use the OfS Financial support evaluation toolkit to complete this work. We will use both the survey tool and interview tool to undertake this evaluative work. Due to the number of students in receipt of a bursary, the statistical tool is unlikely to be appropriate. All evaluation outcomes with respect to financial support will be reported and utilised in the same way as all other evaluative work detailed in this section.

3.4 Monitoring progress against delivery of the plan

The College will monitor progress against targets through its annual quality cycle, including comprehensive Programme Performance Reviews, and will embed all related actions and monitoring of progress within our HE Action Plan which is an essential document monitored on a regular basis at a strategic level within the College. Evaluation of the impact of activities and support measures will also be evaluated by Governors at the College's Performance and Standards Committee. Monitoring of this

plan will be led by the Head of HE to ensure on-going compliance and sufficient consideration at each of the College's HE Strategic Planning Committees.

From 2019-20 the College will have a new meeting within its structure, which is the Access and Participation Group. This group will bring together colleagues from relevant departments across the College to ensure there is a joined up and proactive approach to supported HE access, success and progression. The meeting will be used to regularly track progress against APP targets and priorities, NCOP targets and our general work with schools and young people. The membership will include a student who represents our APP Student Working Group, to ensure that student voice and input is routinely involved in the monitoring and development of our APP work. Outcomes of the meeting will be reported to our HE Strategic Planning Group, and actions will be included in our HE Action Plan reported to and monitored by Joint Board of Studies, Academic Board and Performance and Standards Committee to ensure appropriate oversight.

The College will continue to develop its data monitoring systems to track the outcomes of students receiving support through this APP at each stage of the student lifecycle. This will include retention, continuation, completion and attainment for students from disadvantaged target groups. The College's performance will be monitored through the quality assurance process, with relevant actions being embedded at a strategic level where appropriate.

Annual reports of this tracking will be produced and presented at the College's Academic Board to support in the identification of trends in data in addition to allowing a measurement of progress against targets. It is also proposed that the outcomes of the measures put in place will also be shared across our network of HEIs and partner colleges to effectively influence practice across the sector.

The College commits to publishing an annual report on our progress against our aims, objectives and targets, with student input into the report. This report will be made available internally to all staff and students, will be reported to the College Governors and will be made available on our external website through our 'Information for Students' page.

4 Provision of information to students

The College aims to ensure that the provision of information to current and prospective students is accurate, complete and accessible. The College is fully aware of its responsibility to provide students with accurate information in order for prospective students to be able to make informed decisions. The College reviews its fees and financial support on an annual basis for all of its HE provision; and, where applicable, in consultation with its partner HEI. There is a thorough process for providing information for all programmes, which adheres to the partnership agreement with the College's awarding HEIs.

Information for prospective students is published in a HE prospectus and on the College's website. The College signposts prospective learners from our printed prospectus to our College website for the relevant fees and financial support available for the year of entry they are considering. Information is also updated on a regular basis via UCAS and the Student Loans Company. The responsibility for providing accurate information with respect to fees to both UCAS and the SLC is a shared responsibility between the HE Department and the MIS team. All information undergoes a rigorous process to ensure accuracy prior to, an after, publication.

The College holds open days, advice sessions, taster courses and attends education fairs, schools and college career days and other events relevant to recruitment. At all these events, information is available regarding the College's position on tuition fees and other forms of financial support. Further

details are available from staff and HE Student Ambassadors who receive ongoing updates and training regarding tuition fees, bursaries and financial support.

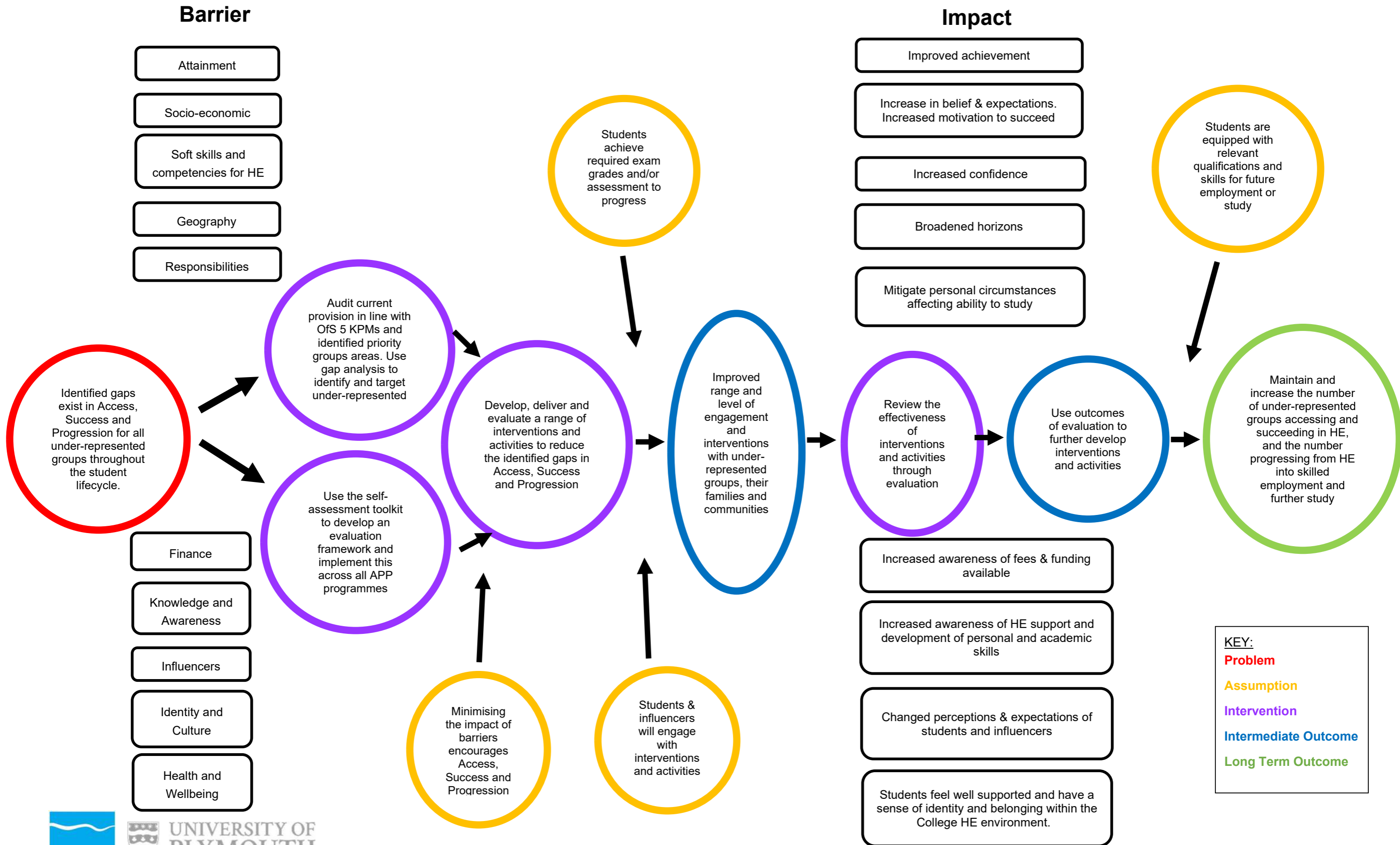
In line with the guidance from the CMA and requirements of consumer law, Information regarding tuition fees and financial support available will be sent to all prospective students receiving an offer of a place. For existing students, the College has a dedicated, proactive Student Funding Team and HE Department who are able to provide advice and guidance on financial, social, housing and wellbeing issues. The College's approved APP will be published on the College's website in a way that is easily accessible to both current and prospective students, through the 'Information for Students' page.

A dedicated communication hub has been developed for all students who are enrolled on an HE programme, and this will be utilised throughout each academic year to ensure all current students are fully aware of any support opportunities and any other relevant updates.

5. Appendix

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

Overarching Theory of Change for Access, Success and Progression



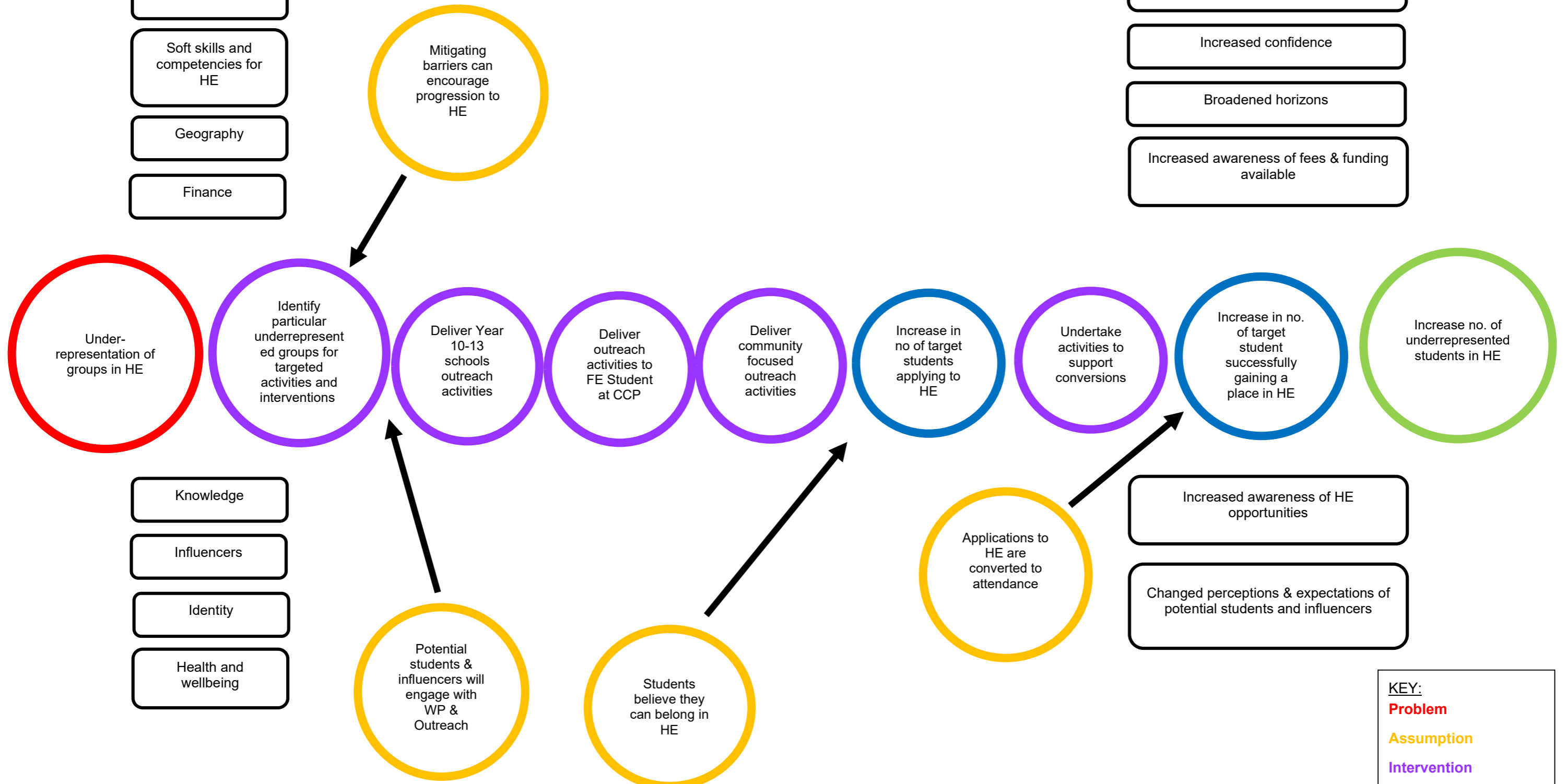
Barrier

- Attainment
- Socio-economic
- Soft skills and competencies for HE
- Geography
- Finance

Access ToC Model

Impact

- Increase in self-belief and expectations.
- Increased confidence
- Broadened horizons
- Increased awareness of fees & funding available



- Knowledge
- Influencers
- Identity
- Health and wellbeing

- Increased awareness of HE opportunities
- Changed perceptions & expectations of potential students and influencers

KEY:
Problem
Assumption
Intervention
Intermediate Outcome
Long Term Outcome

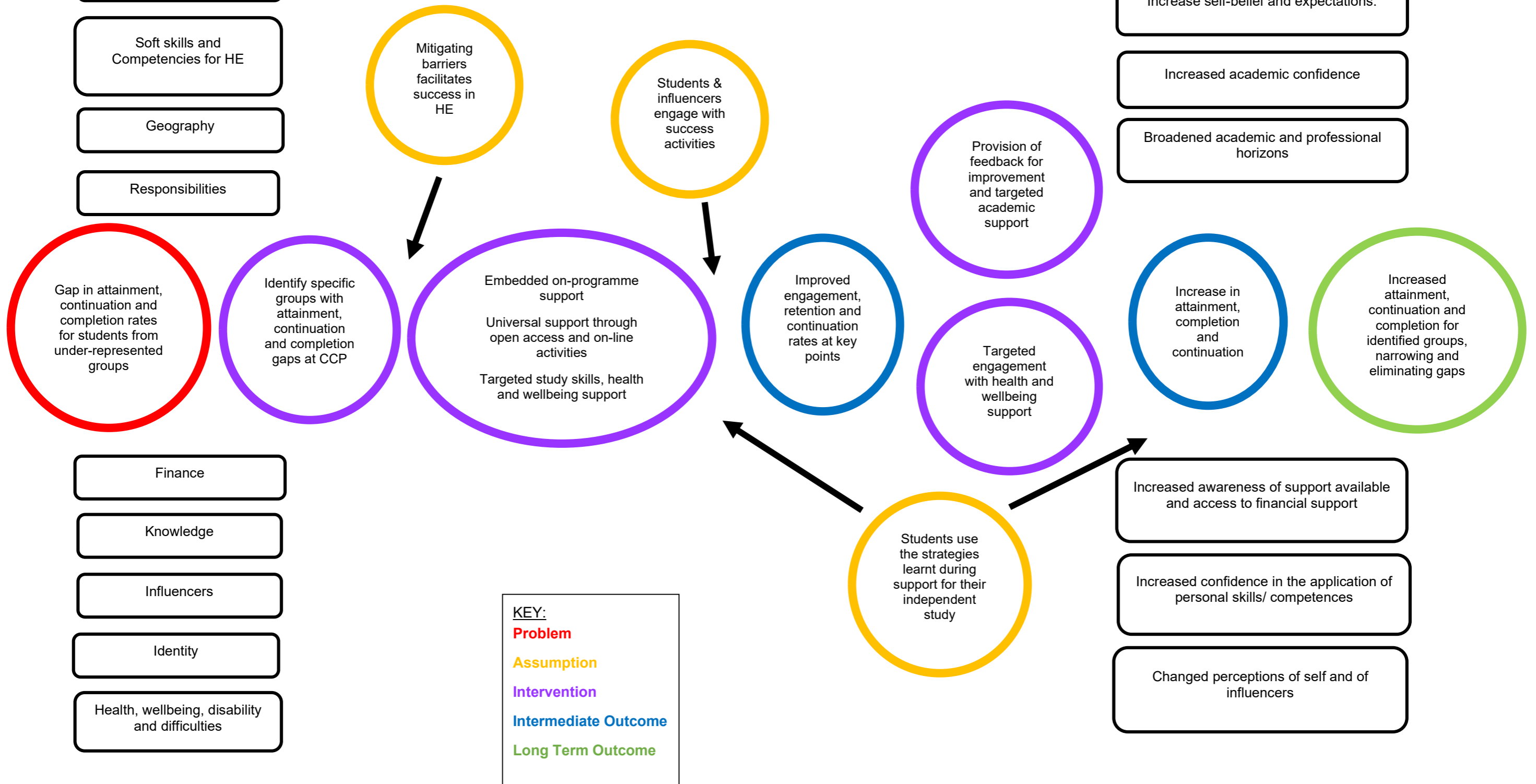
Success: Attainment, Continuation and Completion ToC Model

Barrier

- Previous academic experiences
- Socio-economic
- Soft skills and Competencies for HE
- Geography
- Responsibilities

Impacts

- Improved attainment, continuation and completion
- Increase self-belief and expectations.
- Increased academic confidence
- Broadened academic and professional horizons



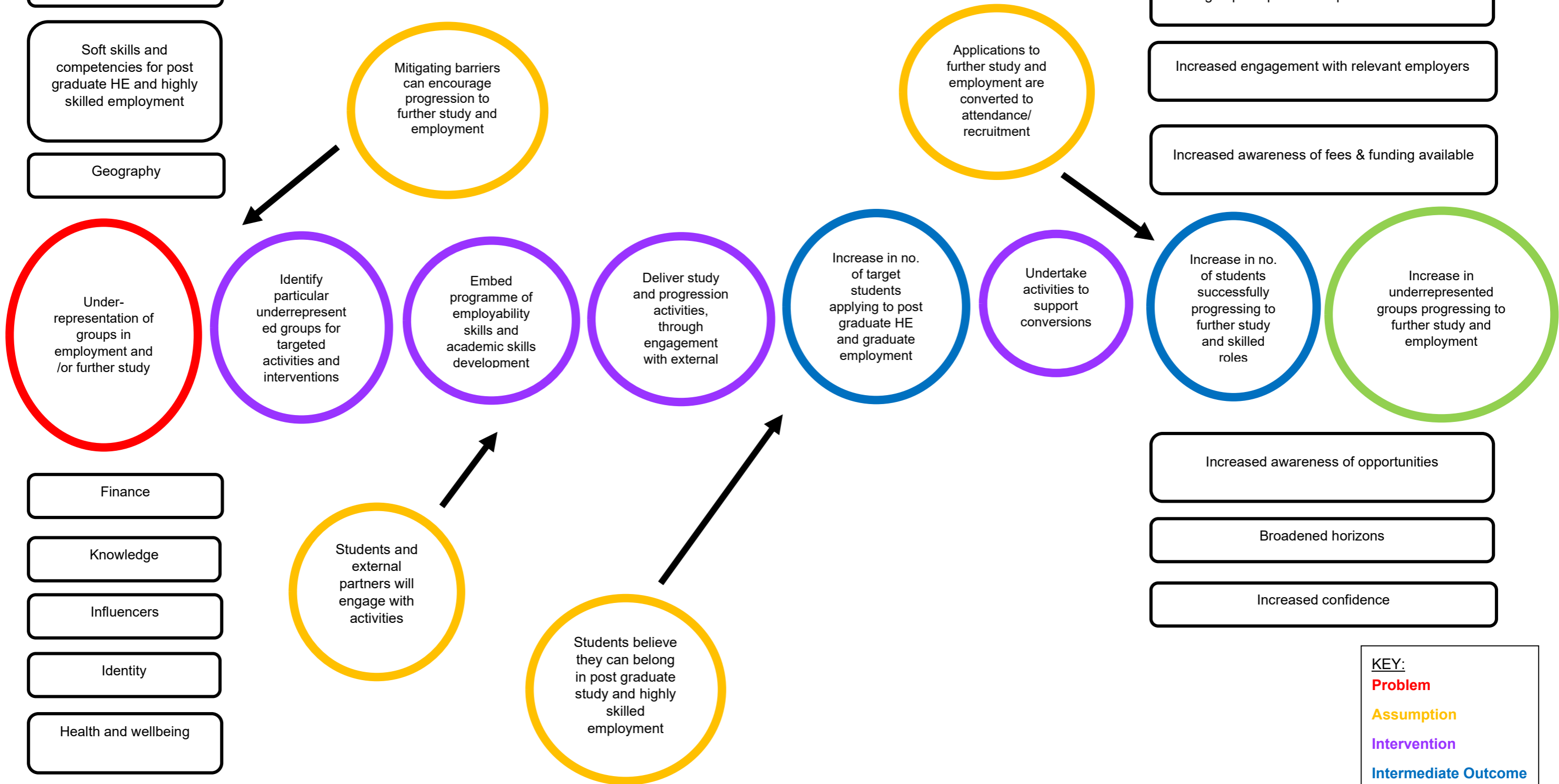
Progression ToC Model

Barrier

- Attainment
- Socio-economic
- Soft skills and competencies for post graduate HE and highly skilled employment
- Geography

Impacts

- Increase in self-belief and expectations
- Changed perceptions & expectations of students
- Increased engagement with relevant employers
- Increased awareness of fees & funding available



KEY:
Problem
Assumption
Intervention
Intermediate Outcome
Long Term Outcome

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree		£8,450
Foundation degree		£7,450
Foundation year/Year 0	*	*
HNC/HND		£7,450
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

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

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

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

Targets and investment plan 2020-21 to 2024-25

Provider name: City College Plymouth

Provider UKPRN: 10005128

Investment summary

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

Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£26,020.00	£28,450.00	£30,370.00	£31,500.00	£32,370.00
Access (pre-16)	£5,200.00	£5,670.00	£6,070.00	£6,300.00	£6,470.00
Access (post-16)	£10,410.00	£11,390.00	£12,150.00	£12,600.00	£12,950.00
Access (adults and the community)	£10,410.00	£11,390.00	£12,150.00	£12,600.00	£12,950.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£65,000.00	£71,190.00	£75,800.00	£78,700.00	£80,860.00
Research and evaluation (£)	£10,800.00	£11,800.00	£12,600.00	£13,100.00	£13,450.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£722,920.00	£791,325.00	£843,585.00	£874,570.00	£899,130.00
Access investment	3.6%	3.6%	3.6%	3.6%	3.6%
Financial support	9.0%	9.0%	9.0%	9.0%	9.0%
Research and evaluation	1.5%	1.5%	1.5%	1.5%	1.5%
Total investment (as %HFI)	14.1%	14.1%	14.1%	14.1%	14.1%

