

City College Plymouth

2019-20 Access and Participation Plan



1 Context

City College Plymouth (CCP) is a medium 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.

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". This plan has been developed with this strategic aim at its heart and it is planned that it will guide further enhancement and continuous development throughout all aspects of the student lifecycle.

The Access and Participation Plan for the 2019-20 academic year 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. Commitments made in the 2017-18 and 2018-19 Access Agreements still stand and this plan will both build upon and enhance previous activity.

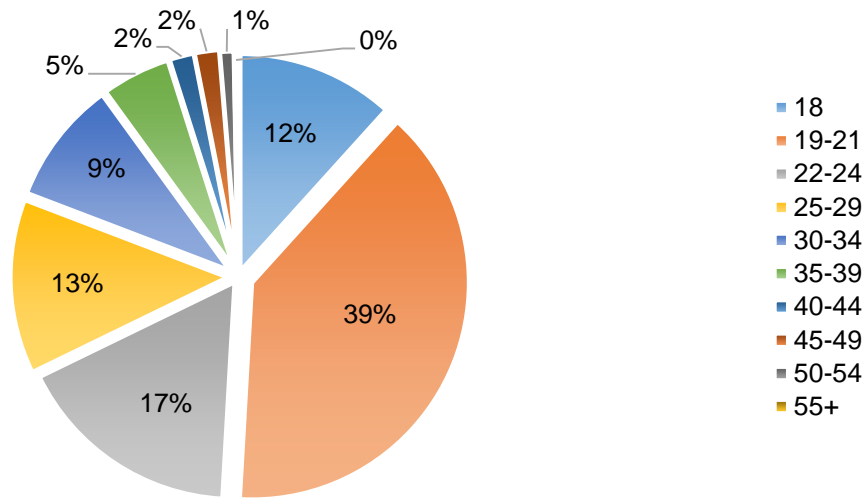
2 Assessment of Current Performance

The College's HE provision consists of a suite of 34 programmes predominantly awarded by University of Plymouth and includes Foundation Degrees, Higher National Certificates/Diplomas and BSc (Hons) designed as a one-year top-up for Foundation Degree students. CCP has undertaken a range of activities over previous years to increase the number of students from underrepresented groups entering HE while maintaining high quality provision. The College has assessed its current performance using a range of data sources: TEF data, internal MIS data, ILR, UCAS data, HESA indicators and a number of national data sources.

The College currently has in the region of 641 students studying on higher education programmes. The gender split of new entrants in the academic year 2017/18 were 69% male and 31% female, which has been a consistent trend for the College. The College has a significantly higher than national average level of participation of white males from low participation wards reflecting our STEM provision which is popular with large local employers. Despite the positive recruitment of white males into HE, the College is responding to the need to recruit more females in to higher education to better reflect the Plymouth population; which in the 2011 census was made up of approximately 51% females and 49% males. The College commits to further analyse access into HE with respect to intersections of disadvantage for our female students to further refine our targeting in future plans.

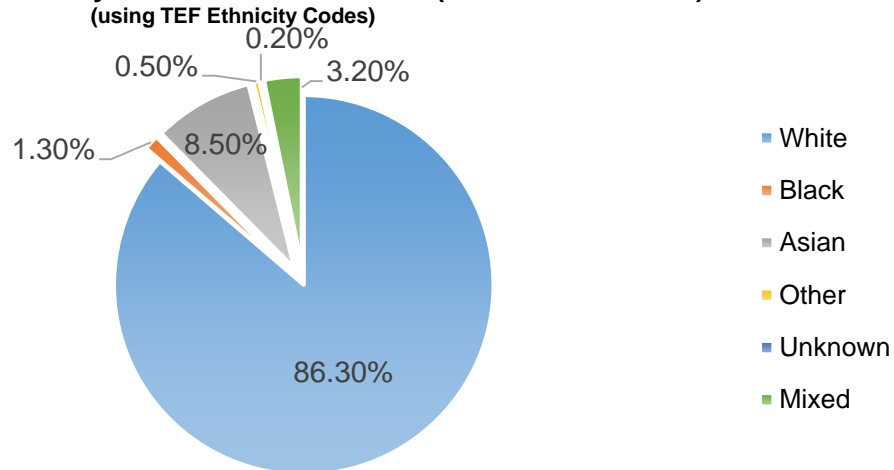
Enrolment data for students studying HE at CCP indicates that the majority of students fall within the age range 19 – 21 (see fig. 1) and predominantly below the age of 25. This tends to reflect our split between mode of study, with 67% of students currently studying on a full-time basis and 33% on a part-time basis. The College is also aware of the decline in mature and part-time student numbers both nationally and locally (HESA 2016 identified a 10% drop in part time students in 2015-16 compared to figures in 2013-14) and, despite the College's comparatively higher levels of part-time recruitment, is committing resources to attempt to reverse this decline.

Fig. 1 - Current Age Range of HE Students



When considering ethnicity data the context of the local area should be noted, with 89.3% of people living in Plymouth born in England and 96.2% of the population is White British. The largest ethnic group in Plymouth is Chinese which only accounts for 0.5% of the population (2011 census). In 2017/18, 82% of our higher education students come predominantly from 'White British' backgrounds and 4% recorded themselves as 'Any other White Background'. The remaining 14% are from other ethnic groups, with 8% recording themselves as Chinese. The College acknowledges that the ethnicity profile of our HE learners is strongly influenced by recruitment of International students, particularly in relation to a long-standing partnership with an institution in China, and that more work is needed to clearly differentiate between home and international students with respect to the tracking of ethnicity data and related actions. The college commits to ensuring that data for Home and Overseas students is clearly identified and differentiated in future plans to ensure a clear representation of access into our HE provision by ethnicity for Home students, and that associated targets can be set to widen access to our provision for different ethnicity groups.

Fig. 2 - Current Ethnicity Profile of HE Students (Home & Overseas)



The TEF POLAR data for the College evidences that on average 40% of our students are categorised as falling within quintiles 1 and 2, and the College continuously and proactively works to encourage students of all ages from these areas. The College acknowledges and is responsive to Plymouth having higher levels of deprivation and poverty than the national average. The strong

rates of completion linked to the number of students from quintiles 1 and 2 highlight the important role the College has in supporting learners from disadvantaged backgrounds progression into, and success in, their higher education studies.

A review of the demographics of HE students enrolled in the academic year 2017/18 indicate that there are still a significant proportion of students coming from wards in Quintiles 1 and 2. TEF year three data evidences that the success of full-time students at the College from these quintiles are at benchmark and their progression to employment or further study is 2% above benchmark. This demonstrates the existing effective outreach work that is undertaken at CCP to support underrepresented groups into HE. The College TEF data also demonstrates that the success of students from quintiles 3 – 5 is 2% above benchmark and progression at benchmark. The College recognises the need to enhance the data capturing and analysis of students from low participation neighbourhoods within its own internal MIS data.

The College undertakes an annual schedule of activity aimed at promoting HE to its own FE learners. In 2017/18, 43% of the College’s Stage 1 HE students had progressed internally from our FE provision. This data reflects the positive impact of our interventions and the successful alignment of the College’s curriculum offer to local and regional sector priorities. The latest UCAS School Progression Report for our College also evidences an increase in applicants to HE of 7.6% between 2015 and 2016.

The College is continually working to raise this percentage through a range of initiatives and has identified that further work is needed to re-engage FE learners who have completed their level 3 qualifications but who are not studying HE a year post completion. This includes both students who did not enrol on HE, but also those who enrolled at an alternative institution and withdrew within a year. The College continues to undertake significant work with respect to the tracking of destinations for all learners to inform initiatives to re-engage students in study at level 4 and above. This includes the opportunity to re-engage with careers advice and guidance and curriculum led activities with employer involvement aimed at raising the aspirations of students who have disengaged from higher level education.

Figure 3 highlights the HE achievement, retention and success trends at the College for the past three years. Internal quality assurance systems have been implemented to support in regular programme level tracking of this data as well as discussions of any students of concern who should be considered to be at risk.

Fig. 3 – Overall Trends for Achievement, Retention and Success

Achievement	2014/15	2015/16	2016/17
Stage 1 Achievement (Progress to Stage 2)	87%	87%	89%
Stage 2 Achievement (Awarded Qualification)	94%	96%	95%
Retention	2014/15	2015/16	2016/17
Stage 1 In-year retention	89%	92%	86%
Stage 2 In-year retention	98%	96%	97%
Success	2014/15	2015/16	2016/17
Stage 1 Success	77%	80%	77%
Stage 2 Success	91%	91%	92%

For 2016/17 the College maintained high levels of achievement, success and retention. This is largely as a result of maintained academic standards combined with improved support for students. The Stage 1 achievement data saw a positive increase of 2.4% to 89%. However, the retention data, and subsequently success data did experience a decline. Course-level analysis has

highlighted that this decline is due to a significant decrease in retention on two Foundation Degrees previously delivered with an external partner. Despite a high number of 'student at risk' meetings for these cohorts a significant number of students disengaged from the programme for a variety of reasons, significantly impacting on the overall College HE data. The College ceased delivery of stage 1 of these courses with effect from September 2017-18 and is closely monitoring the support provided to remaining students on stage 2.

The Stage 2 (representing all students in the final year of their qualification) data saw a positive increase in retention and success, although a very slight decrease in achievement. This will be closely monitored throughout 2017-18 through the use of programme level KPIs. The HE Action Plan for 2017-18 includes initiatives to further support student retention and success, including enhanced mental health support and a peer assisted learning scheme. However, this success is particularly significant given that 40% of all HE students are from areas least represented in HE (POLAR quintiles 1 and 2); demonstrating the College's commitment for providing opportunities for students from diverse backgrounds.

Despite recent national data suggesting that the differences between the achievement of male and female students growing with women likely to achieve better outcomes (HEFCE, 2017), the College has not experienced a gender gap. Our male and female students are equally likely to achieve. The success of full-time male students at the College was 2% above benchmark in our year 3 TEF data and internal data has confirmed no significant gender achievement gap. In 2016/17, male achievement was 91% and female achievement 92%, with achievement improving 1% since the previous year for both male and female students. The College also has no significant achievement gap in terms of student age or ethnicity. Available TEF data evidences that success is at benchmark for all ethnicities and age groups within the TEF years 2 and 3 data; with year 3 continuation of students under the age of 21, 2% above benchmark. The College commits to improving the tracking of care leavers as an underrepresented group. The College further commits to considering intersections of age and ethnicity with other variables that may impact on equality of opportunity.

The College's students aged 20 and under have the lowest achievement rates (90% in 2016/17) compared to mature 21–30 age group (93%) and mature 31+ (91%). Whilst that is not statistically significant and still demonstrates high levels of achievement, we are looking at how we further embed study skills into induction activities, and throughout programmes to support these students. Where the College offers optional 'Step up to HE' sessions, of the students who are self-selecting to attend the sessions our students under the age of 20 rarely engage.

The College has, however, identified a significant achievement gap between students with a self-declared disability or learning difficulty and those with no self-declared disability or learning difficulty. In 2015-16 we saw an achievement gap of 5%, and this increased to 8% in 2016-17. In 2016/17 we also observed a 1% decrease in the achievement of our students with a declared learning difficulty/disability (alongside a 2% increase in retention) compared with a 2% increase in achievement for those with no declared learning difficulty/disability.

The College has committed to developing and undertaking more detailed data analysis based on the different types of learning difficulty and disability, in order to increase our awareness and better understand our achievement gaps, trends and better support the needs of our students. We will be closely tracking and monitoring the outcomes of 2017/18 students by specific types of declared disability and/or learning difficulty to target support to reverse this trend. The College has a strong commitment to dedicated learning support and will also be continually reviewing our arrangements to improve the success of all students.

This trend links to the changes in Disabled Students Allowance, which were implemented for 2016-17, and the significant increase in the number of College HE students with declared disabilities – 117 in 2015-16 and 142 in 2016-17. It also reflects the national gap that has persisted throughout the past decade and the significant increase nationally in the number of students with declared needs. As stated by HEFCE, there have been huge increases in recent years in the number of HE students with a known mental health condition with an increase of 220% between 2010-11 and 2015-16.

National research has shown that students with learning disabilities have more obstacles caused by non-academic responsibilities and further impacted by their skill levels; highlighting that every student's experience is highly individual. This emphasises the increased importance of student support services and ensuring that teaching and learning is inclusive; something the College takes very seriously and has been supporting through regular staff development.

The College has positive progression of its HE students into employment or further study, with the DLHE data in TEF year 2 evidencing 97% progression for all learners – 3% above benchmark (97.5% FT and 96.5% PT) and TEF year 3 DLHE data evidencing a 1% increase in overall progression at 98% - at benchmark (96.5% FT and 100% PT). This is largely linked to the progression of students from their Foundation Degrees to their top-up honours degree and our part-time learners in employment. The College is committed to improving and enhancing the internal collation of destination data, and will work positively to support the completion of all external destination surveys for our HE students and establishing a HE alumni to provide more detail of the future destination of our learners.

3 Ambition and Strategy

HE has been of strategic importance and a key element of the continuing success of the College since the early 1990s. The College makes a distinctive and crucial contribution to the development and delivery of HE across Plymouth and surrounding areas. It plays a significant and successful role in the development of higher level skills, widening participation and progression in HE locally and in supporting regional economic, community and cultural development. The College provides the opportunity for successful participation in HE to all who can benefit from it through dynamic, accessible, cost-effective, flexible and responsive provision with strong student satisfaction. Widening participation is at the heart of the College's FE and HE ethos and operations - providing a ladder of opportunity for all students.

Positioned at the heart of our community, we have bold ambitions for the College, the City and the region. We believe that we have the capacity to make a major contribution and impact positively on individuals, families, employers, our communities and the wider economy through the transformative potential of HE. We work to raise aspirations and create an environment focused on enterprise and employability. As an FE College, CCP takes a whole institution approach to the student lifecycle. We are aware that every student is an individual and must be treated as so. The College has a long-term commitment to ensure that HE learners are supported, and their achievements celebrated throughout the student lifecycle.

The College offers a broad portfolio of HE provision giving excellent choice in subject range, mode of delivery, qualification and award title. With strong leadership, highly professional and enthusiastic staff who genuinely care about what they do and how they do it, an on-going commitment to continuous enhancement, and excellent relationships with major employers and our successful, well-established relationship with the University of Plymouth, we believe we are well placed to realise our ambitions and positively transform the lives of students across Plymouth and beyond.

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 more actively engage employers in the development and delivery of its HE provision. Alongside increasing access and maintaining cost-effectiveness, we will develop new curriculum to respond to emerging local and national priorities. We will also continue to develop an improved commercial offer and deliver our provision in increasingly flexible and innovative ways. An increasing amount of provision will be delivered effectively through the use of our virtual learning environment to complement our face-to-face model; ensuring greater accessibility, flexibility and adding real value to the learning environment for our students.

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 further foster these links so that they flourish. In addition, our HE offer will respond to changing demographics and enable students to fit their studies in with their busy lives. A strong student focus and student involvement will remain a priority for the College. Our students will leave the College with a broad set of graduate skills that prepare them for work and for life.

3.1 Access

The College has a long-term commitment to widening participation. Widening participation is at the heart of the College’s FE and HE ethos and operations and it is well placed to directly support the strategic priority of raising attainment in Colleges through close links and support between the further and higher education provision it offers. As a major FE provider, the College is particularly effective in providing HE for learners from a diverse range of backgrounds, groups and communities. There is clear evidence of CCP’s commitment to widening access for those from underrepresented groups. Our range of provision engages those who can only study locally for a variety of reasons, including learning support needs and care commitments and those students who need a particularly supportive environment, facilitating opportunities for students from underrepresented groups.

The College’s HE provision has undoubtedly helped provide opportunities for regional residents who may have previously had to leave the area to further their education; as well as encouraging those with the potential to succeed at HE but who may have previously not considered HE as an option. Students from outside the region have been attracted by the small group sizes, high contact hours and our supportive and inclusive approach to learning.

As evidenced by our assessment of current performance, we are firmly committed to ensuring that everyone who has the potential to benefit from HE should have the equal opportunity to do so. Using evidence of past evaluation, the College’s outreach plan will continue to be strategically targeted and composed of a sustained and sequential series of activities to maintain and increase our recruitment of underrepresented groups.

3.1.1 Student Fees

It is a conscious decision not to charge students in excess of the fees outlined below to enable those from underrepresented backgrounds the opportunity to access HE, aligning with our commitment to widening access and increasing participation. New entrants commencing a full time (1FTE) level 4 or 5 Higher Education programme in September 2019 will be subject to a fee of £7450 per year. Programmes include HNC, HND and Foundation Degree provision. Students commencing Level 6 top-up degrees will be charged a fee of £8450. Fees for part time students will not exceed the basic fee cap of £4625 per year. The following table illustrates each full-time fee bracket for 2019-20 new starters:

Category	Fee
Foundation Degree	£7450
HNC/ HND	£7450
Level 6 Top-Up Bachelors Degree	£8450

The College reserves its right to increase tuition fees in line with the Office for Budget Responsibility’s forecast for RPI-X (the retail price index, excluding mortgage interest payments). Continuing students will remain on their original fee rate and, in line with Of|S requirement, no inflationary increase will result in the fee cap being breached.

3.1.2 Target Groups

Over the next five years, the College will maintain the high proportion of students from disadvantaged backgrounds, underrepresented groups and low participation neighbourhoods within a context of increasing competition and the demographic dip in 18-19 year olds until 2020.

Female Recruitment

In response to the College's high proportion of male students (69%) and the significantly lower female student population (31%), we intend to specifically target more access work on females to address our gender under-representation. The College recognises that it has some subject areas with a very high proportion of white males. These tend to be where we have employer funded students undertaking STEM related provision and are of a consequence of our positive employer relationships. Therefore, whilst our activities will be focussed on the entry rate of female students across our HE curriculum, we will specifically focus on promoting 'Females into STEM'.

The College will be working to increase female participation in the College's HE provision over the next five years. We will be undertaking a range of targeted and inspirational interventions aimed to promote females into STEM, while maintaining a focus on male student recruitment (as a national priority). The College is also committed to reviewing and improving the gender balance on each of its HE programmes in relation to local demographics. With respect to specific targeting in our Access and Participation plan for female students, the College commits to further analysing access into HE with respect to intersections of disadvantage for our female students, to ensure that meaningful and relevant targets can be set.

The College is in an excellent position to inspire entry into STEM subjects following the opening in 2017-18 of our new £13m Regional Centre of Excellence for STEM. The new centre will enable students to access higher levels of STEM teaching and outstanding facilities. Designed and supported by employers, the STEM Centre will provide 'real work' environments to develop key skills, knowledge and behaviours. Higher Education students will have full access to this new Centre, and it will provide opportunities for STEM focussed access activities and raised awareness of the opportunities for students of all demographics in higher level STEM education. The STEM Centre will provide further opportunities for enrolled HE students to enhance and develop STEM related skills and knowledge, while benefiting from even higher levels of employer engagement, supporting in their future progression. The STEM Centre facilities will be used to support the full range of widening participation activities and targets planned by the College and further enhance the activities evaluated in the 2016-17 academic year.

This drive to improve access will also support the skills shortages in STEM related careers and be informed by Plymouth's multi-agency STEM strategy. The impact of this initiative will be closely monitored with participants' aspiration, attainment and applications to HE closely tracked.

Internal Level 3 FE Students

As well as continually working to increase the rate of internally progressing FE learners on to our own HE provision (where it is the best option for the individual learner), we are also committed to improving rates of access into HE elsewhere for our internal level 3 students. Our target is to increase the rate of eligible internal level 3 students who progress on to HE studies to at least 24% by 2022-23.

The College's central Careers Team offer student workshops and clinics in relation to future progression to HE. During the 2017-18 academic year the College's Careers Team delivered 34 UCAS workshops to a total of 460 students, 196 personal statements have been reviewed with feedback given and, to date, over 400 applications have been submitted to UCAS. HE Curriculum Teams have delivered a range of taster sessions and in conjunction with HE Student Ambassadors have delivered a series of inspiring talks with question and answer. In addition, the Student Funding Team have held drop-in sessions to answer questions about HE Student Funding. An evaluation of impact has shown these interventions to be effective with the evident increase in the number of UCAS applications over the past few years. Improved capture of intended and actual destinations during 2018-19 will provide a further evidence base.

The College is enhancing the use of HE Student Ambassadors in addition to timetabled masterclasses and workshops which stretch the current curriculum. A whole institution Careers and Progression week has also taken place to highlight future opportunities for further study and/or employment, with attendance from a range of South West HEIs.

Mature Students and Part-Time Learners

Enrolment data for students studying HE at City College Plymouth indicates that the majority of students fall within the age range of 19-24 (see fig. 1). Whilst the College has good levels of overall recruitment of mature learners who, without this local provision, would not have been able to study at HE level; we recognise that there is a need to increase recruitment of students over the age of 25 – particularly the 31+ age category. The College therefore aims to further support in widening participation in HE studies to this underrepresented age group and will be undertaking a range of targeted activity to raise awareness of the opportunities available for mature students. These will include information, advice and guidance aimed specifically at mature students, as well as HE student mentors for mature learners at level 3 to support their next steps onto HE studies.

The College recognises the numerous barriers mature learners may face in accessing, succeeding in and progressing from higher education, with many in employment, many having caring responsibilities, have non-traditional qualifications and more likely to be from lower socio-economic backgrounds. However, we have significant experience and are well placed to facilitate access to HE opportunities for those who do not have the educational qualifications and/or who are unable to leave their locality due to work and care considerations. We acknowledge the need to review and develop increasingly flexible modes of study, in partnership with local employers, and have an ambitious target to significantly increase the number of mature students across the HE curriculum over the next five years (to a headcount of at least 140 mature students aged 31+).

The College has experience of developing and implementing flexible delivery models for its HE provision, in order to support access for a diverse student body. During 2017-18, 33% (headcount) of the HE students at the College are studying on a part time programme, highlighting the positive approach taken to promoting access to HE studies for part time learners. It is planned to ensure that future developments in our HE provision maintain the ethos of flexibility, and that new approaches are consistently researched and implemented where appropriate.

The College has the desire to increase the number of students studying on a part-time basis, particularly in HE curriculum areas that have experienced a decline in part-time HE students over the past decade. Whilst many STEM related subjects still have buoyant part-time recruitment, we need to gain a better understanding of the reasons for other curriculum areas, such as Business and Accounting and Finance, having experienced a decline. This will involve working in partnership with industry enabling a flexible approach to those in work. The College commits to working with two distinct groups:

- Employed individuals wanting to up-skill
- Outreach work with communities / adults

The College has established experience of Higher/Degree Apprenticeships having supported their delivery through collaboration with the University of Plymouth and local employers in the mechanical and marine sector. We are committed to widening the breath of our Higher/Degree Apprenticeship provision and reviewing the standards to see how we can increase our involvement. They provide an excellent training route enabling employers to cultivate talent that meets their skills needs, helping businesses to grow and be more productive. We recognise that this will enable us to provide a further option for those that might not have considered the other options available.

3.1.3 Collaborative Outreach Programme

City College Plymouth is working in partnership with all other regional universities and HE providers through the South West National Collaborative Outreach Programme (SWNCOP). We are a partner in the Next Steps South West (NSSW) consortium led by University of Plymouth, covering target wards in Cornwall, Devon and Somerset. This collaboration builds on the success of the former regional NNCO networks: the Devon Collaborative Outreach Network and Next Steps Cornwall.

Working within the targeted remit of the NCOP initiative, this programme focuses on pupils in Years 9-13, identified as medium/high achievers, with low HE aspiration, and domiciled within

nominated postcodes (HEFCE POLAR3 and Gaps Analysis). A diverse range of outreach projects are being designed and delivered collaboratively by partners in the consortium, with robust evaluation of impact throughout. The College is working in partnership to raise aspirations to promote multiple points of access to education and training which lead to sustainable careers.

The funding for these projects will continue to sit outside the College's Access and Participation Plan, but their presence within the College directly sits within the broad access and outreach "offer" and contributes to a rich evidence base which can be used to track student access, success and progression throughout the lifecycle. The NSSW provision for target groups complements the broader outreach work to promote HE to the wider range of WP target groups such as other age groups or those with other indicators of disadvantage. It makes a significant contribution to our comprehensive outreach offer.

Across the consortium, other benefits of this complementary programme are being maximised to add momentum and efficiency to Widening Participation Access programmes. Through sharing best practice, avoiding duplication, enabling specialisation from a wider pool of providers, allowing a broader representation of partners at a larger number of events, and pooling resources, partners are able to make best use of resources for targeting under-represented groups in HE. The College is working closely with colleagues, developing an inspirational and stretching programme of activities and resources to raise both aspiration and attainment for target FE students.

The College continues to compliment the work undertaken through NSSW by using additional fee income to develop and deliver further access activities and initiatives which target a wider range of students than those in scope through NSSW targets. This includes mentoring, HE IAG sessions at schools across Plymouth, taster sessions, advice mornings, open days and IAG sessions at College. The College will continue to proactively and collaboratively work with SWNCOP to enable the programme to effectively target, deliver and monitor their work.

3.1.4 Working with Schools

City College Plymouth works closely with local schools and has a dedicated School Liaison Team to support these activities and raise aspirations of students. The College is committed to continuing with the raising aspirations and attainment work in schools specifically around curriculum-based intervention and high quality impartial information, advice and guidance. The retention, success and attainment of our students will be a strategic priority for 2018/19 and 2019/20 and we plan to use our established credibility to work more closely with local schools across Plymouth.

The School Liaison Team and HE Curriculum teams will ensure school pupils with the potential to progress to HE are made aware of the opportunities for and benefits of higher education through aspirational masterclasses, contact with inspirational role models and; inspired and enabled to apply via HE Student Mentors and 1:1 and group career sessions with the College's Careers Team; and aided to reach their learning and career goals through sustained and sequential interventions. To ensure continuous improvement we will ensure sustained engagement with schools and regularly evaluate each intervention.

The College's Events and Schools Liaison team co-ordinates the organisation and running of celebration events, employer events, student recruitment events and school and community liaison activity. The team is responsible for managing Student Ambassadors who support the team, including presenting to Year 10 and 11s at feeder school events.

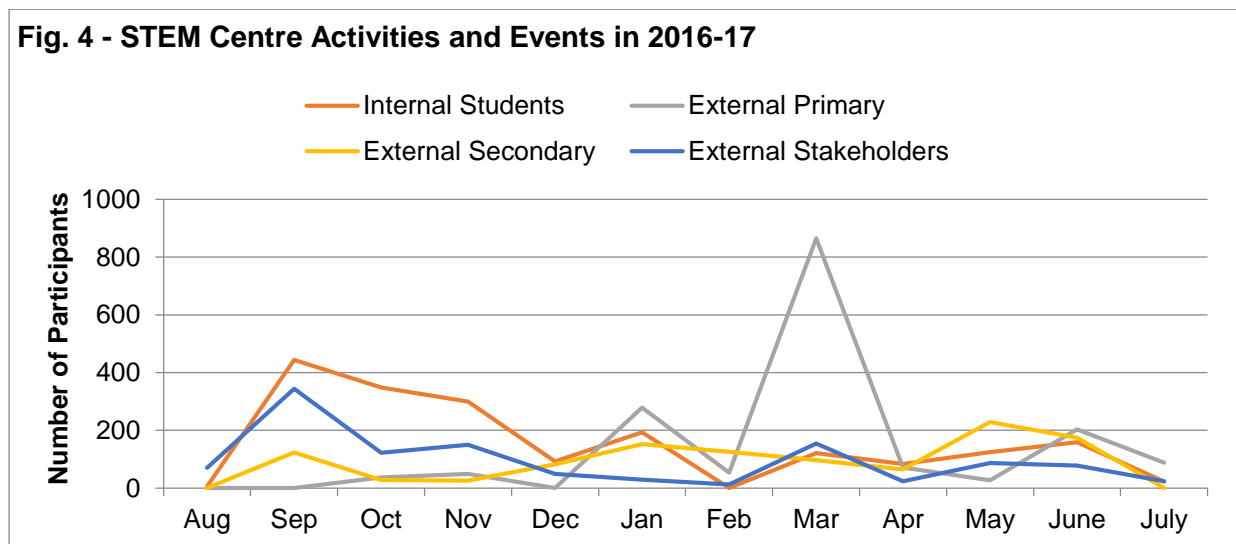
The team communicates with school careers advisors and youth groups on a regular basis via a range of communication methods. As well as attending schools' careers and information evenings, the team delivers presentations on the College's HE provision to a range of year groups. They also run annual school competitions, for example, the Young Chef Team Challenge, and an event targeting young women into STEM. During 2017-18 the College has had positive engagements with 20 of the 22 schools in our travel-to-learn area.

STEM Activities

The College is strongly committed to STEM learning and bringing STEM subjects to life to inspire young people and demonstrate the value of them in life and careers, also working to address the higher-level skills shortages within the local economy. The College will continue to engage local primary and secondary schools and community groups in a range of STEM related activities aimed at raising aspirations with STEM and supporting attainment within these areas. Activities to engage schools and internal College students have included:

- Primary school biology bake-off as part of the national Biology Week.
- Half day activities for primary schools as part of British Science Week, working in collaboration with the University of Plymouth, Plymouth Marine Laboratory and The Box.
- Events for primary and secondary schools that brought in external providers, such as the Medical Mavericks experience day and Institute of Physics lecture.
- Collaboration with events such as Routes into STEM and the IMechE Cardboard Boat Race.
- Inspirational learning activities such as coding, magnetic motors, magnets and forces and Lego robotics.

The College has also delivered STEM holiday clubs and sessions for home educators and uniformed groups working with the wider community. As illustrated in Fig.4, during 2016/17 the College STEM Centre engaged with 1,895 internal FE students, 1,673 external primary school pupils, 1,104 external secondary school pupils and 1,144 external stakeholders.



Future activities will include a focus on work-based skills and tackling stereotypes within STEM occupations and incorporate increased employer involvement. CCP has a long history of working in partnership with other HEI partners and education providers across Plymouth to support the young people to raise aspiration and attainment. The College has a strong programme of collaborative outreach activity for the young people in our local communities.

3.2 Success

By fostering a supportive and aspirational environment that embraces best practice in teaching, learning and assessment, we strive to continually improve the student learning experience leading to higher levels of student attainment and success. The College is committed to appropriately targeting resources towards all aspects of the student lifecycle and will be using a significant proportion on improving the success of all HE students. The College will be using additional student fee income to ambitiously grow our retention and achievement rates for all students. The College's challenging and stretching targets for success, retention and achievement means reducing, even removing, any differential gap in student outcomes.

The College plans to focus resources upon on-programme support to have significant impact on the retention and success of current HE students. We will use additional student funds to regularly review all the support processes for HE students to ensure all learners are having their needs met

through the College's comprehensive support package. The College will robustly evaluate the impact of this work and use the findings to inform future plans, helping to prioritise staff and financial resources.

It is our ambition that everyone who is able to achieve at an HE level is given an equal opportunity to start and succeed on a course which best suits their interests and career goals. We continually strive to improve non-continuation rates of students from underrepresented groups and our TEF year 2 data indicates that they are at benchmark for all key student characteristics. We also commit to improve retention rates for our Stage 1 students through a range of directed and timely interventions.

The College is dedicated to developing and delivering an engaging curriculum with a different range of assessment and varied teaching and learning across all programmes. The Teaching and Learning Strategy of the College has been developed to ensure appropriate strategies are employed to support our students to succeed. The small class sizes, delivery hours and close tutorial support have all been designed and implemented in acknowledgement of the important role the College plays in supporting students from a widening participation background to succeed in their HE studies. In addition, the College has implemented centrally managed systems to support in ensuring student success is monitored and that students are appropriately supported.

Focus groups conducted with HE students at the College continue to highlight that male students are less likely to seek support with their studies than students from other demographics, and therefore continuous monitoring ensures that these students are given an increased awareness of the assistance available.

To support with the success of our students the College employs roles within both student engagement and learning support aimed specifically at working with Higher Education students. These roles are essential with respect to ensuring students are supported and signposted appropriately. The HE Officer role also supports with the management and co-ordination of the HE Student Ambassador Scheme, HE mentors and the new Peer Assisted Learning Scheme (PALS). PALS was formally introduced in 2017-18 following a pilot in 2016-17 which highlighted the positive impact that a peer assisted learning scheme can have in supporting the success of our HE students. The College intends to further develop and build on this scheme, with a target of increasing the number of new HE students who are engaging in peer support to 22%.

The College places a high level of importance on supporting students to succeed in their HE studies. Due to the close tutorial support and smaller class sizes, the structure of HE provision within the College naturally supports students from underrepresented groups. The HE tutorial system has previously been reviewed and is being continually enhanced to provide additional support for students in their personal development. These on-going developments are being implemented to ensure that we are supporting students with respect to their academic studies, pastoral care, personal development, success and progression.

3.2.1 Disability Achievement Gap

The College is committed to reducing the achievement gap between students with a self-declared disability or learning difficulty and those with no self-declared disability or learning difficulty. The College's targets are to reduce the 2016-17 achievement gap of 8% to 2% over the next five years, acknowledging that the current national average is 3%; and, improve the success rates for students with declared learning disabilities/learning difficulties to 87%.

The College will endeavour to improve our understanding of the challenges faced by different groups and how we can enhance our services to support their success; especially in light of the significant rise in the proportion of our students who disclose themselves as disabled. As outlined below, we also acknowledge that mental health conditions account for an increasing proportion of disability disclosed. To support this the College is committed to producing more detailed data reporting with regard to the specific types of disability.

During 2017-18 we have funded additional, dedicated HE Learning Support through the current Access Agreement to specifically support students with a declared learning disability/difficulty. This

work is vital to student wellbeing and to support students at risk of failing to progress. The impact of this work will be closely monitored and evaluated to establish the impact it has had on this group of students.

The College has also invested in staff development activities to ensure all teaching and learning is inclusive with a focus on the use of assistive technology and ensuring the accessibility of all learning resources. During 2017-18, we are also now investing in Skills4Campus and the PALS, as well as the dedicated HE learning support and mental health support initiatives. The impact of these are still to be evaluated. A whole College approach will be taken to promptly reduce this disability achievement gap through the proactive involvement of all support services and curriculum teams.

Mental Health and Wellbeing

The mental health and wellbeing of students is increasingly coming under the spotlight. The College is evidentially aware that more and more students are struggling for myriad reasons and intends to further help to alleviate the anxieties they feel to improve students' psychological wellbeing.

The vulnerability of students experiencing mental health challenges, and the impact that mental health has on the ability of students to participate and succeed academically is of increasing concern. Reviewing internal and national data an increase in mental health issues for HE students ranging from anxiety and depression to ADHD and autism spectrum has been identified. According to qualitative discussions with College staff, students suffering mental health issues are less likely to achieve and complete on their programme of study. An increasing number of HE students are being identified as a retention concern if they have not received the specialist support needed to address mental health issues. Alongside tutor roles continuing to guide students into appropriate counselling and support services, the access and participation fund will support the delivery of a range of mental health awareness and support sessions to improve the psychological wellbeing and resilience of our HE students throughout their student lifecycle. It is planned that these centrally organised activities will further enhance the HE tutorial programme of the College. The interventions will be closely monitored and evaluated to identify participation rates and impact over the next three years.

The College sees the provision of robust mental health support for students as an essential and on-going development for the year 2018-19 onwards. The College already benefits from a strong working relationship with key mental health support specialists within the Plymouth region, and the intention is that this can be aligned with the overriding aim of providing improved mental health support via a variety of different mechanisms.

It is planned that through the development of new initiatives and more targeted support for students who fall within the underrepresented categories the College can enhance the opportunities available for all students to succeed.

3.3 Progression

Progression for HE students at the College onto further study is supported through close liaison with our partner HEI, the University of Plymouth. An average of 75% of our HE students progress onto further HE studies and given the nature of our provision the College plans to continually raise this percentage over the next five years providing further support with respect to information, advice and guidance about the progression opportunities available. This will primarily be available through student-led support provided by graduate students who have progressed onto level 6 study and can act as mentors to support students who require further guidance regarding the next transition in their education.

In addition to the activities outlined above, the College works collaboratively with external organisations to support with progression. For students enrolled on provision awarded by the University of Plymouth, the University offers a number of support mechanisms for current students which are promoted to students during their induction period. Students planning to progress to the University of Plymouth are supported through progression events organised at the University

campus, with attendance co-ordinated by the College, as well as College-based talks from academic links at the University. The College and University work together to support in ensuring students are appropriately prepared and supported for their progression onto further study.

To some extent largely guided by our partnership with the University of Plymouth, the College has made an ambitious commitment to raise the number of HE students progressing to further HE studies to 85% by 2021.

Employability is at the heart of all HE programmes delivered at the College, and is embedded through programme design and on-going developments, including opportunities for work experience embedded within programmes, work-based learning activities, external visits at programme and module level and external speakers from industry. The Employability and Enterprise Team at City College Plymouth provide support to all College students with the identification and subsequent pursuit of employability or enterprise goals. The College has an established experience of working collaboratively with employers to provide opportunities for students to gain the employability skills that are essential for their future progression and employment. The College's Employability Strategy highlights our commitment to ensuring that every student successfully develops the knowledge, skills and behaviours which will enable them to secure fulfilling careers. It also outlines our commitment to developing increasingly sustained and in-depth relationships with employers to enhance the future prospects of all learners.

At HE level there are higher expectations from employers that graduates will enter work-ready. The College has developed a curriculum informed by strong, focused employer engagement. These experiences will provide students with the wider skills that will be of significant value when they progress from their course. Enterprise skills and attitudes are embedded throughout the HE curriculum to try and ensure that every learner develops key graduate employability skills.

The value we place on students' future progression into employment by engaging proactively with local employers is particularly important due to Plymouth currently suffering with a 'new graduate out-migration'. We endeavour to ensure that our HE provision is effectively mapped to the needs of local priority sectors and place a great deal of emphasis on activities that promote employability. A strategic aim from our HE Strategy is to 'provide regional and employer focussed provision - to enhance the social and economic contribution vocational HE makes through continuous development of our highly responsive, flexible, employer focused curriculum, developing students' higher-level skills and knowledge, which will positively prepare them for future success in their professional and personal lives'. The College strives to be responsive to the voice of business and industry and more actively engage employers in the development and delivery of its HE provision.

3.4 Monitoring Delivery and Evaluation

City College Plymouth will be taking an evidence-led, strategic approach to our Access and Participation Plan to ensure continuous improvement, as evidenced throughout this plan and accompanying resource plan. The College will be further developing existing mechanisms to ensure it has a suitably robust evaluation strategy in place to measure the impact of activities and support measures. We are clear about what each of our activities and support measures are trying to achieve and these will be mapped clearly against our specific indicators that will measure how successful they have been. Our evaluation will include the collation of evidence from in-depth statistical data analysis, student surveys, including participation rates and surveys of participants taking part in proposed interventions, and our qualitative meeting structure with both staff and students.

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 Higher Education to ensure on-going compliance and sufficient consideration at each of the College's HE Strategic Planning Committees.

From 2018-19 the College will have a new meeting within its structure, which is the HE Outreach 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 OFFA and OfS targets and priorities, NCOP targets and our general work with schools and young people. 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 plans to implement new data monitoring systems to track the outcomes of students receiving support through this Access and Participation Plan at each stage of the student lifecycle. In particular, this will include analysis of internal progression onto HE, the entry rates of students from underrepresented groups, the gender balance of each programme's new entrants, retention and success on HE (including attainment gaps between students from underrepresented groups, specifically those with declared learning disabilities/difficulties and non-continuation rates of students from underrepresented groups) and progression onto further HE studies. The College will build on the work undertaken during 2017-18 to support in the detailed tracking of outcomes for all students, including those within scope of this plan. This will include retention, 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.

3.5 Equality and Diversity

City College Plymouth acknowledges the strong links and interaction between its Access and Participation Plan, which is focussed on groups underrepresented in higher education, and its Equality and Diversity Strategy and Policy. Therefore, 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 mature 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 access and participation plan 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 City College Plymouth actively supports and promotes equality and diversity with respect to entry onto Higher Education programmes 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.

As part of our commitment to the College's equality and diversity strategy no student is discriminated upon when applying for a programme at the College; all are treated fairly and equally. However, the College also recognises its need to identify the impact of its support for HE

students from disadvantaged groups and during 2018/19 will be closely monitoring the number of disabled applications; conversion to actual students and achievements with a view to identifying best practice and benchmarks to build upon.

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 Access and Participation Plan) into HE staff training. The cross-College Equality & Diversity Committee meets termly and includes membership from the HE Department.

3.6 Student Consultation and Involvement

HE Students are actively encouraged to engage as active partners in their HE experiences through participation in, and involvement with, the key quality processes which underpin quality improvement and enhancement for all Higher Education provision at City College Plymouth.

The College consults with students through a number of student surveys, course representative meetings and student focus groups. The course representative structure, which includes three 'lead student representatives' appointed by the student body, supports in the consultation and communication with the student body.

The contents of this agreement were discussed with students through the lead student representatives at a student away day and are also informed by a number of focus group activities that have considered the support students would benefit from and the priorities for students when considering whether to progress onto further study. The student representatives who were consulted regarding this plan were in full agreement that centralised support was needed for the development of academic skills, that mental health support should be promoted to all students irrespective of any disclosures, and that the PALS scheme was seen as a positive source of support for students which should be further developed. Students were in agreement with the allocation of funds to support the priorities identified within the plan.

The monitoring of this agreement on an annual basis will include consultation with students as an essential requirement, through our formal meeting structure, with student input being used to inform changes and developments as we move forward with our priorities and associated outcomes.

4 Access, Student Success and Progression Measures

The activities and support measures the College plans to undertake in 2019-20 build upon our existing, strategically focussed, evidence-led approach and have been planned to address our strategy and ambitions.

4.1 Access Measures

City College Plymouth is well placed to offer local communities the opportunity to access high quality higher education locally. Primarily focussed on our target groups for access we will undertake the following activities during 2019-20:

- Continue delivering our successful 'Step up to HE' workshops aimed at providing advice and guidance to students with respect to the requirements of higher level study and to prepare them for the transition either from FE to HE study, or back into study. The 'Step up to HE' sessions are well attended each year and the College plans to enhance the support offered to students prior to enrolment, including a 'Step up to HE' session specifically aimed at mature students. We also intend to extend this offer to local schools.
- The College has a strong commitment to improving engagement with schools to support access; complimenting the work undertaken in collaboration with partners through the SWNCOP. To further expand engagement with schools, the College is enhancing our student mentor scheme which involves HE students mentoring students from disadvantaged backgrounds between years 9 and 13 within local schools, as well as the College's own FE

learners, in order to support and raise attainment. This scheme aims to support the development of academic and study skills to encourage both current and future learning.

- Continue to provide a range of taster activities and masterclasses aimed at raising awareness of the opportunities available to young people through Higher Education. Activities will be subject based and include involvement from academic staff and current HE Student Ambassadors – targeted at all underrepresented groups.
- Enhance our existing, successful school focussed programme of STEM based activities, with specific activities focussed on promoting 'females into STEM'.
- Explore the potential of new collaborative work with the Children's University from 2019-20.
- Internal FE students will continue to be given assistance with UCAS applications and the financial aspects of applying to HE

Activities specifically for employed individuals wanting to up-skill:

- Opportunities to attend taster sessions and masterclasses directly linked to part-time HE provision.
- Create a more inclusive curriculum by developing and delivering more flexible part-time opportunities which are aligned to the local priorities and shaped by known demand for higher skills.
- Continue proactive engagement with employers of all sizes and sectors to ensure that employers and employees understand the breadth of our HE provision.
- Enhance our HE presence at the numerous networking events within the local business community and track opportunities and conversions.

Outreach work with communities / adults:

- During 2019-20, we intend to expand our outreach activities through investment, and using our current links with schools and community groups, to raise awareness of the College's local HE offer with underrepresented groups, using this as an opportunity to promote our provision but also better understand perceived barriers to entry.
- Deliver a variety of high-quality HE taster session within the community.
- Mature students who have applied and been accepted onto an HE course will be invited to attend 'Step up to HE' workshops around academic and transferrable skills.

4.1.1 HE Student Ambassadors

Underpinning this access work will be the continued development and deployment of the College's HE Student Ambassador scheme. Evidence has shown - both on a county and on an institutional level - that HE students continue to be the best advocate for HE. The Access and Participation Plan will fund the management and administration of the student ambassador scheme; including the recruitment, training and utilisation of HE student ambassadors from disadvantaged or non - traditional WP backgrounds.

4.2 Success Measures

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'. The College has a number of interventions/initiatives either in place, or proposed for 2019-20, which are continually improved to support and secure the success of our HE students:

- The College regularly tracks achievement 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.
- A range of study skills activities which begin at induction and are then scheduled throughout the academic year, including both group and 1:1 support. These activities have received

positive feedback from students and it is planned to further develop and enhance the support available to students through this initiative.

- 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 and more recently Skills4Campus to support the development of academic and study skills for HE students. Following a pilot, to support inclusive practice it is planned to fully embed this tool for all HE students from the point of induction in 2018-19 onwards.
- Enhanced curriculum tutorial systems to support retention and achievement.
- A peer-assisted learning scheme (PALs) was introduced during 2017-18 and the College has been impressed by the willingness of many students to contribute their time and their own experiences to supporting their peers. In 2018-19, the PALs scheme will be built into the HE Student Induction due to an early evaluation highlighting the time taken to train and deploy the PALs. So far, based on student feedback, the scheme which involves HE students with skills or confidence in a particular area supporting other HE students who would benefit from additional support specifically with their academic skills has proved to be highly successful. We have also recognised the benefit of having a Digital Ambassador within the team who is focussed on supporting students with their computing and IT skills. To further enhance the scheme in 2019-20 we intend to start weekly PALs drop-in sessions in the HE study room.
- The Student Liaison Team will continue to support HE students in a myriad of ways, including: attendance/punctuality problems; falling behind with work; supporting those who have been made homeless; who are pregnant or a young parent-to-be; experiencing personal issues or problems outside of College. The team will continue to offer weekly welfare drop-in sessions specifically for HE students.
- Employer Advisory Boards, where we bring in guest speakers, talk to employers regarding our curriculum offer and receive labour market information which we feed back into our curriculum, will be further utilised to inspire and enthuse teaching, learning and assessment.
- The College will further enhance the delivery of academic skills support through the virtual learning environment during 2018-20 in response to feedback from mature HE students.

4.2.1 Support targeted at Students with declared Learning Disabilities/Difficulties

- The HE study skills programme will be enhanced to provide specific and targeted support to students who have declared learning disabilities/difficulties to support their academic progression and success.
- The College has a dedicated HE Learning Support Assistant who is based within the HE Centre and delivers 1:1 and group learning support sessions for students. The role also supports with their DSA applications. Although line-managed within HE, the role works closely with the cross-College Learning Support Team to ensure that appropriate and timely support is in place for students. The College intends to review this arrangement with the possibility of recruiting an additional HE Learning Support Assistant in 2019-20 to support the increasing number of students declaring a learning difficulty/disability.
- All HE curriculum staff will continue to receive comprehensive staff development in the use of assistive technologies and improving inclusivity in teaching, learning and assessment.
- The College will use additional fee income to offer students with a declared learning difficulty/disability bespoke pre-enrolment and induction support to ensure these students are fully aware of the resources and support available to them and to develop the skills, knowledge and confidence required to achieve on their HE programmes.
- During 2017-18 the College has an enhanced 'Students at Risk' process for students with declared learning difficulties/disabilities to provide an additional measure to identify early any cause for concern directly with the Learning Support Team, with the aim of raising their success rates.

Specific Mental Health Support

The College is committed to improving the health and wellbeing of our students and in addition to existing College counselling services, 1:1 health and wellbeing support and numerous mental health initiatives, we will:

- Work collaboratively with Livewell Southwest to develop a programme of interventions and mindfulness activities to support and educate all HE students to improve their mental health wellness; obtaining and maintaining good coping skills. This will build on our existing work on the delivery of sessions in conjunction with Livewell Southwest on Managing Anxiety and Managing Stress, specifically tailored for HE students in 2017-18.
- Mental Health Awareness Week at the College will continue to improve and provide a range of activities available to support all students cross-College with events such as 'be kind to your mind', 'express your emotions', '5 ways to wellbeing' and positive male mental health.

4.2.2 Financial Support

The College will offer financial support which will have most impact on retention and success, 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 (detailed in section 5.1). The College will link staggered payments throughout the student lifecycle directly to attendance targets. To maximise impact on student success, for 2018-19 the scheme is being opened up 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 detail of the bursary can be found in section 5.1.
- 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.
- HE students facing hardship are also entitled to 'Free healthy breakfasts' to ensure they are prepared for learning.

4.3 Progression Measures

HE student progression will be facilitated in a variety of integrated ways to ensure continuous improvement. The College will continue to work closely with our partner HEI and build on existing, and foster new, relationships with employers from across the region. Some of the specific activities that will take place during 2019-20 to enhance students' future progression include:

- The College's central Career Team will continue to provide impartial advice and guidance, careers appointments, support with work experience, provide workshops on key skills such as CV writing, support with seeking employment and self-employment, local job vacancy board and providing links to local employers.
- Host business breakfasts and continue to engage with a wide range of guest speakers to provide subject specific input and provide students with the opportunity to network and make valuable links for the future.
- Delivery of a peer assisted learning scheme to support current HE students, developing confidence in the requirements of HE study, and further development of academic and study skills aimed at promoting progression to further study through direct links with students who have progressed themselves.
- Building on our existing Employer Partnership Scheme where employers endorse our courses and support students in acquiring the skills, knowledge and aptitude to progress into successful employment.
- Employability and enterprise skills are already integrated in the curriculum and mapped against the FD Characteristic Statement to ensure an element of work-based learning is embedded within each programme and the College will continue to develop courses

informed by career and progression opportunities through strong, focussed employer engagement.

- Employability and enterprise skills are embedded throughout the HE provision.
- The College will continue to run Progression Events where HE students have the opportunity to engage with employers and HEIs. This will include a whole institution 'Careers and Progression week' to highlight future opportunities for further study and/or employment. Employers and HEIs will be invited to exhibit to inspire and inform students' future progression.
- The College will continue to develop and expand student led projects linked to both employers and communities to enhance their engagement with enterprise and social enterprise.
- Planning and developing an higher education alumni which can be used to inform current and potential students about the future benefits of studying HE at City College Plymouth.

To effectively measure the success of our activities, the College understands the need to continually improve our data capture of both intended and actual destinations for all of our HE students to monitor progression plans for each course and this will be further enhanced during 2019-20.

5 Investment

In the year 2019-20 the College plans to invest 30% of the higher fee income, in cash terms the estimated investment will be £178,800. The investment will be prioritised across each stage of the student lifecycle and on financial support calculated as a % of the 30% allocation as follows:

- Access investment – 12% (£21,450)
- Success investment – 50% (£89,400)
- Progression investment – 8% (£14,300)
- Investment in financial support – 30% (£53,650)

The College has reviewed its allocation of funding to the financial support aspect between the 2018-19 Access Agreement and our 2019-20 Access and Participation Plan. The percentage allocation for the bursary scheme has been reduced in order to ensure greater allocation of resourcing to measurable success activities. The College has increased the allocation to success (previously 30% of the investment) in acknowledgement of the increased need to improve student outcomes, and to support students with learning disabilities/difficulties. The investment in financial support has been reduced (previously 50% of the investment) to ensure the College appropriately addresses its priorities.

In addition to the amounts detailed above the College commits to investing in access, success and progression beyond the allocation with the Access and Participation plan funds. The College commits to investing approximately £340,000 (student number and funding dependent) on staffing and resourcing of centralised support for our HE students, enhanced tutorial programmes and a programme of activities designed to support the development of academic skills. Within this allocation, the College will provide detailed careers guidance, events and activities designed to support students progressing into level 4 of their HE studies (both internally and externally) and from level 5 to level 6 and beyond, and will fund an annual cycle of activity focusing on supporting student wellbeing, beyond that included within the Access & Participation Plan.

5.1 Financial Support

The student bursary will be available for stage 1 and 2 full time Home and EU new starters for the academic year 2019/20 and will be targeted towards students from households who are in an income bracket of less than £25,000. Based on predicted enrolment numbers, the College has attributed £53,650 to the payment of financial support, with some of the investment allocated to a hardship fund rather than specific bursary. 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. Full details of the bursary scheme will be circulated to students during the application cycle and will be available on the College website. The decision to award a bursary has been reached through consultation with the HE student body with respect to the financial support they would value, and the point in the academic year when this support would be most valuable. Of the students consulted 90% agreed that the most valuable support would be in the form of a cash award to allow students the opportunity to spend it where it is most needed. Students have identified the areas they would value additional financial support for as including travel to and from College, purchase of technology for home, purchase of books and childcare support for part time students.

The learning outcomes of the students in receipt of the bursary will be tracked to evaluate the value of the scheme annually with respect to supporting retention and success. In addition, annual student feedback opportunities have now been implemented with the HE student body to ensure continual monitoring of the scheme and whether it is meeting the needs of the student body.

2017-18 represented the reintroduction of a bursary scheme for the College and therefore no previous evaluative data is available. Currently the bursary appears to be having a positive impact with 100% retention for students in receipt of the bursary during the 2017-18 academic year. The College recognises the strategic importance of evaluation and the outcomes of the students in receipt of the bursary will inform future planning and administration of the scheme. Our financial offer reflects current student feedback however this situation could change and will be reviewed dependent upon feedback and evaluation. Once the current 2017-18 bursary scheme has ended a full review will be conducted and based on the outcome of that review changes could be made to the 2018-19 offer. For this academic year students will be asked to complete a short survey on the bursary offered to ensure that what we will offer in the future is targeted where there will be the most impact.

6 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, in line with the QAA Quality Code for Higher Education and the expectations in relation to this agreement. 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 HEI (Plymouth University).

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.

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 Access and Participation Plan 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.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

The College commits to retaining the tuition fee level set for each student at the commencement of their course of study and will not raise the fees during the student's period of study on one course.

Full-time course type:	Additional information:	Course fee:
First degree	Level 6 Top-Up Students	£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		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Multiple	Other statistic - Applications (please give details in the next column)	Improve rates of access into HE for internal level 3 students	No	2014-15	11%	17%	19%	21%	23%	24%	Milestones represent the % of eligible internal students who progress onto HE study
T16a_02	Access	Mature	Other statistic - Mature (please give details in the next column)	Increase number of mature students across HE curriculum	No	2013-14	102	118	124	130	136	140	Figures represent student headcount
T16a_03	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	Improve success rates for students with declared disabilities/ learning difficulties	No	2014-15	83%	85%	85.50%	86%	86.50%	87%	
T16a_04	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Undertake range of activities to support future progression into further study for HE students, including link to employability skills, and improve progression rates onto further study. Target participants for all activities to be Access and Participation Plan Accountable - linked to socio-economic group, ethnicity, gender, mature students and disabled students.	No	2014-15	75%	81%	83%	85%	86%	87%	Milestones represent the % of eligible HE students who progress onto further HE study
T16a_05	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Engage local primary and secondary schools in a range of STEM related activities aimed at raising aspirations with STEM, and supporting attainment within these areas. Activities to include work based skills, and tackling stereotypes within STEM occupations. Activities to include employer involvement. Access and Participation Plan accountable data will be captured for all participants.	No	2016-17	30	42	44	46	48	52	Yearly milestones represent the number of engagements in relation to the STEM activities. Current targets are at institution (school) level, although future targets may be developed further to include student headcount.
T16a_06	Success	Disabled	Other statistic - Disabled (please give details in the next column)	Reduce the achievement gap for students with declared learning difficulties or disabilities in line with national average	No	2016-17	8%	5%	3%	3%	2%	2%	Yearly milestones represent the % achievement gap when comparing achievements of students with declared learning difficulties and disabilities with those who have no declared learning difficulty or disability

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	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Provide a range of taster activities aimed at raising awareness of the opportunities available to young people through Higher Education. Activities will be subject based and include involvement from academic staff and current HE student ambassadors. Target participants for all activities to be Access and Participation plan accountable - linked to socio-economic group, ethnicity, gender, mature students and disabled students.	Yes	2015-16	200	266	293	322	354		Yearly milestones represent the number of students we aim to engage with annually through these events, with an overall aim to increase the number of students by 10% annually.
T16b_02	Student success	Attainment raising	Lifelong learning	Delivery of a peer assisted learning scheme to support current HE students, developing confidence in the requirements of HE study and further development of academic and study skills. Aimed at promoting progression to further study through direct links with students who have progressed themselves	No	2015-16	10%	16%	18%	20%	22%		% of new HE students engaged with the scheme each year
T16b_03	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Engagement with young people from disadvantaged backgrounds between years 9 and 13 in a peer mentor scheme aimed at raising attainment, supported by HE student ambassadors. Activities to be undertaken within local schools, and in College.	Yes	2016-17	0	40	50	55	60		Number of young people between years 9 and 13 engaged in mentor programme
T16b_04	Success	Disabled	Student support services	Delivery of a range of mental health awareness and support sessions to improve the psychological wellbeing and resilience of our HE students throughout their student lifecycle	Yes	2017-18	2	6	8				Yearly milestones represent the number of interventions delivered

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.