# Annex A - 2019-20 access and participation plan provider template
# Yeovil College University Centre
# 2019-20 Access and Participation Plan

### 1. Introduction

Yeovil College is committed to the goal of widening access and participation in higher education amongst any and all underrepresented groups. The College and Higher Education Strategies set out the values by which the College will achieve its goals as an institution. The College values commit to equality, inclusivity and the celebration of diversity as a key foundation of our provision. The core values of access and widening participation are firmly embedded within the Colleges our culture and processes. The Yeovil College Strategy and Higher Education Strategy can be accessed online.

This Access and Participation Plan details the key data and sets out the intention of Yeovil College in supporting  and increasing widening participation, student support, student success and progression. The plan incorporates strategies to support all students, across directly funded and franchised programmes. This is of particular importance given the strategic decline of franchised provision within the College. Whilst fee levels, and therefore access arrangements for students upon said programmes are set by the franchising institution, of which the College has no direct influence, a holistic approach to access and support is taken by the College. Whilst the College works in collaborative partnership with HEIs it receives no source of funding or sponsorship to support any access activities linked to franchised programmes.

Yeovil College is a general further education college with a single campus in Yeovil with over 5,000 full-time and part-time students across the 11 curriculum areas which deliver over 20 A-Levels and near to 60 vocational courses. The range of provision within the College extends from pre-entry through to Postgraduate level. From the perspective of Higher Education this equates to a present Student population of 265. (345 2016/17) The aim, through development of new partnerships and programmes, is for this to increase over the next five years. The College has contracts for employer responsive provision to deliver workplace training and apprenticeships across Intermediate, Advanced and Higher levels, including Higher Apprenticeships. The development of new Degree Apprenticeships is underway and it is expected that these will be in place for the 2018/19 academic year. In addition there is a further core Adult Skills allocation. Regionally the College continues to attract students from a 50 mile radius (Part-Time), and 75 mile radius (Full-Time). Despite this 'pull' the College's core Student provision stems from an average radius of approximately 20 miles.

It is recognised that across the County area there are 5 main College providers of Higher
Education, 2 located in Taunton, 1 in Bridgwater, 1 in Street, in addition to Yeovil. Collectively the Colleges have worked together in relation to a County-Wide HE offer through 'Higher Education in Somerset' – to promote the locality and availability of Higher Education provision. Indicators from each provider suggests that, bar individual specialist programmes from each College, the core recruitment for each College is around a 15-20 mile radius, focusing on the local provision. Yeovil College employs over 350 members of staff and has an annual turnover of over £14.6million. Higher

Education provision is, primarily, through direct funding arrangements with HEFCE, and through validated programme arrangements with 4 University Partners, in addition to provision through Pearson Edexcel. Higher Education and raising aspirations for students to study at higher levels remains a priority for Yeovil College. The College will concentrate its HE curriculum development on improving its internal progression to HE from existing level 3 students, including those studying on the Access provision. There is growing interest in accessing higher level learning more locally and the government sees FE colleges having great potential to provide this in order to raise student aspirations and improve internal progression on to HE. The College was inspected by the Quality Assurance Agency (QAA) under the Higher Education Review Scheme (HER) in May 2016 and received an excellent outcome with many areas of good practice highlighted including student support and employer links / progression to employment. The college was also recently assessed by OFSTED and retained the 'Good' judgement that was previously held.

**Equality and Diversity**
Celebrating equality and diversity and creating a learning culture that is inclusive and treats everyone fairly and without discrimination is at the heart of the College's Mission, Values, and Strategic Aims. Yeovil College expects all staff, students and visitors to maintain the culture of respect so that everyone can enjoy learning in a secure and welcoming environment to achieve their full potential. Due regard is given to all the protected characteristics to ensure particular groups of students are not discriminated against, with aforementioned policies and accompanying procedures supporting this. The Yeovil College Equality and Diversity Action Policy is available online (http://www.yeovil.ac.uk/Documents/Equality%20and%20Diversity%20Policy%202018.pdf) and an Action Plan is available.

## 2.  Assessment of Current Performance

*It should be noted that the available data for the purpose of comparison at the time of writing is dated between 2014 and 2016, this is the most up to date data available. As such some of the data comparisons are not comparable with data from the same year.*

*We acknowledge that Access, Success, and Progression data are required for five categories plus any sub-groups:*
- *Students from areas of low higher education participation, low household income and/or low socioeconomic status*
- *Students of particular ethnicities*
- *Mature students*
- *Disabled students*
- *Care leavers*

**Students from areas of low higher education participation, low household income and/or low socioeconomic status**
Yeovil has a population of approximately 45,000 and according to the Index of Multiple Deprivation 2015, is an area of mid-deprivation. Evaluating the core wards of Yeovil it can be observed that the Town and local region has deprivation indices from '1' (most deprived) through to '8' (least deprived) on the 10 point scale. The general proportion of Yeovil indicates an index score between 2

and 4. The Labour Market Profile for South Somerset, as indicated by the South- West Observatory and NOMIS, indicates there are significant skills-gaps. Whilst the South-West profile of individuals qualified at Level 4 and above is at 36.6%, 0.8% higher than the profile for the United Kingdom, HotSW LEP indicators places this at 31.0%. The Dorset LEP Data Dashboard places the profile of Level 4 qualified individuals at 36.3%. However, the significant decline in GCSE (or equivalent) attainment, suggests the successful continuation of this profile to be at risk. Indeed, this is where local Higher Education provision can facilitate a transitional effect, and positively contribute to regional economic stability and growth. Higher Education is seen as a core growth objective by the College and an HE Growth Strategy is in place, alongside the HE Strategy and College Strategic and Operational Plans 2017-2020.

It is clearly reported that throughout Somerset and Dorset the population comprises low skills economics, with approximately 20% of the working population holding either no formal qualifications or up to NVQ Level 1, with 8.7% with no qualifications in Somerset and 7.2% in Dorset. Additional economic indicators for the South-West, including Somerset and Dorset, identifies significant skills shortages within the Associate, Professional and Technical areas, with the HotSW LEP reporting a decline/need of 3.4%. The Higher Skills agenda remains firmly central to the strategic objectives of both regional LEPs, and indeed is a central driver surrounding the College's curriculum provision at all levels, including Higher Education. The local context in Yeovil is changing following a marketing strategy focused on local learning for local students. This was based on the already significant competition for 16-18 year olds from the north of the county in Strode College, Bridgwater College and Richard Huish College who are all Ofsted 'Outstanding' FE Colleges. There is also the competition from both Gryphon and Huish Episcopi sixth forms. The College is also continuing to focus on areas to the south of the College including Bridport, Dorchester and Crewkerne as the competition for vocational programmes is weak in these areas.

*Access*
The population of the College's Higher Education provision over the past 3 academic periods has illustrated that well over 50% of the College's HE population stems from students coming from Low Participation Neighbourhoods (LPNs). Whilst a slightly spikey profile there are indicators suggesting that there are more individuals entering the College's HE provision from Quintiles 1 and 2 (low-participation) studying Full-Time programmes than there are Part-Time, with the trend likely to continue. The 'swing'- from Part-Time to Full-Time students has occurred progressively over the past 3 years, with this increasing in line with students from LPNs, and those considered 'young' (aged 18-25). The trend from part time to full time students over the last 4 years has to an extent reversed, following the removal of the cap on numbers for local HEIs. The college remains focused on promoting internal progression from level 3 qualifications for both young (aged 18-25) and mature (aged 25+) is key to increasing Student numbers.

Current data shows that the college intake over the last academic cycle (2017/18) has seen a significant increase in the percentage of students progressing from vocational qualifications. Presently the College's Higher Education population illustrates 61.51% progressing from vocational qualifications at Level 3, particularly BTEC Diplomas and Certificates. This is an increase from 20.7% in 2016/17 and shows a dramatic change, however the overall student population has reduced from 345 to 265 thus the proportion is a lower numerical value. Only 1.13% (1% 2016/17) of the student

population is progressing from Access to HE programmes, and 16.6% (7.9% 2016/17) direct from the successful attainment of A Levels. Approximately 2% of entrants presently come from mature students demonstrating knowledge and experience which is considered equal to the statutory entry requirements.

The provision of additional entry routes through Access to HE programmes and for A Level students are core targets in the College's widening participation strategy. Evaluating the College's Higher Education population against Low-Participation Neighbourhoods and areas of deprivation (10% POLAR3 Quintile 1, 50% POLAR3 Quintile 2), in addition to performance against retention (95%), achievement (93%), and success (90%) in line with HESA/HEFCE FEC Widening Participation Indicators (2016) support the proposal that 20%+ (Average) of the higher fee income above the basic fee being is applied in supporting Access and progression arrangements.

## 16/17 to 17/18 Progression / Continuation by IMD Decile 2015

| New IMD Decile 2015 | % of Continuers in 16/17 | % of Continuers in 17/18 | % Progression / Continuation |
|---|---|---|---|
| 0% - 10% (Most Deprived) | 3% | 2% | 66.7% |
| 10% - 20% | 4% | 5% | 100.0% |
| 20% - 30% | 5% | 6% | 100.0% |
| 30% - 40% | 10% | 11% | 100.0% |
| 40% - 50% | 15% | 13% | 78.6% |
| 50% - 60% | 15% | 16% | 92.9% |
| 60% - 70% | 13% | 11% | 75.0% |
| 70% - 80% | 13% | 13% | 91.7% |
| 80% - 90% | 6% | 7% | 100.0% |
| 90% - 100% (Least Deprived) | 5% | 6% | 100.0% |
| Unknown | 11% | 10% | 80.0% |
| **Total** | | | **88.3%** |

## 15/16 to 16/17 Progression / Continuation by IMD Decile 2015

| New IMD Decile 2015 | % of Continuers in 15/16 | % of Continuers in 16/17 | % Progression / Continuation |
|---|---|---|---|
| 0% - 10% (Most Deprived) | 3% | 2% | 33.3% |

| | | | |
|---|---|---|---|
| 10% - 20% | 1% | 2% | 100.0% |
| 20% - 30% | 3% | 5% | 100.0% |
| 30% - 40% | 3% | 3% | 66.7% |
| 40% - 50% | 15% | 18% | 78.6% |
| 50% - 60% | 18% | 21% | 81.3% |
| 60% - 70% | 12% | 11% | 63.6% |
| 70% - 80% | 14% | 16% | 76.9% |
| 80% - 90% | 4% | 3% | 50.0% |
| 90% - 100% (Least Deprived) | 8% | 5% | 42.9% |
| Unknown | 18% | 15% | 56.3% |
| **Total** | | | **68.1%** |

## 14/15 to 15/16 Progression / Continuation by IMD Decile 2015

| New IMD Decile 2015 | % of Continuers in 14/15 | % of Continuers in 15/16 | % Progression / Continuation |
|---|---|---|---|
| 0%  - 10% (Most Deprived) | 2% | 1% | 60.0% |
| 10% - 20% | 3% | 4% | 88.9% |
| 20% - 30% | 5% | 5% | 78.6% |
| 30% - 40% | 9% | 8% | 75.0% |
| 40% - 50% | 10% | 9% | 77.8% |
| 50% - 60% | 9% | 9% | 87.5% |
| 60% - 70% | 11% | 10% | 76.7% |
| 70% - 80% | 10% | 12% | 96.4% |
| 80% - 90% | 14% | 11% | 70.3% |
| 90% - 100% (Least Deprived) | 12% | 13% | 90.6% |
| Unknown | 16% | 18% | 95.3% |
| **Total** | | | **83.5%** |

**Students of particular ethnicities**

*Access*

The level of Black and Minority Ethnic (BME) students within the Higher Education population is presently 1.51% (1.3% 2016/17), however it should be noted that 4 (3%) individuals currently enrolled on higher education programmes have an ethnicity recorded as 'Not known', therefore this figure could be slightly higher. Comparatively, this is just below to the BME population reported by South Somerset District Council through the last census in 2016 (2.7%), and the BME population reported by Somerset County Council through the last census (2.0%).

The low number of BME students reflects the local community mix and MIS system enhancements and development of data collection instruments (e.g. registration forms and online solutions) for 2019/20 will enable the collection of more granular data. The development of enhanced reporting tools will provide more opportunities for analysis.

*Progression to graduate-level employment/further study:*

### 16/17 to 17/18 Progression / Continuation by Ethnic Group

| Ethnic Group Description | % of Continuers in 16/17 | % of Continuers in 17/18 | % Progression / Continuation |
|---|---|---|---|
| Asian/Asian British - Bangladeshi | 1% | 1% | 100.0% |
| Mixed/Multiple ethnic group - Other | 2% | 2% | 100.0% |
| Not Known/Provided | 11% | 8% | 70.0% |
| White - Any other White background | 3% | 4% | 100.0% |
| White - British | 83% | 84% | 89.7% |
| **Total** | | | **88.3%** |

### 15/16 to 16/17 Progression / Continuation by Ethnic Group

| Ethnic Group Description | % of Continuers in 15/16 | % Continuers in 16/17 | % Progression / Continuation |
|---|---|---|---|
| Mixed/Multiple ethnic group - Other | 1% | 2% | 100.0% |
| Not Known/Provided | 4% | 6% | 100.0% |
| White - British | 95% | 92% | 66.3% |
| **Total** | | | **68.1%** |

### 14/15 to 15/16 Progression / Continuation by Ethnic Group

| Ethnic Group Description | % of Continuers in 14/15 | % of Continuers in 15/16 | % Progression / Continuation |
|---|---|---|---|
| Asian/Asian British - Chinese | 0.4% | 0.4% | 100.0% |
| Mixed/Multiple ethnic group - White and Black Caribbean | 0.4% | 0.0% | 0.0% |
| Not Known/Provided | 1.5% | 1.3% | 75.0% |
| White - British | 97.8% | 98.2% | 83.9% |
| **Total** | | | **83.5%** |

The data suggest that the number of students of different ethnic groups studying on degree level programmes is low, which reflects the ethnic mix of the community however this is an area monitored by the college Performance and Impact Group who meet once every half term and monitor the overall performance of the college. Key decisions on the implementation of new processes will be assessed according to their impact upon the learner outcomes and experience – this will be reported to SMT. Terms of reference of the PIG are available for review.

**Mature students**

Accessing some under-represented groups via alternative mechanisms, such as employers, and local partnerships, provides an opportunity for the college to reach individuals within their workplace, whilst acknowledging that some of our students are just not ready to engage with higher education at the age of 18. For example, young, white disadvantaged males. Presently, the combined level of Mature (non-standard qualification), and Access to HE entrants equals only 3.4% (2% 2016/17) of our students. This does not include students entering Higher Education within the College with standard entry qualifications that may be of a 'mature' age group (21+). As identified previously actions throughout learning centres and communities will aim to enhance the engagement of this target group, particularly given the predicted decline in 18 and 19 year old entrants as outlined by the Office of National Statistics (ONS). This will furthermore require advanced engagement and the potential redesign of learning opportunities in the engagement of employers and industry – in order to successfully facilitate the engagement of target groups outside of traditional modes of attendance (such as day release). The ongoing national decline in Part-Time students is, to a certain degree, compounded by necessary fee increases to support institutional development and continuity. Therefore this must be offset by appropriate actions which benefit the accessibility to opportunity, and furthermore support continued skills growth within the realms of regional employers.

The progression data (year 1-2 or 2-3) across the 2014/15, 2015/16 and 2016/17 academic years shows a positive picture in general but as can be seen in table 1 there was a significant dip in the 2015/16 academic year for the progression of mature students, this dip was in part due to the large number of mature Engineering students as referenced above.

**Table 1: Student Progression (Year 1-2 or 2-3) 2014-17**

| Age Group | 2014/15 Progression | 2015/16 Progression | 2016/17 Progression |
|---|---|---|---|
| Mature Student (21+) | 83.8% | 58.5% | 94.7% |
| Student 18+ | 82.2% | 92.3% | 83.9% |
| **Total** | 83.5% | 68.1% | 88.3% |

### 16/17 to 17/18 Progression / Continuation by Age Group

| Age Group | % of Continuers in 16/17 | % of Continuers in 17/18 | % Progression / Continuation |
|---|---|---|---|
| 21+ Mature Learner | 40% | 43% | 94.7% |
| Not a mature learner | 60% | 57% | 83.9% |
| **Total** | | | **88.3%** |

### 15/16 to 16/17 Progression / Continuation by Age Group

| Age Group | % of Continuers in 15/16 | % of Continuers in 16/17 | % Progression / Continuation |
|---|---|---|---|
| 21+ Mature Learner | 71% | 61% | 58.5% |
| Not a mature learner | 29% | 39% | 92.3% |
| **Total** | | | **68.1%** |

### 14/15 to 15/16 Progression / Continuation by Age Group

| Age Group | % of Continuers in 14/15 | % of Continuers in 15/16 | % Progression / Continuation |
|---|---|---|---|
| 21+ Mature Learner | 84% | 84% | 83.8% |
| Not a mature learner | 16% | 16% | 82.2% |
| **Total** | | | **83.5%** |

**Students with Disabilities**

With regards to students with Additional Learning Needs presently 13.2% (10.7% 2016/17) of the Higher Education population of the College have needs which are either declared or diagnosed, and thus are receiving appropriate support from directly within their studies, in addition to that provided by the specialist College team or external services (where this has been indicated by the Student). The range of disabilities which have specific learning needs, naturally, varies, including (but not limited to):

- Dyspraxia
- Dyscalculia
- Autism (or appearance on the Autistic Spectrum)
- Asperger's Syndrome
- Mental Health Issues
- Bipolar Disorder

The College has invested, and continues to invest in the training of all College staff (Academic, Business Support, Management) in matters relating to Mental Health, through Continuing Professional Development. Teaching, Learning and Assessment relative to additional forms (illustrated above) feature in regular updates and training for Academic and Additional Learning Needs staff.

There was a clear divide of approximately 15% between the progression data for students with a declared disability and those with no declared disability in the 2014/15 academic year, this divide has now reduced to 2% in 2015/16 and 3% in 2016/17 due to focused support measures, however, this remains a key area of focus as the number of individuals with a declared disability in Higher Education continues to rise.

### 16/17 to 17/18 Progression / Continuation by Learning Difficulty / Disability

| Learning Difficulty or Disability | % of Continuers in 16/17 | % of Continuers in 17/18 | % Progression / Continuation |
|---|---|---|---|
| Learner considers themselves to have a learning difficulty / disability | 14% | 13% | 84.6% |
| Learner does not considers themselves to have a learning difficulty / disability | 77% | 76% | 87.5% |
| Not known / not provided | 9% | 11% | 100.0% |
| **Total** | | | **88.3%** |

### 15/16 to 16/17 Progression / Continuation by Learning Difficulty / Disability

| Learning Difficulty or Disability | % of Continuers in 15/16 | % of Continuers in 16/17 | % Progression / Continuation |
|---|---|---|---|
| Learner considers themselves to have a learning difficulty / disability | 9% | 9.67% | 75.0% |
| Learner does not considers themselves to have a learning difficulty / disability | 62% | 70.96% | 77.2% |
| Not known / not provided | 28% | 19.35% | 46.2% |
| **Total** | | | **68.1%** |

### 14/15 to 15/16 Progression / Continuation by Learning Difficulty / Disability

| Learning Difficulty or Disability | % of Continuers in 14/15 | % Continuers in 15/16 | % Progression / Continuation |
|---|---|---|---|
| Learner considers themselves to have a learning difficulty / disability | 8.42% | 7.01% | 69.6% |

| | | | |
|---|---|---|---|
| Learner does not considers themselves to have a learning difficulty / disability | 89.0% | 90.35% | 84.8% |
| Not known / not provided | 2.56% | 2.63% | 85.7% |
| **Total** | | | **83.5%** |

**Care Leavers**

*We acknowledge that we are currently unable to disaggregate access, success, and progression data for Care Leavers studying higher education programmes and confirm that we will implement system changes for 2019/20 academic year, where data sharing permitted.*

**Student Retention**

Reviewing the retention data (whole programme) for Higher Education programmes across the 2014/15, 2015/16 and 2016/17 academic years shows a clear difference between academic years and specific programmes of study, however the differences between ethnic groups is not significant nor is the difference between those with a declared disability. However, there is a significant difference in the retention of students within different age groups. In the 2015/16 academic year the retention of students aged 19-24 was particularly low at over 30% below other age groups. In the 2016/17 academic year the retention of students aged 25-42 was particularly low at over 20% below other age groups. There were a number of historic issues that faced a part time flexible Engineering programme for which the majority of students were mature, and this has impacted the programme retention across a number of years due to the large numbers on the programme.

Although there are some differences between the data for the three academic years (2014/15, 2015/16 and 2016/17) it is noted that the retention rates of students (whole programme) is marginally lower for students that reside in more deprived areas as indicated by the area analysis. The numbers are small and as such the data is of limited significance, however, there is a clear divide in retention data between the most and least deprived areas. This divide is also seen to an extent within the progression data (Year 1-2 or 2-3) across the 2014/15, 2015/16 and 2016/17 academic years. In general the progression is slightly lower for those students that reside in more deprived areas.

In 2017/18 an increasing number of students advised during the academic year that they were suffering with anxiety/mental health issues.  Students were provided with significant additional support and guidance and subsequently completed and succeeded on their programme.

**Gender**

From a perspective of demography the College has seen the proportions of Male/Female, Age Group, and Full/Part Time students alternate over the past 5 years:

**Table 2: Student Demographics by Gender**

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** |
| **18-21** | 66.41% | 33.59% | 60.18% | 39.82% | 55.62% | 44.38% | 39.88% | 60.12% | 49.4% | 50.6% | 58.54% | 41.46% |
| **22-25** | 36.62% | 63.38% | 39.40% | 60.60% | 37.10% | 62.90% | 40.51% | 59.49% | 51.4% | 48.6% | 28.57% | 71.43% |

| 26-35 | 42.11% | 57.89% | 26.09% | 73.91% | 29.10% | 70.90% | 13.24% | 86.76% | 76.1% | 23.9% | 59.26% | 40.74% |
|-------|--------|--------|--------|--------|--------|--------|--------|--------|-------|-------|--------|--------|
| 36-45 | 11.12% | 88.88% | 23.26% | 76.74% | 23.33% | 76.67% | 29.37% | 70.63% | 71.6% | 28.4% | 73.53% | 26.47% |
| 45+   | 25.72% | 74.28% | 30.77% | 69.23% | 44.44% | 55.56% | 18.75% | 81.25% | 75.0% | 25.0% | 22.25% | 77.75% |

Table 2 reflects our PT/FT binomial distribution and shows that for the academic year 2017/18, there is quite a range between the male and female student numbers across the majority of age ranges. The most notable is 45+ which has shifted significantly due to a reduction in the Engineering student numbers as the majority were male students.

**Table 3: Combined breakdown of Male/Female Student Population 2012-2017**

|  | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | |
|--|---------|--|---------|--|---------|--|---------|--|---------|--|---------|--|
|  | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| Full Time | 70.75% | 29.25% | 54.76% | 45.24% | 50.62% | 49.38% | 47.02% | 52.98% | 37.2% | 62.8% | 40.80% | 59.20% |
| Part Time | 32.62% | 67.38% | 33.04% | 66.96% | 37.02% | 62.98% | 35.46% | 64.54% | 80.6% | 19.4% | 65.71% | 34.29 % |

**Table 4: Proportion of Male/Female Students Across Modes of Study 2012-2017**

| 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | |
|---------|--|---------|--|---------|--|---------|--|---------|--|---------|--|
| FT | PT | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| 31.27% | 68.73% | 36% | 64% | 51.26% | 48.74% | 57.85% | 42.14% | 38.6% | 61.4% | 47.17% | 52.83% |

**Table 5: Proportion of Full and Part-time College HE Students 2012-2017**

|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|---------|---------|---------|
| 18-21 | 38.64% | 32.28% | 50.63% | 43.29% | 30.4% | 46.40% |
| 22-25 | 20.94% | 28.28% | 19.62% | 23.75% | 12.6% | 15.80% |
| 26-35 | 16.81% | 19.72% | 17.41% | 19.14% | 31.4% | 20.40% |
| 36-45 | 13.27% | 12.29% | 9.50% | 10.00% | 22.9% | 14.0% |
| 45+ | 10.34% | 7.43% | 2.84% | 3.82% | 2.7% | 3.40% |

**Proportion of Students by age groups 2012-2017**

The College is conscious of needs relating to the declining 'younger' population until 2020, and that subsequently growth throughout 2016-17 and 2017-18 has indicated the 18-21 year old age group as being one of the larger proportions of the HE population (Table 5). Furthermore the swings from Full to Part-Time student population support targeted activities in this area (Table 4) The Male/Female student population, overall, shows some separation however, across the Full-time mode of study the general proportion between sexes is equal. The core deviation occurs throughout the Part-Time model of study, with this presently being 65.71% male and 34.29% female (Table 3). Although this has moved to a more balanced figure there is still a significant gap and as such there is a specific target in bridging the gap between Male/Female students across part-time modes of study, whilst maintaining balance across full-time programmes. Within the structure of the College's HE offer there are subjects which, historically, recruit predominant genders. This includes, for example, a female dominance within Health and Early Years subjects; and male dominance in Engineering that is linked historically to a large number of MoD enrolments. The College actively works and will continue to work with organisations, such as the Women's Engineering Society (WES), in targeting the increasing balance across genders in all subject areas. The College's Higher Education offer has been re-designed, and is continuing to evolve to ensure there is natural continuity from offers

available at Level 3, to that directly offered through Higher Education. The College works closely with a range of Schools providing 11-16 year old education. This is both throughout South Somerset and the surrounding area, in addition to Dorset. The College is a partner within the South-Somerset 14-19 Learning Partnership – a strategic board working across all Schools, the College, with involvement of South Somerset District Council and County Council to enhance learning and progression opportunities. Within Yeovil and the nearby area there are 6 core Schools, without Sixth Forms, that work strategically with the College in facilitating progression beyond GCSE. Overall, both Dorset and Somerset's GCSE results are slightly above the national average (Dorset, 60.9%, Somerset 60.6%). The College already works in collaborative arrangements with 2 schools, where students have the opportunity to complete vocational studies at the College.

The college currently has no evidence that barriers exist that may prevent equality of opportunity for the following groups:

- Carers – where notified that students have additional responsibilities relating to care, additional support has been provided, for example, through formal procedures (Personal (mitigating) circumstances process), and informally by providing personal information and guidance about full range of supports available.
- People estranged from their families – no information available
- People from Gypsy, Roma and Traveller communities – no information available
- Refugees – no information available
- People with specific learning difficulties and mental health problems – we have been advised of an increase in students declaring several anxiety/mental health issues in 2017/18 and staff in both professional services and academic departments have worked with individuals and groups to provide opportunities for students to realise their potential, with good results.
- Children of military families – no information available.

The Access and Participation Plan aligns with the college Equality and Diversity Policy 2018 by highlighting protected characteristics and outlining specific responsibilities of particular categories of staff.  Examples include fair and transparent admissions criteria; equality and diversity impact screening of each policy during development; ongoing staff development initiatives.

The assessment of performance, reflections and consultations directly link to our ambition and the design of relevant strategies to address any inequalities emerging from analyses of data in relation to accessing, being successful, and progressing into employment.  The qualitative and quantitative data collected will be analysed and strategies evaluated using a variety techniques which will emerge from ongoing reviews of scholarly activities, current, relevant literature, and sharing good practice. Where possible, we will undertake our own research studies.
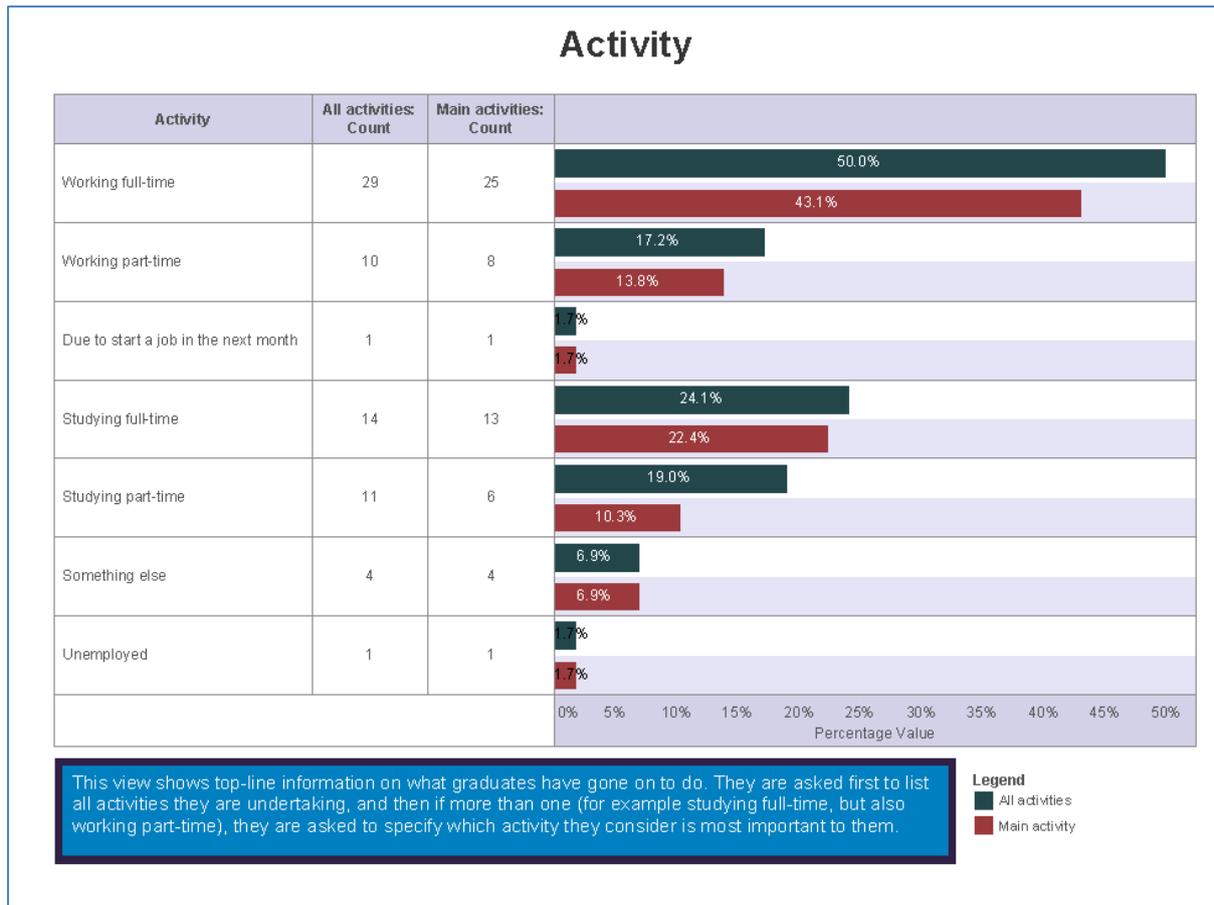
**Data Infrastructure**

The student/management information system used by Yeovil College and University Centre is ProSolution     (https://www.oneadvanced.com/solutions/prosolution/)     which     was     specifically designed for further education institutions and private providers.  Information relating to household income or socioeconomic status, and Care Leavers (where data sharing allowed) will be available for analysis from the 2019/20 academic year.

**Destination of Leavers from HE (DLHE)**

Data collected by the DLHE survey show 50 responded relating to the academic year 2016/17 and the median salary was £17, 729.



Due to the low response rate, it is difficult to conclude that the majority of graduates were employed in graduate level jobs six months after graduation (2017) however the majority of current HE students are part-time and already in employment.

## Activity

| Activity | All activities: Count | Main activities: Count | |
|---|---|---|---|
| Working full-time | 29 | 25 | All activities: 50.0% / Main activity: 43.1% |
| Working part-time | 10 | 8 | All activities: 17.2% / Main activity: 13.8% |
| Due to start a job in the next month | 1 | 1 | All activities: 1.7% / Main activity: 1.7% |
| Studying full-time | 14 | 13 | All activities: 24.1% / Main activity: 22.4% |
| Studying part-time | 11 | 6 | All activities: 19.0% / Main activity: 10.3% |
| Something else | 4 | 4 | All activities: 6.9% / Main activity: 6.9% |
| Unemployed | 1 | 1 | All activities: 1.7% / Main activity: 1.7% |

Percentage Value (0% to 50%)

This view shows top-line information on what graduates have gone on to do. They are asked first to list all activities they are undertaking, and then if more than one (for example studying full-time, but also working part-time), they are asked to specify which activity they consider is most important to them.

Legend
■ All activities
■ Main activity

The data suggest that ~ 67% of respondents reported being in full or part-time employment as their main activity and ~ 33% in full or part-time study. This can partially be explained by the number of Foundation Degree graduates who proceed to 'top-up' Bachelor Degree programmes.

## Experience

### How well did your overall experience in higher education prepare you for:

| Question | Count | | | | |
|---|---|---|---|---|---|
| Employment | 72 | 30.6% | 47.2% | 12.5% | 9.7% |
| Further Study | 75 | 40.0% | 40.0% | 14.7% | 5.3% |
| Self-employment/Own business | 51 | 5.9% | 37.3% | 31.4% | 25.5% |

Percentage Value: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend
- Not at all
- Not very well
- Well
- Very well

This view shows what graduates feel about their overall higher education experience, in terms of preparing them for employment, further study, and being self-employed/freelance or setting up their own business.

Source:  iGraduate , May 2018

The data show that respondents rated their overall experience in higher education very well as preparation for employment, further study, but not so well/at all for self-employment/own business. This is of concern and further work will be undertaken to explore this finding and consider how it can be addressed.

### 3.  Ambition and Strategy

Yeovil College is committed to recruiting students from a broad and diverse community, who have the potential to succeed and benefit from higher education, progressing appropriate in contributing to support local, regional and national economies upon graduation.  Based on the local demographic evidenced by the POLAR categorisation, and the skills needs of local employers and current trends in student diversity in the college, priority groups for widening participation activities in 2019/20 are those from socio-economically disadvantaged groups, especially young males, and mature applicants however initiatives will continue, in a lesser form, with other groups.   New and enhanced collaborations will provide additional opportunities to promote higher education locally and leverage the value of university partnerships, brand, and resources.

The approach to widening participation is based on the following aims:
- Ensuring that appropriate and accessible progressive opportunities are available for all
- Seeking to improve provision of information, advice and guidance (IAG) for prospective HE students – including adaptable routes through the Higher Education landscape

- The development of support and guidance for particular target groups e.g. support for Disabled Students, Care Leavers, those wishing to study part time, or that may be considered vulnerable or of 'higher risk'
- The enhancement of strategic collaborations with feeder institutions
- Developing the motivation to progress to HE via activities external to the main curriculum delivery periods (tasters, summer schools, transition activities)
- Supporting those suffering unavoidable financial hardship throughout the duration of their intended studies
- Improving the quality of HE provision with an emphasis on retention and success rates

Yeovil College is actively working with the new HEFCE National Collaborative Outreach Programme (Next Steps South West) 2016-2020 to ensure that we effectively work with all relevant partners to increase the proportion of young people from disadvantaged backgrounds in higher education, increase the number of students entering Higher Education from ethnic minority groups and focus on increasing the low intake of young males from disadvantaged backgrounds.  The Next Steps South West project has provided funding for an additional person to help drive widening participation activity with local schools (14-19 year olds), in the form of co-ordinating talks, tasters, CV clinics, and aspiration.  In addition, a new ESF collaborative project, led by University of Plymouth, is focussed on increasing student numbers from particular cohorts, and working with employers to provide events and taster sessions to encourage continuous professional development and upskilling.  Working closely with our University partners also provides opportunities for collaboration and in 2018/19 we are developing events, for example, talks aimed at Mature applicants.

The key priorities for Widening Participation relevant to enhancing and supporting accessibility and student success reflect those within the Strategic Plan of the College. This will involve expenditure targeted at specific activities and an overarching plan of all widening participation/outreach activities is under development and available for review, if required.

 The core priorities include (but are not restricted to):
1. Raising aspiration and awareness of the possibilities attained through participating in Higher Education, and its expectations, amongst the local and regional community at all levels.  In 2018/19 significant activities are scheduled to get into the local community to raise awareness of higher education and provide advice and guidance where and when people need it.  To this end, a local empty shop close to a Primark store in Yeovil town centre will be occupied over lunchtimes for approximately 6 weeks from mid January 2019 (subject to contract).  In 2017, higher education was promoted in the Yeovil town centre, main shopping area, under a coloured gazebo.  Over two extended lunch periods, over 130 bags of information were given out and many positive conversations were enjoyed with the public.  Excellent feedback was relayed from the public to the Chair of Governing Body.
2. Increasing the participation in higher education of specific target groups:
   a. Students from low income backgrounds (see above)
   b. Students from LPN or notable areas of deprivation
   c. Students from black and minority ethnic groups (BME) – currently, there are low numbers
of BME students within the Yeovil area and any events to target these specifically may be difficult as they are fully integrated into mainstream communities.

d. Disabled students – whilst current numbers are low, those declaring a mental health issue have increased and the college is reviewing the current Counselling Service provision.

e. Students with Additional Learning Needs (ALN), or Special Education Needs (SEN)

f. Students with the ability to progress from Access to HE provision – additional HE information events are planned, in addition to 1:1 support, and  'Progression Days'.

g. Mature students wishing to return to study – particular events organised in collaboration with university partners are scheduled for 2018/19.  These include taster sessions, study skills workshops, and aspiration raising events.

h. Part-Time students – the majority of our current part-time students are in employment in local industries, seeking promotion or CPD opportunities.  We will continue to provide company-based advice and guidance, and encourage attendance at our HE Information Events when programme and professional staff are available to meet individually with applicants.

3. Enhancing the 'transitions' students will undertake through a connection with higher education, attained pro-active support and preparation:

a. Transition into Higher Education (either from previous study, or returning to study)

b. Transitions into independent learning

c. Transition from Level 5 to Level 6 (particularly where progression from HND/Foundation Degree to Top-up is sought, either internally or externally)

d. Transition from completion to progression (either further studies or professional employment)

e. Enhance peer-based engagements and personal development planning (PDP) to support transitions

4. Investing in maintaining positive levels of Student retention

5. Ensuring the equality of opportunity for all students throughout their student lifecycle, supported by the College's Equality and Diversity Policy in line with the Equality Act 2010.


**Students from 'Higher Risk Groups'**

It is recognised that given the diversity of Student populations there is the potential for certain categories to be considered at 'greater risk' of either not fulfilling their full potential, or indeed successfully completing a programme of study through failing to stay for the prescribed duration. The College recognises that, more often than not, this is due to a culmination of affective and cognitive factors that require careful attention and support. The College does not wish to unduly categorise or 'label' students, however it is the acknowledgement to support additional individual challenges students face that is considered crucial in facilitating success. This can be through the provision of additional individual support (external to scheduled support), or educational attention. Prospective students that may be considered within these categories include (but are not limited to):

- Students from low-income backgrounds
- Students that are the first person in their family to enter Higher Education
- Students for whom English is a second or additional language
- Students that may have previously suffered forms of abuse or neglect
- Students that may be leavers from care, or previously have been 'looked after
- children'
- Students that are in the position of being a carer
- Students that may be Lesbian, Gay, Bisexual or Transgender

- Students re-entering education after an extended period of time, or those that may
- be considered Mature, or holding non-standard qualifications
- Students with a recognised disability
- Students with a recognised Additional Learning or Special Education Need
- Students from Black or Minority Ethnic groups

HE Students are encouraged to seek support and guidance and the mechanisms for doing so are highlighted during Induction and throughout the academic year using a variety of media, including a Student Newsletter. The College, in line with the Equality Act 2010, has a range of policies aimed at supporting all students regardless of their circumstances, in addition to internal procedures for managing the support of these processes, including:

- Equality and Diversity Policy
- Exam Access Arrangements Policy
- Accessibility Statement
- Ex-Offenders recruitment policy (students)
- Mental Health Policy
- Sexual Orientation Equality Policy
- Maternity Policy (Students)
- Family Responsibility Policy
- Pre-entry Advice and Guidance Policy
- Customer Service Policy

The College furthermore has an internal Additional Learning Needs referral process in the attainment of support from the dedicated specialist team. Close tutorial methods throughout the student life-cycle are also designed to support all students through successful progression and attainment of their educational aims and ambitions.

There is a counselling service that HE students are able to access if and when required. The college is committed to supporting students and providing access to suitable spaces for Higher education study and academic support. A new space is under discussion that will provide capacity for additional tutorial provision and academic, learning and assistive technology support for all higher education students to access including but not limited to those with a declared disability or additional learning requirements. A new schedule, commencing in September 2018, will ensure that students can avail of 'enrichment activities' each week.

The College has addressed gaps of access, success and progression for the target groups identified from assessment of performance through a variety of mechanisms, for example, where students have presented with issues that are highly likely to impact on their success, professional and lecturing staff work together (with the student's permission) to devise a support network/plan.  This could involve the rescheduling of assignment submissions (with agreement/approval, where necessary); provision of additional workshops/support (e.g. referencing); additional counselling support; and opportunities for confidential conversations to support the individual in a human, ethical capacity.  One further activity to support the progression of a small number of students declaring severe anxiety, was the provision of specific, yet informal 'get-togethers', involving both the HE Manager, Programme Team, and the College Chaplain, to develop communication skills for a

team conference presentation at a university partner event.  Feedback from conference participants and our student participants was very positive.  The network of support that is available and provided to students at the college to help realise their gifts and potential is of great significance, the staff, dedicated to each individual student's wellbeing and success, really make a difference, and several individual staff members have been singled out by students for acknowledgement at Graduation and Year End ceremonies.

**Student Consultation in the Development of the Access and Participation Plan**
Historically students have been continually consulted in relation to the development of Yeovil College's access agreements. For the development of the new Office for Students Access and Participation Plan Students have been involved in the discussions relating to the new regulation and what this will mean for the higher education sector. The development of the plan itself including the development of the assessment of current performance, strategy, measures, investment and provision of information to students has been discussed and feedback was sought from the Higher Education Student representative on Governing Body and via other appropriate channels, such as the Student Newsletter and Programme Leader discussions with students.  A presentation was given to the Governing Body about the new Office for Students, including an overview of the Access and Participation Plan, attended by at least two student representatives.

A revised Student Charter will highlight and encourage student participation in consultations and developing the student experience.  The publication of the NSS 2017 results, and our subsequent feedback about how student feedback has led to issues being addressed through college mechanisms will further acknowledge the staff-student partnership.  Results of NSS 2018 showed an overall satisfaction rate of 80%, an increase of 57% compared with NSS 2017.  One programme, the FdA Childhood Studies, Care and Education, received an overall satisfaction rating of 100%.

The progress of the Access and Participation Plan with regards to the implementation will be regularly reviewed and monitored through:

- Board of Studies: A group incorporating all Student Representatives, Chair of the Student Council, Members of the College Senior Management Team, Curriculum Area Managers. The Board meets twice per annum to review all academic and operational matters affecting and enhancing student experience and progression across all aspects of the student journey. The Board reports into the Higher Education Management and Strategy Group (HEMSG) of the College, in addition to the College Operations Group (COG) and Senior Management Team (SMT) of the College.
- Student Council: Chaired by an elected member of the HE Student Body, this group, further including any member of the student body, student representatives, Higher Education Student Liaison Officer, and any other member of College staff (co-opted as required). The council meets monthly to discuss ongoing operational and strategic matters, further reporting into the Board of Studies and Senior Management Team (SMT) of the College.

Outcomes and measures, as defined in the Access, student success and progression measures section, will also be reviewed through these student-led mechanisms, leading to further evaluation

at programme level (through Programme Team Meetings).

## 4.  Access, Student Success and Progression Measures

**The following table outlines the principle Widening Participation and Access Activities to be undertaken by the College 2019-2020:**

| Activity | Aim(s) | Target Group(s) | Projected Outcome(s) | Proposed measure of success/impact |
|---|---|---|---|---|
| Develop a bespoke progression support plan for all students but focusing on those with a declared disability and mature students | To increase progression on all HE programmes | Students declaring a disability, and mature students | Increased progression rates on all HE programmes | All HE programmes to attain progression rates of 90% with no significant gaps between all students, those with a declared disability and mature students.<br><br>Use DLHE data to track progression into employment or further study. |
| Develop a bespoke retention support plan for all students but focusing on those that reside in more deprived areas | To increase retention on all HE programmes | Students residing in deprived areas | Increased retention rates on all HE programmes | All HE programmes to attain retention rates of 70% with no significant gaps between all students<br>Student questionnaire to evaluate effectiveness of retention support plan |
| Town Centre Information and Guidance Hub (January/February 2019) | Based within the community, to provide IAG to local people | Potential applicants from deprived areas, and mature applicants | Raising aspiration amongst local people; providing safe space for IAG; HE awareness. | Feedback Form; follow-ups; subsequent enrolment. |
| Future Forwards activities to engage year 8 students with higher education environment and career options | To provide insight into higher education study options | Year 8 students | Increased awareness of higher education study and Student support options in Yeovil | Number of attendees at Future Forwards event<br><br>Attendee Feedback |
| 'HE Month' of activities to engage years 9/10 students with higher education environment and options | To provide insight, educate, and inform about higher education study options; to motivate; to develop connections. | Year 9/10 students, including those residing in deprived areas | Increased awareness of higher education study and Student support options in Yeovil | 10% increase in UCAS applications in 2023/2024 from attendees within this group (Data available from 6 partner schools within the South Somerset Strategic Partnership (SSSP) |
| 'HE Month' of activities to engage years 12/13 students with higher education environment and options | To provide insight, educate, and inform about higher education study options; to motivate; to develop connections. | Year 12/13 students, including those residing in deprived areas | Increased awareness of higher education study and Student support options in Yeovil | 5% increase in students from 6 local schools within the SSSP |
| Internal | To provide insight, | Internal (Level 3 | Increased awareness | Number of workshops/talks |

| | | | | |
|---|---|---|---|---|
| progression – Information and Guidance Workshops/Talks | educate, and inform about higher education study options; to motivate; to develop connections. | students) including those residing in deprived areas<br><br>Apprentices (Level 3) including those residing in deprived areas | of higher education progression and Student support options in Yeovil | held per year; number of attendees 10% increase in internal progression from our level 3 programmes to HE programmes,  analysed by 5 characteristics (low HE participation areas; ethnicity; mature; disabled; care leavers) |
| Mature Applicant Talks and Study Skills Workshops (Bespoke HE Information event) | To provide an informal space for mature applicants to learn about the range of higher education opportunities available, including courses, study mode, and financial options, and ask questions. Key aim is to develop connections | Mature applicants | Mature applicants will be motivated and will choose YCUC for their higher education | 10% increase in mature applicants to YCUC HE (Level 4 and above) programmes per year<br><br>Attendee Feedback Form/Survey |
| 'The Adult Opportunity', during the annual Festival of Learning (May June) | To raise aspirations of mature students, those in work, looking to return to education after a prolonged period | Mature applicants | Increased participation by mature applicants | 10% increase in mature applicants to YCUC HE (level 4 and above) programmes per year<br><br>Attendee Feedback Form/Survey |
| Community Outreach Programme – Information and Guidance Talk; Networking event | To work with cross-sector special interest groups, e.g. Foster parents | Foster parents | Foster parents informed about YCUC higher education options and will be informed in their guidance to those in their ward. | Number of foster parents attending; number of active connections made.<br><br>Attendee Feedback Form/Survey |
| Attend Information, Guidance and Promotional events | To celebrate HE and provide effective guidance to those interested | Parents | Parents receive information and provide guidance to potential applicants. | Number of events; number of enquiries; number of interactions. |
| Enhance connections with local schools and increase school visits to discuss HE | To strengthen links with local schools and to inform potential applicants about HE portfolio of courses and HE study options | School Guidance Counsellors; potential applicants; Dorset Post-16 Forum | Better informed Guidance Counsellors and potential applicants | Number of school visits; number of repeat school visits; number of students attending. 5% increase in UCAS applications per year |
| Develop clear information and guidance for applicants and students presenting with a disability, or | To inform about the range of supports available to students presenting with a disability | Disabled Students; Carers | Disabled students' understanding of supports and opportunities available to them. | 8% increase in HE students presenting with a disability |

| care leavers | | | | |
|---|---|---|---|---|
| Transitions workshops with Digital Badges | To ease the transition to HE, workshops with digital badges will be completed by all new entrants to ensure a consistent approach to first year engagement | All students, but of particular relevance to those whose proficiency with and access to ICT and study skills needs support | All students starting HE with the same level of competence in ICT and study skills. | First year engagement; first year student survey results; student feedback (via Student Council/Board of Studies) |

Working with schools and  the community on a range of activities to raise aspiration for HE and skills for HE is aimed at easing the transition to HE and ensuring that expectations of  the demands of degree level study are accurate prior to entry.  Different activities and different target audiences will require different approaches, for example, enhancing study skills of mature applicants to HE requires significant emotional intelligence and empathy, including humour, confidence building, demonstrations, practice, and stories.

Individual HE students can avail of two main sources of funding in 2019/20: Hardship (£5,000) and Bursary (£8,000).  Additional allocations are made to initiatives focussed on student success (£21,000); progression (£8,000); and access (£22,000).  These allocations are focussed on specific activities however the criteria of the target groups may overlap making disaggregation of planned expenditure problematic.  These allocations are based on activities and recommendations in the literature (see Bibliography) which are focussed on removing barriers and providing opportunities for all to succeed, whatever their differences.

**Evaluation**

With regard to evaluating the effectiveness of planned activities, the college has relatively small numbers of higher education students and therefore percentage changes which may look significant, may only relate to a small number of students. Notwithstanding this challenge, the college will endeavour to highlight suggested areas of correlation and causation whenever these emerge from the data.

Building on the data collection instruments developed for the collaborative ESF project, the college will welcome the opportunity to work collaboratively with other HE providers to determine good practice in the development of robust, reliable and valid evaluation mechanism, including the development of data collection instruments and analysis techniques in order to strengthen the data reported as evidence of sustained engagement activities.

As the college is in the early stages of enhancing our evaluation mechanisms, we have the opportunity to re-configure our systems and reports to align with OfS requirements.  We envisage that work will be undertaken during 2018/19 to enable reporting by characteristic to evidence the impact of activities with schools, employers, and the community, so that we can show continuous improvement.  In addition to providing quantitative data, we would also like to collect and report qualitative data, and include participant stories to add richness to our data.  We anticipate greater use of surveys, focus groups, and semi-structured interviews, in addition to scholarly reviews of literature and collaborative project findings.  Data from other sources, such as marketing initiatives,

may also be incorporated into our data set.  We anticipate that our proposed evaluation programme will provide real, meaningful information that will drive the direction of our plans within our college-based HE provision.

**Measuring Success**

Yeovil College will continue to monitor the performance of this Access and Participation Plan in order to report on progress made against the KPIs in this agreement.  Of particular importance is the enhancement of college procedures and systems to ensure that details of the protected characteristics are collected and validated, and that access, success and progression data can then be reported and monitored accurately.  The Higher Education Manager is responsible for writing and submitting the annual report to the OfS. This will be subject to the approval of the College's Higher Education Management and Strategy Group (HEMSG), Curriculum Operational Group (COG), Performance and Impact Group (PIG), Safeguarding, Equality and Diversity Group (SED), College Management Team (CMT), Senior Management Team (SMT) and Governing Body (GB). Some of the targets included within this plan are regularly monitored as key performance indicators (KPI) of the Equality and Diversity Strategy, across all levels including the College's Board of Corporation. In addition to these formal college processes the annual data report will be reviewed and approved by the Board of Studies which incorporates student representation and college management. The success indicators will therefore be evaluated and commented upon, including the identification of necessary actions (where relevant), across multiple internal and external committees. The following processes and procedures will be utilised in continually monitoring and evaluating the impact of expenditure and will consider the financial levels of support reflected upon Student, programme and institutional activities.

**HE Programme Reviews**

These formal meetings between Programme Leaders and Senior Personnel occur 3 times per annum. A core set of documentation evaluates: ·
- The student profile
- Student progression and attainment against personal profiles
- The impact of teaching, learning and assessment against personal profiles
- The impact of additional learning support against personal profiles
- The relative impact based upon specific metrics (where applicable), including: Adult Student, BAME, POLAR/LPN status
- Measures of course retention
- RAG (Red, Amber, Green) ratings of all students, including core action and intervention plans where necessary
- Value-added, considering the Student progression and attainment profile against personal profile and academic entry profile – and specifically the 'distance travelled'
- Individual and Cohort Attendance metrics
- Individual and Cohort Attainment metrics
- Connection with and action through the Programme Action Plan (PAP)
- The evaluation of teaching, learning and assessment effectiveness based upon these metrics, and correlated through Student-provided Module Evaluation Templates (METs)

**Annual Programme Monitoring Reports (APMRs)**
- The synthesis of the above, formalized as a report, which specifies the impact of said impact measures at a course level
- Incorporating of outcomes into Programme Action Plan (PAP) for the following academic year, and in support of review mechanisms at a Curriculum Area and Institutional level.

**Curriculum Area Self-Evaluation Documents (CSEDs)**
- The synthesis and reporting of APMRs from Programme Level in determining impact through the specific Curriculum Area

**Institutional Self-Evaluation (SED)**
- The synthesis and reporting of CSEDs in determining impact at an Institutional level.

**Monthly KPI Monitoring and Statistical Review by SMT**
- Inclusive of metrics considered above, and the financial consolidation of College income / performance measure.

Monitoring the Access and Participation Plan will be undertaken at several levels – at an operational level, the organisation and evaluation of activities will be planned and implemented, and then reported to the various management group.  For example, activities to enhance the number of mature applicants to HE by the provision of work-based information and guidance are monitored by the collection and submission of qualitative and quantitative information to the management team.

Progress against project activities is tracked by and reported via steering groups (internal and external) and reported through the Higher Education and Strategy Group structure.

## 5.  Investment

The predicted increase in income for 2019/20, based upon the fee levels outlined, and in line with the proportion of students from low-participation neighbourhoods in line with POLAR3 data, leads to an increased higher level income of £294,000. This is based on a projected incoming cohort of 224 Full-Time and 80 Part-Time entrants to the College's HE provision. At 21.8% of the funding this attributes £64,000 in supporting appropriate activities which align with the strategic priorities of OFS Access and participation, and indeed the Government relating to Higher Education recruitment and progression.

The indicative allocation of funding attributable across broad definitions is as follows:
- Hardship Funding:  £5,000
- Bursary Funding:  £8,000
- Success Investment :  £28,000
- Progression Investment:  £14,000
- Access Investment: £41,000

From 2019/20 the college will evaluate financial support given to students using the OFFA evaluation toolkit, adopted by the OfS.  Table 5 of the resource plan shows planned expenditure on Access, Success, and Progression activities that is not APP counted (beyond HFI investment).   This expenditure relates to staff/resource costs where support is shared between FE and HE students, and staff time is allocated proportionately (HE student liaison officer); student support facilities (learning resource centre and resources); and work associated with work placements (progression) and liaising with potential employers.

Eligibility criteria are published in the Bursary and Hardship Fund Policy 2018/19.  Students are eligible if their household income is less than £25,000 (parental if living at home/or student's income if living independently/with partner) as assessed by Student Finance England (SFE).  Student's average attendance needs to be 90% or above and payments will be reduced incrementally if attendance falls below this during any set time period and may be terminated if attendance falls below 50%.

If a student does not meet the eligibility criteria they can still apply and if funds allow, discretionary payments may be possible through the college Hardship Fund.  All discretionary payments will be assessed individually based on documentary evidence submitted with the application at the time of submission.   Details available here:

http://www.ycuc.ac.uk/Documents/HE%20Student%20Bursary%20and%20Hardship%20Policy%20and%20Information%202018-19.pdf.

Individual student performance will be monitored throughout the quality review cycle through Course Reviews. Student qualifications on entry and performance will be monitored through the ILR, and reported to the college Performance Impact Group who compare the performance of students supporting by a bursary and non-recipients.

We are enhancing mechanisms to enable the outcomes of the college evaluation to influence practice internally and across the sector.  Information will be: provided to students via a Student Newsletter and through the Governing Body representative; circulated to Management, HE Programme Leaders and Teaching, and Professional Services staff; provided to and discussed with university partners; and linked to scholarly activities such as collaborative projects.  The college will also engage with national initiatives to explore and develop good practice in designing evaluation mechanisms.

## 6.  Provision of Information to Students

Detailed information regarding the contents of this access and participation plan and in relation to the College's agenda for widening participation will be provided to prospective students and their families, communities, and supporting agencies, relating to the tuition fees that apply to higher education programmes, along with the financial support available via bursary arrangements and other sources of funding. Initial Advice and Guidance will be cascaded through the Marketing Department, Schools Liaison Officer, Higher Education Student Liaison Officer, and Curriculum Areas. This information will be available through a variety of means including the College website,

University Centre website, the Undergraduate Prospectus, financial support leaflets, and other relevant media (including social media). Specific talks and sessions will also be delivered during interview / open days, and the team is easily accessible should students require or benefit from an individual appointment. This will include Student support and the identification of 'at risk' groups.

Further information will be provided through the Future Forwards activities and events, Community Outreach, and liaison. Internal students will be contacted through a number of means – including open events, progression events, and the tutorial system.

The College will continue to work closely with UCAS and the Student Loan Company (SLC) to provide all required information in a timely fashion to ensure students can access accurate information prior to starting and that payments are made efficiently once students' attendance has been confirmed (post-enrolment and in line with guidelines).

Once approved, the Access and Participation Plan will be published on the Wider Information website of Yeovil College University Centre (http://www.ycuc.ac.uk/WiderInformationSet.html).  The link to this, and financial support available will be included in written communications with prospective students, and in re-enrolment information for continuing students.

**Level of Tuition Fees and Fee Limits**
The tuition fees for programmes operating through a franchised contract are determined by the franchising institution (HEI), and therefore core access arrangements will be detailed within their core agreement. However, the College maintains the position of dedicating support to all Higher Education students undertaking a programme of study at the college.

A maximum fee of £7,500 per annum will be charged for all Full-Time 'prescribed' Higher Education programmes leading to Foundation Degrees (Level 5, FdA, FdSc) or Bachelor's Degrees (Level 6, BA/BSc, including top-ups) from September 2019. This does not include Higher National Certificates / Diplomas (HNC/D) offered through Pearson Edexcel accreditation. Fees for HNC/D will be set at a maximum of £6,500 per annum. Fee levels will be applied equally to all students that are nationals of the countries comprising the United Kingdom, or are a recognised /registered national of any other European Union (EU) state. This is inclusive of individuals that have been provided indefinite leave to remain, or indeed have sufficient approval through their Home Office designation to be considered a UK/EU student for the purpose of determining fee level. Students whose official country of domicile is from outside of these prescribed nations will be considered an 'International' Student, subject to a different rate of tuition fee. Part-Time tuition fees will be set at the same rate as that of Full-Time, divided by the number of years required to complete the programme through this mode of study. For full-time equivalence this will be £7,500 per annum over a 3 year period (Foundation Degree); or £3,750 per annum over a 6 year period (full Bachelor's Degree, including Part-Time top-up programmes). Part-Time fees for Higher National qualifications will be derived from the fulltime equivalent (£6,500), in accordance with the length of the minimum programme as a fulltime equivalent (i.e. HNC, 1 year; HND, 2 years); divided by the number of part-time years.

For Continuing Students, at the time of writing, there is no intention for the College to increase the tuition fees of existing and continuing students in line with the Office for Budget Responsibility's

forecast for the CPIH (consumer price index). This aligns directly with information collected regarding the College's provision through Key Information Sets that seeks to maintain tuition fees at the same level throughout the entire period of a course (be this full or part-time).

Higher Education tuition fees are reviewed annually and set by the Senior Management Team and approved by Governing Body to take account of market conditions, inflation, and Government policies and are payable by all students registering for a higher education programme for the first time or progressing to another programme with Yeovil College University Centre.  As a result of annual fee reviews, fees may be subject to inflationary increases in line with the Consumer Price Index (CPI) for 2019-20 entrants.

**Summary**

The college will continue to collect and analyse student data and undertake an iterative process of continuous reflection and development of activities aimed at achieving equality for underrepresented groups, for access, success, and progression.  Acknowledging that this is a developing area, we will engage with sector-wide activities to enhance our evaluation approaches to ensure valid and reliable data are produced so that effective support mechanisms can be implemented for our students.

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\* course type not listed.

| Full-time and part-time course fee levels for 2019-20 entrants. | | |
|---|---|---|
| Please enter inflationary statement in the free text box below. | | |
| Higher Education tuition fees are reviewed annually and set by the Senior Management Team and approved by Governing Body to take account of market conditions, inflation and Government policies and are payable by all students registering for a higher education programme for the first time or progressing to another programme with Yeovil College University Centre.  Any increase will be in line with the Consumer Price Index (CPI). | | |

| Full-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | | £7,500 |
| Foundation degree | | £7,500 |
| Foundation year / Year 0 | | * |
| HNC / HND | | £6,500 |
| 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 | | £5,000 |
| Foundation degree | | £5,000 |
| Foundation year / Year 0 | | * |
| HNC / HND | | £3,250 |
| HNC / HND | - Blended Model | £3,250 |
| 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 | Gender | **Other statistic** - Other (please give details in the next column) | Reduce gender disparity / gap between young (18-21) FT learners. | No | 2015-16 | 39.88% Male | 43% | 45% | 48% | 50% | | Focus on flattening divide in recruitment to traditionally 'gender' based courses (Early Years, Engineering, etc.) |
| T16a_02 | Progression | Low participation neighbourhoods (LPN) | **Other statistic** - Progression to employment or further study (please give details in the next column) | Enhance progression levels to appropriate destinations within 6 month review of completion of studies for students from low income households; particular ethnicities; mature; disabled; care leavers | No | 2015-16 | 84% | 89% | 90% | 92% | 92% | | See narrative report. Further analysis will be undertaken prior to 2019/20 in order to provide clearer targets. |
| T16a_03 | Access | Ethnicity | **Other statistic** - Ethnicity (please give details in the next column) | Increase ratio of BAME learner profile within the College's HE population | No | 2015-16 | 2.7% | 2.9% | 3.0% | 3.2% | 3.4% | | |
| T16a_04 | Access | Mature | **Other statistic** - Mature (please give details in the next column) | Increase the proportion of learners internally progressing from Access to HE programmes | No | 2015-16 | 2.17% | 8.0% | 10.2% | 12.0% | 12% | | |
| T16a_05 | Access | Socio-economic | **Other statistic** - Applications (please give details in the next column) | Improve internal progression from College HE to appropriate and relevant HE through innovative curriculum design | Yes | 2015-16 | 12% | 25% | 27% | 30% | 32% | | |
| T16a_06 | Access | Low participation neighbourhoods (LPN) | **Other statistic** - Low-income backgrounds (please give details in the next column) | Maintain level of recruitment of learners from LPNs in accordance with POLAR3 | No | 2015-16 | 60% | 62% | 62% | 65% | 66% | | See narrative report. |
| T16a_07 | Access | Mature | **Other statistic** - Other (please give details in the next column) | Increase entrants to Part-Time programmes | No | 2015-16 | 74 | 89 | 95 | 105 | 110 | | re-structuring / remodelling of existing curriculum strategies to increase accessbility, working with employers |
| T16a_08 | Student success | Socio-economic | **Other statistic** - Other (please give details in the next column) | Maintain positive retention practice across FT and PT learners | No | 2015-16 | 95% | 95% | 96% | 96% | 96% | | |
| T16a_09 | Access | Low participation neighbourhoods (LPN) | **Other statistic** - Mature (please give details in the next column) | Increase progression of mature students | No | 2015-16 | 58% | 95% | 96% | 96% | 96% | | |
| T16a_10 | Access | State school | **Other statistic** - Other (please give details in the next column) | Raise attainment in school for students from low higher education participation | No | 2015-16 | N/A | N/A | N/A | N/A | N/A | N/A | Increase activities with schools, including raising aspiration by workshops, talks, tasters. (Analysis underway) |

| | | | | | | | | Yearly milestones (numeric where possible, however you may use text) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | |

**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 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T16b_01 | Access | Low participation neighbourhoods (LPN) | Outreach / WP activity (collaborative - please give details in the next column) | Increase number of young learners accessing HE Month Activities (November) to provide aspirational WP alongside other Colleges, Employers and HEIs in supporting the South Somerset / Dorset and surrounding area | No | 2015-16 | 4000 | 5000 | 5200 | 5700 | 6000 | | |
| T16b_02 | Access | Mature | Outreach / WP activity (other - please give details in the next column) | Commence HE Month for Adults in line with community / Festival of Learning | No | 2015-16 | 0 | 300 | 400 | 500 | 520 | | engagement with Adult / Community learners from LPN |
| T16b_03 | Access | Socio-economic | Outreach / WP activity (other - please give details in the next column) | Employer Roadshows - incorporating activity alongside WBL and Employer Engagement | No | 2015-16 | 8 sessions | 9 | 12 | 13 | 14 | | |
| T16b_04 | Other/Multiple stages | Low participation neighbourhoods (LPN) | Operational targets | Development of flexible curriculum to enhance modes of learner study / opportunity | No | 2015-16 | 0 | 4 | 6 | 6 | 6 | | To develop a range of fast-track / blended and adaptible curriculum provision across subject specialisms in providing enhanced accessibilty / entry to HE |
| T16b_05 | Student success | Socio-economic | Student support services | Enhance Personal Development Planning and progression through Peer-Mentoring sessions; explore eMentoring with university partner (UoG) | No | 2015-16 | 0 sessions | 15 | 25 | 30 | 32 | | Embed peer-mentoring cross-subject/year to enhance progression strategies |
| T16b_06 | Multiple | White economically disadvantaged males | Other (please give details in Description column) | Learner Transitions - continue to develop and supporting using electronic resource | No | 2015-16 | 12 users | 65 | 85 | 95 | 95 | | Development and delivery of transitional resource activities through VLE - supporting new entrants to HE (Academic Writing, Research, Indpendent learning), and those progressing from Level 5-6 (internally or externally) |
| T16b_07 | Access | Mature | Outreach / WP activity (other - please give details in the next column) | Increased level of Mature learner entry through non-traditional means, including working with university partners to design taster and workshop events. | No | 2015-16 | 5.43% | 6.8% | 7.2% | 7.5% | 7.8% | | |
| T16b_08 | Access | Mature | Outreach / WP activity (other - please give details in the next column) | Increase the number of adult learners engaged with the aspirational Future Forwards outreach event held during the Festival of Learning (Adults). This includes aspirational workshops across collaborations with HEIs, FECs and Industry. The event is planned and organised through partnership between Yeovil College and the South Somerset 14-19 Partnership. | Yes | 2015-16 | 150 | 225 | 300 | 350 | 380 | | |
| T16b_09 | Access | Low participation neighbourhoods (LPN) | Outreach / WP activity (other - please give details in the next column) | Sustained outreach in Yeovil Town Centre | No | 2016-17 | 2 | 20 | 25 | 30 | 32 | 35 | Provision of HE IAG in Yeovil town centre |