

## 2019-20 Access and Participation Plan

Provider's name: BMet (Birmingham Metropolitan College)

Provider's UKPRN: 10006442

## Assessment of current performance

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### Assessment of current student access in respect of widening participation measures and indicators

**Part time students** - In 2016-17, in line with the national trend for FE providers delivering HE, (HESA data) the College increased part time students from 18 to 65 (47.5% of all HE entrants). However, this percentage was still below the national picture where part time study accounted for 65% of the student entrants for HE in FE. In 2017-18 there has been a decline in part time student numbers from 65 to 49 (32% of all HE entrants). This will have a direct impact on the participation of traditionally underrepresented groups, as disadvantaged young students, are twice as likely to study part-time compared to the most advantaged. Part-time students are also more likely to be women, and more likely to be mature students. Therefore, the College will continue to set targets to increase recruitment of part time students to 80 by 2018-19.

**Non-traditional entry requirements** - The College is an established widening participation institution with a strong access record for students with non-traditional entry, it welcomes applicants with a wide variety of entry qualifications including BTEC Diplomas and Access to Higher Education. In 2017-18 75% of students held BTEC or Access to HE qualifications. Therefore, the College will not set specific targets to recruit from students with non-traditional entry requirements, but will annually review to ensure that the position is at least maintained.

**Internal progression of students from deprived areas** - The recruitment of internal Level 3 students, 52% of whom are from the highest level band of deprivation, is promoted through a range of activities, for example presentations at Level 3 tutorials, inviting students to Higher Education events and attendance at the Higher Education Fairs. In 2016-17 12% of current HE students had progressed from BMet Level 3 courses. This improved in 2017-18 to 23 %. The College will set a target to increase the progression of internal students from 23% to 25% (113 students) by 2018-19.

**Mature Students** - The College is committed to making HE accessible to mature students, in 2016-17 38% of our HE students were aged 21 or older. The College has seen a decline of 13% which is in line with the national decline seen over the past 10 years (49%). (Topic briefing: mature and part-time students OFFA). This decline is linked to the reduction in part time students. There is also evidence that the removal of the bursaries from Allied Health courses such as the Podiatry course has resulted in fewer mature applicants. The College has seen a 20% decline in mature applicants in this area. (Topic briefing: mature and part-time students OFFA). Mature students are more likely to be from disadvantaged backgrounds and hold non-traditional entry qualifications. Therefore, the College will continue work to remove the barriers for mature students accessing HE and set a target to increase recruitment of mature students, over the age of 21 to 42% of the HE student body by 2018-19.

**Care leavers** - The College has Looked After Children studying on courses for 16-18 year olds, and who will become care leavers at the age of 18. Students from this group who progress onto our HE courses continue to receive support from our College Mentors as well as receiving additional support arrangements through Support Services'. The College will also explore activities to target this group of students to support their attainment and increase their ambition to study HE. The College has set a target of having 2 FTE care leavers by 2018-19.

**Low participation neighbourhoods** - The College recruits successfully from areas that have low participation indices for both adults and school leavers entering HE. In 2016-17 44% of 18 to 22 year old students came from POLAR3 low categories 1 and 2, with only 10.1% coming from the highest participation areas. 63% of mature students came from POLAR3 low categories 1 and 2, with only 9% coming from the highest participation areas. The levels of participation for both groups

of students are considerably higher than the national picture 11.4% and 12.1% respectively (HESA data). The College will not set specific targets for increasing recruitment from low participation neighbourhoods but will continue to work with NCOP to target under represented local post codes and will annually review in order to ensure the high level of participation is maintained. The College will increase the number of HE seminars delivered to Year 7-10s in areas of deprivation from 0 to 6 by 2018-19.

**Students with disability** - In 2016-17 only 1 student (0.1%) declared a disability compared to a national rate of 6.6% which was a decline of 48 (6%) students from the previous year. The dramatic drop has prompted action to review the barriers that exist for students to both engage with HE and to declare disabilities, including how accurately internal recording mechanisms are capturing declarations and establishing mechanisms to ensure that further opportunities are given to students to disclose and/or students who may not have a disability when they enrol but acquire one during the course of their studies. The College welcomes applications from all students. Each application is considered individually with the aim of providing students with high quality tuition and support. Information regarding a student disability and/or learning difficulty is dealt with sensitively and prospective students are advised to disclose a disability or medical condition, mental illness or learning difficulty which may affect their learning at enrolment and to their personal tutor. The College supports the rights of students with learning difficulties/disabilities to attend the College and receive support as appropriate. Students with learning difficulties/disabilities may be entitled to additional support to that normally provided for the course. The College will set a target to recruit 5 students with a declared disability in 2018-19.

**Students of particular ethnicities** - in 2015-16 43% of students were from white ethnic backgrounds (British 39% Northern Irish 3% other 1%). Smaller groups include Pakistani 12%; African 11%; Caribbean 9.6%, however when comparing with the local community (2011 census) there is fair representation - with 13.5% Pakistani residents in Birmingham City, African (2.8%), Caribbean (4.4%), Indian (6%), Bangladeshi (3%), and White Other (4.8%). This also largely reflects the College profile for 2016-17 (for FE) where 41% of students were White British, Pakistani (14%), African (9%), Caribbean (6%), Other White (4.7%), Indian (3.7%) and Bangladeshi (3.7%). Entrants in 2016-17 demonstrated a similar demographic. The College will regularly review participation by ethnicity to ensure entrants continue to be attracted from these groups.

**Refugees** - in 2016-17 25 (4%) students held refugee status, compared to 26 (3%) in the previous year. With the increase in the refugee demographic the College will explore ways to promote HE within refugee communities.

**Students from Gypsy, Roma and Traveller communities** - no students were recruited from these communities. The College will explore ways to access these groups to promote both FE and HE by 2019-20.

**Gender** - the student population is evenly distributed across male and female students however there is under representation of male students in childcare courses and health courses. There is an underrepresentation of female students in engineering courses, construction courses and IT. The College will set internal targets by subject area to address under representation by gender by 3% by 2018-19.

### **Assessment of current student success in respect of widening participation measures and indicators**

In 2015-16 the College identified that when using the Further Education Success Rate metric, that the majority of HE courses achieved Success Rates below that of the internal minimum target of 85%. The main reason for poor success was attrition, non-continuation. The attrition is proportionally spread across all student groups with no significant variance in underperformance across non-representative/disadvantaged and representative/non-disadvantaged students.

Therefore, improvement in Success Rates across all provision will as a corollary improve the success of targeted disadvantaged non-representative students.

The College has targeted improvement in the success rate of all HE students to be at least 85% by 2020-21. The College sets annual improvement targets for the success of students. These are based on non-continuation of students (Attrition Rates) and on the overall success of students compared to the number of starts (Success Rates). The targets were met in 2016-17.

- 71.7% achieved their intended award, an increase of 7% on the previous year.
- 83.3% of students progressed into their next year of study, an increase of 3.8% on the previous year.

**Part time students** - Non-continuation of part time students has been reduced from 14.7% in 2015-16 to 6.5% in 2016-17. This remains 10% higher than the non-continuation rates for full time students. No achievement gaps were identified between full and part time students.

**Students from low participation areas** - There was a substantial difference in achievement for those students from areas with high levels of deprivation. In 2015-16 the achievement of students from POLAR3 areas 1 and 2 was 32% below that of students in areas 5. In 2016-17 this gap has been reduced by 4%. The non-continuation due to withdrawal is 40% higher for those students from POLAR3 areas 1 and 2 compared to students in areas 5. The College will continue to set targets to further reduce these gaps and ensure that students from POLAR areas 1 and 2 reach achievement rates of 85% in 2018-19.

**Mature Students** - The non-continuation due to withdrawal is 17% higher than for the whole student cohort. In 2016-17 60% of mature students achieved their award, 11.7% lower than the overall student achievement. The College will set targets to reduce the gaps in achievement rate with mature students reaching achievement rates of 85% in 2018-19.

**Students of particular ethnicities** - Achievement gaps between particular ethnicities were identified in 2016-17. The highest achieving students were from White British ethnic backgrounds, students from a Pakistani background achieve 12% less, with those from a Caribbean background achieving 10% less. The gap is even larger for women from these two ethnic groups Pakistani women 32% and Caribbean 35% lower than the highest achieving group. The College will act to explore gaps in success; reviewing the inclusivity of teaching, learning and assessment and the effectiveness of academic and pastoral support. The College will set targets to reduce these gaps by 5% by 2018-19.

### **Assessment of current student progression in respect of widening participation measures and indicators**

The College has a good record of supporting students into employment or progression to top up qualifications. In 2016-17 48% of students were already in full time employment a 10% increase from 2015-16, with 37% of students progressing into employment and only 5% of leavers going onto top up their qualifications either at the College or at other HEIs. Of the 52% of students that progress into employment or education TEF DHLE metric data (2017) shows that the College is above benchmark at the 3 standard deviation and 3 percentage point level entering highly skilled employment or education and at the 2 standard deviation and 2 point level for employment and education. Where reportable data exists, it shows that the College is above benchmark for all splits - Age, Sex, Polar quartiles, Ethnicity and Disability. Internal destination data confirms that there are no outcome gaps across any intersections of the student population. The College is committed to supporting disadvantaged students as they prepare to progress to employment and to top up degrees from HNDs and Foundation Degrees. The College will target 100% of mature and low participation area students to progress, working with its partner HEIs to increase the number of students that progress onto top up years following their HND or Foundation Degree from 5% to 20%

by 2018-19. In addition 100% of courses will be set targets to include at least two sector specific guru lectures that focus on key issues impacting on employment in those sectors.

## Ambition and strategy

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### College strategy

“BMet values being a diverse organisation and is committed to delivering a fairer society in which all people, regardless of who they are or where they are from, are able to grasp opportunities and realise their dreams.

Education transforms lives. It helps drive the economy and the culture within our society, preparing young people for working life and students of all ages a chance to improve their futures. As Principal I am absolutely clear that inclusion is the critical factor to ensure we achieve not just equality of opportunity but also equality of outcome for students and staff alike.”

**Andrew Cleaves, Principal and Chief Executive**

This Access and Participation Plan (APP) underpins the College Vision Values and Goals to:

- deliver a great student and staff experience;
- attract, support and develop staff who are outstanding at what they do;
- meet the needs of our communities where students are at the heart of everything we do;
- support and challenge all students to make good progress;
- ‘live’ our rules and values such as ‘Ready, Respectful and Safe’;
- increase productivity, creativity and innovation;
- enhance our reputation and market an inclusive corporate image;
- support positive relationships and enable cohesion;
- provide safe environments where everyone is able to be who they are and be the best they can be;
- enrich experiences and lives;

and the Vision and Goals of the College’s Higher Levels Skills Strategy:

- “Our Vision is to offer affordable higher-level skills provision that advances the career prospects of **ALL** individuals and meets the current and future skills needs of local employers.”
- **Our Strategic Goals:**
  1. The creation of a strong higher level skills offer, based on close links with industry and the development of higher level skills to support career progression.
  2. Focused growth in priority sectors of Advanced Manufacturing, Business and Professional Services, Rail, Health and Social Care, Retail and Construction.
  3. Continued improvements to the quality of provision and the student experience to better meet and exceed the expectations of our students and employers.
  4. Our offer will be delivered by highly trained, professional and expert staff with sector experience and credibility; apprenticeship delivery will be tailored to meet student and employer needs.
  5. Create clear progression routes for all of our students, from FE to HE, classroom and work-based, to reflect and enable individual aspirations and maximise opportunities for internal growth
  6. Develop strong partnerships with preferred partners who actively support and contribute to BMet’s strategic vision.

The College underwent a Higher Education Review (HER) in February 2016. The outcomes of the HER confirmed the College’s relentless drive and commitment to provide the best possible student experience.

## QAA's judgements about BMet:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and other awarding organisations **meets UK expectations**.
  - The quality of student learning opportunities **meets UK expectations**.
  - The quality of the information about learning opportunities **meets UK expectations**.
  - The enhancement of student learning opportunities **meets UK expectations**
- The College priorities for access and participation also strongly represent the objectives of the College's Diversity and Inclusion Strategy which states - "We know that often there are differences in participation, achievement and satisfaction for different groups at College. We want to investigate why this might be and take action if it is needed."

### Objective 1

**Understand and more effectively meet the diverse needs of our students, promoting engagement and cohesion, addressing under-representation and closing the achievement gap.**

To do this we will:	We will know we have achieved this when:
1. Review and build on data collection to enable us to further develop our understanding of our student profile.	We have readily available information, based on complete and accurate data, which will more effectively identify and respond to student needs.
2. Take targeted action to address any inequalities in participation, achievement and/or outcomes through positive action projects and widening participation initiatives.	The gaps are closing at a rapid and continuing rate.
3. Deliver excellent student care and learning experiences through comprehensive engagement strategies.	We have a strong student voice and ratings for student experience are above benchmark.

### Objective 2

**Have truly inclusive physical and virtual working and learning environments.**

To do this we will:	We will know we have achieved this when:
1. Improve the accessibility of the information and facilities we provide.	We are recognised as a leader in D&I for students and staff through accreditation and awards.
2. Develop an inclusive curriculum offer and ensure that D&I is integrated in to teaching, learning and assessment.	Gaps in rates of progress close at a rapid and continuing rate.
3. Strengthen D&I practice with external stakeholders.	All of our external stakeholders are engaged in our D&I objectives.

The key improvement priorities for access, success and participation have been identified:

- Access**
  - Increase the access of part time students
  - Increase internal progression of College Level 3 students into College Level 4 and above
  - Increase the access of mature students
  - Increase the access of care leavers
  - Increase the access of students with a disability
  - Increase the access of male students into Childcare and Health subjects

7. Increase the access of female students into Engineering, Construction and IT subjects
- **Success**
    1. Reduce the achievement gaps based on areas of participation
    2. Reduce the achievement gap for mature students
    3. Reduce achievement gaps for students from Pakistani and Caribbean ethnic backgrounds with a targeted focus on women from these backgrounds
    4. Reduce attrition for mature students and part time students
  - **Progression**
    1. Maintain high levels of progression into highly skilled/employment and education for all students

### **Strategic approach to improving access to students from underrepresented/disadvantaged groups**

The College has approved a Marketing and School Engagement Strategy which sets out some of the activities that will support the access of underrepresented groups, this is detailed in section 3 of this plan.

The College Diversity and Inclusion strategy has set out objectives and actions to improve access of underrepresented groups, these actions are detailed in section 3 of this plan. This strategy gives due regard to the Equalities Act 2010.

The College currently sponsor Harborne Academy in Birmingham. The Academy recruits students from under-represented groups which contribute to the College's overall work to widen access and participation. The College has identified an Access target within the resource plan to work with Harborne Academy to increase attainment rates in Maths and English from 2018-19 onwards. The increase in the attainment of pupils from this catchment area will allow more pupils from deprived and underrepresented areas to progress first into sixth form or Further Education and subsequently into HE. The College will raise the aspirations of these students to progress into HE through a series of College based HE mentor visits to the school. The 2017-18 attainment figures are 57% English and 67% Maths. The College will work with its Sponsored Academy to increase attainment rates in English and Maths to 60% and 69% by 2019-20. The College will provide ambassadors to work with pupils to raise aspirations of studying HE.

The College has a good track record of working with employers mostly within the regions covered by the Black Country and Greater Birmingham and Solihull Local Enterprise Partnerships. There are significant relationships with large employers such as BMW, Mondelez and JLR. At BMW in Oxford the College has established on-site learning academies staffed and managed by the College in partnership with the employer. Feedback from employers identifies that the academies are highly valued.

The College works with seven key employers in Birmingham City Centre who sponsor the Greater Birmingham Professional Services Academy. The Academy provides opportunities to high-flying business and finance students for work experience, internships, mentoring and specialist expert lectures.

The College will aim to work in collaboration with employers to recruit part time and mature students into HE. The College is confident in its ability to offer a more agile and affordable alternative to traditional HE, one where the links with industry and business will drive more vocationally relevant provision delivered in ways that better suit employers and individuals. The College will set a target to work with 3 new large employers to deliver HE courses designed to support their workforce and targeting mature and part time study by 2019-20.

The College works in strategic partnership with five local universities these include Aston University; Birmingham City University; University of Derby; University of Wolverhampton and the University of



Worcester. These partnerships include validation, franchise and progression arrangements. The College has currently entered discussion with the University of Worcester regarding mechanisms to target Care Leavers. These Universities actively promote the needs of BMet students through their own APPs.

The College is one of 4 partners leading on the Aimhigher West Midlands NCOP Urban Strand through a devolved collaborative management group. The essential features of the group are:

- To meet expectations in one urban area FE College assuming responsibility and accountability for reporting on the Urban FE strand and associated funding/deliverables, and for this to be subject to a formal agreement with the University of Birmingham as Lead HEI for the consortium.
- Programme delivery funding is a collaborative resource. The College leading the Urban FE strand has developed an operational plan with other College partners, illustrating how their use of the fund would meet the principles outlined above for Management Group approval.
- To ensure the NCOP programme was impartial in its content and delivery, widening participation at sector rather than institutional level and promoting access to all forms of HE.
- To use NCOP funding equitably and effectively, to ensure that delivery partners and beneficiary schools/colleges had the capacity to engage and that delivery funding reflected the distribution of the NCOP cohort.
- To be innovative, adding value to existing outreach activities and ensuring the programme provides opportunities to explore new and emerging pathways e.g. Higher and Degree Apprenticeship developments and the implications of the IoT and Skills Central Training.
- To ensure consistency across the consortium in terms of branding/communications, the targeting of beneficiaries and the delivery, monitoring and evaluation of the programme's activities.
- To retain flexibility, enabling members of the consortium to play to their strengths and address the challenges of delivering across a geographical and socio-economically diverse territory.

### **Strategic approach to improving success of students from underrepresented /disadvantaged groups**

The College has a standalone quality assurance and improvement process for its HE provision. The Academic Standards Policy details the processes by which the College can be assured that academic standards are maintained and continuous quality improvement is achieved. Curriculum course teams self-assess each year and their annual monitoring reports are rigorously monitored by the HE Termly Review Boards and Academic Standards Committees, overseen by HE Academic Board. Key Enhancement Objectives (KEO) for improving student success are identified and included in the HE Cross College Annual Monitoring Report (HE CCAMR) and Quality Improvement Plan (QIP). The identified priorities and targets to address the gaps in achievement and continuation from underrepresented/disadvantaged groups will also be included in HE CCAMR and QIP, these are detailed in section 3 of this plan. The HE CCAMR and QIP are monitored by the Corporation and Executive Board. The details of the QIP are in section 3 of this APP.

The Diversity and Inclusion Strategy identifies the necessity to identify achievement gaps and has a developed strategic plan to address these gaps.

### **Strategic approach to improving progression of students from underrepresented/ disadvantaged groups**

The College is committed to working with the College Careers Team and local employers to improve the employability skills of its students ensuring they gain relevant employment or progression in their current career.

**The QAA HER Report 2016** stated:

“Birmingham Metropolitan College recognises the central importance of employers in enhancing the employability of its students and the quality of their learning opportunities and is committed to improving the opportunities for employability for all of its students from all levels of provision. The College has established strong links with the Local Enterprise Partnership (LEP) and works with a wide range of local employers to meet their needs and support strong, sustainable economic growth in the region. The use of work based and/or placement learning initiatives and opportunities to develop employability skills is integral to the curriculum the College offers. To support this, employability has been embedded in quality assurance processes to ensure that programmes address the need for students to develop employability skills and to facilitate the greater involvement of employers and industry professionals with programme design, development and review.”

The College will commit to increase the delivery of employability skills across provision which will inevitably include multiple indicators of disadvantage including mature, part time and students from deprived areas. The College will develop a series of activities to support progression into higher study and or employment; these will include HE fairs and Employer Fairs; Guru lectures and work experience activities.

### **Accountabilities for delivering Access and Participation Plan**

- The Corporation sets the strategic direction for fair access and participation.
- The Executive Team owns and leads on strategic actions included in the HE CCAMR and QIP; Diversity and Inclusion Strategy and Action Plan and the Marketing Strategy and reports progress to the Corporation.
- The Leadership team in general and the Head of Faculty for Higher Education (HoF HE) in particular communicate fair access priorities and targets are cascaded and delivered.
- All teams drive and support the implementation of the APP.

### **Evaluation**

All key improvement priorities for access, success and participation will have clear activities and support measures put in place that will bring about measurable impact, which is demonstrable by specific indicators. Quantitative and qualitative evidence will be used to evaluate the impact of these activities and measures. This evaluation will be ongoing throughout the year.

Monitoring oversight of this APP is the responsibility of the Corporation and Executive Board. The Executive Board has formal responsibility for ensuring the delivery of the APP. The HoF HE is responsible for providing termly monitoring reports for consideration by Executive Board. These monitoring reports are also disseminated to senior curriculum managers to identify whether the actions and targets contained in the agreement are being met, and where appropriate, to agree additional measures to ensure that these actions and targets will be achieved.

The disaggregated course level targets and milestones will be reviewed termly at each of the Programme Management Committees as set out in the Academic Standards Policy. These committees include course teams, students and employers. The course teams will report on the progress and impact against their targets in their annual monitoring report which will then feed into the Cross College Annual Monitoring Report.

Evaluation of the success of the APP in meeting its targets and milestones, and more generally in confirming the appropriateness of its access and outreach activities in achieving their intended objectives is carried out annually and is the responsibility of the HoF HE. Evaluation will be based upon the qualitative and quantitative data gathered by the College relevant to its access arrangements and through the reflective review by course teams, students and employers. In

particular, the evaluation will focus on the profile of the higher education student population by gender, entry qualifications, age, widening participation category, mode of study, attendance, achievement, success and progression. Evaluation will also be informed by student feedback gathered through standard College questionnaires and programme/course committee meetings at which students are present. Evaluation findings seek to establish whether and, if so to what extent, the ambitions of APP will have been fulfilled. Where there is evidence that this has not occurred the evaluation will serve to explain why this is so, and what may be deemed an appropriate remedy. This evaluation is initially reviewed by the HE Academic Board and then submitted as part of the HE CCAMR to Executive Board and Corporation.

The APP will also be monitored as a provision type strand in the Diversity and Inclusion Strategy, other strands include apprenticeships, adults and 16-18. Many activities in the College Diversity and Inclusion action plan have informed the actions set in the APP.

Output and impact of delivery of the Diversity and Inclusion action plan will be monitored through the activities detailed below:

Activity	Date and Frequency	Lead	Reported to
Annual Report <i>(informed by lesson observation review, QAR Data report and QDP Survey review, Curriculum Strand Report)</i>	January Each year	D&I Advisor	Corporation
D&I Policy review	January Each year	D&I Advisor	Executive Team
D&I Strategic objectives	April Every four years	Executive Team	Corporation
D&I Self-Assessment Report	August Each year	D&I Advisor	Quality
Student Council <i>(Standing agenda item at each of four main sites)</i>	Termly	Head of College	D&I Advisor
D&I Data Dashboard <i>(To include complaints, conversion of applications to enrolments, withdrawals, in year retention, achievement and destinations)</i>	Termly	D&I Advisor	Executive Team

### Student consultation and involvement

The College has found that the diverse nature of the HE student population spread over a range of sites has presented a challenge to engaging fully with the HE student body. However the College has overcome these challenges and ensures that students are, in line with our values, at the heart of everything we do and that students are enabled to engage in educational enhancement and quality assurance as far as practically possible. The increased involvement of students at every level of the College was an identified Key Enhancement Objective for 2015-16.

The College has developed a range of communication and governance mechanisms by which the HE students are able to engage in the process of continuous enhancement. There has been an increase in student representation at a strategic level including a Student Governor. Student course representatives attend the Programme Management Committee meetings, a student representative sits on the annual subject level Academic Standard Committees and two representatives attend the HE Academic Board. This ensures that there will be student representation at all levels of review and monitoring of the APP.

There has been an increase in the level of student engagement at the College level, each of the four main College sites creates and maintains an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience. Student representatives attend College student committees that are for both FE and HE

students. These are forums to discuss issues or suggest initiatives for enhancement. The student body have contributed their ideas to the development of the APP following discussions at Campus Student Committees.

The College will invite students to attend specific HE consultation meetings in order to renew and drive the APP. This will be done through targeted invitations to those from specific backgrounds based on ethnicity, age, areas of deprivation, gender and full and part time study.

## Access, success and progression measures

### Access

The College has identified that there are low proportions of students from certain underrepresented groups and so activity and support measures will focus on improving the access of part time, internal level 3, mature, care leavers and students with disabilities into Higher Education. There are also specific curriculum areas that have underrepresentation of either male or female students.

Curriculum areas will set, and take ownership for, equality objectives to include specific targets to increase participation where participation is low. Positive action and widening participation projects will be implemented to identify and remove barriers to address gaps in access of students who are mature, part time, care leavers or those with a disability.

Proposed activity for Positive Action and Widening Participation groups:

1. Remodelling of the curriculum to allow greater access for part time study by mature students. New modes of delivery to be adopted that include flexible and evening, part-time, modular and credit-based pathways, and virtual or distance learning. Changes to timetable will be made to allow mature students with dependents greater flexibility.
2. Working collaboratively with the College's Access to HE Diploma course to increase continuation of adult students at level 3 ensuring greater opportunity to progress into HE.
3. Organising and implementing increased outreach and marketing activity into a range of communities to target students with disability, care leavers, refugees and people from the gypsy, roma and traveller communities.

The College's Marketing and School Engagement Strategy sets out activities that will support the access of underrepresented groups, recognising that many groups, including mature students, are a non-captive audience and require targeted, focused channels of communication. The College will ensure all public information is assessed as part of the Diversity and Inclusivity Strategy to ensure increased representation of all groups of students and in particular targeting those from the identified underrepresented groups.

Activity Title	Location	Target Group	Activity content
Careers events	School 6th Forms	Looked after Children Areas of deprivation Non-traditional entry requirements Low participation areas	College team visiting Schools to deliver sessions to pupils on their future study opportunities Areas of low participation and deprivation are targeted
Careers events	School Year 7-10	<b>Long term outreach</b> Looked after Children Areas of deprivation Non-traditional entry requirements Low participation areas	As above
HE Seminar	Harborne Academy School sponsored by BMet	<b>Long Term outreach</b> Low participation areas	Careers and HE seminar to Year 7
Sector Specific Insight Events	College	Looked after Children Areas of deprivation Non-traditional entry requirements Low participation areas	Schools and individuals from areas of low participation and areas of deprivation are invited in to hear talks on professionals from a variety of sectors and hear advice on the

			education and training routes to these professions
Marketing targeted at both captive and non-captive audiences	Media and Social Media	Looked after Children Areas of deprivation Non-traditional entry requirements Low participation areas Mature Disabled	Twitter Facebook Search engine placement Newspapers - leaflet drops Radio
Community Engagement	Community Centres/schools / 3rd sector venues	Looked after Children Areas of deprivation Non-traditional entry requirements Low participation areas Mature Disabled	Leaflet and postcard drops
Employer Engagement	Employers	Mature Part time	Sales team calling and visiting employers Direct email of leaflets and marketing material

The College has identified an Access target within the resource plan to work with Harborne Academy to increase attainment rates in Maths and English from 2018-19 onwards.

The College has well established curriculum based Level 3 Academies in Business, Digital and Rail, these are all operated through employer boards. The Academies provide opportunities to high-flying students for work experience, internships, mentoring and specialist expert lectures. The College will work in collaboration with these and other employers to develop provision that will attract part time and mature students into HE. The College is confident in its ability to offer a more agile and affordable alternative to traditional HE and will continue to develop its curriculum to attract more part time and mature students.

This will include the expansion of part time routes for all HE qualifications; the development of distance learning in at least two curriculum areas and the delivery of Higher and Degree Apprenticeships in at least three curriculum areas.

## Success

The College has approved the Success Key Enhancement Objectives for 2017-18 as:

1. Increase the students who achieve their intended award by at least 5% in 2018-19 to 77%
2. Increase progression into 2018-19 to 85%
3. Reduce attrition by 7% to 14% in 2017-18
4. Improve mean attendance to 85% in 2017-18
5. Ensure HE students are receiving sufficient stretch and challenge and are making sufficient progress in 2017-18
6. Improve student satisfaction in all aspects of the NSS above benchmark for both taught and registered students with focus on improving scores for - "The teaching on my course"; "Assessment and feedback" and "Academic support"

The College has an HE Quality Improvement plan that sets out the actions required to achieve these targets (page 15) and the College Diversity and Inclusion action plan sets out targets to reduce achievement gaps (page 16).

**HE Quality Improvement Plan**

Aspect of Quality	Reference	Criterion	Action to achieve Criterion	Owner	Completion	Impact	Progress to date	Rag
Teaching Quality	Student Engagement	Teaching provides <b>effective stimulation, challenge</b> and <b>contact time</b> that encourages students to engage and actively commit to their studies	Develop and implement lesson observation strategy that is linked to HE Professional Standard Framework and TEF.	HLS Lead	June 2018	<ul style="list-style-type: none"> <li>Increased Attendance to 85% (TEF Metric 1)</li> <li>Increased Achievement by at least 5% ( TEF Metric 4)</li> <li>Increased Progression to 85% (TEF Metric 4).</li> <li>Increased retention to 86% (TEF Metric 4)</li> <li>NSS above national benchmark. (TEF Metric 1 and 2)</li> <li>90% lesson obs/learning walks confirm that differentiation, individual support and challenge, is evident and the pace of learning meets individual needs (TEF Metric 1 and 3)</li> <li>90% students confirm through surveys and forums that they receive sufficient support and challenge and the pace of learning meets their needs (TEF Metric 1 and 3)</li> <li>90% Group Profiles sampled shows profiles in place and updated at half termly intervals thereafter and specify strategies to be used to promote individual progress (TEF Metric 3 and 4)</li> <li>90% lesson obs/learning walks confirm that targets are used to ensure individual support and challenge (TEF Metric 3 and 4)</li> <li>90% students confirm through surveys and forums that their targets are used to secure support individual progress (TEF Metric 3 and 4)</li> </ul>		
			Teachers use students starting points to plan lessons, which provide individual support and challenge (differentiation).	HoF	June 2018			
			Teachers to identify strategies on group profiles that are being used to support individual student progress.	HoF	June 2018			
			Improve the quality of target setting and the use of targets within lessons to ensure individual challenge.	HoF	June 2018			
			Teachers to increase the amount of active learning, collaborative learning and independent learning taking place in lessons to increase effective stimulation.	HoF	June 2018			
			Teachers use monitoring tools to record, track, monitor and report student engagement.	HoF HE	June 2018			
			Teachers to facilitate opportunities for students to interact and engage with work based learning activities and research.	HoF	June 2018			
			All courses have a time-tabled tutorial.	HoF	June 2018			
	Valuing Teaching	Institutional <b>culture facilitates, recognises</b> and <b>rewards</b> excellent teaching	Develop training sessions for staff on how to implement actions in their areas to be TEF ready.	HLS Lead	June 2018	<ul style="list-style-type: none"> <li>Increased Attendance to 85% (TEF Metric 1)</li> <li>Increased Achievement by at least 5% (TEF Metric 4)</li> <li>Increased Progression to 85% (TEF Metric 4)</li> <li>Increased retention to 86% (TEF Metric 4)</li> <li>NSS above national benchmark (TEF Metric 1 and 2)</li> <li>90% lesson obs/learning walks confirm that differentiation, individual support and challenge, is evident and the pace of learning meets individual needs (TEF Metric 1 and 3)</li> </ul>		
			Implement Gurjit Bhatoy Award in recognition and reward of excellent teaching	HLS Lead	June 2018			
			Scope relevance of subscription to Higher Education Academy.	HoF HE	June 2018			
			Supporting Staff in gaining HEA Fellowships.	HoF	June 2018			
	Rigour and Stretch	Course design, development, standards and assessment are effective in <b>stretching students to develop independence, knowledge, understanding</b> and <b>skills</b> that reflect their full potential	Course leaders to review formative assessment to check for appropriate levels of rigour and stretch	HoF	June 2018	<ul style="list-style-type: none"> <li>Increased Attendance to 85% (TEF Metric 1)</li> <li>Increased Achievement by at least 5% ( TEF Metric 4)</li> <li>Increased Progression to 85% (TEF Metric 4).</li> <li>Increased retention to 86% (TEF Metric 4)</li> <li>NSS above national benchmark (TEF Metric 1 and 2)</li> <li>90% lesson obs/learning walks confirm that differentiation, individual support and challenge, is evident and the pace of learning meets individual needs (TEF Metric 1 and 3)</li> <li>Improve student satisfaction in all aspects of the NSS above Benchmark for both taught and registered students. (TEF Metric 1,2 and 4)</li> <li>90% of lesson observations confirm that student experience rigour and stretch (TEF Metric 1,2 and 4)</li> </ul>		
Conducting themed lesson observations and themed walk throughs to assess levels of rigour and stretch experienced by students.			HoF	June 2018				
Teachers to identify and implement strategies to ensure rigour and stretch are experienced by students.			HoF	June 2018				
Feedback	Assessment and <b>feedback</b> are used effectively in supporting students' development, progression and attainment	Course leaders to review assessment and feedback process to ensure timely feedback in line with College and university policies.	HoF	June 2018	<ul style="list-style-type: none"> <li>Improved student satisfaction the NSS survey above Benchmark for both taught and registered students with particular focus on improving Assessment and feedback (TEF Metric 3)</li> <li>90% lesson obs/learning walks confirm that assessment for learning is used effectively (TEF Metric 3)</li> <li>90% students to confirm that they benefit from frequent checks on learning through surveys and forums (TEF Metric 3)</li> </ul>			
		Teachers to improve assessment for learning, including questioning and written feedback so that students are clear what actions they need to take to improve and develop	HoF	June 2018				
		Develop training course for staff to raise awareness on effective use of feedback and to ensure understanding and engagement with processes and procedures relating to assessment practices.	HLS Lead	June 2018				

**Extract from Diversity and Inclusion Plan**

**Objective 1 Understand and more effectively meet the diverse needs of our students, promoting engagement and cohesion, addressing under-representation and closing the achievement gap**

1.2 Take targeted action to address any inequalities in participation, achievement and/or outcomes through positive action projects and widening participation initiatives.	Curriculum areas to set equality objectives to include specific targets to close achievement gaps including consistent underperformance of African Black Caribbean students.	HoF, Directors and DMs	June 2018	Achievement gap between ethnic groups is reduced to a 12% differential between highest and lowest achievers (where sample size is >100 (2016/17 differential = 17%)
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**Objective 2 Have truly inclusive physical and virtual working and learning environments**

2.1 Ensure accessibility of BMet's service provision for all in the structure and organisation of College facilities and in all key policy frameworks.	Support teaching staff to utilise Moodle to improve accessibility of course content	D&I Advisor, Quality, Tech Manager	July 2019	Students can access teaching and learning material offsite to support their progression.
2.2 Develop an inclusive curriculum offer and ensure all aspects of teaching, learning and assessment integrate D&I.	Review curriculum offer, lesson planning, teaching methods and materials to ensure D&I moves beyond tokenism and is meaningfully embedded. Develop D&I toolkit for teaching staff. Deliver training specific to needs of curriculum areas. Conduct learning walks which have a focus on D&I. Ensure D&I inclusion in induction for new curriculum staff. Review student induction process to ensure integration of D&I. Ensure learning support is in place and effective at the start of a student's journey.	D&I Advisor, PLCs, Quality, HoFs, Directors and DMs D&I Advisor D&I Advisor PLCs, Quality, DMs, HoFs, D&I Advisor, Quality HoCs, D&I Advisor	March 2020 Nov 2018 Ongoing June 2019 Jul 2018 Jul 2018 Aug 2019	There is a demonstrable and positive impact on integrating D&I in teaching and learning. 88% of lessons are observed as good or outstanding and gaps in achievement are significantly reduced. Toolkit in operation. Staff confidently and competently integrate D&I into teaching, learning and assessment. Individual needs are addressed. Learning walks undertaken. Feedback is acted upon and practice improved. New staff understand how to integrate D&I into TLA. Review completed and actions identified. Action plan implemented to accommodate individual needs and D&I responsibilities are understood. Students with disabilities/difficulties are supported to progress.

**Progression**

The College has a proven track record of students progressing into highly skilled or skilled employment and education therefore the activities in this area are limited. In order to further facilitate students moving from level 5 qualifications to level 6 the College will ensure an increased number of Top Up routes are available on the College sites. The College has set a target of five new pathways to level 6 by 2020.

The activity measures set out in this plan have been based on evidence led processes. The College has reviewed recruitment, continuation, achievement and success rates in order to determine the set targets. Consultation with our partner HEIs has provided the basis for the actions to be taken. These HEIs have provided their experience of good practice in achieving the required outcomes. Student Councils have been consulted about the actions that would best support improved access, success and progression. These ideas have been included in the plan. The College will evaluate the success of these actions annually.



## Investment

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Life Cycle	2019-20	2020-21	2021-22	2022-23
Access	51 690	55 404	60 035	65 548
Student Success	51 690	55 404	60 035	65 548
Progression	2 110	2 262	2 450	2 674

The total spend on access, success, and progression in 2019-20 in percentage terms is 45.9% of higher fee income. The remaining percentage of 54.1% will be used towards the drop in income BMet will receive per student for the BSc (Hons) Podiatry course due to the removal of the current £10,095 NHS bursary as this is a highly resourced course. It will in fact represent a reduction in income for the Podiatry course.

As part of our on-going strategy we have identified widening participation and improving our student outcomes as key priorities. The investment in student success will be utilised to support an increased course of student support in 2018-19. This support includes the provision of both pastoral and academic tutorial support provided by lecturing staff; an increased counselling provision to ensure counsellors are available on all sites; the deployment of four attendance officers to contact students regarding non-attendance and the expansion of the enrichment officers' role to include HE students. In addition the College has invested in a student and staff behavioural change course called Pivotal which aims to transform the culture of the staff and student body to improve attendance and success.

Following the submission of the department business plans for 2018-19 we have recalculated our overall expenditure to take account of new priorities and planned outgoings. There is an increased focus on access and success rather than progression, which is reflected in the increased spend on access and student success activities, with an associated decrease in the spend on progression.

The changes in spend from the APP for 2017-18 are based on the changing needs over the life cycle. The College has achieved significant improvements in student success over the past 3 years and is showing demonstrable signs of being stabilised. Progression data shows outstanding outcomes for students over the past 3 years and is forecast to remain at high levels. The funding allocated to success and progression has now been absorbed into the overall college budget and has, therefore, allowed the reallocation of APP countable money to the area of greatest need.

As recruitment to the College has declined in general over the past 3 years there has, also, been a decline in those students from deprived and/or under-represented backgrounds. Therefore, the College priority is to increase the monies available to increase recruitment and access.

## Provision of information to students

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The College is committed to providing accurate and accessible information to students including course information, admissions and enrolment processes and financial support and fees.

The College website has a designated area for our University Level Courses (ULC) and Apprenticeship provision which contains links to course information pages and the College's ULC Admissions Terms and Conditions and its associated College policies. The course information pages include details of the tuition fee and any additional costs associated with the course and there is a separate area on the website dedicated to financial support that details the support available to HE students whilst they are studying. The College will publish the Access to Participation Plan on the ULC and Apprenticeship homepage of the College website.

In addition, the College produces and reviews annually its ULC and Apprenticeship prospectus and all admissions and enrolment communications that are sent out by email and letter. The enrolment communications include an addendum which confirms the tuition fee, any additional costs and the financial support available to them.

All staff who provide information, advice and guidance on ULC courses are regularly updated on the provision the College offers through the termly Higher Education Thematic Network, Higher Education Termly Review Boards, Higher Education Academic Board. In addition, the HE Co-ordinator produces an annual controlled document detailing the existing and planned ULC and Apprenticeships provision. This spreadsheet is shared with the College's Communications and Marketing Team, Student Services Team and Head of Faculties, Department Directors, Department Managers and lecturers who teach on ULCs for use when communicating with applicants and students.

The course and module specifications and student handbook are made available at the enrolment stage on the course page on the College's Virtual Learning Environment (VLE) to enable the students to access this throughout their course of study. The teaching materials that support the delivery of courses are uploaded to the VLE throughout the academic year.

The College will provide easy read versions of any literature to support access to information to those students who require these.

\* 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 will not increase tuition fees by inflation for all 2019-20 entrants in subsequent years of study.

Full-time course type:	Additional information:	Course fee:
First degree	BA (Hons) Child and Youth Studies (Level 6)	£6,895
First degree	BSc (Hons) Podiatry Year 1	£9,000
Foundation degree	Children's and Young People's Services Year 1	£6,895
Foundation degree	Professional Development (Health and Social Care) Year 1	£6,895
Foundation year / Year 0		*
HNC / HND	Art and Design (Art Practice) Year 1	£5,300
HNC / HND	Art and Design (Graphic Design) Year 1	£5,300
HNC / HND	Business Year 1	£5,300
HNC / HND	Computing Year 1	£5,300
HNC / HND	Music (Production) Year 1	£5,300
HNC / HND	Performing Arts Year 1	£5,300
HNC / HND	Public Services Year 1	£5,300
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	University of Derby 10007851 - Children's and Young People's Services Year 1	£4,550
Foundation degree	Birmingham City University 10007140 - Electronic and Communications Engineering Year 1	£5,300
Foundation degree	Birmingham City University 10007140 - Electronic and Control Engineering Year 1	£5,300
Foundation degree	Birmingham City University 10007140 - Manufacturing Engineering Year 1	£5,300
Foundation year / Year 0		*

HNC / HND	- HNC Art and Design (Art Practice) Year 1	£2,650
HNC / HND	- HNC Business Year 1	£2,650
HNC / HND	- HNC Computing Year 1	£2,650
HNC / HND	- HNC Construction and the Built Environment Year 1	£2,650
HNC / HND	- HNC Engineering (Electrical and Electronic Engineering) Year 1	£3,447
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	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	3.2 The College is committed to making HE accessible to mature students, in 2015/16 37.5% of our HE students (66 students) were aged 22 or older. This has declined over the 3 years from 51 % in 2012 and the College will continue work to remove the barriers for mature students accessing HE and has set a target to increase recruitment to 40% students over 22 or older in 2017 -18	No	2015-16	37.5%	42% of all HE FTE	45% of all HE FTE	50% of all HE FTE	50% of all HE FTE	50% of all HE FTE	
T16a_02	Access	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	There are currently no declared care leavers studying HE. The College does have 30 listed Looked After Children who will become care leavers at the age of 18. The College will investigate ways to enable these students to consider HE as a future opportunity	No	2015-16	0	2 FTE	2FTE	3 FTE	4 FTE	5 FTE	
T16a_03	Access	Part-time	<b>Other statistic</b> - Part-time (please give details in the next column)	3.2 There has been a decline in part time student numbers from 68 entrants in 2014-15 to 18 in 2015-16. This will have a direct impact on the participation of traditionally underrepresented groups as disadvantaged young students, are twice as likely to study part-time compared to the most advantaged. Part-time learners are also more likely to be women, and more likely to be mature learners. 01 (offa guidelines). The College has identified part time learners to be the focus of increased recruitment in 2017 with a target of a 100% increase (36 students)	No	2015-16	18	40 FTE	44 FTE	50 FTE	50 FTE	50 FTE	
T16a_04	Student success	Socio-economic	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	The College identified that when using further education Success Rate metrics that on the majority of HE programmes achieved Success Rates of the internal minimum target of 85%. it is evident that the high level of attrition is proportionally spread across all learner types with no significant variance in underperformance across disadvantaged and non-disadvantaged students.. The College will target improvement in the success rate of mature and students from low participation neighbourhoods to be at least 85% by 2017	No	2015-16	61%	85%	85%	85%	85%	85%	
T16a_05	Student success	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	The College identified that when using further education Success Rate metrics that on the majority of HE programmes achieved Success Rates of the internal minimum target of 85%. it is evident that the high level of attrition is proportionally spread across all learner types with no significant variance in underperformance across disadvantaged and non-disadvantaged students.. The College will target improvement in the success rate of mature and students from low participation neighbourhoods to be at least 85% by 2017	No	2015-16	61%	85%	85%	85%	85%	85%	
T16a_06	Success	Socio-economic	<b>Other statistic</b> - Completion/Non continuation (please give details in the next column)	The College is committed to support disadvantaged students as they prepare to progress to employment and to top up degrees from HNDs and Foundation Degrees. The College will target 100% of mature and low participation area students to progress, working with its partner HEIs to increase the number of student that progress onto top up years following their HND or Foundation Degree from 5% to 15% by 2017	No	2015-16	5%	20%	20%	20%	25%	25%	

T16a_07	Success	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	The College is committed to support disadvantaged students as they prepare to progress to employment and to top up degrees from HNDs and Foundation Degrees. The College will target 100% of mature and low participation area students to progress, working with its partner HEIs to increase the number of student that progress onto top up years following their HND or Foundation Degree from 5% to 15% by 2017	No	2015-16	5%	20%	20%	20%	25%	25%	
T16a_08	Progression	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	The College will commit to increase the employability skills across provision which will inevitably include multiple indicators of disadvantage including mature, part time and students from deprived areas. The target will be that 100% of programmes include at least two sector specific guru lectures that focuses on key issues impacting on employment in those sectors	No	2016-17	0%	60%	80%	100%	100%	100%	
T16a_09	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	Increase the number of HE seminars delivered to Year 7-10s in areas of deprivation from 0 - 10	No	2015-16	0	6	8	10	12	14	
T16a_10	Progression	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	The College will set a target to work with 3 new large employers to deliver HE programmes designed to support their workforce and targeting mature learners and part time study.	Yes	2015-16	3	5	6	6	8	8	
T16a_11	Progression	Mature	<b>HESA T2a</b> - (Mature, full-time, first degree entrants)	The College will commit to increase the employability skills across provision which will inevitably include multiple indicators of disadvantage including mature, part time and students from deprived areas. The target will be that 100% of programmes include at least two sector specific guru lectures that focuses on key issues impacting on employment in those sectors	No	2016-17	0%	60%	80%	100%	100%	100%	
T16a_12	Student success	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	The College identified that when using further education Success Rate metrics that on the majority of HE programmes achieved Success Rates of the internal minimum target of 85%. it is evident that the high level of attrition is proportionally spread across all learner types with no significant variance in underperformance across disadvantaged and non-disadvantaged students.. The College will target improvement in the success rate of mature and students from low participation neighbourhoods to be at least 85% by 2017	No	2015-16	0%	85%	85%	85%	85%	85%	
T16a_13	Progression	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	The College will commit to increase the employability skills across provision which will inevitably include multiple indicators of disadvantage including mature, part time and students from deprived areas. The target will be that 100% of programmes include at least two sector specific guru lectures that focuses on key issues impacting on employment in those sectors	No	2015-16	0%	50%	100%	100%	100%	100%	
T16a_14	Student success	Part-time	<b>Other statistic</b> - Part-time (please give details in the next column)	The College identified that when using further education Success Rate metrics that on the majority of HE programmes achieved Success Rates of the internal minimum target of 85%. it is evident that the high level of attrition is proportionally spread across all learner types with no significant variance in underperformance across disadvantaged and non-disadvantaged students.. The College will target improvement in the success rate of mature and students from low participation neighbourhoods to be at least 85% by 2017	No	2015-16	61%	85%	85%	85%	85%	85%	

T16a_15	Progression	Part-time	<b>Other statistic</b> - Part-time (please give details in the next column)	The College will commit to increase the employability skills across provision which will inevitably include multiple indicators of disadvantage including mature, part time and students from deprived areas. The target will be that 100% of programmes include at least two sector specific guru lectures that focuses on key issues impacting on employment in those sectors	No	2016-17	0%	60%	80%	100%	100%	100%	
T16a_16	Access	Socio-economic	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	The College is committed to making HE accessible to mature students from low participation backgrounds , in 2015/16 37.5% of our HE students (66 students) were aged 22 or older. This has declined over the 3 years from 51 % in 2012 and the College will continue work to remove the barriers for mature students accessing HE and has set a target to increase recruitment to 40% students over 22 or older in 2017 - 18	No	2015-16	37.5%	42% of mature HE FTE	45% of mature HE FTE	50% of mature HE FTE	50% of mature HE FTE	50% of mature HE FTE	
T16a_17	Student success	Low participation neighbourhoods (LPN)	<b>HESA T1b</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	The College identified that when using further education Success Rate metrics that on the majority of HE programmes achieved Success Rates of the internal minimum target of 85%. It is evident that the high level of attrition is proportionally spread across all learner types with no significant variance in underperformance across disadvantaged and non-disadvantaged students.. The College will target improvement in the success rate of mature and students from low participation neighbourhoods to be at least 85% by 2017	No	2015-16	61%	85%	85%	85%	85%	85%	
T16a_18	Progression	Socio-economic	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	The College will commit to increase the employability skills across provision which will inevitably include multiple indicators of disadvantage including mature, part time and students from deprived areas. The target will be that 100% of programmes include at least two sector specific guru lectures that focuses on key issues impacting on employment in those sectors	No	2016-17	0%	60%	80%	100%	100%	100%	
T16a_19	Access	Attainment raising	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	The College will work with its Sponsored Academy to increase attainment rates in maths and English	Yes	2015-16	46% English 62% Maths	59% English and 68% Maths	60% English and 69% Maths	61% English and 70% Maths	62% English and 71% Maths	63% English and 72% Maths	
T16a_20	Access	Attainment raising	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	The College will provide ambassadors to work with pupils to raise aspirations of studying HE	Yes	2016-17	0 pupils	5 pupils	7 pupils	10 pupils	12 pupils	12 pupils	

**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	

**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.