Access and Participation Plan

2019-20

1. Introduction

1. Askham Bryan College is a specialist land-based college offering a range of both further and higher education programmes. Undergraduate higher education programmes are offered in the areas of Agriculture and Countryside, Animal Management, Equine, Horticulture, Sport and Veterinary Nursing.

2. There are currently over 600 students studying on higher education undergraduate programmes at the College in 2017-18, with a significant proportion of enrolments (over 40% in 2017-18) from areas classified as POLAR 1-3 areas, which are classified as 'disadvantaged by postcode'. The College's commitment to widening participation is articulated in the Strategic Plan, and significant steps have been taken in increasing progression from our wider further education campuses.

3. Directly funded higher education provision is currently delivered in validated partnerships with three university partners: Harper Adams University, the Royal Agricultural University and Leeds Trinity University.

4. Our graduate employability is very good, with over 90% of full-time undergraduates in either work or further study within six months of graduating.

5. Undergraduate tuition fee limits for 2019-20 have been set at £9000 per year for full-time students (Home). Part-time students, and students on blended learning programmes, will be charged a pro-rata fee, which will not exceed £4500 in any one academic year. Students on a sandwich year as part of their programme of study will be charged a maximum of £1800 per year for the sandwich year.

6. The College works collaboratively with a range of strategic partners, both locally (Higher York- a collaborative network of Yorkshire-based higher education providers) and nationally (e.g. LANDEX and Association of Colleges), to promote higher education.

7. We are working to develop our overall student experience through an evaluation of our student lifecycle, with an integrated team of academic and support staff, to enable us to improve data collection, monitoring and analysis. This, and continuation of students (student success) will be a key focus over the period of the 2019-20 access and participation plan (APP).

2. Fees, Student Numbers and Fee Income

2.1 Student Numbers

Based on projected student numbers for 2019-20, the College estimates that a minimum of £460,000 will be allocated to activity and expenditure in improving access, student success and progression. Given the high proportion of student enrolments from under-represented groups (Section 3.1), the expenditure level for this Access and Participation Plan should be a minimum of 15% of fee income above the basic fee (Regulatory notice 1: Access and Participation Plan guidance for 2019-20).

2.2 Tuition fee limits

We have a single fee rate for our full-time undergraduate provision, and do not charge differential tuition fees for different subject areas. This is easier for prospective and current students to understand, and reduces barriers if students wish to transfer across programmes.

Undergraduate tuition fee limits for 2018-19 have been set at £9000 per year for full-time students (Home). Part-time students will be charged a pro-rata fee, which will not exceed £4500 in any one academic year. Students on a sandwich year as part of their programme of study will be charged a maximum of £1800 per year for the sandwich year. Table 1 summarises the tuition fee limits for 2019-20 new entrants.

Programme of study	Tuition fee (2019-20 new entrants)
Any undergraduate full-time students on Extended Foundation Degree, Foundation Degree or BSc programmes (Home students)	£9000
Any undergraduate part—time students on Extended Foundation Degree, Foundation Degree or BSc programmes (Home students)	£4500
Students on sandwich year	£1800

Table 1. Tuition fee limits for 2019-20 new entrants.

The College may increase tuition fees annually by the inflationary amount and/or agreed amount set each year by Government.

The College's higher fee income from all cohorts in 2019-20 is expected to be in the region of £1,375,005 therefore a minimum spend of £191, 250 (15% of higher fee income) should be invested (from the College's higher fee income) in access, success and progression measures for all students.

In 2019-20 academic year, we will aim to invest the following in access, success and progression measures for students:

Access, success & progression forecasts	Forecast spend in 2019-2020 (% higher fee income)
Access	£22,500 (1.6%)
Success	£150,000 (11%)
Progression	£17,000 (1.2%)
Investment in financial support	£31,000 (2.3%)

Table 2. Access, success and progression spend (forecast) for 2019-2020.

3. Access, Student Success and Progression Measures

The College continues to support access, student success and progression by investing a minimum of 15% of the higher fee income into development of structures and processes to improve these measures. This investment is in addition to commitments outlined in previous access agreements for continuing students.

3.1 Access priorities and work

As a College that also offers FE programmes of study, the College is very well placed to inform and promote participation in higher education study via its FE learners at a number of campuses across the north of England. The College continues to place emphasis on advice and guidance on progression to higher education in general, and implements a programme of progression activities to promote opportunities internally and externally. This is achieved through an integrated approach, involving staff working in both further and higher education areas to provide support for students prior to enrolling on a higher education programme.

The most recent statistics (2017-18 enrolments) for the College indicate that the population of HE students classified as access priority groups was as follows:

Access Priority Group	Number (Individuals)	% of total HE student population
Care Leavers	6	0.9%
Disabled Students	82	12.8%
BME (not white British)	20	3.1%
Mature (age 21 or over)	240	37.3%
Part-time	48	7.5%
POLAR 3	284	44.2%

Table 3. Breakdown of access priority groups enrolled in 2017-18.

3.1.1 Students categorised as disadvantaged by postcode

A significant proportion of the student body at the College are defined as disadvantaged by postcode, with over 44% of enrolments in 2017-18 from postcodes classified as POLAR 1-3. Activity to increase access from disadvantaged areas is largely driven by the College's commitment to encourage students to progress from level 3 programmes at the College to a higher education programme at the College. The College provides free transport for all full-time students from surrounding areas during term-time, increasing access for those students who cannot live on-campus due to geographical location (the College is situated in North Yorkshire, which has a dispersed, rural population), or due to financial constraints.The College is committed to continuing to provide transport for student to continue to support this access priority group.

3.1.2 Students with disabilities

In 2017-18, approximately 13% of enrolments had self-declared an additional learning support need. Students are supported prior to enrolment (post acceptance of offer) with their application for disability support allowance via the College's Learning Support team. The College offers full financial support to students requiring an Educational Psychologists report, which may be a barrier to entry for some individuals. In addition, the College will use a proportion of these APP funds as a contribution to the personal investment required by DSA students to purchase specialist equipment to aid their learning.

3.1.3   Students undertaking part-time study

Enrolment of part-time students has shown a steady decrease over the past four years, since the introduction of higher fees. In 2017-18 less than 8% of enrolments were for part-time study. Historically, part-time programmes at the College were offered as 'infill' with full-time programmes, which allowed a financially viable model of provision, however we recognise that more flexible part-time offering could increase access for part-time students. The majority of part-time provision is in specialist curricula such as floristry and higher apprenticeships (agriculture).

The College is currently developing more programmes which could increase access for part-time students, and will continue to monitor trends in part-time recruitment, including higher apprenticeships for land-based specialisms to increase participation from students requiring part-time study options.

3.1.4   Students categorised as black and minority ethnic (BME)

Only 3% of students at the College are categorised as BME, however this is largely representative of the local and regional population in North Yorkshire, where we recruit the majority of our stdeutns from. For example, the city of York has only 6% of its population categorised as non-White British[1]. In addition, this profile is typical of the land-based industries we serve, and in which we provide higher education programmes. As part of our Widening Participation objectives, the College is exploring ways to attract students from wider regional areas , e.g. the Leeds City region (18.9% BME[1]). This is being actively managed in conjunction with our Marketing Strategy which is currently being reviewed for 2018-19.

3.1.5   Students categorised as mature learners (aged 21 or above)

Almost 40% of our students are mature students, which again represents a significant number of people changing careers which specialist land-based provision attracts. This is especially noticeable in the horticulture and agriculture student populations. The College will continue to use a flexible approach to entry criteria for mature learners to encourage access and participation from these students.

3.1.6   National Collaborative Outreach Partnership (NCOP)

The College actively participates in the National Collaborative Outreach Project (NCOP) via its partnership with Higher York, and will continue to invest in a range of student access activities throughout 2019-2020 academic year in line with NCOP objectives (see Section 3.1.4). The objectives set out by Higher York as part of the NCOP collaboration are:

- Increase applications to HE from target wards by 2%
- Increase applications to HE by young white males by 2%
- Increase applications to HE by BME students by 2%

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[1] 2011 Census

- Increase applications to HE in STEM subjects by young females by 3%

The estimated amount this investment by the Higher York NCOP partners in access will be in the region of £319,976 (January- July 2019).

3.1.7 Other outreach and collaborative work

The College participates in a well-established programmes of outreach activities including:

- Working with schools at primary and secondary level to promote participation in higher education, including participation in the Network for Collaborative Outreach (2015-2016) and National Collaborative Outreach Partnership (currently).
- Working directly with other FE colleges to promote participation in higher education
- Continual internal outreach activities within our FE student body to promote opportunities in higher education, both internally and externally
- Collaboration with other partners to support outreach and access activities, notably Higher York, which is a collaborative partnership with other colleges and universities in the York area

3.2 Student Success

Student continuation and achievement has continued to improve over the past two years with a current overall retention rate of 94% on all programmes (2017-18). Support measures to improve student success that have successfully worked (as evidenced in an increase in continuation/retention) included:

1. Amendment of entry requirements onto Level 4 programmes to ensure students had the appropriate knowledge and skills (particularly in science) to increase their opportunity to successfully continue on their programme of study.
2. Increased promotion of, and improved information, advice and guidance for applications onto the Extended Foundation Degree which allows a broader range of applicants to be accepted onto our accessible higher education programmes.
3. Increased allocation of tutorial time to strengthen student support mechanisms in orer to support students in their studies.

There are some differences in outcomes for different categories of underrepresented groups, however it should be noted that the most complete data set (2016-17) shown in Table 4 represents an earlier stage of the College's improvement progress over the past two to three years. As a relatively small provider, we will monitor the effectiveness of our access and success activities via student surveys, focus groups and staff consultation and use this information to evaluate performance against our priorities outlined in this APP.

Access Priority Group	Continuation[2] (%)	Success[3] (%)
Care Leavers	100	25
Disabled Students	95	73
BME (not white British)	92	77
Mature (age 21 or over)	91	68
Part-time	96	62
POLAR 3	90	63

Table 4. Student continuation and success (2016-17 data)

In the case of care-leavers, the numbers in question are very small which skews the % success rate. However, the College does financially support care-leavers by offering financial support via payment of UCAS application fees to care-leavers. We are committed to continuing to support care-leaver sin this respect in the future. However, we recognise that more support needs to be in place to support success and progression of these students, which we will monitor via the mechanisms outlined below.

The College will continue to utilise the following measures to improve success for students in underrepresented groups:

3.2.1 Bridging activities (all under-represented groups)
Intra-programme bridging activities are embedded into the beginning of each academic year to assist with students transitioning between years of study. For new starts, this is integrated into the induction programme, and for continuing students, bridging activities are embedded into the tutorial programme early in the academic year. We will monitor the effectiveness of these activities through student surveys and focus groups with under-represented groups of students.

3.2.2 Tutorial support (all under-represented groups)
High levels of pastoral and academic support via weekly tutorial arrangements helps to support student attainment and retention. We have committed to increasing tutorial time allocated to help improve continuation and student success. We will monitor the effectiveness of the personal tutorial scheme through student surveys and focus groups with under-represented groups of students. In addition, we will consult with staff to understand the needs of under-represented groups to ensure effective measures are maintained and developed for future cohorts.

3.2.3 Module structure and delivery (part-time students)
Students benefit from increased contact time in modules where we have identified higher levels of support required. Student feedback has indicated that they have a better experience in smaller class sizes, so the College has committed to staffing additional groups to continue to support student achievement. We are committed to continuing with this approach, which has largely been driven by student feedback as it is something they value. We will evaluate with under-represented groups the value and impact of this support measure.

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[2] Measured as retention at end of programme
[3] Measured as completing students achieving award

3.2.4   Learning support arrangements (disabled students)

Students may be supported financially via payment of Educational Psychologist reports and payment of the £200 contribution towards specialist equipment. We believe that these additional costs may be a barrier to some students accessing learning support and we have committed to financing these support measures. Additional surveys will explore the impact of this on student performance of disabled students.

3.3 Progression

We will monitor performance for progression by effectively utilising our Careers Service to monitor activities via surveys and student focus groups. We will aim to undertake employer surveys to capture employer feedback on graduate skills needs and employability opportunities.

3.3.1   Link with employers

The College sustains an excellent relationship with a range of employers via regular technical advisory group meetings and employer events. The vocational nature of the majority of our programmes ensures close links with employers are valued and encouraged. Employers regularly attend College events to promote career opportunities.

3.3.2   Link with partner universities

The College maintains supportive links with all of our validating partner universities to raise awareness and promote progression into further study, notably postgraduate study. Partners regularly attend careers events and students at the College are provided opportunity to attend postgraduate information events at partner institutions.

3.3.3   Careers advice and guidance

The College employ a higher education careers advisor to support students progression into employment. Activities such as Careers Fairs, enterprise activities, mock interviews and guest lectures promote opportunities to students. From 2018-19, we have created a bespoke Careers hub in a central location at the College which will offer students a range of support and enhancement opportunities in relation to employment and career development.

3.3.4 'Raising Aspiration' activities

To raise aspiration and to further support academic achievement, additional measures have been implemented to promote student engagement/involvement in academic activities including:
- Student attendance/presentation of research work at conferences
- Support (staff time) for students wishing to publish their research
- Series of lunchtime seminars to support different aspects of learning in relation to academic skills development e.g 'How to research literature' and 'Writing scientific reports'

- Dissertation preparation day for students progressing to Level 6 study
- Further promotion of the Annual Research Poster Presentation day which includes invited employers and industry representatives

4. Financial Support

Financial support and bursaries will be made available to students who are able to provide evidence of hardship and are within our access target groups. Our access target groups include students who are within one or more of the under-represented categories, as defined by OFFA.

The College proposes that in 2018-19 the funding available from increased fees for access activities should be mainly targeted at measures which will focus on student support. Table 1 summarises the financial support available.

We will evaluate the impact of financial support via student surveys and feedback from the student body.

4.1 Bursary (Student Success)

A minimum of £31,000 in cash bursaries will be available to student in 2019-20. Students must meet one or more of the criteria as defined by the Office for Students (OfS) in the Access and Participation Plan guidance for 2019-20.

The criteria will be made explicit to students at the start of the academic year and application will be via an appropriate pro-forma. Applications will be considered by the College's Access Funds Decision Panel and will be open to all students studying both on full and part-time Higher Education programmes at any of the College's centres, providing they meet the criteria. The College may use additional measures to award bursaries where applications exceed funds available.

Students will initially be awarded the bursary in the first year of their programme, and will subsequently re-apply each year to the Access Funds Panel via the application process.

4.2 Student Choice (Student Success and Progression)

The College is aware that studying on specialist land-based programmes can carry additional resource costs, which some students particularly from disadvantaged backgrounds may find hard to meet. It is therefore proposed that a minimum sum of £5000 will form a Student Choice Fund to which students can apply to for support. Application will be via an appropriate pro-forma, available to all students and will be considered by the College's Access Funds Decision Panel.

Students may be awarded this specialist funds in any year of their programme, and may apply no more than once in any year of their programme. This support may be in the form of:

- Cost of additional specialist learning support

- Travel and/or subsistence relating to accessing specialist and often remote (from place of study) work placements.
- Purchase of items to support undergraduate study/specialist projects
- Cost of trips and study tours to support learning
- Support for attending conferences and other learning opportunities

Students may be awarded these funds in any year of their programme, and may apply no more than once in any year of their programme. This support may be in the form of a cash bursary, in-kind support (e.g. purchase of equipment such as laptop), depending on the application.

Category	Bursary available per student	Minimum number available
Bursary (Student Success)	Up to £1000	31
Student Choice (Student Success and Progression)	Up to £500	10
Student Hardship Fund	On application	N/A

Table 5. Breakdown of categories of financial support available for students entering programmes in 2019-20

5. Raising attainment in schools

The College will commit to undertaking a scoping exercise to investigate opportunities for directing interventions in relation to raising attainment in targeted schools. Following this exercise, we will update targets to reflect our future planning and interventions methods from 2019-20 onwards. Initially we will identify a number of schools in the region to approach to discuss possible interventions with. The College is already active in this area of work through its NCOP network and outreach activities.. Once the targets are identified, we will investigate how best to measure the impact of our work and use this for subsequent reporting on targets.

The College is involved in the following activities which support school related activity and raising aspiration in students at schools:

5.1 Green Apples Collaboration

This is a collaborative project which the College participates in with two local universities and a local college. Green Apples has been established for almost 20 years and the aim is to engage with students at primary and secondary schools in the local area to raise aspirations in relation to higher education. This project now engages hundreds of school students from years 6-13 on an annual basis.

5.2 Taster Days

The College operates several taster days throughout each academic year, offering students the opportunity to explore post-16 educational options. As the College offers Level 2 and Level 3 education, we actively support and advise our 16-18 year old students about higher education options. In terms of higher education at the College, we have grown the number of students progressing from Level 3 programmes at the College onto higher education.

5.3 'Progression onto Higher Education' events

The College operates a series of internal progression to HE events for our 16-18 students, including:

- Bringing 16-18 students from our out-centres/smaller campuses to our main HE campus for a HE taster event
- Collaboration with two other FE Colleges in the region to promote the Colleges specialist higher education provision, including visits to the College and talks about higher education options
- Promoting higher education option to our 16-18 students through a series of targeted activities, linking FE and HE options

6. Targets and Milestones

The College believes that it is already successful in promoting access to students from under-represented groups and therefore meets many of the criteria for success in addressing the widening participation agenda. It is therefore proposed that given the focus of the increased spend on access activities outlined outlined above, the most appropriate milestones will relate to student success, whilst continuing to attract applicants from underrepresented groups. Data on retention and achievement is readily available from the ILR and is already closely monitored through the College's self-evaluation reporting processes.

The College intends to assess the impact of the APP expenditure through monitoring of retention and achievement data, destinations of leavers data and annual internal monitoring of student data. APP expenditure is targeted at providing financial support for students across all stages of the lifecycle, with the majority of spend focussed on student success throughout their programme of study, which is linked to the strategic priority of supporting student success. As the College continues to successfully recruit students from underrepresented groups into specialist land-based education, thus the strategic priority will now focus on improving student success and progression post-HE study; for example, the Broadening Horizons funding is linked to supporting student progression and may include funding students to undertake research, attend conferences or specialist facilities which might enhance their career prospects or provide exposure to postgraduate study opportunities.

Monitoring progress against the milestones and targets will be the responsibility of the Director of Higher Education and will be monitored by the SMT. The wider HE team will also be involved in monitoring the distribution and effectiveness of the Access and Participation Plan. Students in

receipt of any financial support made via the Access and Participation Plan will be monitored throughout their programme of study and at the end of the programme to evaluate the impact of the support (outcomes, grades achieved, onward progression). Students may also be asked to complete a short survey to assist with this monitoring process.

7. Monitoring and Evaluation Arrangements

The College is currently developing a more robust monitoring and evaluation system to effectively measure the impact of this expenditure. It is anticipated that by 2018-19, an effective monitoring and evaluation process will be embedded, which will allow us to make informed decisions in relation to future access arrangements and funding.

The College has plans in place to:

- Undertake targeted student surveys to gain student feedback on the effectiveness of the strategies in place to support access, success and progression
- Undertake targeted focus groups with key staff members, including lecturers, support staff (careers, accommodation, student services, counselling) and learning support mentors to understand the needs of our different students to ensure the most effective support measures are in place to aid success and progression
- Consultation with student groups to develop future strategies to support outcomes for students and enhance progression opportunities.
- Revise its Widening participation strategy to ensure effective consideration of access priority groups within the region

8. Equality, Diversity and Inclusion (EDI)

The Askham Bryan College Equality, Diversity and Inclusion (EDI) Policy outlines the general principles by which we, as a College, will conduct our daily activities and practices, in line with the Equality Act 2010.

Our EDI policy covers equality and diversity in relation to the protected characteristics as described by the Equality Act 2010. The College maintains an EDI action plan which is regularly reviewed to monitor the following overarching aims:
1. To ensure that all individuals are treated fairly and with dignity and respect.
2. To create and promote an inclusive and positive culture and environment, fostering good relations and challenging and preventing prejudice, discrimination and harassment.
3. To enable all individuals to achieve their full potential, to contribute fully and derive maximum benefit and enjoyment from their involvement in the life of the College.
4. To promote awareness, understanding and involvement in equality and diversity matters among staff and students.

5. To promote the ethos of the 'Prevent' agenda by encouraging free and open debate amongst students, whilst challenging extremism. Our aim is that through classroom practice and social activities, staff and students will support belief in equality of opportunity and the celebration of diversity as part of the promotion of British Values within the College.

The College will revise its Widening Participation (WP) strategy during 2018-19 to ensure that our WP priorities align with over overarching EDI policy at the College. EDI features regularly on the Colleges programme of staff development to ensure staff knowledge and awareness is up to date. The College operates an EDI group which meets several times a year to monitor and review the EDI action plan. This group will consider elements fo the WP strategy in the future to ensure effective alignment of priorities and awareness of access, success and progression themes within the higher education student population.

The College is also a Stonewall diversity champion and are proud to be one of the few Colleges in the country to work with Stonewall.

The College is committed to fully adhere to the principles outlined in the Equality Act 2010 in its practices, activities and policies.

9. Provision of information to prospective students

The College ensures that accurate, current and accessible information is provided to prospective students and their families via the following measures:

- Through provision of clear information about fees, finance and additional costs at open days, taster days, internally via tutorials, and via our websites and other marketing materials. Information is reviewed regularly to ensure currency and accuracy.
- Timely updating of our undergraduate prospectus to ensure earliest promotion events (e.g. UCAS fairs) are providing the most current information, with further signposting to the website, which contains additional guidance sheets in relation to e.g. additional costs, extra-curricular activities
- By participating in the Higher York network, appropriate information and guidance is supplied to schools and colleges in the area through targeted events, information sessions and collaborative activities.
- By ensuring enrolled students complete an embedded induction programme at the beginning of their programme which provides further additional guidance in relation to learning support, Students Union, student council, student support, welfare and accommodation information.

10. Student Consultation

Students sit on all academic board sub-committees and are an integral part of the College's decision making process. This APP will be presented to the Academic Development Committee

was developed in consultation with students throughout the academic year and feedback from students in receipt of bursaries was considered when developing the 2019-20 APP. Student input has defined some of the planned expenditure as outlined in the APP. The College will continue to consult with students to allow their contribution to the process.

* 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 may increase tuition fees annually by the inflationary amount and/or agreed amount as set each year by Government.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree	Students who will start in 2019-20 and beyond	£9,000
Foundation degree	Students who will start in 2018-19	£8,500
Foundation degree	Students who will start in 2019-20 and beyond	£9,000
Foundation year / Year 0	Students who will start in 2019-20 and beyond	£9,000
HNC / HND	Students who will start in 2019-20 and beyond	£9,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	Vet Nursing students only	£1,800
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		£4,500
Foundation degree		£4,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Socio-economic (please give details in the next column)	Continue to recruit and support students from disadvantaged backgrounds (WP by postcode)	No	2013-14	55%	58%	58%	58%	60%		Continue to collect survey data; introduce methods to evaluate the success of students in this category; continue to promote progression; continue to offer support to students in this category
T16a_02	Student success	Other (please give details in Description column)	**Other statistic** - Completion/Non continuation (please give details in the next column)	Evaluationof of achievement rates at exam boards; evaluate achievemetn between first and resit exam boards	No	2014-15	24 students were allowed to progress after resits	90% retention	90% retention	90% retention	90% retention		Improve arrangements to ensure students are supported in achievement; incentivise achievement through Access fund (details in Access agreement); offer support to students in the resit window to support achievement
T16a_03	Student success	Low income background	**Other statistic** - Low-income backgrounds (please give details in the next column)	Continue to collect data detailing students household income. Evaluate barriers to success; offer interventions to support achievement and success. Include target for recruitment of BME students.	No	2012-13	to be defined	12	18	18	20		Address potential issues to overcome access and support success for these students
T16a_04	Access	Part-time	**Other statistic** - Part-time (please give details in the next column)	Promotion of increased applications for part-time programmes	No	2014-15	4% of applicants	6%	6%	10%	10%		
T16a_05	Access	Multiple	**Other statistic** - Applications (please give details in the next column)	Monitor application process and analyse conversion rates from offer to accept	No	2014-15	55%	60%	62%	65%	65%		Monitor trend data; review admissions procedures to support effective processing of applications
T16a_06	Access	Low income background	**Other statistic** - Socio-economic (please give details in the next column)	Continue to offer subsidised transport for students to access studies	No	2015-16	43% of HE students	48%	50%	40%	40%		Monitor attendance, retention and achievement of students accessing subsidised transport. Promote financial benefits of accessing subsidised transport; increase transport provision to promote access. Reason for reduced ambition from 2020-21 onwards is due to more students opting to live on campus
T16a_07	Student success	Multiple	**Other statistic** - Completion/Non continuation (please give details in the next column)	Improve retention rates in Year 1 of study	No	2013-14	75%	85%	86%	90% retention	90% retention		Continue to support students in-year; identify interventions to support students; identify and evaluate reasons for withdrawal and address trends

								Yearly milestones (numeric where possible, however you may use text)					
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	Student success	Multiple	Lifelong learning	Further develop opportunities to support progression between years and levels of study; bridging courses developed and offered to students from 2014/15	No	2014-15	90% of students attended bridging programme	95%	95%	95			Transitional bridging programmes are inbiult into learning programme to support progression between levels
T16b_02	Access	Disabled	Outreach / WP activity (other - please give details in the next column)	Support applicants that self-declare additional support needs or are identified through College-based assessment specialists as having additional support needs	No	2014-15	52 students	56	57	All DSA students			Evaluate disclosures made by applicatns; ensure early support arrangements are in place; provide on-site assessments of needs; analyse student access to support and impact of support
T16b_03	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Continue to promote localised provision for students in the North-East	No	2014-15	18 new enrolments	22	23	20% progressing from FE to HE from outcentres			Promote availability of provisionin local area throguh IAG, taster days, progression events and promotional work
T16b_04	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative outreach with Higher York partnership to promote higher education in Yorkshire, including low participation areas. Curently working with schools and colleges to promote higher educaiton options which has been supported partially through the Network for Collaborative Outreach programme. Informaiton events at schools have been carried out, alongside campus visits and discussion/promotion of HE to schgools with loe progression-to-HE rates	Yes	2015-16	10 new enrolments	4	6	Evaluation of % of enrolments from low participation areas			The Higher York partnership already works successfully promoting higher educationa dn study opportunities; increased collaborative networks to be developed to further promote study opportunities through a range of activities
T16b_05	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	This will be ascoping exercise for 2017-18 and milestones to be deterrmined subsequently	No	2017-18	None	Input milestone to be set	outcome milestone to be set	outcome milestone to be set	outcome milestone to be set		This will be ascoping exercise for 2017-18 and milestones to be deterrmined subsequently