



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Askham Bryan College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Askham Bryan College's ambition and strategy as detailed in the 2019-20 access and participation plan:

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. 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.

The priority areas for 2019-20 were split into access, success and progression measures as outlined in the plan. In terms of access, we identified priority groups to support which included students from disadvantaged areas, students with disabilities, part-time students and BAME entrants. As a specialist land-based provider, located in North Yorkshire, we recognise the challenges due to our location and specialisms however our overall ambition for 2019-20 identifies opportunities to improve access indicators for our priority groups. Continuation rates continued to be a priority in 2019-20, as outlined in our commitment to supporting student success through individual bursary, increased academic support and increased opportunities for one-to-one support. We also committed to gaining more targeted student feedback on specific elements of the plan in order to further refine and improve our access and participation strategies for the future. 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).

In 2019-20 we committed to continuing to invest up to 15% of our higher fee income on access and participation, in addition to collaborative work with partners via the National Collaborative Outreach Project (NCOP) to increase our widening participation activity.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Askham Bryan College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Askham Bryan College's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Continue to recruit and support students from disadvantaged backgrounds (WP by postcode)	2013-14	55%	58%	58%	Percentage	2019-20	38	No progress
T16a_02 (Student success)	Evaluation of achievement rates at exam boards; evaluate achievement between first and resit exam boards	2014-15	24 students were allowed to progress after resits	90% retention	90% retention	Percentage	2019-20	90	Expected progress
T16a_03 (Student success)	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.	2012-13	to be defined	12	18	Headcount	2019-20	6	No progress
T16a_04 (Access)	Promotion of increased applications for part-time programmes	2014-15	4% of applicants	6%	6%	Percentage	2019-20	4	Limited progress
T16a_05 (Access)	Monitor application process and analyse conversion rates from offer to accept	2014-15	55%	60%	62%	Percentage	2019-20	59	Expected progress
T16a_06 (Access)	Continue to offer subsidised transport for students to access studies	2015-16	43% of HE students	48%	50%	Percentage	2019-20	17	Limited progress
T16a_07 (Student success)	Improve retention rates in Year 1 of study	2013-14	75%	85%	86%	Percentage	2019-20	77-86	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Student success)	Further develop opportunities to support progression between years and levels of study; bridging courses developed and offered to students from 2014/15	2014-15	90% of students attended bridging programme	95%	95%	Percentage	2019-20	100	Expected progress
T16b_02 (Access)	Support applicants that self-declare additional support needs or are identified through College-based assessment specialists as having additional support needs	2014-15	52 students	56	57	Headcount	2019-20	78	Expected progress
T16b_03 (Access)	Continue to promote localised provision for students in the North-East	2014-15	18 new enrolments	22	23	Percentage	2019-20	19	Limited progress
T16b_04 (Access)	Collaborative outreach with Higher York partnership to promote higher education in Yorkshire, including low participation areas. Currently working with schools and colleges to promote higher education options which has been supported partially through the Network for Collaborative Outreach programme. Information events at schools have been carried out, alongside campus visits and discussion/promotion of HE to schools with low progression-to-HE rates	2015-16	10 new enrolments	4	6	Headcount	2019-20		Limited progress
T16b_05 (Access)	This will be a scoping exercise for 2017-18 and milestones to be determined subsequently	2017-18	None	Input milestone to be set	outcome milestone to be set	N/A (see description / commentary)	2019-20		No progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£22,500.00	£28,050.00	25%
Financial Support	£31,000.00	£20,300.00	-35%

4. Action plan

Where progress was less than expected Askham Bryan College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Monitoring of internal progression headcounts and impact of activity of targeted activities including student surveys of internal students to identify and address barriers to progression
T16a_03	We are putting in place a schedule of targeted and focussed activity which we aim to be sustainbale in terms of promoting land-based education to BAME entrants. We will explore additional incentives which includes bursary for priority groups.
T16a_04	Completion of our curriculum review to include new strategic priorities of the College and exploring new opportunities aligned to emerging skills agenda in relation to Higher Technicals Qualificaitons, and modular study options.
T16a_06	We are currently looking at our free transport offer to investigate how we can best support our priority access groups to access higher education .
T16a_07	Continue to offer academic support in the early stages of HE study, and integrate academic skills into more modules at Level 4 (and pre-Level 4) to build confidence.
T16b_03	Evaluate impact of new application process and continue to support student applications

T16b_04	Incorporate new targets into the 2021-onwards plan to ensure we have a focussed approach for the next 5 years in terms of closing the biggest gaps.
T16b_05	(1) Regular structured reporting to key committees on WP activities and outreach work to focus on priority groups identified through our assessment of performance in the 2020/21 onwards plan. (2) Identifying WP criteria for the College to assist in focussing resources on priority schools and colleges

5. Confirmation

Askham Bryan College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Askham Bryan College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Dr Tim Whitaker
Position	Chief Executive Officer and Principal

Annex A: Commentary on progress against targets

Askham Bryan College's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
Not fully however we continue to recruit nearly 40% of our students from POLAR4 quintiles 1-2 and IMD quintiles 1-2 collectively. This is a significant proportion of our student body.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The College has increased staffing capacity in relation to widening participation, focussed centrally on key priority groups for access to HE at the College. For priority socio-economic areas, we will continue to work with our FE students located in non-York based campuses to raise aspiration around progressing to HE at our York site. Focussed activities will be scheduled to work with FE students attending our campuses in the wider Yorkshire and North-east areas.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
The numerical target here is for BAME student enrolments (headcount). We have not progressed this target for 2019-20. However in the 2021-24 Access and Participation Plan (APP), there is a clearly defined target in relation to BAME students and there is significant activity planned for the lifecycle of the new APP.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes for future BAME recruitment we have increased staffing capacity in relation to widening participation, focussed centrally on key priority groups for access to HE at the College.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
Not fully- we continue to provide part-time opportunities for entrants, however our main provision continues to be full-time study. 4% of our student body equates to only 19 students and as such part-time enrolments remains relatively low. The main reason for this is how part-time study is incorporated into the full-time programme, thereby not being flexible enough to attract more students- we are undertaking a curriculum review in 2020/21 which will include consideration of more flexible options for part-time study.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes- we are undertaking a full curriculum review in 2020/21 to better align our specialist provision with the needs of a broader range of students, including more flexible part-time opportunities which are still limited at the College.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
We maintained our offer to provide transport to students on all our College bus routes in 2019-20. There was less uptake than expected however this may be influenced by students opting to take up accommodation or provide their own transport. As far as we are aware, although the progress appears limited on this target, we provided transport opportunities on all our existing transport routes for all students who required it.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps but we will continue to support students regarding transport to College

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
Overall retention for Year 1 students was 82% which is slightly under target however for some cohorts it exceeds target (for example, Extended FdSc students have 77% retention; FdSc Year 1 students have 83% retention and BSc Year 1 students have 86% retention- we are currently working on identifying different support needs of different cohorts to best support student success.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes- we have increased staffing to offer additional academic support skills to students and offer more individual tuition for students who require academic support or additional study skills. In addition we have increased staffing and availability of our counselling support team to further support students with pastoral or personal support needs which may be impacting on academic success.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
We continue to make progress on this however progress was slightly lower than anticipated (by 3%)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes- we have introduced an alternative application process for 2021 whereby internal students can apply directly to the College rather than via UCAS, thus removing a perceived barrier to some students. We continue to support student choice and offer support in applying for higher education courses.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
We are unable to accurately track students with whom we have engaged via this partnership. The College does not subscribe to HEAT and it is thereby very difficult to track individuals through to higher education.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We are currently investigating how best to track students with whom we engage via a variety of outreach and collaborative activities however we are unlikely to focus on a specific target number from these activities for future years to enable us to better prioritise our target groups from 2021 onwards.

Target reference number: T16b_05
How have you met the commitments in your plan related to this target?
No measurable progress has been made on this target
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This is a priority for the College over the lifecycle of the 2020/21 onwards plan- we have invested in a core widening participation staff who will continue to work with schools who meet our key widening participation priority groups

Annex B: Optional commentary on targets

Askham Bryan College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	This figure does not include Higher Level Apprentices (L4) which would increase this figure by an additional 25-35 students (approximately) a year. These programmes are part-time and fill some niche agricultural provision which aligns with our specialist land-based provision.
T16a_05	
T16a_06	The target changes direction over the lifecycle outlined here, however this was due to the expectation that more HE students would choose to live on-site rather than avail of free transport. We will continue to support priority groups in accessing campus to undertake study in future years.
T16a_07	
T16b_01	
T16b_02	78 students were supported plus an additional 20 students without a DSA.
T16b_03	
T16b_04	
T16b_05	