Hugh Baird College

2019-20
Access and Participation Plan

Section 1
Assessment of current performance
Introduction to the College

Hugh Baird is a medium sized general further education college with an annual turnover of approximately £20 million. The College provides education at all levels and across a variety of subject specialisms through academic and vocational streams, developing and enhancing knowledge and skills. The College delivers training to over 6000 students, including approximately 200 full time 14-16 year olds, 2000 16-18 year olds, 1300 adults, 500 HE students and 700 apprentices. Based in Bootle, in the extreme south of the borough of Sefton, the College attracts students from across the region with a significant proportion of these residing in South Sefton and North Liverpool. The local area has high levels of deprivation and the latest Indices of Multiple Deprivation[1] statistics show that five of the super output areas (SOAs) adjacent to the College are within the 1% most deprived in the country with particularly acute levels of deprivation as a result of ill health and disability (within the 0.2% most deprived in England), family income affecting children (within the 0.3% most deprived in England) and access to employment (within the 0.5% most deprived in England).

The College provides crucial provision and opportunities to its local communities and sets out to create an exciting, vibrant and successful learning environment. Hugh Baird College was inspected by Ofsted in February 2018 and obtained an overall judgment of 'Good'. Strategic planning and partnerships were deemed to be highly effective with governors and managers ensuring that the College's provision is in line with local training needs and priorities for community development so that its programmes are in the best interest of learners.

Teaching Excellence and Outcomes Framework (TEF)
In June 2017, the College was awarded GOLD status for higher education teaching in the first ever TEF rating and is valid for up to three years.

The key findings of the TEF 'Gold' award:
➢ The provider metrics, supplemented by the submission, indicate that students **from all backgrounds achieve consistently outstanding outcomes**, with particular reference to highly skilled employment or further study. The College is making a notable contribution to improving the life chances of the local population and in meeting the skills needs of regional employers. The metrics indicate exceptional levels of satisfaction with academic support, and assessment and feedback, notably exceeding the provider's benchmark.
➢ The Panel considered all the information in the provider submission in relation to the TEF criteria and its judgement reflects, in particular, evidence of:
   ▪ Exemplary employer engagement and a curriculum that is relevant and meets the needs of employers
   ▪ A consistent culture of self-improvement for both staff and students
   ▪ Outstanding levels of student engagement which generates a great sense of community between students, staff and employers
   ▪ A well-established, consistent and robust approach to enhancing teaching and learning, through developing staff.
➢ Overall, the TEF Panel judged that the combination of evidence in the provider metrics and the provider submission best fits the descriptor for a Gold award.

The TEF split metrics provided below (see Table 1) illustrates the College's performance in terms of student experience and outcomes data for particular widening participation sub-groups. It can be seen from the data that student responses from the National Student Survey (NSS) across all reported areas either at or above benchmark. The non-continuation metric measures the proportion of students who start but do not continue their studies and for all of the widening participation sub-groups the College's reported data meets benchmark expectations.

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[1] English Indices of Multiple Deprivation 2015' (September 2015)

The Destination of Leavers Survey from Higher Education (DLHE) provided the data in this table regarding the number of students 6 months after graduating who reported that they were in employment or further study. The data illustrates that for student age, disadvantage and disabled splits, the College data met the benchmark expectations for these categories. It was extremely pleasing to see that White student data was at least 2 percentage points above the benchmark figure which demonstrates the College's major contribution to increasing the employability opportunities for its graduates. The data for BME students unfortunately was not reportable due to the required survey response rates, however it must be borne in mind that the BME population for 2016/17 was only 6.1% (19 students) and this provided a considerable challenge in meeting the required response number by the survey provider. We have no evidence to suggest however that there is any significant difference in employability opportunities for BME students compared to their white peers. The highly skilled employment or further study for first degree graduates does indicate a negative flag i.e. that the College's data is at least 2 percentage points from the expected benchmark. The most recent College Higher Education Local Impact Summary Report (CHELIS) from 2015/16 reported that the College recruits 41% of its HE cohort from POLAR Quintile 1 areas (see Table 2). This POLAR percentage signifies the proportion of 18 year olds who entered Hugh Baird College undergraduate courses aged 18 or 19 years old, with POLAR Quintile 1 representing the most disadvantaged areas in the country that also have the lowest young student higher education participation rates. This has major ramifications with regards to the social setting and financial situation for students starting on our courses. The analysis of the highly skilled employment or further study for first degree graduates TEF data has shown that the full-time courses that are covered by this figure over the 3-year time period are: BA (Hons) Top up Visual Merchandising and Promotional Design; BA (Hons) Top up Education and Professional Studies, and BSc (Hons) Top up Health and Social Care courses. In terms of this data, the College is aware that the DLHE percentage data in this category is 47.6%, 31.3% and 55.6% respectively.

The social factors that are apparent from student feedback, which impacts on student career advancement are diverse but include: -

- Due to the financial background and family circumstances of the mature Honours students on the above-cited courses, students tend to already be in part time employment when they enrol. On graduating their opportunity to seek advancement to highly skilled work is determined by their personal circumstances and family commitments; and it appears to take longer than 6 months for them to attain their career aspirations thus impacting on DLHE data. Data gathered from LinkedIn appears to support this in terms of eligible BA (Hons) Top up Visual Merchandising and Promotional Design students. For example, of the 2012/13 cohort, 67% are now in jobs directly related to their programme of study. This figure has subsequently increased with 100% of the 13/14 cohort and 90% of the 14/15 cohort now in study specific employment. In terms of eligible degree students on the BA (Hons) Top up Education and Professional Studies and BSc (Hons) Top up Health and Social Care programmes, staff have identified that in the 14/15 year 100% are now in course specific employment.
- For health-based courses, whilst there is a requirement for students to have placements on enrolment, the majority will use their existing employment position for the necessary module requirements of the course. The College believes that this has possibly influenced their response to the highly skilled employment questions asked in the DLHE questionnaire.
- There also appears to be a tendency for students aged under 25 to seek further vocational experience before applying for higher-level jobs; some also opt to take a gap year.

Table 2 - College Higher Education Local Impact Summary Report (CHELIS)

Statistic	2013/14	2014/15	2015/16
% of students from POLAR Quintile 1	**40% HBC** 20% FECs	**41% HBC** 20% FECs	**41% HBC** 20% FECs

	13% HEIs	13% HEIs	13% HEIs
% of students from POLAR Quintiles 1&2	**65% HBC**	**67% HBC**	**66% HBC**
	41% FECs	41% FECs	41% FECs
	30% HEIs	30% HEIs	30% HEIs
% Students from local LEP	**94% HBC**	**94% HBC**	**91% HBC**
	67% FECs	67% FECs	68% FECs
	34% HEIs	34% HEIs	33% HEIs
Average travel distance	**6 miles HBC**	**5 miles HBC**	**7 miles HBC**
	17 miles FECs	17 miles FECs	15 miles FECs
	52 miles HEIs	52 miles HEIs	53 miles HEIs
% FT students by Deprivation Band within Liverpool City Region – Band 1 (most deprived)	**12% HBC**	**16% HBC**	**19% HBC**
	8% FECs	11% FECs	14% FECs
	7% HEIs	7% HEIs	7% HEIs

The CHELIS report also indicates that the average travel distance is 6 miles for the College's HE students and that 94% of students are recruited from the local LEP area.

The College's Higher Education offer is particularly successful in recruiting "harder-to-reach" students with a College Higher Education Local Impact Summary Report (CHELIS) 2013/14 produced by RCU and the Education and Training Foundation, stating that over 40% of the College's HE entrants were recruited from "harder-to-reach" cohorts contained within POLAR quintile 1; a rate of recruitment that is four times above the national rate for all HEIs. TEF2 core metrics contextual data illustrates this is now 39% within POLAR quintile 1 with the under 21-student population standing at 52% and mature students being 48%.

In summary:
- The College is proud of the fact that it is recruiting nearly double the number of local students from the most deprived areas compared to those going to other FE providers to study full time HE programmes.
- HBC have been more successful in 2015/16 (compared to 2014/15) in recruiting a higher proportion of full time local learners from the most deprived areas in 2015/16 (19% in 2015 compared to 16%).
- Students' average distance away from the College has increased in 2015/16 (it is now 7 miles compared to 5 miles the previous year) but compared to the distance travelled by students nationally studying HE in FE or studying HE in FH (15 miles and 53 miles, respectively), we are recruiting from a much more local base and, therefore, can truly say we are meeting the needs of our local community, this is an important point to note.

Demographic analysis
Sefton is a metropolitan borough of Merseyside and has a population of approximately 274,000, and makes up just 0.5% of the English population. 52% of the Borough are female and 48% are male (slightly different to the 51% - 49% split seen across England)[2].
23% of Sefton's population is 65 years old or over, with one in five being aged under 18. In 2016/17 43.8% of students on foundation or first degrees at the College were under 21 years

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[2] Sefton Council Report – Sefton: People and place Introductory Profile. Data current as at 5/10/17; Version 9. Collated by Gemma Monaghan

of age and 56.2% aged 21 or over.

The analysis by sex and ethnicity for students on Hugh Baird College's foundation and first degree courses in 2016/17 against Sefton Borough 2011 Census data can be seen in Table 3 below:

Table 3

Sex	% Male students	Sefton 2011 Census Male %	% Female students	Sefton 2011 Census Female %
	28%	48%	72%	52%
Ethnicity	**% White students**	**Sefton 2011 Census White %**	**% BME students**	**Sefton 2011 Census BME %**
	93.9%	97.4%	6.1%	2.6%

The College's HE student male : female percentage split is markedly different to that of the borough population. This will be something that will be considered from a marketing perspective moving forward.

The percentage of BME students on foundation and first degree courses at the College is 3.5% higher than that of the borough population figure.

Data for care leavers is currently not extrapolated within College data systems, however, moving forward analysis will be available for consideration within the Access and Participation Plan target setting.

Table 1: Hugh Baird College TEF2 metrics as at 13/1/17

| | Core metrics | | | | | Splits | | | | | | | | | | | | | | | | | | | | |
	Indicator (a) %	Benchmark (b) %	Difference (a)-(b) *	Z-score	Flag	Years 1	Years 2	Years 3	First Degree	Other UG	Young	Mature	Disadvantaged Yes	Disadvantaged No	White	BME	Disabled Yes	Disabled No	Male	Female	Welsh Yes	Welsh No	UK	Other EU	Non EU	BME breakdown different to split?
Full-time headcount: 239																										
The teaching on my course	88.2	86.3	1.9	1.0			+		N/A							N					N/A	N/A		N/A	N/A	No
Assessment and feedback	88.2	74.4	13.8	5.6	++	++	++	+	N/A	++	++	+	++	+	++	N	+	++	+	++	N/A	N/A	++	N/A	N/A	No
Academic support	89.1	81.4	7.7	3.5	++	+	+		N/A	++	++		+		++	N		++		++	N/A	N/A	++	N/A	N/A	No
Non-continuation	13.5	14.0	0.5	0.3		SUP			N							N					N/A	N/A				No
Employment or further study	95.9	93.1	2.7	1.8											+	R				+	N/A	N/A				No
Highly skilled employment or further study	73.2	64.7	8.5	2.9	+			++	-	++	++		++	+	++	R	+	+		+	N/A	N/A				No
Part-time headcount: 74																										
The teaching on my course	83.9	86.6	-2.7	-0.3		N	N	R	N			R	N/A	N/A	N/A	N		N	N		N/A	N/A		N/A	N/A	No
Assessment and feedback	77.1	82.7	-5.5	-0.6		N	N	R	N			R	N/A	N/A	N/A	N		N	N		N/A	N/A		N/A	N/A	No
Academic support	81.0	81.7	-0.8	-0.1		N	N	R	N			R	N/A	N/A	N/A	N		N	N		N/A	N/A		N/A	N/A	No
Non-continuation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				No
Employment or further study	95.0	97.7	-2.7	-1.1		R		R	N				R	N		N	N		R		N/A	N/A				No
Highly skilled employment or further study	78.3	74.4	3.9	0.8		R		R	N				R	N		N	N		R		N/A	N/A				No

Key

++	The indicator is above benchmark at the 3 standard deviation and 3 percentage point level
+	The indicator is above benchmark at the 1.96 standard deviation and 2 percentage point level
-	The indicator is below benchmark at the 1.96 standard deviation and 2 percentage point level
--	The indicator is below benchmark at the 3 standard deviation and 3 percentage point level
	The indicator is present but there are no flags
N	Not reportable (fewer than 10 students in the population)
R	Not reportable (response rate is too low. For the NSS, this is 50%. For the DLHE, this is 85% of the target which is equivalent to 68% for full time students and 59.5% for part time students)
SUP	Not reportable (insufficient data to form the benchmarks. Sufficient benchmarking data is at least 50% coverage for each factor.)
N/A	No students in population
	Not applicable

* Difference is (b)-(a) for non-continuation because positive flags are for indicators below benchmark

Annual Provider Review (APR)
The HEFCE APR visit took place at the College on 4th December 2017 and included a detailed scrutiny of the HBUC's ability to meet the elements of the baseline regulatory requirements that relates directly to the quality of the student academic experience, and the safeguarding of degree standards.

APR outcomes
Meets requirements
This provider fully meets HEFCE's requirements for quality and standards. This means that:
- Qualification standards are reliable and reasonably comparable to those across the UK;
- The student academic experience is of high quality;
- Student outcomes are generally good or excellent and the provider has demonstrated continuous improvement in relation to them.

The APR panel highlighted the need to improve reporting data on student characteristics within internally generated self-assessment reports. The College's target outcome is to allow interrogation and analysis of student data for all under-represented groups as outlined in the Access and Participation Plan against available sector benchmarks for 2017/18 reporting purposes.

Access
The National Strategy for Access and Student Success in Higher Education published by the Department for Business, Innovation and Skills in April 2014 states that "higher education brings significant benefits to individuals... it enriches the lives of individual students, opening the doors to rewarding careers, and enhances physical and mental wellbeing''.
Widening Participation (WP) continues to be a priority area for the College and in particular the HE Strategy, with a focus on raising aspirations and achievement, increasing opportunities for all, fair access and inspiring all students to develop their full potential. The College has a reputation for working successfully with non-traditional students in terms of age, academic qualifications and family commitments, offering high quality personal support. Widening participation is a core activity for the College to attract students who would not usually aspire to progress to university or who choose not to travel for their education. The prime aim at Hugh Baird College is to provide a high-quality university level experience for these students.
The fairly recent growth of HE at the College has seen new provision attract applicants from a range of backgrounds, which has resulted in a more diverse student body. Further enhanced activity will continue to be provided in order to attract students to progress to the Hugh Baird University Centre from local schools and colleges.
Raising the aspirations and access of underrepresented students is a key priority for the College. In 2017/18 there was a slight decrease of 2% in disadvantaged students enrolling and 1% of disadvantaged students within a 5-mile radius. Males increased by 8% on the previous year with part time delivery increasing by 2% and this is mainly across a number of programmes where students are infilled with full time students. The Initial Teacher Training courses still provide the largest percentage of part time study.

Year	% Male	% Female
2015/16	32%	68%
2016/17	28%	72%
2017/18	36%	64%

% Mode of Study	Full time	Part time
2015/16	88%	12%
2016/17	88%	12%
2017/18	86%	14%

There was an 8% increase in males to HE in 17/18 on the previous year. Under 25-year olds decreased by 12%, this was mainly down to the decrease also in internal progression from the College which decreased by 7%, whilst mature students increased by 12%. Although the

number of students from the local area has decreased by 2% and 1% (within 5 miles), it must be noted that the College still attracts the majority of its students from the local area.

Year	Characteristic	%
2016/17	Learning Difficulty / Disability	19%
	Is Widening Participation	63%
2017/18	Learning Difficulty / Disability	22%
	Is Widening Participation	68%

There has been a 3% increase in students declaring a learning difficulty / disability in 2017/18 on the previous year, with a further 5% increase in students from widening participation post codes.

Recruitment continues to be challenging with increased competition from other providers, alongside the demographic dip. However, numbers have slightly increased on the previous year, with the main increase occurring in the creative and business and management disciplines.

Improving Access

The College has reviewed its curriculum with some HE courses being closed where increased provider competition for students within specialist undergraduate course areas had adversely impacted on course sustainability. However, we do continue to identify growth areas, taking into account the student profile, including those already in employment, carers, and those that find it difficult to travel.

On 1 December 2017 the College transitioned with South Sefton College. It is anticipated that the South Sefton Campus, which will continue to primarily deliver A-levels, will be a key focus for progression activity in the new academic year.

% Internal progression (low-participation neighbourhoods target)	New L3+/L4 students enrolled at 6 weeks	%
2015/16	205	23%
2016/17	197	25%
2017/18	229	18%

Progression from FE to HE

The College introduced a Progression and Destination Strategy in 2015 with a clear focus on positive destinations. Within the strategy the HE Access Agreement targets were published and reference made to the specific target for each academic year for internal progression from FE to the HBUC.

Since the growth of HE at the College 6 years ago it is important to appreciate that the FE curriculum has changed over this time with some course areas being withdrawn or combined in order to be more efficient which has ultimately had an impact on the progression to some HE courses at the College. In particular Performing Arts and Music have been affected with both courses now having been withdrawn entirely at both FE and HE level. However, it is also important to note that neither of these courses recruited well in HE even with an established FE offer.

Art and Design subjects have also seen low internal progression to HE. In 2015/16 the 3D Design, Graphic Design and Art and Design L3 courses merged into one Art and Design course due to student numbers. This impacted on internal progression to HE with a decline in numbers that affected Graphic Arts, Digital Imaging and Photography and the Visual Merchandising and Promotional Design course in particular. Whilst the decision for HE staff to teach in HE only is undoubtedly an appropriate one it could also be argued that it has constricted links with the University Centre. To this end the Directorate has undertaken significant work in terms of progression planning in order to ensure FE learners and staff are aware of the HBUC offer and enable them to make an informed choice as to their next level of study.

Access and Participation Plan 2019-20

It is pleasing to report that the embedded FE Study Programme Lead (SPL) and Study Programme Coordinator (SPC) roles and HE progression activity have impacted positively in terms of progression to the HBUC. In particular, in 2017/18 there was an increase in internal progression for some curriculum areas with 7 students progressing to the FdA Health and Social Care course (H&SC), an increase of 6 on the previous year and 7 progressing to FdA Children, Young People and their Services (CYPS) course, an increase of 4 on the previous year. As this is a growth area at all levels in the College with the new HEAT HUB opening in September 2018, this can be seen as extremely positive.

Early indications are also positive for 2018/19 especially within this curriculum area with a similar progression rate now emerging for both Foundation Entry and Foundation Degree courses in H&SC.

A collaborative event in June 2017 saw the whole College come together to work with local nursery, primary and secondary children, as well as FE students and wider community groups to engage in a Maths Art Attack Competition that saw 50 chosen exhibits across the age categories display their work at the University Centre for the chance to win one of thirteen prizes. This particular event intended to raise aspirations and formally engage with the community in order to reach out and highlight the opportunities that are available.

The College has started a pilot scheme in 17/18 to work with one Primary School within the local area to raise attainment in the form of increasing the reading age. This is a new initiative initially set out in the 18/19 Access Agreement. Monitoring and feedback to the School and the use of SMART targets to measure the activity, will take place with an effective evaluation at the end of 2018 to identify a way forward to continue to raise attainment within the local area. This will continue to be a focus moving forward.

The recently introduced HE Faculty Lead role in the HE has further enhanced cooperation with FE and has seen increased liaison with FE staff and the development of progression to HE activity both internally and externally.

During the academic year 2017/18 there have been a number of progression activities designed to engage and illustrate the progression routes to the HBUC led by HE staff. This has ranged from HE staff talking directly to FE groups in their tutorial sessions, to "afternoon tea" days with the SPL / SPCs. The recent HE Progression event took place on 29th and 30th January 2018 in the University Centre and saw the following results:

Date and session	Number of students that attended	Students that changed their mind about applying for university after the presentation
Monday 29th January	81	9
Tuesday 30th January	133	17
Total	**214**	**26 (12% impact)**

The success of the internal activity undertaken in support of the College's commitment to provide internal progression opportunities for students on Hugh Baird College courses provides the evidence for the sustained strategic approach moving forward. However, it must be noted that deeper analysis in terms of activity impact and subsequent recruitment across the various under-represented student groups will provide the focus for both activity impact and Access and Participation Plan target setting from 2019/20 onwards.

% of HE students under 25 at the start of their course	
2015/16	61%
2016/17	56%
2017/18	44%

It has been reported that in recent years there has been a significant decline in the number of mature entrants to undergraduate studies within the sector, however the College has seen an increase in mature students over the last three years. The reduction in internal progression at the College has also had an impact on the under 25-year olds to HE as evidenced in the table above. There is a downward trend in the College attracting under 25-year olds and whilst this is not a priority area in terms of under-represented groups, the focus will be on continuing to

increase these numbers through the internal progression target that is currently in place. Further analysis will be implemented moving forward to identify sub-groups of students on entry.

% of disadvantaged students from the local area		
Year	Disadvantaged	Disadvantaged within 5 miles
2015/16	69%	45%
2016/17	71%	49%
2017/18	69%	48%

% Students from Local Area (5 miles)	
2015/16	57%
2016/17	62%
2017/18	58%

In terms of disadvantaged students within the local area (5 miles) the percentage is -4% on 16/17 data. Whilst this is significant, the % disadvantaged students from the local area 'students from areas of low higher education participation, low household income and/or low socioeconomic status' has decreased by 1%. Therefore, this will continue to be a target moving forward.

	2015/16	+ / - on previous year	2016/17	+ / - on previous year
Retention	83%	- 1	86%	+3
Pass rate	92%	- 4	97%	+5
QAR	77%	- 4	83%	+6

In relation to retention data recorded for the APR visit, the Dashboard showed the College, at an aggregate level, was slightly above benchmark at 86.5% (benchmark 86.0%).
There is an upward trend in retention over the previous three years and this is mainly down to the engagement strategy that was introduced in January 2016. Although focused on all HE students the outcome is positive in relation to qualification achievement rates (QAR). Current data does not outline if the withdrawn students were from under-represented groups, however it is known that at least one student withdrew due to caring responsibilities and at least three due to mental health issues.
Early indications suggest the best-case scenario for the qualification achievement rate for 17/18 will be 84%, a 1% increase on 16/17 data. The re-engagement strategy deployed within the HBUC has been a key focus in retaining students and ensuring achievement. This will continue to be a target moving forward in order to ensure teaching and outcomes excellence.

The Student Experience Team (SET) was set up in 2015 and has since developed in terms of membership with the HE Student Governor being the main form of contact between the student body and HE Management Team. Two internal student questionnaires are completed by students during the academic year and it is through this mechanism that further analysis will start to be done in terms of the impact of Access and Participation Plan targets as currently this is an area to improve. Module Evaluation Questionnaires (MEQs) for the purpose of student opinions of the course modules have proven very successful in students being empowered to highlight, discuss and in some cases make changes to the course in conjunction with the external examiner and course team for future students.

The NSS data table below indicates that there is a downward trend on the response rate from 2015, however further work was carried out via communication in tutorials during 2017/18.

The overall student satisfaction is the same as 2015/16 however it appears to have stabilised at 82%. Results are compared to England and the Top Quartile of all HE institutions. The data for 16/17 does not benchmark against comparable FE providers as in previous years.

NSS Measure	2015	2016	2017
Population (headcount)	110	144	152
Number of Respondents (headcount)	97	106	111
Response Rate %	88%	74%	73%
Overall Satisfaction %	89%	82%	82%

Further student engagement and student voice activity takes place in course team meetings, student focus groups, Principal's focus group and the College Student Council. As activity around this target has increased over the years and student engagement and voice mechanisms are now well established it is envisaged that it will not be an action moving forward.

The College is focused on a whole cycle approach to widening participation (WP) with the introduction of the 14-16-year-old Career College being at the heart of the WP strategy. It is envisaged that some of the students will be the first to graduate at the Hugh Baird University Centre in 2021. This long-term vision aims to inspire young people to achieve and will form part of the stretching and challenging targets set out in the Access and Participation Plan.
The Hugh Baird University Centre work in collaboration with the 14-16-year-old department within the College to arrange and organise 'Inspiring to HE' events and projects that enhance the students' curriculum. Support is given at FE level in order to continue to nurture students in making informed decisions to progress to HE.
The Access to HE and HE staff have continued to work with the College 14-16-year-old provision in order to raise aspirations to study at HE level. Providing additional learning opportunities in the way of workshops, supporting the curriculum offer with assignment work and directly speaking to students in tutorials have all been ways to actively engage with the students. Although no directed evaluation has been obtained during this time it is envisaged that this will now form part of the process of monitoring and evaluating targets and milestones. However, it must be reported that one student from the first intake at the College of 14-year olds that took part in the communication above, will be progressing from the College to the Foundation Degree in Health and Social Care in 2018/19. This target will continue to be a focus moving forward.

The Meet the Professionals annual event is one of the highlights of the HE calendar with particular emphasis on employer engagement and moving on activity. During 17/18 LJMU contributed to the activity with workshops for undergraduates to support the moving on strategy. During 2017/18 the Access to HE Education Professions students worked with a local primary school to increase the reading age. Whilst this is still in the early stages it was reported that the small group of students that were targeted did make progress. Further systems will be developed in 18/19 to evaluate the outcomes of the activity. Furthermore, the College Head of Library Learning has worked with the 14-16 cohort on a shared reading project in order to increase the reading confidence to stretch and challenge the students to have some broader social skills that resulted in building confidence, self-assurance and awareness. The project will continue in 2018/19 with a further extension across the main College to support with student's mental health. It is envisaged that further work is to be done on this target with a more focused approach on recording impact.

Although the College is good at marketing its HE offer to both internal and external prospective students, it is deemed that there is not enough analysis and focused marketing activity on specific under-represented groups. Therefore, moving forward this will be a target all under-represented groups of students with clear target setting and impact analysis in order to report on activity.

National Collaborative Outreach Programme (NCOP)
In 2018/19 the College participated in a number of activities in relation to NCOP. Whilst the activities were deemed to be successful, further work will be carried out in 2019/20 in order to continue to identify under-represented groups in particular care leavers. This work will sit alongside additional work that will be delivered as part of the Access and Participation Plan in order to ensure that students from under-represented groups are not missed. As work is being carried out under NCOP for Care Leavers, particular attention will be given to Carers as part of the Access and Participation Plan in order to complement the work that is being done in relation to NCOP. Whilst it is acknowledged that Carers can be harder to reach, the initial target will be to engage Carers in enrolling at the College. Careful consideration on how to support these students will be sought through consultation with students. The table below indicates a small growth in Carer's in HE at the College:

Academic Year	Carers	Care Leavers
17/18	4	2
16/17	2	1
15/16	3	1

The College submitted a project in 2017/18 for the National Collaborative Outreach Programme (NCOP) initiative. The project titled, 'Care Leaver Education Ambassadors Programme' specifically targeted Care Leavers in years 10, 11, 12 and 13 at the College and from local Schools/Academies within the area.

The inclusion of Care Leavers as part of the College's Widening Participation agenda aims to:
- Involve Higher Education students who have left care to act as Care Leaver Education Ambassadors to young people currently in care.
- Develop a team of Care Leaver Education Ambassadors who are able to offer advice and the benefit of their positive experience of University study to prospective University students.
- Develop a series of events and activities which young people in care can attend in order to help support them through their secondary education and towards Further and Higher Education.
- Develop greater awareness of, and access to, Higher Education amongst young people in the care system.

This project will be continuing until January 2019 and will be fully evaluated as part of the process. However, to date approximately 40 care leavers have been engaged in aspiring to HE events at the College in conjunction with HE student ambassadors from Liverpool John Moores University (LJMU), full evaluation will be completed once the programme has finished.

Additionally, the College organised a residential trip for 28 14-19-year-old students from target wards located in POLAR Quintile 1 & 2 and five HE Ambassadors at the HBUC helped promote aspirations to apply to Higher Education to students that were not considering applying to University. The outcome of the activities was:

Activity 1 - Breaking Through Activity: 22 students out of 50 who attended changed their mind about applying to university (44%)

Activity 2 - What Next? Event: 5 of the 15 students who attended (33%) changed their mind and had a more positive outlook on applying to university

Activity 3 - Residential Trip: 11 of the 28 students who attended the residential (32%) now seriously considering the option of applying to university.

5 x HE Ambassadors - tutorial visits and events at different venues with approximately 300 students engaged in the activity.

The College continues to develop a support service package to provide information on access to HE, advancement through the HE levels and progression to employment or further study. Emphasis continues to be placed upon developing e-Learning opportunities and supporting materials as opposed to traditional face-to-face teaching methods in order to widen access to the curriculum for a diverse range of student groups. This approach involves established teams consisting of tutors and facilitators working together to provide effective learning opportunities for all students. This is especially targeted at study support with a dedicated Teaching and Learning Support page on the VLE to encourage independent learning amongst the students.

Opportunities for students to develop their academic study skills within the University Centre have been further enhanced in 2017/18 with staff offering dedicated 1:1 workshops/drop in sessions available to students to support them with their studies. Further work continues with the Head of Library Learning to offer drop in sessions and targeted tutorials for groups of students on academic study skills.

The College has invested heavily in facilitator roles over the past five years for vocational subject areas to support students outside of class contact time. Further investment to support literacy and numeracy attainment will be a key focus moving forward for all HE students.

A new Tutorial Attendance and Engagement Policy and student engagement calendar will be produced in 18/19 to ensure a more focused tutorial system that engages the Value-Added system moving forward. Whilst tutorials in HE is the norm at the College, the new policy aims to focus more on the student voice and stretch and challenge to achieve outcomes. This new focus has been developed in consultation with both staff and students. Monitoring and analysis will be conducted annually with the focus on under-represented students.

The HBUC Moving on Scholarships was awarded to five HE L6 students from areas of low higher education participation, low household income and/or low socioeconomic status during 17/18, all of which completed and achieved. All 5 students were active in working with the HE Management team to promote the HE offer to FE students through direct tutorial access and College open days. The awards will increase to 7 in 2018/19 in order to continue to support students to progress from L5 to L6 study at the HBUC. Evaluation indicated all 5 students completed their activities for the year. Out of the 5 students, 4 completed the evaluation process with the money being used to support travel, equipment, journals, and books. This action will continue moving forward.

The development of the student voice is paramount to the engagement with the HE student body. A lot of work has been done in 17/18 to ensure this engagement continues to develop. As described in section 1, the Student Engagement Team (SET) is the main group of students that bring to the attention of the HE Management Team areas to improve. The ethos of developing HE students to problem solve is the key focus with the student body. Students are encouraged to identify areas to improve and provide suggestions on how this can be done. This to date has proved to be a good way to actively engage students in the student experience. Moving forward the HE Academic Lead (Student Experience) will be working with UCLan's Student Union to enable the HE students to participate and have experience of a Student Union. It is not envisaged that this action will be continued as it has become part of the infrastructure of the HE Student Experience.

The end of year degree show 'best in show' awards have continued to be awarded to students within the creative and design courses. A HE student of the year award continues to be awarded to one student that has overcome barriers to learning. During 18/19 the College will hold its first Graduation Celebration to take place in November with a number of awards to be presented to students in order to ensure equality amongst the student body. Whist this is of the utmost importance in terms of recognising student achievement it is not deemed to be an action that will be taken forward.

The achievement of higher-level qualifications is essential in recognising the achievements of our students. The College holds an annual Awards Ceremony that recognises the outstanding achievements of students. End of year degree show 'Best in Show' awards are presented to students from industry experts who judge students on their work and distance travelled, many

of whom are past students working as professionals within their discipline. This is growing year on year as new courses come on board. The end of year degree show, showcases best in show awards for both Foundation Entry, Foundation Degree Year 2 and BA (Hons) Top up design-based students and this is celebrated with a presentation on the night. A further presentation is awarded to one HE student that has been nominated for the annual College Awards Ceremony. All celebrations are published on the College website. This elevates pride in the HE student body. It is not envisaged that this action will continue due to the progress that has been made and is now supported as part of the student experience.

Student success data analysis

All students graduating from bachelor's degree courses in 2016/17

Degree Outcomes	number of students enrolled	16/17		
		number of students with a first or 2:1	% of students	OfS 16/17 student degree outcomes data
% of all graduates with first	112	11	10%	27%
% of all graduates with 2:1	112	26	23%	49%

Students graduating from degree courses in 2016/17 by age comparison

Degree Outcomes	number of students enrolled	16/17		
		number of students with a first or 2:1	% of students	OfS 16/17 student degree outcomes data
% of young (<21) graduates with first or 2:1	28	3	11%	79%
% of mature (>=21) graduates with first or 2:1	84	34	40%	67%

It would appear that graduates under the age of 21 perform less well than those aged 21 and over in terms of classifications at 1st or 2:1 level and both significantly less so than the HESA benchmarking data. It must be noted that in terms of the College performance, the number of first-class Honours classifications has seen a decreased from 14 to 11 in 16/17, however early indications for 2017/18 data indicate first class honours increasing from 11 to 24 a 118% increase on 16/17. 2:1 classification also saw a decrease from 28 to 26 in 16/17, it is too early to determine the data for 17/18.

Foundation Degree Outcomes	number of students enrolled	16/17	
		number of students within category	% of students
% of young (<21) under graduates with pass	79	45	57%
% of young (<21) under graduates with merit	79	27	34%
% of young (<21) under graduates with distinction	79	7	9%
% of mature (>=21) under graduates with pass	67	36	54%
% of mature (>=21) under graduates with merit	67	15	22%
% of mature (>=21) under graduates with distinction	67	10	15%

It is also pleasing to see that the Foundation Degree classifications have seen an increase in distinction (from 8 to 17) and merits (from 28 to 42) being awarded and a decrease in pass level (from 103 to 81). The main difference in terms of student age performance appears to be in the merit and distinction award categories with under 21s achieving a greater percentage of merits than distinction. This is reversed for the 21 and over aged students. It

is anticipated that the College's value added tracking systems will enable the monitoring of performance for all student categories moving forward to ensure that all students meet their aspirational targets irrespective of student group and that reported data reflects individual academic achievement potential.

Students graduating from degree courses in 2016/17 by ethnicity comparison

| Degree Ethnicity Outcomes | number of students enrolled | 16/17 | | |
		number of students with a first or 2:1	% of students	OfS 16/17 student degree outcomes data
% of white graduates with first or 2:1	108	36	33%	82.20%
% of black graduates with first or 2:1	3	0	0%	60.40%
% of Asian graduates with first or 2:1	0	n/a	n/a	71.70%
% of mixed graduates with first or 2:1	1	1	100%	75.40%
% of unknown	0	n/a	n/a	n/a

Although the numbers for students of particular ethnicities are relatively small at the College, analysis indicates a clear indication that black graduates are an area for concern in terms of achieving higher classifications.

| Foundation Degree Ethnicity Outcomes | number of students enrolled | 16/17 | |
		number of students within category	% of students
% of white under graduates with pass	135	76	56%
% of white under graduates with merit	135	37	27%
% of white under graduates with distinction	135	16	12%
% of black under graduates with pass	4	3	75%
% of black under graduates with merit	4	1	25%
% of black under graduates with distinction	n/a	n/a	n/a
% of Asian under graduates with pass	n/a	n/a	n/a
% of Asian under graduates with merit	3	3	100%
% of Asian under graduates with distinction	n/a	n/a	n/a
% of mixed under graduates with pass	4	2	50%
% of mixed under graduates with merit	4	1	25%
% of mixed under graduates with distinction	4	1	25%

At Foundation Degree level, although again with very small numbers, it appears black students are not performing as well as other ethnic groups. Whilst 56% of white under graduates achieved a pass grade, only 21.7% of BME students achieved this grade. The number of BME students achieving a merit was 5.3% less than their white peers and only 4.3% of BME undergraduates achieved a distinction as opposed to 12% for white undergraduates. Again, it is anticipated that the College's value added tracking systems will enable the monitoring of performance for all student categories moving forward to ensure that all students meet their aspirational targets irrespective of student group and that reported data reflects individual academic achievement potential.

Students graduating from degree courses in 2016/17 by gender comparison

16/17

Degree Gender Outcomes	number of students enrolled	number of students with a first or 2:1	% of students	OfS 16/17 student degree outcomes data
% of male graduates with first or 2:1	41	13	32%	76.3%
% of female graduates with first or 2:1	71	24	34%	81%

The College is on a 3-year trend of attracting more mature students than young students. With this comes a shift in the commitment mature students can make to their studies. Work, childcare, caring responsibilities form the basis of the mature student body at the College. In response to this the open-door tutorial system allows students to connect with staff by booking in time if they miss sessions. Whilst part time infill options are available to all students, the majority of students tend to stay with the full-time option.

Foundation Degree Gender Outcomes	number of students enrolled	16/17	
		number of students within category	% of students
% of male under graduates with pass	50	29	58%
% of male under graduates with merit	50	13	26%
% of male under graduates with distinction	50	6	12%
% of female under graduates with pass	96	52	54%
% of female under graduates with merit	96	29	30%
% of female under graduates with distinction	96	11	11%

Whilst the gender degree outcome data shows a 4.7% difference in the percentage of male and female students graduating with a first or a 2:1 this is not considered in itself to be significant enough to require specific target setting, neither are the small differences in foundation degree gender outcomes. However, it is planned that data systems will allow for sub-group analysis to be undertaken in future to see if there are any gaps in equality of performance.

Students graduating from degree courses in 2016/17 by disability comparison

Degree Disability Outcomes	number of students enrolled	16/17		
		number of students with a first or 2:1	% of students	OfS 16/17 student degree outcomes data
No disability reported graduates with first or 2:1	87	32	37%	79.70%
With a Learning Difficulty/Disability with first or 2:1	25	5	20%	N/A

Foundation Degree Disability Outcomes	number of students enrolled	16/17	
		number of students within category	% of students
No disability reported undergraduates with pass	110	64	58%
No disability reported undergraduates with merit	110	33	30%
No disability reported undergraduates with distinction	110	11	10%
With a learning difficulty/disability with pass	36	17	47%
With a learning difficulty/disability with merit	36	9	25%

	number of students enrolled		
With a learning difficulty/disability with distinction	36	6	17%

The College has seen an increase in students with disabilities in line with the wider HE sector. The data collection has not included students in receipt of DSA against classifications, however it is clear that students who have a learning difficulty / disability do not gain higher classifications compared to students who do not have a reported learning difficulty / disability. Mental health has seen the biggest increase in terms of late submissions, extenuating circumstances and withdrawal at the College. As there is an increase in students declaring DSA further analysis will be done during 18/19 against characteristics with possible actions to follow.

Students graduating from degree courses in 2016/17 by Quintile comparison

Degree and Foundation Degree Outcomes

Degree Quintile Outcomes	number of students enrolled	16/17		
		number of students with a first or 2:1	% of students	OfS 16/17 student degree outcomes data
Quintile 1 graduates with first or 2:1	47	15	32%	73%
Quintile 2 graduates with first or 2:1	24	5	21%	76%
Quintile 3 graduates with first or 2:1	19	8	42%	78%
Quintile 4 graduates with first or 2:1	10	4	40%	79%
Quintile 5 graduates with first or 2:1	11	5	45%	83%

Foundation Degree Quintile Outcomes	number of students enrolled	16/17	
		number of students within category	% of students
Quintile 1 undergraduates with pass	52	34	65%
Quintile 1 undergraduates with merit	52	12	23%
Quintile 1 undergraduates with distinction	52	4	8%
Quintile 2 undergraduates with pass	44	24	55%
Quintile 2 undergraduates with merit	44	14	32%
Quintile 2 undergraduates with distinction	44	3	7%
Quintile 3 undergraduates with pass	19	8	42%
Quintile 3 undergraduates with merit	19	7	37%
Quintile 3 undergraduates with distinction	19	3	16%
Quintile 4 undergraduates with first pass	16	7	44%
Quintile 4 undergraduates with first merit	16	4	25%
Quintile 4 undergraduates with first distinction	16	5	31%
Quintile 5 undergraduates with first pass	13	7	54%
Quintile 5 undergraduates with first merit	13	5	38%

Access and Participation Plan 2019-20

Quintile 5 undergraduates with first distinction	13	1	8%

In terms of POLAR Quintile data tables above, the College performance against the HESA benchmarking indicates:

- Honours Degree: out of the graduates that came from POLAR Quintile 1, 32% gained a 1st compared to 73% against the benchmarking data; and for students from POLAR Quintile 2, 21% gained a 2:1 compared to 76% against the benchmarking data.
- Foundation Degree: out of the under graduates that came from POLAR Quintile 1 & 2 34% gaining either a Distinction or Merit classification. Unfortunately, HESA doesn't currently provide foundation degree benchmark data for comparison purposes.

It must be noted that the majority of HE entrants are recruited from "harder-to-reach" cohorts contained within POLAR quintile 1 & 2 compared to FEC and HEIs as illustrated in the CHELIS data (see Table 2 on page 3 of this document).

The College believes that the entry data still reflects the Hugh Baird University Centre HE demographics and is therefore making a positive contribution to the economic re-generation of the local area.

Further measures and indicators will be developed in 2018/9 in order to understand further the impact of activity outlined in the Access and Participation Plan on under-represented groups of students at the College.

Progression Analysis for students between degree levels

Progression (as of 1st November)	16/17			17/18		
	Students Enrolled as at 1st Nov in 15/16	number of students enrolled on next year as at 1st Nov in 16/17	% progression rate	Students Enrolled as at 1st Nov in 16/17	number of students enrolled on next year as at 1st Nov in 17/18	% progression rate
Year 1 to Year 2 Foundation Degree	201	151	75%	182	149	82%

Progression (as of 1st November)	16/17			17/18		
	number of students completing FD in 15/16	number of students enrolled next Level as at 1st Nov in 16/17	% progression rate	Students completing FD in 16/17	Students enrolled next level as at 1st Nov in 17/18	% progression rate
Foundation Degree to Top-up	149	62	42%	145	73	50%

In terms of progression between the levels, the data tables above indicate a 7% increase in progression in 2017/18 from L4 to L5 Foundation Degree level. Progression from Foundation Degree to full honours level has also seen an increase of 8% from 16/17.

In relation to the DLHE data for 14/15, 86% of higher education students progressed into either employment or further study. 93% of students in 16/17 went into either full or part time employment or further study (80 out of 86 responses) median salary has increased by 24% from £10,660 to £13,230.

From the 15/16 Destination of Leavers from Higher Education survey that was carried out 86.4% of respondents progressed into either further study or employment. The data indicates that the majority of graduates stay local once they have graduated from the University Centre.

Improving Progression

In response to the DLHE table that stated 37.2% of students that felt their experience in higher education did not prepare them for self-employment/own business, the HE Retention and Progression Coordinator is looking into ways to further enhance this service for HE students. This has included graduate employment workshops with LJMU. Further opportunities have also been made available through the annual HE Meet the Professionals event for students wishing to set up their own business. This is an area of focus and further work is currently being developed.

Further work at the College is to be carried out in terms of data collection, recording and reporting on a wider set of student groups where national data indicates there are particular equality gaps and support needs in order to identify future work in terms of access, success and progression.

Overall conclusions:

Whilst there is some data against benchmarking from HESA and TEF, it is acknowledged that the College's internal data production system has areas to improve with, as aforementioned, the College's target outcome being to allow interrogation and analysis of student data for all under-represented groups as outlined in the Access and Participation Plan against available sector benchmarks to be available for 2017/18 reporting purposes.

Furthermore, it is anticipated that the College's value added tracking systems will enable the monitoring of performance for all student categories moving forward to ensure that all students meet their aspirational targets irrespective of student group and that reported data reflects individual academic achievement potential.

In terms of access, the demographics within the local area are predominately white male and female students. There are traditionally fewer black, Asian or mixed students recruited at the College. Whilst this could be an area to focus on for recruitment purposes it is deemed that the biggest area to focus on in relation to students from different ethnicities is success. Mature students and students in receipt of DSA are on the increase at the College, which bucks the national trend.

In terms of success it would appear that mature students, even with the barriers to success they face compared to younger students, continue to outperform younger students. In terms of ethnicity white students compared to BME students appear to be retained and gain higher classifications.

In terms of progression, whilst again it is not evidenced which under-represented group out performs the other. It could be suggested that the retention of mature students would suggest that they are also bucking the trend of progression after 1 year against the national average.

In all aspects of the student lifecycle it must be noted that the majority of HE students at the College do fall under the category of students from areas of low higher education participation, low household income and/or low socioeconomic status.

Section 2
Ambitions and Strategy

This Access and Participation Plan relates to the setting of fees for UK and EU students entering Higher Education courses at Hugh Baird College (HBC) for 2019/2020 and outlines the College's commitment to widening participation (WP) by providing equal opportunity for all. The College is working towards the strategic aims of the published National Strategy for Access and Student Success in Higher Education (April 2014), which focuses on a student lifecycle approach to access, retention, student success and progression to further study or to/within employment.

The College's mission statement informs the Access and Participation Plan, which is 'to inspire, challenge and transform lives'. This relies on seamless progression opportunities being available to students who enter or return to education at any level to improve their life skills and employability prospects.

The College's Senior Management Team is fully committed to delivering and developing a responsive Higher Education (HE) portfolio to meet the needs of students and employers.

The University of Central Lancashire (UCLan) mainly awards the Higher Education courses at the College. In late 2016 the College gained a new partnership in the form of Liverpool John Moores University (LJMU). The College offers both franchised and validated models at undergraduate Foundation Entry, Foundation Degree, Honours Degree Top Up level along with Certificate in Education and Post Graduate Certificates in Education (PGCE) courses. The College has an established relationship with the Universities and works closely with its partners on all aspects of the widening participation agenda.

The College is committed to continuing to deliver HE and to enhance opportunities for the development of higher-level skills within the Merseyside region. The College's Higher Education Strategy takes into account national polices relating to Widening Participation and articulates the College's plans for stimulating demand in HE.

The College is starting to establish a record of success in delivery of its strategy for widening access to higher education. This is mainly achieved through a collective responsibility within the College for the implementation of a range of initiatives that include both internal and external progression events to raise awareness of the HE offer at the College and the opportunities to stay local to study for a degree. The 2019/20 Access and Participation Plan consolidates and builds on this with further improvements, whilst at the same time investing in access in, attendance, retention, attainment and moving on to either employment or further study.

The College recognises that small group sizes, study support, along with identified weekly tutorial sessions are the key elements of student success at the Hugh Baird University Centre. The College is continuing to provide significant investment in the development of its staff to ensure support is a priority as well as ensuring business planning allows for small group sizes and the growing support mechanism of additional staffing within the College.

A key strand of our strategy for improving student retention, is to define clear responsibilities and indicators of success so that we are able to ensure performance is closely monitored by the HE Management Team and challenged by the College's Senior Management Team and College Governors through monthly meetings. This close monitoring strategy has positively impacted on reported retention and attainment rates.

College Strategic Aims

The College's main strategic aim is to embed high quality provision whilst ensuring a resilient financially efficient delivery model that allows the opportunity for all students to study for a qualification within a supportive environment. Hugh Baird College continues to provide excellent opportunities to raise the aspirations of students through a curriculum offer closely aligned to the Liverpool City Region Local Enterprise Partnership's (LEP) priorities, containing clear progression pathways from year 10 in high school to apprenticeships and full Honours degree level. Using employer expertise to enrich curriculum design and delivery and working collaboratively across the region, the College ensures that students leave employment-ready with the wider skills they need to be successful throughout the rest of their lives.

The overarching theme in relation to the College's strategy is demand-led growth based on high quality and over recent years this has resulted in the introduction of full time 14 to 16-year-old provision and the expansion of the apprenticeship provision in line with the introduction of the Employer Levy. The College has a clear focus on raising the aspirations for all of its students, including the local community, and supporting progression to higher education provision at the College and other institutions.

The College wide strategy has one of its foci as widening participation. This is complemented by the current 14-16 strategy, 16-18 strategy and 2018/21 HE strategy which is currently in development.

Hugh Baird College provides education at all levels and across a variety of subject specialisms through academic and vocational streams, developing and enhancing knowledge and skills.

The College provides crucial provision and opportunities to its local communities and has a flexible, responsive and creative approach to adapting to a changing educational environment, values and promotes diversity in its student body and places students and their needs as top priorities.

Quality and employability are key aspects of all programmes and there is an emphasis on achieving excellence in all provision. The College is ambitious on behalf of its students, staff

and community and seeks to challenge all students throughout their time at the College to reach their potential and achieve their goals.

The overarching themes in relation to the College's strategy are demand led growth based on high quality, including expansion beyond full time 16 to 18-year-old provision, a clear community focus and the raising and meeting of local aspirations.

The strategies for Higher Education curriculum development and delivery within the College continue to reflect the key national political, economic and social priorities for Higher Education. Emphasis on employability has been embedded through the development of Foundation Degrees, and also by ensuring that the whole HE curriculum develops both the academic and the vocational requirements of the respective disciplines.

The last six years have seen unprecedented development of HE courses within an exciting and diverse portfolio designed to help meet employers' recruitment needs as well as engaging potential students who may be the first ever to study HE in their family.

The College continues to prioritise the transition to a higher level of ownership and accountability through developing the range of functions which support the student experience from pre-entry to graduation. Further developments will continue on widening participation of under-represented groups, the student lifecycle, admissions, data collection, analysis and reporting, the HE student experience, quality assurance and enhancement, employability, new technologies, staff development and scholarly activity, curriculum development and student support, in particular those from under-represented groups.

HE Strategic Aims:
- To increase student numbers and promote an inclusive approach to achieve sustained demand led growth in HE that keeps students engaged locally and is linked to the regeneration of the area.
- To increase the HE curriculum through planned and structured growth to develop and grow full cost provision.
- To continue to focus on high quality teaching excellence and ensure students are career ready on completion of their course.
- To target specific under-represented groups in our access and participation work and continue to develop systems to support all students through their educational journey.
- To further develop support systems that ensure all students receive the necessary support to continue and complete their education.
- To focus on graduate skills and work based learning in order to ensure students are work ready on graduation.
- To ensure equality and diversity are a key focus on all aspects of work that is undertaken with the University Centre.
- To focus on stretch and challenge of all students in order to raise aspirations and add value.
- To continue to work with students as partners to ensure the student voice is valued.
- To analyse and evaluate all aspects of the HE student lifecycle in order to ensure continuous improvement.

Higher Education at the College

In 2013 the College made the strategic decision to move away from the arrangement where HE provision was co-located with FE provision, in favour of a new centralised HE University Centre within the campus. With an investment of £8 million, further raising the profile of the institution and providing a learning environment to reflect the excellence of an HE ethos within FE. The 2,600 square metre facility places Higher Education at the heart of the community.

The primary focus of Higher Education in the College is on teaching, learning and the development of vocational expertise, with an emphasis on employability and the economic and social regeneration of the local economy embedded within all programmes.

There is a continuing emphasis on the development of Foundation Entry, Foundation Degrees and Honours Level Top ups involving all areas of the College, which encourages a pro-active attitude across the College and enhances student learning opportunities.

As the breadth of HE provision continues to increase, the College recognises the need for significant commitment to invest in the development of the estate, resources and supporting quality assurance infrastructure, to ensure that this creates enhanced opportunities and benefits for current and future students. Higher Education has become fully adopted into the

systems within the College, including marketing strategies and management information systems.

The Index of Multiple Deprivation (2015) identifies the Liverpool City Region as one of the most deprived in the country. Many of the catchment areas that the College draws its students from are in the 1% most deprived in the country including the area in which the College is situated. Many students deal with complex social and emotional issues including chaotic lifestyles and an increasing number with mental health issues. Whilst the College attracts harder to reach students from low higher education participation, household income and socioeconomic status, the College is proud of the significant range of support and opportunity it provides to ensure that students succeed, especially with such under-represented groups.

With a number of mature students at the College the need to support these under-represented students for effective information, advice and guidance is paramount. The lack of broader networks is evident in the lack of knowledge of the UCAS and Student Loans systems. As a key focus within HE at the College all applicants are interviewed by course tutors as part of the HE Admission Policy and Procedures. This enables the staff to identify any additional needs of the students and direct them to the correct services prior to enrolment. The College has four Retention and Progression Coordinators (RPC) that support students not only in impartial IAG but also during the process of applying through UCAS and for Student Finance. This alone breaks down barriers in participation and allows for a collective support process to be present to all HE students. It also enables the DSA coordinator to support students in their applications prior to enrolment and through their studies at the HBUC. The commitment by the College to appoint a DSA Coordinator in 2016 allowed a more focused approach to support for students with disabilities or learning difficulties. The table below indicates the rise in HE students supported with DSA:

	2016 -17	2017-18	DIFF
DSA Numbers	32	54	+23

Age:	2017/18
21 & under	19
22-30	12
31+	23

DSA student numbers and progress are monitored through the HE Quality Committee (HEQ) monthly meetings. Moving forward this will be closely linked to the new Value-Added system that will be further enhanced in 2018/19 for all HE students to monitor stretch and challenge, engagement and learner outcomes on completion.

Hugh Baird College continues to focus on the delivery of high quality education to the communities it serves. The Liverpool City Region Local Enterprise Partnership (LEP) has given a clear direction in terms of the skills areas which will grow and in response, the College has focused on ensuring that students are equipped with the knowledge, personal skills and work skills that they will need to thrive and succeed in employability growth areas across the region.

The College continues to grow its employer base; it works closely with both local and national employers to enable students to benefit from real work experience and the acquisition of up-to-date industry skills. Work experience and real work projects/briefs challenge students to improve their practical skills whilst gaining other employability skills such as good communication necessary to enjoy success in the workplace.

The HE Strategy

Students from areas of low higher education participation, low household income and/or low socioeconomic status continues to be the main focus of the HE Strategy throughout the whole student lifecycle. It is clear that the work that has been done over the last two years to improve retention, success and achievement is starting to pay off.

Foundation Entry year

The introduction of Foundation Entry year courses to the HE portfolio has ensured the College's commitment to the widening participation agenda. The prospect for non-traditional students from the local area to have the opportunity to study on a HE course, allows students the chance to start their journey within a supportive environment. The majority of these students are from areas of low higher education participation, low household income and/or low socioeconomic status. The table below indicates the increase in Foundation Entry year students over the last 3 years:

Year	Foundation Entry year students
2015/16	21
2016/17	34
2017/18	45

Above equates to an increase of 114% in Foundation Entry year students from 2015/16 to 2017/18 which supports our commitment to widen participation from those students from non-traditional educational background routes. The projected increase for 2019/20 will be 24% of the 2017/18 figures.

The increase in Foundation Entry year students in 2017/18 saw a strategic move to increase the level of participation in HE for non-traditional students. Although it is 5% lower than in 2015/16 this needs to be considered in terms of student HE population numbers.

Health, Education and Training (HEAT) HUB

In order to support all students, the College has continued to develop its support services to ensure students are supported in every aspect of the student journey. This support has been further enhanced with the recent development of the Health, Education and Training (HEAT) HUB and is funded by a £3.9m Local Growth Fund provided by the Liverpool City Region Combined Regional Authority.

The centre of excellence for health, social care and mental health training combined with a much-needed local resource to improve wellbeing and employment in the local community will open in September 2018.

In collaboration with Mersey Care the HEAT HUB will not only service the local community, but staff and students of the College. With the increase in mental health issues of all students, within HE students will have access to specialist support on campus that will hopefully support them through their educational journey.

The core purpose of the St Winefride's Campus is to improve the life chances locally and in the Liverpool City Region.

The evidence of need is clear:
- The health, social care and mental health sector represents 17% of all employment opportunities within the Liverpool City Region and is anticipated to grow significantly in the future.
- A 200% increase over the last 12 months in Hugh Baird College students aged 14 to 18 disclosing a mental health need.
- Local neighbourhoods are within the most deprived 1% in England, with particularly acute levels of deprivation as a result of ill health and disability (within the 0.2% most deprived in England).
- Although research shows 75% of mental health issues emerge prior to the age of 25, access to mental health services for 14 to 25-year olds is the poorest of all age groups.
- The number of Hugh Baird College learners and members of the local community affected by mental health continues to grow significantly and addressing this effectively is essential, not only to support the work of the College but also to support improved life chances locally.

Recognising a clear synergy of aims and values, the College has forged a deep collaboration with Mersey Care NHS Foundation Trust, a specialist mental health provider, to address mental health needs through the development of the St Winefride's Campus and this

collaboration has been vital in enabling the College to plan mental health support for our young people.

Whilst not targeted specifically at under-represented groups the College has seen an increase in mental health referral. The HEAT HUB will allow for all aspects of the student life-cycle to be catered for, from offering opportunities to prospective students to study part time or full time locally, to providing support for students that may need it throughout their time at the HBUC and finally progressing through the levels to employment. The College will be working alongside a HEI to gather, monitor and report on data for the HEAT HUB from 2017/18.

Assessment of current performance

Monitoring and Evaluation Arrangements
As a strategic priority for the College, the development of Higher Education provision has been introduced as a key feature of presentations at the Governors Strategic Conference as well as the Corporation Board and Quality and Standards Committee. The Access and Participation Plan targets and milestones, outlined in the Access and Participation Plan Resource Plan, will be monitored and reported on in the Higher Education Steering Group (HESG) meetings attended by a member of the Senior Management Team in order to report on progress.

The principal responsibility for monitoring and evaluating widening participation actively lies with the Vice Principal People, Organisational Development and Culture, however a new HE Committee will be formed in 2018/19, chaired by a College Governor who will oversee all HE activity in terms of quality and standards. This will include the HE Student Governor and the Principal and Chief Executive and will contribute towards the confidence required within the College governing body in order to monitor the performance, taking appropriate actions if required and confidently sign off OfS required assurances. Student cohort data including equality and diversity impact measures (EDIMs) are regularly reviewed in addition to the specific targets identified as part of this Access and Participation Agreement throughout the quality assurance cycle.

The College Management Team, on behalf of the Governors, approves fees and bursary arrangements. The HE Student Governor, who attends regular meetings with both the HE Management Team and governors, represents the HE student body.

Equality and Diversity
Principles of equality and diversity are embedded into the planning of Learning and Teaching. The College abides by The Equality Duty to ensure reasonable adjustments are made where appropriate and initial assessment data recorded on group profiles promotes planning for individual student needs.

The College has developed this Access and Participation Plan to meet the legislative expectations of the Equality Act 2010. The Equality and Diversity Committee terms of reference reflects the social, moral and legal responsibilities of the Equality Act 2010. The College is also duty bound to take due regard of Equality and Diversity as a direct result of the Memoranda of Agreement set up with University partners.

As a Widening Participation (WP) institution, the College has a Single Equality Scheme and welcomes applications from students with equivalent experience and life skills and has a strong commitment to providing access to education for all. The College has achieved Career College status and is proud of its strong vocational focus at all levels, with employability firmly embedded in teaching.

Student consultation and involvement
The HE Student Governor that is elected on an annual basis forms the link between the HE Management Team and the HE student body. Monthly meetings ensure a continuous dialogue with the Student Governor and enables quick responses to any area of concern. The Student Engagement Team (SET), chaired by the Student Governor, formulates an active role in working alongside the student course representatives for each subject and level, that are new each year and trained in collaboration with the relevant HEI. In consultation with the student body both the Access and Participation Plan, HE policies and procedures, course development and review are all conducted with transparency. Students have been instrumental in making changes to the HBUC Bursary Gift in order to accommodate students

at both Level 4 and 5. The HBUC Scholarship students have also had the opportunity to work with the HE Management team on working towards targets and milestones in the Access and Participation Plan.

The HE Governor is an active member of the College Quality and Standards Committee that takes place monthly and will form part of the HE Committee in 2018/19.

The HBUC has recently adopted using TV screens around the University Centre to communicate to the HE student body on all aspects of student communication. Whilst in its infancy the strategy is to ensure that students are kept abreast of updates whilst a 'you said, we did' aspect of communication and decision-making can be continuously communicated effectively. This is filtered through the HE Facebook page and managed by the HE Academic Lead Student Experience.

Further work will be carried out in 2018/19 to ensure students from all under-represented groups have the opportunity to participate in feedback and the development of the Access and Participation Plan in order to ensure equality amongst the student body.

Section 3
Targets

The table below outlines the suggested some additional key strategic focus and ambition targets in terms of activity in order to target under-represented groups and at what part of the student life-cycle. Some of the targets will replace existing targets in the 2018/19 Access Agreement in order to be more focused on under-represented groups:

Which under-represented groups?	Student Lifecycle	Activity
Students from areas of low higher education participation, low household income and/or low socioeconomic status	Access	Continue to develop Foundation Entry and Access to HE year opportunities and ensure data is reported on for under-represented groups for all aspects of the student life-cycle. To ensure quality of outcomes across all student groups.
Disabled students	Success	Support disabled students through their journey through the tutorial system.
Students of particular ethnicities	Success	Identify barriers to learning through initial questionnaires and develop support systems in order to ensure achievement.
Mature students	Access, success and progression	Continue to target mature students on entry, during study through targeted tutorials and moving on through focused carers advice and guidance.
Care leavers	Access	MCOP – a project that is being delivered as part of the MCOP.
All HE students	Success	HE Tutorial Attendance and Engagement Policy Amended with clear guidance to tutors on interventions, student support and the re-engagement of students.
Value Added and Learning Gain	Success	Continuation and re-evaluation of a HE Value Added (VA) process to ensure it is fit for purpose and allows for stretch and challenge so students can aspire to higher grades.
Progression	Progression	Continue to develop activities to support students through the educational levels and in particular graduate level employment.
All under-represented groups	Access, success and progression	Identify and report on all under-represented groups at the point of contact through to employment in order to analyse and evaluate targeted activity and report to both internal and external bodies on progress of access and participation activities.

Carers	Access	Increase the number of entrants to HE students that are carers.
All under-represented groups	All	Representation from all under-represented groups to participate in the development and evaluation of the APP.

Section 4
Access, success and progression measures

The College is committed to all aspects of the Access and Participation Plan. The ambitions and strategy outlined in previous sections form the basis of a commitment to support students to access, succeed and progress on from the HBUC. During 2018/19 the focus will be on data collection, monitoring and reporting in order to ensure reports can be produced to compare the HE student body at the College to relevant benchmarking data. As outlined in the table in section 3 the focus on actions has been derived from the initial assessment of performance.

The College is committed to continuing the HBUC Bursary Gift, however further analysis will be obtained in 2018/19 to determine if this should be targeted towards students from specific characteristics in 2019/20.

The HBUC Moving on Scholarship is targeted to students from areas of low household income and will continue to be awarded to those students in 2019/20.

The College will continue to support students with the Hardship Fund for those students that find themselves in need. This will continue to be targeted at all HE students so as not to differentiate students at a time of need.

The College will continue to work with MCOP in order to identify under-represented groups, however further work will be undertaken to identify the HE student body in 2018/19 in order to seek student knowledge of barriers to access, success and progression in order to inform further targets in the next Access and Participation Plan.

There will be continued efforts to develop moving on activities for undergraduates to ensure graduates continue to be able to compete with like for like graduates locally, nationally and internationally.

The Qualification Achievement Rate (QAR) continues to be a priority moving forward with continuous monitoring and support for students to ensure engagement and success. This will be further enhanced with recognition awards at the planned graduation ceremony as a celebration of graduation that will take place at the College in 2018/19. Further analysis will be carried out in 2018/19 against characteristics to further enhance reporting to both internal and external audiences. In addition, a Dean of HE Discretionary Budget will be introduced to support students that are facing hardship. This maybe in the form of, but not limited to, a travel pass, refreshments card, purchasing of course specific materials as determined by individual situations.

Section 5
Financial Support Evaluation

The College has seen a rise in applications since the diversification of HE provision. Non-traditional route students are making increasing applications and this confirms that Hugh Baird is successful in attracting and retaining students from under-represented groups and the College is confident that their planned approach for 2019/20 will further improve access, success and progression for these student groups.

The College is proposing a variety of access measures in order to widen participation.
These are expanded on below:

The Hugh Baird University Centre Bursary Gift
The College is committed to helping all students during the study of their Foundation Degree to purchase course related equipment as well as help towards the cost of national / international trips. Year on year there is an increase in HE student's participation in either course related or cross directorate international trips to enhance the student experience. The opportunity to participate in these activities, for students who may not have had the opportunity to travel before, is invaluable and highlights the commitment by the College to offer life-changing opportunities for all of its students. The College acknowledges that not all

students can afford course related equipment; therefore, the Hugh Baird University Centre Bursary Gift will enable students to receive help towards equipment whilst they are studying. The College will allocate a Hugh Baird University Centre Bursary Gift of £250 for all new first year full time Level 4 Foundation Degree students and £250 for all continuing full time Level 5 Foundation Degree students. Terms and conditions will apply.

Payment by the College of any bursary gift due to a student shall be subject to the student having met the following terms and conditions:

- Available only to Year 1 Level 4 Foundation Degree Full Time new students for the first year of study only - £250.
- Available only to Year 2 Level 5 Foundation Degree Full Time continuing students for the second year of study only - £250.
- That the student achieves a full credit value for the award studied during the academic year.
- That the student attends the progression / exit review with his / her personal tutor at the end of semester one and two of each academic year.
- That the student meets a minimum of 90% attendance at the end of semester one and two for each year of the Foundation Degree.
- That the College is satisfied that the student has complied, throughout the academic year, with the College's Code of conduct.

During consultation with the student body the bursary gift is something that continues to prove popular in terms of being able to fund trips, equipment or travel. However, it was suggested by the student body on evaluation of the HBUC Bursary Gift that dividing the bursary between Level 4 and Level 5 would allow for further support in year 2 of a foundation degree, therefore this will be taken forward for 2019/20.
Although we have started to evaluate through in-year student questionnaires, there is not enough evidence to come to any conclusions, therefore further work will be done on this moving forward that will reflect the under-represented.

Hugh Baird University Centre Moving-on Scholarship (Financial Support Target)
The College recognises the need to support disadvantaged students who may not otherwise progress to a full Honours degree and will allocate a limited number of awards (5) of £500 for students who have been accepted for a full time Top-up year at the Hugh Baird University Centre. These will be made available via application only.
To be eligible for the Hugh Baird University Centre Moving-on Scholarship a 2nd year current full-time student at the College will need to fulfil the following criteria:

- Ordinarily resident in England or European Union.
- Must be starting their first Higher Education (undergraduate) Top-up year.
- The student must have a declared residual household income of less than £25,000.
- Have had a successful interview.

Indication of spend

Indicative investment for 2019/20 is highlighted below both in cash terms and a proportion of higher fee income separated into Access, Success and Progression and Financial Support. The College is committed to hardship payments and financial support is almost entirely focused on supporting student retention and success. This approach is communicated through the student body in order to evaluate impact.

2019/20 Investment Summary	Total investment	APP investment	APP as a % (HFI)
Access investment	£52,400	£21,800	2.8%
Success investment	£419,200	£174,400	22.5%

Progression investment	£52,400	£21,800	2.8%
Investment in financial support	£75,300	£75,300	9.7%
TOTAL	**£599,300**	**£293,300**	**37.8%**

In addition to the expenditure identified in the table above, the College also invests in a range of activities in order to complement the work it does to widen participation. These include programmes of subject-based work with local primary and secondary schools; the hardship fund; Dean of HE discretionary award; study skills support; student support activities, all of which are open to all students.

Section 6
Provision of information to students

The College website contains a range of information that relates to the College as a whole and specific information that is held under the Hugh Baird University Centre such as: up to date information on student fees and financial support. Information is updated on a regular basis in order to ensure information is accurate, timely and accessible. This also applies to UCAS listings.

The Hugh Baird University Centre is committed to providing information for current students about learning opportunities we offer in a timely and accessible way in order to remain transparent. This includes a section on the Wider Information Set (WIS), which houses many of the Hugh Baird University Centre policy and procedures. UNISTATS and destination data is also available on each course fact sheet where relevant. Social media is used to enhance the information about the HE offer as well as success stories and role models displayed on course landing pages.

The College is committed to providing full financial information, including current fee details to students. Information can be found in the following ways:
- HE Course Guide
- College Website
- HE Open Events
- Relevant HE external and internal exhibitions and events
- UCAS
- HEI Website

Consulting with students

The College embeds opportunities for students to be fully engaged with all aspects of the operation of Higher Education at the College. It is imperative that the student voice is a key component in the success of the University Centre in order to continually improve the student experience throughout their period of study with us.

We will continue to listen to our students to ensure that their views are considered in our planning for the future of the University Centre. We will continue to develop partnerships with the students in order to further enhance their experience.

Progress towards achievement of the Access Agreement targets will be reported back to the Student Experience Team (SET) to enable the student body to be a part of the experience.

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 be inflating fees for 2019/20 entrants in subsequent years.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree	Y1 & Y2 Theory based courses	£7,500
Foundation degree	Y1 & Y2 Practical based courses	£8,000
Foundation year / Year 0		£6,000
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	Top up courses	£8,500
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree	- Foundation degree theory based courses - the fee is £1,000 per 20 credits (1 single module). A student will study no more than equivalent to 4 modules per year part time.	£4,000
Foundation degree	- Foundation degree practical based courses - the fee is £1,000 per 20 credits (1 single module). A student will study no more than equivalent to 4 modules per year part time.	£4,000
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	- Initial Teacher Training courses - the fee is £1,000 per 20 credits (1 single module). A student will study no more than equivalent to 3 modules per year part time.	£3,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	- Top up courses - the fee is £1,000 per 20 credits (1 single module). A student will study no more than equivalent to 4 modules per year part time.	£4,000

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	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)
T16a_01	Access	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	Hugh Baird College internal progression from FE to HE	No	2015-16	22%	26%	27%	28%			Internal progression for 2016/17 was 25% which had increased by 2% on the previous year. This was above target by 1% for 2016/17
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase the percentage of under 25 year olds into HE	No	2015-16	41%	45%	46%	47%			
T16a_03	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Location (please give details in the next column)	Increase the percentage of students from the local area to HE	No	2015-16	30%	34%	35%	36%			
T16a_04	Student success	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase student success rates.	No	2014-15	85%	88%	89%	90%			Retention and achievement of an award.
T16a_05	Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	Maximise the potential to progress to either employment or further study.	No	2014-15	86%	87%	87%	88%			In relation to the DLHE data 14/15, 86% of higher education students progressed into either employment or further study.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Work alongside students from year 10 and 11 within the region to raise expectations and widen participation in HE.	No	2015-16	3 events	7 events	8 events	9 events			There have been a number of events that have exceeded the target of 5 for 2016/17 carried out by the College School Liaision Officer within the local School's as well as aspirational events for the College's 14-16 year old provision.
T16b_02	Access	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Work in partnership with a local businesses, Schools and Colleges in order to provide events and activities to highlight the HE provision on offer at Hugh Baird College.	Yes	2015-16	0 events	4 events	5 events	5 events			There has been 3 events in 2016/17 - Meet the Professionals, Moving on Roadshow, External Progression Event.
T16b_03	Student success	Other (please give details in Description column)	Student support services	Develop an Infrastructure to support the HE pastoral, study support, retention and progression services in order to support students to achieve.	No	Other (please give details in Description column)	NA	June 2019	June 2020	June 2021			Further enhancement has taken place in the form of a support page on the VLE for all students to access to encourage independent learning. A study support workshop timetable has been created for drop in and class based activities. The Library learning staff have put on a programme of support services for study skills requirements.
T16b_04	Progression	Low income background	Other (please give details in Description column)	Financial Support - Moving on Scholarships to be awarded.	No	Other (please give details in Description column)	NA	5	5	7			The scholarships are currently in the review process for students progressing to Level 6.
T16b_05	Other/Multiple stages	Other (please give details in Description column)	Other (please give details in Description column)	Develop an infrastructure to enhance the student experience - develop mechanisms for student engagement and the student voice.	No	Other (please give details in Description column)	NA	June 2019	June 2020	June 2021			There is a student experience team that consists of the HE student representatives from each course that meet on a monthly basis to feedback on any issues or compliments. In addition during 2016/17 another student group has been created in the form of 4 HE students, one being the HE student governor, that meet four times a year to move forward the HE student experience at the College.
T16b_06	Student success	Other (please give details in Description column)	Other (please give details in Description column)	Develop an infrastructure to support student achievement and success.	No	Other (please give details in Description column)	NA	June 2019	June 2020	June 2021			Further work has been carried out to support the design students in their end of year degree show as well as the creative industries with budgets for their end of year shows. One HE student is identified as the student of the year and is presented with an award at the College annual student awards ceremony. Further awards are made to design students at the end of year degree show.
T16b_07	Student success	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Work alongside pupils in KS1 within the region to raise attainment within literacy.	Yes	2017-18	N/A	2 events	3 events	4 events			