

# Wakefield College Access and Participation Plan 2019-20

## 1. Introduction

The College's **Vision** is to be an outstanding college at the heart of the Wakefield District.

The College has a wide range of provision for 16-18 year olds and adult learners, including a growing mix of well-established and new Higher Education programmes. The high quality of our Higher Education provision was recognised when the Quality Assurance Agency last visited the College in June 2016 and found that it met expectations in all areas of judgement. The College has subsequently achieved a TEF rating of Silver. Overall student satisfaction in the 2016-17 National Student Survey was 91%, which put the College in joint first place for Higher Educational Institutions in the Yorkshire and Humber region.

The College's higher education vision is to provide relevant and accessible higher education in the Wakefield District and surrounding area. Our mission is to provide inspirational, aspirational and motivational high level learning for the people who live in the Wakefield District.

Inclusiveness is one of the college values, and Ofsted inspectors concluded (during the College's last inspection in March 2017) that "leaders and staff promote an inclusive culture that embraces the values of the College. We are a 'College for All' offering opportunities for all. We treat everyone with fairness and without bias. We celebrate diversity and work for the best outcome for all our learners.

The College exists to serve the needs of our community. Predictions from Local Enterprise Partnership research indicate that there will be an increasing demand for higher level skills in the region, but the level of participation of young people from Wakefield District in Higher Education is amongst the lowest in the country. The latest Centre for Cities report, *Cities Outlook 2018*, identifies Wakefield as being the within the ten UK cities with the lowest percentage of high level qualifications (58 out of 63), although this has improved (by 5 places) since 2016. Additionally, the latest HEFCE produced data for the participation of young people in HE identifies Wakefield as being in a Cold Spot, with 34 of the 40 Wards within the Wakefield District Council area falling within quintiles 1-3 of the Polar 4 levels. Fifteen of these 40 wards fall within the lowest participation quintile, quintile 1 (i.e. under 20% participation rates, with the lowest being 12.9%). 11 of the District's high schools have 100+ students in the National Collaborative Outreach Programme (NCOP) as well as the local Sixth Form College and Wakefield College. The high levels of education and skills deprivation reflects the District's position as the 65<sup>th</sup> most deprived district in England (out of 326 districts). This limited participation in higher level skills training represents a clear barrier to economic growth which is recognised in the Wakefield District Jobs and Growth Plan 2012-2017, with priority actions including 'strengthening higher level skills attainment ...' and '... encouraging more people to attain degree-level qualifications.' The College is an active member of Go Higher West Yorkshire (GHWY) and a partner in NCOP, as well as working closely with the District Council to raise levels of participation in Higher Education, and this local growth strategy is gathering momentum. Student numbers on full-time HE programmes at the College have increased over the last 4 years and the College recognises that it needs to engage students who are under-represented in HE if it is to succeed with its growth strategy. The College approach has been to seek alignment of its growth strategy within the District with NCOP activity in the target wards in the District. During this period the proportion of students from low income households has risen from 31% to 40% in 2016-17, and the College will continue with bursary and scholarship schemes in 2019-20 to support this.

In recognition of the need for a university centre in Wakefield (the largest city in the UK without its own university), the College opened a new Advanced Skills and Innovation Centre (ASIC) on its city centre campus in September 2017. The new building is designed to be aspirational for Wakefield residents and is the home of the College's University Centre.

A key element of the College's growth strategy is to develop Higher Education provision which responds to identified local need and increases local participation, and ASIC is being designed to facilitate close working relationships with local employers.

Some of the key objectives of the College's HE Strategy for 2018-21 are to:

- Further develop employability skills for all students – this will be supported by developing further Higher Level and Degree Apprenticeships and by including a work placement opportunity in most programmes
- Grow student numbers – this will be supported by providing an employment relevant curriculum portfolio and by measures to increase internal progression from Level 3 to Level 4
- Widen participation from disadvantaged areas and Polar 4 cold spots – this will be supported by active and successful participation in the National Collaborative Outreach Programme

## 2. Assessment of current performance

We are pleased with the progress we have made in engaging students from under-represented groups in HE, with the proportion from low income backgrounds increasing to 40% of the cohort in 2016-17. We have targeted students on full-time Advanced level courses at the College who have not submitted UCAS applications and this has helped us to engage students who would not otherwise have participated in HE. The availability locally of the HE provision is important for many of these students. We offered a bridging course over the summer 2016 to support several applicants for the FdA in Independent Game Design who had not met the entrance criteria. The success of this activity has led to consideration of more widespread use of bridging programmes in future. Both the proportion of students from minority ethnic groups and with a disability have increased and the overall proportion of mature students has achieved target despite a 1% decrease from the previous year.

Student numbers have increased in 3 of the last 4 years. However, the College did not meet its Student Number targets for 2016-17, and we believe that the changes to the maintenance grant introduced in this year had an adverse impact on our full-time student numbers, as well as the low tariff / unconditional offers made by some local Universities, which was identified as an issue by the Yorkshire and Humberside AoC HE in FE group and reported to HEFCE. In 2017-18 Student numbers on full-time programmes at Level 4 increased by 14% and at Level 6 by 53%. Despite this growth, both full and part time numbers are below the figures included in the 2018-19 Access Agreement, and the College intends to rebase these figures for 2019-20 onwards in this Access & Participation plan.

The fall in the number of part-time students in 2016-17 aligns with the National trend and was largely due to low recruitment onto HNCs in business and mechanical engineering. The College is now committed to establishing employer liaison groups in several vocational areas including engineering and business. As we timetable our full-time programmes over 2 days, students who would prefer part-time study are often able to study full-time with us and benefit from the opportunity to work part-time alongside their studies.

There were no care leavers in 2016-17, despite us offering an annual care leavers bursary of £1,500. Our previously good relationship with the Council's Leaving Care team has been adversely affected by a re-structure of their team. We will however continue to work with stakeholders to increase awareness and opportunities for young people in care across the region and to develop strategies to support this cohort. The College has recently signed up to a Care Leaver Covenant initiated by Go Higher West Yorkshire (GHWY) for example.

The College is successfully attracting students from deprived areas onto Higher Education programmes, for example the percentage of young entrants on full-time programmes from low participation areas rose from 40% in 2015-16 to 44% in 2016-17. The College has targeted post-16 providers within Wakefield District and this has led to an increase in applications. The new ASIC building has helped to increase interest in the College's HE offer from other post-16 providers.

The proportion of students from ethnic minorities (9.6% in 2016-17) has remained above the local population average for the past six years, and the proportion of students declaring a disability has increased (to 6.3% in 2016-17).

The proportion of mature students aged 25 and over has declined over several years, however the decrease of 1% from 2015-16 to 2016-17 was smaller than in previous years. The College will continue to work with employers to increase awareness and identify opportunities for the development of accessible programmes of study to attract work-based learners, and to extend the range of Access to HE programmes for 19+ students. The ASIC development will further support these activities.

The proportion of white British male students from areas of multiple deprivation has remained relatively stable at 15% in 2014-15, 18% in 2015-16 and 16% in 2016-17. The College anticipates that its growth strategy will at least maintain this relatively high proportion.

Whilst retention in 2016-17 was below our target, the pass rate has increased and is above target. The increase in pass rate we believe was in part due to holding pre-examination boards after Semester 1 and 2. Health, notably mental health, has been the key factor in the non-retention of some students. The poor retention on a small minority of courses has also impacted on the overall figure, with remedial action being taken to address this. There were 333 students who started programmes which were due to complete in 2016-17. The overall retention was 77.2%, pass rate 96.1% and achievement of 74.2%.

Our assessment of the performance of under-represented groups in 2016-17 is as follows:

- There were 142 students from low income backgrounds with retention of 76.8%, pass rate of 99.1% and achievement of 76.1%. This group out-performed the overall cohort
- There were 22 non-white students with retention being 5% below that for white students, however the pass rate of the non-white students was 5% above that for white students. Consequently the disparity in achievement between white and non-white students was very small (ie less than 1%)
- There were 21 students with a disability with retention of 71.4%, pass rate of 93.3% and achievement of 66.7%. This group under-performed compared with the whole cohort, with retention being the main issue
- There were 77 mature students with retention of 81.8%, pass rate of 100% and achievement of 81.8%. This group out-performed the cohort
- There were 60 white British males from low income backgrounds with retention of 81.7%, pass rate of 98% and achievement of 80%. This group out-performed the cohort

We believe that the measures which we have introduced to support retention and pass rates, including student support hours on all full-time programmes, are being effective in reducing the risk of any gaps in retention, pass rate and achievement for under-represented students. Our intention is to look at what we can do in addition to specifically support students with a disability.

Overall, our approach to evaluation of our activities and programmes to improve access, success and progression of under-represented groups is in development / at the early stages of implementation. Our involvement with NCOP is helping the College to refine its approach to monitoring and evaluation, and offers the potential for longitudinal analysis through the HEAT Tracker. We have not conducted an analysis of attainment by specific characteristics and recognize that this is an area for improvement.

We evaluated the impact of our financial support bursaries in 2016-17 by comparing retention into year 2 of students who received a financial support bursary with that of students who did not receive a financial support bursary in year 1. We also conducted a simple survey which asked students if the bursary had made a difference eg for them staying on the programme rather than leaving. We found that the retention of students who received the financial bursary in year 1 of their programme was significantly higher than the comparator group of first year students who did not

receive the bursary. All respondents to the survey said that the bursary had helped them, and that we should continue to offer the bursary in future. 50% of respondents said that the bursary had made a difference to them staying on the course rather than possibly thinking of leaving. We will continue to offer financial and other bursaries in 2019-20.

From our year on year analysis of the Destinations of Leavers of Higher Education surveys we conclude that the overall experience for our graduates is positive and comparable to the national picture, with for example 54 percent of graduates employed in what could be termed graduate level jobs within 6 months of completing their studies (in 2016) and the 7% decrease in those entering employment (in 2017) being offset by a 10% increase in those in further study, with an increase in the number of students choosing post-graduate options (particularly in Early Years). The relatively low proportion of students undertaking further study is affected by the relatively high number of HNC Engineering students, who are already in employment and are not required to progress beyond Level 4 by their employers. The positive responses to preparation for study show that Wakefield is providing graduates with the necessary skills and confidence to undertake further study, which is supporting those who wish to complete a full honours degree or move onto postgraduate study. We have not analysed the progression of students with specific characteristics, and we are committed to undertaking this in future provided that the data we have access to enables this.

As a member of GHWY our collaborative outreach work engages looked-after young people and care leavers, as well as those living in areas of low HE participation (may also include people estranged from their families); national data has been used to identify these groups.

Through GHWY's work with looked-after young people, the data we collect evidences that the majority feel their confidence has increased through exposure to different forms of higher education through their experiences with us. Further, evaluation of our annual collaborative Y10 summer school via the Learning Gain tool demonstrates that the overwhelming majority of the target group of young people from low-participation neighbourhoods leave the residential experience feeling that HE is for people like them, feel more confident about their future and have a good plan for progressing into HE.

In-year monitoring of the GHWY targets takes place through GHWY at the end of each term of the academic year. These figures are reported to the GHWY Board.

### 3. Scope of agreement

This agreement relates to the setting of tuition fees for full and part-time UK and EU students on the following programmes in receipt of HEFCE funding delivered at Wakefield College:

- Undergraduate honours degrees (including top ups)
- Foundation degrees
- Higher national diplomas
- Higher national certificates (excluding construction)
- Initial teacher training qualifications
- Other undergraduate programmes

Students enrolled on programmes outlined above who commenced their studies before 1<sup>st</sup> September 2019 are not included in this agreement, but will be bound by the fees applicable during their year of enrolment.

### 4. Fee levels

Wakefield College intends to charge all full time students on programmes described above tuition fees of £6,750 per annum for 2019-20, regardless of programme of study.

The College intends to charge all part-time students a pro-rata figure (based on academic credits studied) of the equivalent full-time fee. Students starting higher national certificates in construction are outside the scope of this agreement and for these programmes of study the equivalent full-time fee will be £6,000 for 2019-20.

## 5. Financial Support

Wakefield College intends to contribute around £58,000 in 2019-20 to underrepresented groups for student bursaries and scholarships (the exact amount will not be known prior to student enrolment). The College introduced student bursaries and scholarships in 2015-16, and the evidence we have is that these are very helpful in supporting study related costs and a persuasive element in the students' decision to study at the College. We believe that this approach is supporting greater opportunity of access to Higher Education programmes at the College and contributing towards improved retention of students on these programmes. The amount proposed has been calculated taking into account actual spend in 2017-18 as well as to reflect the anticipated growth in student numbers and the introduction of the loyalty bursary in 2018-19. The College is committed to monitoring and evaluating the impact of these awards annually (see our 2016-17 Monitoring Return). Whilst we recognise there is evidence from other institutions which has led to a rebalance of spend away from financial support towards long-term outreach, the College's proposed OfS countable spend is significantly above the guideline of 15% for an institution with a high proportion of students from under-represented groups, and the inclusion of scholarships and bursaries in the College's approved Access Agreements from 2015/16 to 2018-19 is one of the key steps the College is taking in order to support students from the lowest participation wards in the District.

The schemes will only be available to students on programmes which are within the scope of this agreement (see section 2 above) and students joining programmes outside of scope will not be eligible for financial support from these schemes. The schemes will take the form of:

### 5.1 Care Leaver's Bursary

This award will be made to any home student who has left local authority care in the 2 years prior to enrolment on the first year of study, irrespective of postcode. This is a non-means tested bursary. It will be awarded as follows:

A £1,500 cash award in each year of study (excluding any repeat year), which is available to home students on full-time or part-time programmes of study within the scope of this agreement, and which is payable in 2 instalments in September and January. Part-time students will be paid on a pro-rata basis based on the annual number of academic credits studied. Attendance on the programme of study must be 90% or above in December (other than for extenuating circumstances) for the January payment to be made. Students receiving this bursary are ineligible for a financial support bursary (as described in 4.3 below).

### 5.2 Care Givers Bursary

This award will be made to any home student who is a carer for a family member with long-term ill-health or disability. It will be awarded as follows:

A cash award of up to £1,000 in each year of study (excluding any repeat year), which is available to home students on full-time or part-time programmes of study within the scope of this agreement, and which is payable in 2 instalments in September and January. Part-time students will be paid on a pro-rata basis based on the annual number of academic credits studied. Attendance on the programme of study must be 90% or above in December (other than for extenuating circumstances) for the January payment to be made. Students receiving this bursary are ineligible for a financial support bursary (as described in 4.3 below).

### 5.3 Financial Support Bursary

This award will be available to any home student in receipt of a student loan for their tuition fees with a household income of up to £25,000 and that meet all other eligibility criteria. The eligibility of full-time students will be assessed using the information which they have provided to the Student Loans Company, to be assessed for financial support. The eligibility of part-time students will be assessed by the College. It will be awarded as follows:

A £500 cash award in the first year of study at Level 4 only, which is available to home students on full-time and part-time programmes of study within the scope of this agreement, and which is payable in a single instalment upon receipt of the first tuition fee loan payment. Part-time students will be paid on a pro-rata basis based on the annual number of academic credits studied.

### 5.4 Achievement Scholarship

This award will be available to any home student who has achieved ABB (or equivalent) at Advanced Level. This includes any home student who has only had the opportunity to take an Advanced Level programme equivalent to 2 A-Levels and who has achieved AB (or equivalent). In 2019-20 this scholarship scheme will be extended to include students who progress from a Level 3 programme of study at the College onto a Higher Education programme at Level 4/5, having exceeded their minimum target grade on the Level 3 programme.

The College will contribute a maximum of £30,000 in 2019-20 towards achievement scholarships. This is a non-means tested scholarship. It will be awarded as follows:

A maximum individual cash scholarship of £500 which is available to home students starting full-time and part-time programmes of study at level 4 within the scope of this agreement. The payment will be made in 2 instalments, 50% upon receipt of the first instalment of the student's tuition fee in year 1 and 50% upon receipt of the first instalment of the student's tuition fee in year 2, subject to successful completion of year 1 with an attendance of 90% or above (other than for extenuating circumstances). Students will be responsible for applying for the scholarship and can do so prior to results being released, in which case a conditional offer may be made.

### 5.5 Loyalty Bursary

This award will be available to any student who progresses from a Level 3 programme of study at the College onto a Higher Education programme at Level 4/5. It will be awarded as follows:

A £500 cash award in the first year of study at Level 4 only, which is available to home students on full-time and part-time programmes of study within the scope of this agreement, and which is payable in 2 instalments 50% upon receipt of the first tuition fee loan payment, and 50% upon receipt of the third tuition fee loan payment, subject to an overall attendance of 90% or higher on the HE programme. Part-time students will be paid on a pro-rata basis based on the annual number of academic credits studied.

## 6. Planned activities to widen access and promote student success and progression

The College is committed to raising participation levels in Higher Education, particularly within Wakefield District, and recognises the challenges which this presents with many wards being within the lowest participation quintile. The College has set Higher Education Participation Targets for students on full-time Advanced level programmes of study at the College since 2014-15, and a key part of the recruitment strategy is to increase internal progression (internal access) from Advanced level programme at the College onto College HE programmes. The College has set an ambitious target of 147 for 2018-19 (cf 87 in 2017-18). This reflects an extended number of activities aimed at promoting internal progression (internal access), some of which are supported by the College's involvement in NCOP.

Wakefield College is an active member of the Go Higher West Yorkshire partnership (see Appendix 1 of this plan) and other local progression partnerships. The College also leads the Children's University programmes locally. The aim of the Children's University is to work with 7-14 year olds to raise aspirations, promote achievement and engagement with learning.

In 2019-20 the College intends to undertake measures to promote access to higher education and the success and progression of higher education students, which will seek to address any significant gaps in performance and sustain areas of good practice. Total expenditure on this work (estimated at £119,000 will include contributions from tuition fee income, OfS teaching allocation funding and from a proportion of higher fee income generated as a result of this agreement (£5,800). Specifically the higher fee income will be used to contribute to the following activities and initiatives in 2019-20:

#### Access

- Outreach work with local schools and College further education students to raise aspirations and develop progression pathways to increase the number of young people from under-represented groups progressing to higher education. This will be supported by activities held within the University Centre in the ASIC Building.
- The delivery of Wakefield's programmes of the 'Children's University' in partnership with local schools.
- Outreach work with local agencies and other stakeholders focussed on increasing the number of looked after young people and care leavers in Wakefield and the District entering higher education.
- Engagement with employers in the development of relevant and accessible higher education provision, and extension of the range of Access to HE programmes, to increase the number of mature, and potentially part-time students.
- Engagement in collaborative outreach work as a partner in the National Collaborative Outreach Programme (assuming funding is made available beyond July 2019). This will cover activity as a post-16 provider with 1,000+ students resident in the NCOP wards, and as an HE provider.
- Activities to raise aspirations amongst College learners as well as those taking Advanced level programmes with other Post-16 providers in Wakefield District and those attending High schools situated in the Wards with the lowest participation rates, to raise aspirations and to increase progression to higher education among those who would otherwise not progress. This will include the implementation of an annual internal progression (internal access) plan.
- Support looked-after young people and care leavers through our membership of GHWY through work to engage foster families (for example through our Foster Family Fun Days and engagement with foster carer associations) and work to engage individual young people themselves (for example through our work with Children in Care Councils and our pilot Professional Mentoring programme aimed at care leavers in higher education)

#### Achievement

- The delivery of course footprints for validated programmes which include dedicated time allowance for academic student support and which assume growing independence as students' progress from Level 4 to Level 6.
- Strategies at programme level to improve retention and student achievement, including the provision of optional sector and level appropriate work placements

- More detailed research and analysis, leading to targeted interventions to address any performance gaps for under-represented groups. If possible this will include a more detailed analysis of data from the Destinations of Leavers in Higher Education survey eg to identify any performance gaps re students with specific characteristics.
- Enhanced student engagement and representation including an increase in the number of student ambassadors to cover all main curriculum areas. The aim is to have positive role models for current and potential students and to ensure that students help to shape measures to support their achievement and progression.
- Investment in training to enable members of the HE support team to achieve qualifications which will better prepare them to support students with specific disabilities. This should improve retention of students declaring a disability for example.
- Monthly monitoring of programmes which focusses on Achievement and Learning Gain ie ALG Reviews, and enables the early identification of at-risk students and interventions to support them.
- Improve the outcomes of looked-after young people through our membership of GHWY by exposure to different forms of higher education through new experiences, at the access stage of the student lifecycle, as well as improve the outcomes of care leavers currently in higher education through our pilot Professional Mentoring project.

### Progression

- Provide enhanced Careers AIG and more dedicated support for students with mental health problems, disabled students and students who are care givers.
- Provide enhanced Careers AIG and integrated Careers guidance into the tutorial programme and HE curricula, with a specific focus on students from deprived areas and mature students

### 7. Targets and milestones

Please see Table 7 in our Resource Plan.

The objectives for the activities funded under this Agreement set in the context of anticipated growth in overall student numbers will be to:

- Increase the proportion of students from low income families, particularly from low participation Wards in Wakefield District
- Increase the proportion of students declaring a disability
- Maintain the proportion of mature students
- Maintain a proportion of students from non-White British ethnic groups which exceeds that within Wakefield District, and increase the proportion from the current position
- Increase the number of students identified as care-leavers
- Increase the proportion of students on full-time undergraduate courses aged under 25 years who are resident in any postcode where a ward uplift is applied as defined in the English Indices of Deprivation (Index of Multiple Deprivation)
- Increase overall retention, pass rates and achievement rates

The targets and milestones included in our delivery plan reflect these objectives and also include 3 collaborative targets set in conjunction with GHWY.

### 8. Equality and diversity

This plan has been developed in relation to the Equality Act 2010, is mindful of the requirements of the Race Equality Charter, and forms part of our equality and diversity programme. Equality and



diversity is embedded in all our processes and interactions with students. The College will continue to monitor its student body annually to gauge the success of this work and identify where targeted action may be required.

## 9. Evaluation and monitoring arrangements

The aims and targets for widening access and student success are planned as part of the College's overall higher education strategy. The College will undertake monitoring checks against implementation plans across the whole of the College's higher education provision as well as within programme areas. Review and evaluation will be through in-year and annual programme and service review activities and updating College plans. The College will also take part in evaluation activities within structured partnerships, notably Go Higher West Yorkshire regarding the NCOP activities. Monitoring and review of activities will involve scrutiny of:

- Enrolment statistics relating to under-represented groups
- Internal progression
- Retention, pass rates and achievement data
- Student and stakeholder feedback.

Consultation with the Student body with regard to the agreement will take place through their representation on the College's HE Quality Standards group and at meetings of the Student representatives from the range of College programmes. The former will monitor and evaluate performance against the targets and milestones and the latter will focus on review and evaluation of the activities.

Evaluation and monitoring will be overseen by the College's Director of Higher Education working with the Director for Higher Education Development.

## 10. Provision of information to prospective students

The College is committed to providing clear and up-to-date information on programmes of study, fees, financial and other support. This includes making information available to UCAS and the SLC in a timely manner for them to populate their applicant-facing web services. We have accessible application processes to full and part-time courses with supporting guidance. We try to ensure that our information is accurate, relevant and easily accessible via a range of sources, formats and media. This includes:

- The Course Information Team
- The Higher Education prospectus
- Course Leaflets
- The College website
- The College's marketing campaigns and promotional materials
- Structured partnerships, e.g. Go Higher West Yorkshire, Wakefield Learning Partnership.
- Pre-entry guidance
- 'Parents and carers' evenings', Open Days and other progression events
- Through UCAS and the SLC

## 11. Consulting with students

Wakefield College is committed to working closely with students to improve the learning experience. Students at the College have been involved in the design and development of this access and participation plan through their representatives on our HE Quality Standards Committee, and through their involvement in / feedback on measures which are included in the plan.

## Appendix 1: Access and Participation Plan for 2019-20 - Statement regarding work with Go Higher West Yorkshire

Wakefield College is committed to the Go Higher West Yorkshire partnership, an established consortium of twelve HE providers in West Yorkshire (comprising FE colleges with HE provision, and universities). The partner members represent a diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by Go Higher West Yorkshire.

Go Higher West Yorkshire's mission is to work in partnership to act as a single point of contact for information on our Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through the consortium's internal structures: each of the twelve partners has representation on our Governing Board and in our two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

The Board comprises senior members of staff from each institution, to help drive the strategic direction of the partnership, as well as co-opted members from the Leeds City Region LEP and West Yorkshire Consortium of Colleges, to ensure a joined-up approach and to maximise opportunities for partnership working.

The Business Engagement Planning Group has a remit to work in partnership to open up higher education options to underrepresented groups, with a particular focus on employers and their employees, including prospective mature and part-time students. Our partners have worked together to develop higher and degree apprenticeships which aim to appeal to a wide range of students, and seeks to investigate the social mobility potential of this emerging area of work.

The Widening Participation Planning Group has a focus on working with specific target groups which have been identified using national data, and contributes towards the meeting of our collaborative access and participation plan targets. The work covers: looked-after young people and care leavers, Estranged Students, former NNCO schools (which do not form part of NCOP) in HE cold-spot areas, and current students from non-traditional backgrounds.

We are proud that our partnership has worked together to develop and sign the first collaborative Care Leaver Covenant, showcasing the commitment across our partnership to this group of students (<http://www.gohigherwestyorks.ac.uk/care-leaver-covenant/>). Our work in this area covers the student lifecycle and includes access work such as collaborative Foster Family Fun Days and engagement with foster carer networks/Children in Care and Care Leaver Councils, as well as progression work such as a pilot Professional Mentoring project we are developing to support care leavers currently in higher education to progress into graduate-level employment. Our partnership is also working towards the development of a collaborative Stand Alone pledge, to showcase the commitment we have towards this equally vulnerable group of students. Other activities include our collaborative Y10 summer school, where young people from low-participation neighbourhoods gain exposure to multiple HE providers to aid informed choices, and a series of workshops to share good practice across the partnership in areas such as supporting current students from non-traditional backgrounds.

We measure our success through assessment of the data we collect; this evidences that the care-experienced students with whom we work feel their confidence has increased through their experiences with us. Further, evaluation of our annual collaborative Y10 summer school via the Learning Gain tool<sup>1</sup> demonstrates that the overwhelming majority of the participants leave the residential experience feeling that HE is for people like them, feel more confident about their future and have a good plan for progressing into HE; this is combined with continuous improvement in practice through feedback from teachers and student hosts who are present throughout the event, and debrief of staff from across the partnership who run the event. Monitoring of this work takes place termly and is reported to the GHWY Board.

Our strong partnership work supports complementarity between the work of our own institution, the work of Go Higher West Yorkshire and NCOP, and other local initiatives. To aid complementarity between the work of our own institution and the NCOP, Wakefield College is represented on the NCOP Steering Group, which we chair and employs two NCOP staff members who sit within our Higher Education and Student Services teams. These staff members are our link with the central NCOP team, managed through Go Higher West Yorkshire, and outreach work within our own institution, and a key element of their role is to develop community links in and work with key influencers from the target wards.

---

<sup>1</sup> <https://research-toolkit.co.uk/#learning>

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

We are maintaining our fees at the 2017-18 levels. We believe that this will support our strategy to engage more students from disadvantaged backgrounds. We do not intend to increase students' fees annually with inflation.

Full-time course type:	Additional information:	Course fee:
First degree		£6,750
Foundation degree		£6,750
Foundation year / Year 0		*
HNC / HND		£6,750
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low income background	<b>Other statistic</b> - Low-income backgrounds (please give details in the next column)	We will continue to target and support students from low income backgrounds and aim to steadily increase the number of students from low income backgrounds.	No	2014-15	32%	35%	36%	37%	38%		
T16a_02	Access	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Increase the number of students declaring a disability. We will review and if possible improve our provision of information and support for disabled students.	No	2014-15	5%	6%	7%	7%	7%		
T16a_03	Access	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	Increase the number of mature students. This will require additional work with the local community and employers to reverse a declining trend, and to attract more mature students onto full-time programmes.	No	2014-15	28%	28%	28%	28%	28%		See overall commentary on targets below
T16a_04	Access	Part-time	<b>Other statistic</b> - Part-time (please give details in the next column)	Increase the current number of part-time students	No	2014-15	46%	46%	46%	46%	46%		We would have revised this target to reflect the falling trend in part-time student numbers but have followed OFS guidance to not amend existing targets in this plan
T16a_05	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	The 2013-14 baseline means that the proportion of students from ethnic minority groups is approximately 2% above the proportion within the local community. Our aim is to increase the number of students from ethnic minority groups	No	2013-14	9%	10.50%	11%	11.50%	12%		The current proportion of the Wakefield District population which is non-White British is 7.21%. Our target is to achieve a proportion of students of non-White British ethnicity which exceeds this figure (which may change in time), and to increase the proportion. We achieved 9.6% in 2016-17.
T16a_06	Access	Care-leavers	<b>Other statistic</b> - Care-leavers (please give details in the next column)	The College is actively working with stakeholders to increase awareness and opportunities for young people in care across the region and will continue to develop strategies to support and grow this cohort, with GHWY for example. The target is to increase the number of students who are care leavers	Yes	2011-12	1	4	4	5	5		The milestones are the number of students. We would have revised the targets to reflect the current position but have followed OFS guidance.
T16a_07	Access	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Students on full-time undergraduate courses aged under 25 years who are resident in any postcode where a ward uplift is applied as defined in the English Indices of Deprivation (Index of Multiple Deprivation).	No	2014-15	36%	39%	40%	41%	42%		See overall commentary on targets below
T16a_08	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	We will increase the proportion of students who are retained on their programme.	No	2013-14	85%	89%	90%	91%	92%		The target is the proportion of starts who are retained to their expected end date
T16a_09	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	We will increase the proportion of students who achieve on their programme.	No	2013-14	91%	96%	97%	98%	98%		The target is the proportion of completers who achieve

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	The College will engage with all High Schools / Post-16 providers in Wakefield District with more than 60% of their cohort from the lowest participation wards. The aim is to agree an individual action plan of outreach activities for, and a progression agreement with, each School.	No	2015-16	No Action Plans or Progression Agreements in place	4	6	7	7		The College has identified 7 target schools, and will aim to put action plans and progression agreements in place for each of these schools as quickly as possible, with a minimum target of 2 / year.
T16b_02	Multiple	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Working in partnership across the region, Go Higher West Yorkshi will provide bespoke support for young people in public care and care leavers, aged 5-25, through sustained engagement.	Yes	2015-16	116	131	136	140	144		Yearly milestones have been increased from the 2017-18 academic year to ensure targets remain stretching with the potential increased cohort size, whilst being mindful of actual numbers
T16b_03	Multiple	Care-leavers	Outreach / WP activity (other - please give details in the next column)	The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence through exposure to new and challenging experiences	Yes	Other (please give details in Description column)	83	90	90	91	92		This is the % of participants identifying an increase in confidence; yearly milestones have been amended from the 2018-19 cohort to take account of bedding in a new activity
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Working in collaboration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement	Yes	2015-16	47	110	120	130	140		This is currently based on numbers attending our collaborative Y10 summer school
T16b_05	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	We will deliver a minimum of 10 primary school master classes with primary schools and two attainment raising activity days within our ASIC Centre.	No	2017-18	10	12	14	16	16		This relates to HE staff delivering master classes as part of Wakefield Colleges established childrens' university programme. Currently 20 primary schools are signed up to this programme and there are hopes this will continue to increase in the future.

**Optional commentary on milestones.**

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.