Wakefield College

Access and participation plan 2020-21

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

1.1.1 Access

A key element of the College's growth strategy for Higher Education is to widen participation from disadvantaged areas (as measured by the Index of Multiple Deprivation) and POLAR4 Quintile 1 (Q1) and Quintile 2 (Q2) areas, by providing a local offer which provides progression from our Advanced level vocational 16-18 study programmes (1150 students in 2018-19) and Access to HE Diplomas (122 students in 2018-19). We have set targets and milestones to reflect this in our Access Agreements and first Access and Participation Plan, and the over-achievement of these is a measure of the success to date of this strategy.

The OfS dataset shows that the proportion of entrants onto full-time and part-time undergraduate programmes from Q1 and Q2 areas is well above Sector averages. For example 34% of entrants onto full-time programmes in 2017-18 were resident in Q1 (Sector average 12%), and 39% in Q2 (Sector average 15.7%), and 65% of entrants onto part-time undergraduate programmes in 2016-17 were resident in Q1 or Q2 areas (Sector average 37%).

College data shows that the proportion of students on HE undergraduate programmes in 2018-19 from postcodes where a ward uplift is applied as defined in the English Indices of Deprivation (Index of Multiple Deprivation) is 46% (cf target of 35%). This is an increase of 4% on the previous year, and an increase of 9% since 2015-16. During the period from 2015-16 to 2018-19 the proportion of young students (aged under 25 years) on full-time HE undergraduate programmes resident in these postcodes has increased from 40% to 53% (which is well above the target of 39% for 2018-19). During the same period the total number of young students on these programmes has increased from 247 to 283.

1.1.2 Success

Our commitment to increase both the proportion of students who are retained on their qualification and the proportion who pass is demonstrated by the targets and milestones which we have set in our Access Agreements and first Access and Participation Plan. Although the measures we have taken to improve performance have not been differentiated on the basis of a student's postcode, we believe that they have benefited students who are resident in disadvantaged / low participation areas, given the high proportion of these students in the cohort.

1.1.2.1 Non-continuation

We have not specifically monitored non-continuation rates, although we regularly monitor in-year retention as well as retention to the expected end date (ie completion of the programme of study).

The OfS dataset shows that the non-continuation rate for all full-time undergraduate students who are resident in POLAR4 Q1 areas is below the Sector average in 4 out 5 years (for entrants between 2012-13 and 2016-17). There is a similar picture for students who are resident in POLAR4 Q2 areas. There is no data in the OfS dataset for part-time students at the College who are resident in POLAR4 Q1 to Q5 areas.

College data shows that the proportion of students who are retained on their programme to completion has increased from 77% in 2016-17 to 88% in 2018-19 (1% below the milestone). In 2017-18 there were 136 students from low income backgrounds with retention of 82%, pass rate of 91% and achievement of 74%. The retention of this group was in-line with the overall cohort, but the pass rate was 2.5% lower. The OfS dataset includes students on one year top-up degree courses, and our assessment using College data shows that we need to target students on programmes of 2 or more years duration. By including top up degrees, the OfS dataset masks performance in this area.

1.1.2.2 Attainment

We have not monitored the attainment of under-represented groups. We do monitor the grades / degree classifications of students in assessment and awards boards and review these as part of our self-assessment processes. An overview of each classification is reported annually to our HE Quality Standards group, and classifications are included in individual course reviews and our summative reports to partner Universities.

There is insufficient data in the OfS dataset to make an assessment of attainment by POLAR4 quintile.

1.1.3 Progression to employment or further study

a comprehensive assessment of data from the Destinations of Leavers in Higher Education surveys for 2016 and 2017 was carried out.

There is insufficient data in the OfS dataset to make a robust assessment of progression into highly skilled employment or higher level study by POALR4 quintile.

The College's data analysis for the 'Employ Graduates – Increase Productivity' bid (as above) shows that the proportion of leavers who progressed into employment (rather than further study etc) was around 45% in 2016 and 2017, however the proportion of these leavers who progressed into graduate level employment in 2017 was 17% higher than in 2016. A high proportion of leavers were resident in POLAR4 Q1 or Q2 areas (65% in 2016 and 70% in 2017), and the data shows that these students are as likely to be in employment as other students, but less likely to be in a graduate level position (8% lower in 2016 and 6% lower in 2017). More than half of those in employment work within Wakefield District (54% in 2016 and 58% in 2017).

1.2 Black, Asian and minority ethnic students

1.2.1 Access

Our ambition is to increase the number of BAME students, and we have set targets and milestones to reflect this in our Access Agreements and first Access and Participation Plan.

The OfS dataset shows that the proportion of BAME entrants onto full-time and part-time undergraduate programmes between 2013-14 and 2017-18 is well below Sector averages.

College data shows that the proportion of BAME students has increased annually for the 4 years up to and including 2018-19. The proportion has been in line with our yearly milestones during this period apart from in 2018-19 when the proportion of BAME students increased by 7% on the previous year (to 17%). Within the context of Wakefield District (where around 4% of the population is BAME[1]), the proportion of BAME students is consistently high. Around 75% of students on all undergraduate programmes in 2017-18 and 2018-19 were resident in the District.

Table 1: Breakdown of ethnicity of BAME students on all undergraduate programmes compared with Wakefield District[1]

Ethnicity	Proportion of Residents in Wakefield District	Proportion of Student Numbers on all undergraduate programmes	
	2011	2017-18	2018-19
Black	0.77%	1.70%	3.49%
Asian	2.61%	4.55%	7.17%
Mixed	0.90%	1.33%	1.74%

1.1.2 Success

Although the measures we have taken to improve student success have not been differentiated on the basis of a student's ethnicity, we believe that these have benefited BAME students.

1.1.2.1 Non-continuation

We have not specifically monitored non-continuation rates, although we regularly monitor in-year retention as well as retention to the expected end date (ie completion of the programme of study).

The OfS dataset does not include any data comparing the non-continuation rates for BAME students with other students.

College data shows that the proportion of BAME students who were retained on their programme to completion in 2017-18 was 11% below that for other students in 2017-18 (cf 5% below in 2016-17), whilst the pass rate of BAME students was also 11% below that for other students in 2017-18 (cf 5% above in 2016-17). In contrast the proportion of BAME students who were retained on their programme to completion in 2018-19 was 90% (1% higher than for other students).

In-year data for all students on undergraduate programmes in 2017-18 and 2018-19 shows that the proportion of BAME students increased from 7.8% of the cohort to

12.8%, and retention increased by 1% to 91% (5% below that for White students). Asian students are the largest sub-group of the BAME cohort with the proportion of Asian students increasing from 4.5% in 2017-18 to 7.2% in 2018-19. The in-year retention of Asian students also increased from 83% to 89%, which is 7% below that for White students. Our intention is to monitor the progress of Asian students more closely from 2019-20.

1.1.2.2 Attainment

There is insufficient data in the OfS dataset to make an assessment of attainment by ethnicity.

1.1.3   Progression to employment or further study

There is insufficient data in the OfS dataset to make a robust assessment of progression into highly skilled employment or higher level study by ethnicity.

The College's data analysis for the 'Employ Graduates – Increase Productivity' bid shows that the proportion of BAME leavers in the DLHE data for 2016 and 2017 was 10% and 6% respectively. Whilst the numbers are small, the data suggests that BAME students who progressed into employment are less likely to be in graduate level jobs.

1.3 Mature students

1.3.1   Access
Our ambition is to increase the number of mature students, and we have set targets and milestones to reflect this in our Access Agreements and first Access and Participation Plan. In these plans we have regarded mature students as being 25 years and above on entry, and our intention is change our definition to 21 years and above in line with the OfS methodology in this (and future) plans.

The OfS dataset shows that the proportion of mature entrants onto full-time undergraduate programmes between 2013-14 and 2017-18 is well above National averages. For example in 2017-18 the proportion of mature entrants onto full-time undergraduate programmes was 38% compared with the Sector average of 28%).

College data shows that the proportion of students aged 25 and above on all undergraduate programmes increased by 4% to 31% in 2018-19; this ended a declining trend over the previous 2 years and exceeded the yearly milestone. In 2018-19 the proportion of mature students (aged 21 and above at entry) on all undergraduate programmes was 53%. The main reasons for the high and rising proportion of mature students are the actions we have taken to diversify our Access to HE provision with more progression routes into our HE programmes, and a growth in student numbers on Top-up Degrees.

1.3.2   Success

Although the measures we have taken to improve student success have not been differentiated on the basis of a student's age, we believe that these have benefited mature students.

1.3.2.1 Non-continuation

We have not specifically monitored non-continuation rates, although we regularly monitor in-year retention as well as retention to the expected end date (ie completion of the programme of study).

The OfS dataset shows that the non-continuation rate for all full-time undergraduate mature students who started their programmes in 2014-15 to 2016-17 is below the Sector averages. For example in 2016-17, the non-continuation rate for mature students on all full-time undergraduate programmes was 11% compared with the Sector average of 15%. The continuation rate for young entrants is a declining trend which is below the Sector average. For example, for entrants in 2016-17, the continuation rate for young students on all full-time undergraduate programmes was 77% (cf Sector average of 92%) and addressing this is a priority for the College. The non-continuation rates for part-time students, both young and mature, is well below Sector averages. For entrants between 2011-12 and 2015-16 the average non-continuation rate for mature students was 19% (cf Sector average of 38%), and 16% (cf Sector average of 28%) for young students.

College data shows that in 2017-18 there were there were 172 students aged 21 or above due to complete with retention of 87%, pass rate of 93% and achievement of 81%. This group out-performed the cohort on the overall achievement rate due to better retention. The pass rate was slightly below the overall cohort. There were 70 students aged 25 years and above due to complete with retention of 81% (82% in 2016-17), pass rate of 93% (100% in 2017-18) and achievement of 76% (80% in 2016-17). This group slightly under-performed compared to the overall cohort.

1.3.2.2 Attainment

The OfS dataset shows that the proportion of mature students completing at Level 6 who achieved first class or upper second class degrees varied above and below the Sector averages between 2013-14 and 2017-18. In 2017-18 the number of mature completers was the highest, and the proportion of these students who achieved first class or upper second class degrees was 76% compared with the Sector average of 70%.

1.3.3 Progression to employment or further study

The OfS dataset shows that the proportion of mature students completing in the period from 2012-13 to 2016-17 who progressed into highly skilled employment or higher level study was below the Sector averages whereas the proportion of young students who progressed into highly skilled employment or higher level study was above Sector averages. Over this 5 year period the average proportion of mature students who progressed into highly skilled employment or higher level study is 69% (Sector average of 73%), and for young students it is 73% (Sector average of 68%).

The College's data analysis for the 'Employ Graduates – Increase Productivity' bid shows that students aged 25 or above in the DLHE data for 2016 and 2017 are less likely to be employed, but more likely to be employed in a graduate level job.

1.4 Disabled students

1.4.1 Access

Our ambition is to increase the number of students declaring a disability, and we have set targets and milestones to reflect this in our Access Agreements and first Access and Participation Plan.

The OfS dataset shows that the proportion of entrants onto full-time undergraduate programmes between 2013-14 and 2017-18 who have a known disability is below Sector averages. For example in 2016-17 and 2017-18 the proportion of entrants with a known disability was 12% and 9% respectively (compared with Sector averages of 14% and 15%). During the same period the proportion of entrants onto part-time programmes with a known disability is well below the Sector averages. For example in 2017-18 the proportion of entrants with a known disability was 8% compared with the Sector average of 15%.

College data shows that the proportion of students with a known disability on all undergraduate programmes increased from 5% in 2015-16 to 11% in 2018-19. This increasing trend has enabled the College to meet or exceed its yearly milestones, with the proportion being 5% above the milestone for 2018-19.

Table 2: Student Numbers with a known category of disability on all undergraduate programmes

Disability	Student Numbers on all undergraduate programmes	
	2017-18	2018-19
Physical Impairments	5	7
Specific Learning Difficulties	17	30
Mental Ill Health	4	6
Whole Cohort	528	516

The rising proportion of students with a known disability is in part due to our investment in specialist staff and training to work with students with a disability.

1.4.2 Success

It is too early to assess the impact of this measure on student success, however the fall in in-year retention in 2018-19, particularly of students with a specific learning difficulty (see Table 3) is a concern.

1.4.2.1 Non-continuation

We have not specifically monitored non-continuation rates, although we regularly monitor in-year retention as well as retention to the expected end date (ie completion of the programme of study).

The OfS dataset does not include any data on the non-continuation rates for students with a known disability.

College data shows that in 2017-18 there were 23 students with a known disability due to complete, with retention of 70%, pass rate of 81% and achievement of 57%. This group under-performed compared with the whole cohort, with retention (in year

1) being the main issue (as in-year retention was high – see Table 3). In-year retention of students with specific learning difficulties fell significantly in 2018-19.

Table 3: In-year Retention of students with a known category of disability on all undergraduate programmes

Disability	In-year Retention on all undergraduate programmes	
	2017-18	2018-19
Physical Impairments	100%	86%
Specific Learning Difficulties	94%	87%
Mental Ill Health	100%	100%
Whole Cohort	92%	96%

1.4.2.2 Attainment

The OfS dataset does not include any data on the attainment for students with a known disability.

1.4.3 Progression to employment or further study

The OfS dataset does not include any data on the progression to employment or further study of students with a known disability.

The College's data analysis for the 'Employ Graduates – Increase Productivity' bid shows that the number of students with a known disability in the DLHE data for 2016 and 2017 was too small to make an assessment.

1.5 Care leavers

1.5.1 Access
Our ambition is to increase the number of care leavers, and we have set targets and milestones to reflect this in our Access Agreements and first Access and Participation Plan. The rate of Children in Care in Wakefield District is increasing, at 78 per 10,000 it's higher than the national average (64) but lower than the statistical neighbour rate (92.8). There were 146 care leavers in Wakefield District as at 31st March 2018, with 82% being in education, employment or training; this is much better than the national and statistical neighbour averages (both around 61%).

The OfS dataset does not include any data on Care Leavers.

College data shows that during the period from 2015-16 to 2018-19 fewer than 5 care leavers have entered all under-graduate programmes. During this period the College has introduced an annual bursary for care leavers and has signed up to the Go Higher West Yorkshire Care Leavers Covenant. These measures have not had the desired effect and the yearly milestones have not been achieved. The proportion of looked after children on 16-18 study programmes at the College in 2017-18 and 2018-19 is around 1%. The College has a broad FE curriculum offer and these students are spread across it eg from entry to level 3. To achieve the same proportion of care leavers on HE programmes as children in care on FE programmes of study, will be challenging.

1.5.2 Success

There are insufficient care leavers to assess performance in these areas.

1.5.2.1 Non-continuation

Not applicable.

1.5.2.2 Attainment

Not applicable.

1.5.3 Progression to employment or further study

Not applicable.

1.6 Intersections of disadvantage

To understand the rise in the non-continuation rate for young students we have analysed the retention of young completers by POLAR4 quintile and mode of study using College data. This shows that the overall retention of all young completers has increased from 78% in 2016-17 to 86% in 2018-19, and that the retention of these students who are resident in POLAR4 Q1 and Q2 areas has been at least as high as the cohort. The picture is the same when considering the retention of all young completers from full-time programmes, with an increase in the continuation rate from 72% in 2016-17 to 74%.

We have monitored the outcomes for white British male students from low income backgrounds. There were fewer students in this group who were due to complete in 2017-18 compared with the previous year (45 cf 60); the retention rate for this group was 2% higher than for the overall cohort of leavers and an increase of 1% on the previous year and the pass rate of 90% was 4% lower than for the overall cohort and lower than the previous year (when the pass rate for this group was 98%). We will continue to monitor students with these characteristics although there is no evidence of a sustained performance gap.

1.7 Other groups who experience barriers in higher education

We introduced a bursary for Care Givers in 2017-18 and are currently working towards a Stand-alone pledge as part of Go Higher West Yorkshire. It is too early to assess the impact of these measures or the performance of students in either category.

2. Strategic aims and objectives

2.1 Target groups

Access: we will be targeting mature students, young students who are resident in POLAR4 Q1 and Q2 or IMD areas and care leavers.

Continuation: we will be targeting young students on full-time programmes and disabled students.

Progression to employment: we will be targeting mature students.

2.2 Aims and objectives

2.2.1 Access

Our aims are to:
a) raise the participation in HE of young students (including looked after children) on 16-18 programmes of study at the College who are resident in deprived areas, and
b) raise the participation in HE of mature students who are resident in Leeds City Region

Our measurable objectives are to:
a) increase the proportion of College students on full-time Advanced level programmes of study and resident in POLAR4 Q1 or Q2 areas who progress into HE by 20% over the next 5 years, and
b) double the number of mature students on Access to HE programmes at the College who progress into HE at the College over the next 5 years

Whilst both the proportions of young entrants resident in POLAR4 Q1 and Q2 areas, and mature entrants onto full-time undergraduate courses are well above Sector Averages ie there are no 'gaps to eradicate', the College has a critical role to play in addressing the low participation of young people and the higher level skills shortages in the District. Our ambition is to build on the progress we have made in the last 5 years.

2.2.2 Non-Continuation

Our aims are to:
a) reduce the non-continuation rate of young students on full-time undergraduate programmes who are resident in deprived areas, and
b) reduce the non-continuation rate for disabled students

Our measurable objectives are to:
a) eradicate the performance gap for non-continuation of young students on full-time undergraduate programmes over the next 5 years, and
b) eradicate the performance gap in the retention of completers with a known disability compared to completing students without a known disability by 2020-21

2.2.3 Progression to employment

Our aims are to:
a) Improve the graduate level job opportunities available to leavers resident in deprived areas of the District
b) Develop higher level skills and innovation interventions capacity in the District

Our measurable objectives are to:
a) establish by 2020-21 reliable baselines for the ratio of leavers in graduate level employment to leavers in employment 6 months after graduating, by age, ethnicity and disability
b) increase the ratio of leavers in graduate level employment to leavers in employment 6 months after graduating by 5% per year from 2020-21
c) eradicate any performance gaps for mature, BAME or disabled students by 2022-23
d) conduct a capacity building project to support 30 SMEs to employ a new graduate by 2021-22

3. Strategic measures

3.1 Whole provider strategic approach

3.1.1 Overview

Our Higher Education Strategy 2018-21 includes the following key objectives:
- Grow student numbers - this will be achieved by providing an employment relevant curriculum portfolio which offers clear employability benefits to students, measures to increase internal progression from Level 3 to Level 4, and providing an HE environment which is conducive to the development of higher level skills and knowledge and enhances the reputation of the College as a Higher Education provider
- 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
- 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

Our Overarching Theory of Change, which is supported by our Higher Education strategy, is shown in Figure 1. Part of our strategy is to work in partnership in our local area via Go Higher West Yorkshire (GHWY), a consortium of diverse HE providers, to improve the access, success and progression of under-represented groups.

Figure 1: The College's overarching Theory of Change

Context		Aims		Barriers		Inputs		Outcomes		Measurements
Not enough residents have higher level skills in Wakefield District				Socio Economic Status of students		Financial support measures including bursaries and paid internships		10% annual growth in full-time students and HLA/DA numbers in the University Centre		To report on the performance of under-represented groups & how this is contributing to OfS outcomes
Not enough young people in Wakefield choose to progress into HE		Raise the participation and success in HE, and progression from HE into graduate level jobs, of young students on College FE programmes of study who are resident in deprived areas		Low productivity in District Prevalence of jobs in sectors that are often low paid and low skilled		Develop HE Team Inreach - a programme of sustained HE engagement activities with College students including NCOP Collaborative outreach		Increase the proportion of College students on full-time Advanced level programmes of study who progress into HE to 75% over the next 5 years		To identify, track and monitor the progress of students and their destinations
Growth in high value and knowledge intensive sectors, specifically including creative & digital is a priority for the District		Raise the participation and success in HE, and progression from HE into graduate level jobs of mature students who are resident in Leeds City Region		Limited local HE offer & perceptions of this		Further diversification of the College's Access to HE and HE provision & Marketing strategy to support this		Increase the number of students on Access to HE programmes at the College by 30% over the next 5 years		To build organisational capacity to enable more rigorous evaluation of the measures taken
Main Recruitment - College FE students & Adults Re/Up-skilling		Recognition as a University Centre for social equality		Qualifications on Entry		Develop Centres of Excellence		Improve achievement on all undergraduate programmes to 90% over the next 5 years		
				Communicating the benefits of and opportunities for Higher Level skills to adults		Working in partnership eg Wakefield Council, GHWY, Partner Universities				

3.1.2 Alignment with other strategies

As mentioned throughout this plan, our strategic measures for fair access, and student success and progression align with the College's HE strategy 2018-21 which is approved and monitored by the Governing Body. More specifically and in addition with regard to:

Access: Our codes of practice for Admissions, Accreditation of Prior Learning align with the strategic measures in this plan relating to fair access. We will develop a HE student charter in 2019-20 which aligns with UK Quality Code for HE as well as College policies and procedures eg Equality and Diversity Policy. Our HE strategy outlines our plans to increase the number of HE programmes and student numbers on Higher Level and Degree Apprenticeships, as well as measures to widen participation from POLAR4 Q1 and Q2 areas.

Success: Our codes of practice for Retention and Attendance, Mitigating Circumstances and Management of Work Based Learning and our Assessment Policy align with the strategic measures in this plan relating to student success. Our HE strategy includes targets to reduce non-continuation rates and increase pass rates (for all undergraduate students).

Progression: We are strengthening our requirement for new programmes to justified by LMI on the higher level skills needs of the Leeds City Region primarily as part of our application for Foundation Degree Awarding Powers. Our HE strategy includes a strategic objective to further develop the employability skills of students and includes targets to increase work placements and other employer engagement activity.

3.1.3 Strategic measures

The strategic measures which we have / will put in place to support the achievement of our aims, objectives and targets for the under-represented groups which we are proposing to target based on our assessment of performance are outlined in the following sections. We have included a theory of change for each element of the student lifecycle (figures 2, 3 and 4), which, along with the text, provides contextual information which has influenced our approach.

Access

Our approach recognises that almost three quarters of our HE students reside in Wakefield and that the main reason students choose to study HE at the College is because they want to study locally. For example in 2018-19, 73% of HE students were resident at a Wakefield postcode and 54% chose "I wanted to study locally" in an internal student survey as their main reason for studying HE at the College. Many students are resident in postcodes where a ward uplift is applied (46% in 2018-19) and this has risen steadily for the last 4 years (+14%). Even more are resident in POLAR4 Q1 or Q2 areas (70% of young students in 2018-19 for example).

The barriers which we have identified in our theory of change for Fair Access are informed by contemporary research.

Frostick, Phillips, Renton and Moore, 2016 concluded that "one interpretation of the effect of income on higher educational aspirations is that the poorest amongst our population perceived higher education to be prohibitively expensive". They also point to the impact of parents on aspirations, and suggest that there is "a significant association between level of family affluence …and expectation of continuing on to higher education". The Higher Education Funding Council for England 2009; Patiniotis and Holdsworth 2005 (cited in Stone et. al. 2011, p.633) suggest that "certain sub-groups are likely to remain living in the parental home, including students from specific ethnic groups..... and those from more disadvantaged socioeconomic groups". Banergee, 2018 considers the barriers to participation in HE and suggests that "those living in postcodes with low HE progression rates …are often unaware of the benefits [of] a higher degree…generally because they haven't seen someone go to university in their neighbourhood". Dearden, Fitzsimons, and Wyness, 2011 (cited in Banergee, 2018 p76) suggest that for students from disadvantaged backgrounds it is "the cost …which ultimately decides whether these students attend university".

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Figure 2: The College's theory of change for Fair Access

Context	Aims	Barriers	Inputs	Outcomes	Measurements
Not enough residents have higher level skills		Proportion of students from disadvantaged backgrounds	A range of financial support bursaries		Surveys to evaluate the impact of financial support measures
Not enough young people choose to progress into HE	Raise the participation in HE of young students on College FE programmes of study who are resident in deprived areas	Financial considerations	A programme of sustained HE engagement activities with College students on full-time Advanced level programmes of study including NCOP & collaborative outreach	Increase the proportion of College students on full-time Advanced level programmes of study and resident in POLAR4 Q1 or Q2 areas who progress into HE by 15% over the next 5 years	Capture the (HE) desination of all students completing Advanced level programmes of study at the College
Skills shortages - creative & digital, manufacturing, health & social care	Raise the participation in HE of mature students who are resident in Leeds City Region	Limited local HE offer	Further diversification of the College's Access to HE and HE provision	Double the number of mature students on Access to HE programmes at the College who progress into HE at the College over the next 5 years	Build organisational capacity to enable more rigorous evaluation of HE Engagement activities
			Develop Centres of Excellence including Creative and Digital		

We are looking at how we can develop our core HE team to best support the achievement of the aims and objectives in this plan, and to ensure stability and sustainability when Phase 2 of NCOP is completed.

Other key actions and activities include the following:
- Outreach work with local schools and NEW College Pontefract to target Advanced level students with similar characteristics to those at the College, and in-reach work with College FE students to make progression into HE the 'norm' ie 'social equality'. Students on Advanced Vocational 16-18 study programmes have an entitlement to a series of HE Engagement activities and this is linked to the College's internal progression plan.
- Developing progression pathways to increase the number of young people from under-represented groups and adults progressing into higher education.
- 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 Phase 2 of the National Collaborative Outreach Programme. This will cover activity as a post-16 provider with 1,000+ students who are resident in the NCOP wards, and as an HE provider.
- 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)

We work strategically via GHWY by pooling resources in support of common goals. GHWY brokers collaboration between providers of higher study and our theory of change is that if people, particularly those from underrepresented groups, can access information about the range of HE options available to them it will support them to enrol and succeed in HE. Our strength is in delivering information and support to under-represented groups where they are and when they want it. We do this through an integrated programme of research, evaluation, long term engagement with providers and schools, individual activities and community engagement. Our short term aim is the continuation of existing projects and understanding their impact. Longer term our aim is the development of those activities that have evidence of impact – both as a collaborative group and individual organisations. We will use a realist evaluation approach to evidence effectiveness.

As a GHWY NCOP partner, we play an active role in NCOP governance and employ an NCOP Outreach Officer to ensure complementarity with outreach work in our institution. Our NCOP is supporting sustainability by delivering CPD to key influencers as a 'Train the Trainer' model.

We are a signatory to the national Care Leaver Covenant and are working towards developing a Stand Alone pledge, with collaborative versions of each drawn together by GHWY to showcase our local offer and commitment.

Student Success
We recognise that some of our students find the transition from Advanced level to HE academically challenging, and we are introducing an extended induction programme (the 'September School') for first year students on all full-time undergraduate programmes from September 2019. The programme has been based on an internal assessment of the reasons for non-continuation on under-graduate programmes at the College. This will complement existing measures including the dedicated time allowance for academic student support on validated programmes, and we expect this to support improvements in continuation into the second year and overall achievement rates.

Figure 3: Theory of change for Student Success

Context		Aims		Barriers		Inputs		Outcomes		Measurements
Increasing non-continuation rate of young students				Engagement of students in formalised programmes		September School induction programme				
Higher education students struggling with balancing study, work and family commitments - students at Wakefield College not identifiable as traditional 18 year olds leaving home		Reduce the non-continuation rates for young and disabled students		Students unwillingness to disclose issues affecting their progress		Further development of existing Student Support Hours to offer a more structured programme of activities		Reduce the non-continuation rate for young students by 2% annually for the next 5 years		Analysis of trend data on non-continuation rates
Recent growth in the number of students with a known disability		Provide enhanced pastoral and academic support to higher education students to assist with their transition into higher level study				Staff development on early identification of risk factors		Reduce the non-continuation rate for students with a known disability by 2% annually for the next 5 years		Regular reporting on non-continuation rates of disadvantaged groups as well as retention rates

Other key actions and activities include the following:
- Strategies at programme level to improve retention and student achievement, including the provision of optional sector and level appropriate work placements
- 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, particularly those from underrepresented groups, 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. Staff will provide 1:1 support for students declaring a disability which is tailored to their needs and we expect this to improve retention.
- 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.
- Support care leavers through our pilot Professional Mentoring project.

Progression into Employment
The College's ambition is to increase the proportion of graduates who progress into graduate level employment and we are committed to working with Wakefield Council to generate more graduate level job opportunities within the District and to match College graduates to these. In partnership with the Council the College submitted a project bid 'Employ Graduates – Increase Productivity' to the OfS Challenge Competition: Industrial strategy and skills. Whilst the bid was unsuccessful, our intention is to find other ways to work with the Council to achieve the project objectives.

Figure 4: Theory of change for Progression

Context	Aims	Barriers	Inputs	Outcomes	Measurements
Growth in high value and knowledge intensive sectors, specifically including creative & digital is a priority for the District		Mobility - residents in deprived areas are less likely to move or travel outside their locality for study or work	Appointment of a Higher Education Employer Engagement Officer		
High proportion of HE students resident in deprived areas in the District	Improve the graduate level job opportunities available to leavers resident in deprived areas of the District	Wakefield District has a lower than average productivity and innovation rating compared to its statistical neighbours	Set up a graduate placement / jobs website	Increase the proportion of leavers who reside in POLAR4 Q1 or Q2 areas who progress into graduate-level jobs by x% over the next 5 years	Statistical analysis based on an annual survey of the destinations of leavers
High proportion of HE leavers work in the District	Develop higher level skills and innovation interventions capacity in the District	Many local SMEs lack the confidence to recruit new graduates	Council leverage with employers, particularly SMEs eg Deal Based Business Development	Increase the proportion of BAME students who progress into graduate-level jobs by y% over the next 5 years	A sample of the perceptions of students and employers (annually)
		Financial - many full-time students work part-time to support their studies	Secure work placements and (paid) internships for full-time undergraduates		

Other key actions and activities include the following:
- Provide enhanced Careers AIG to all full-time undergraduate students and more dedicated 1:1 support for disabled students, students from deprived areas and mature students.
- Secure work placements and internships for a greater proportion of students on full-time under-graduate courses in line with the College's HE Strategy 2018-21. We will target mature students for 1:1 Careers IAG to ensure that they are proportionally represented in the measures we have planned, including placements and internships.

Our strategic measures for progression have been informed by our partnership with Leeds Beckett University, in particular through their experience of operating University Business Centres and a 'Get hired' talent pipeline scheme.

Financial Support
The College introduced student bursaries and scholarships in 2015-16, and the evidence we have is that these are a persuasive element in the students' decision to progress into HE at the College, and very helpful in supporting study related costs. We believe that this approach is supporting greater opportunity of access to Higher Education programmes at the College eg supporting students from the lowest participation wards in the District, and contributing towards improved retention of students on these programmes.

The College is committed to monitoring and evaluating the impact of these awards annually. In our 2017-18 Access Agreement Monitoring Return we reported that the outcomes of the student survey used to evaluate the impact of the financial support bursaries were "very similar to the outcomes from 2016-17. The retention of students who received the financial bursary in year 1 of their programme was significantly higher (at 86%) than the comparator group of first year students who did not receive the bursary (at 77%). All respondents to the survey said that the bursary had helped them, and that we should continue to offer the bursary in future. 40% of respondents said that the bursary had made a difference to them staying on the course rather than possibly thinking of leaving."

The College introduced a Loyalty bursary for 2018-19 entrants onto full-time undergraduate programmes who had completed an Advanced level programme at the College the previous year. Following consideration of OfS guidance on

'conditional unconditional offers' and having experienced the negative impact of unconditional offers from regional HEIs on College students eg on their achievement, we have made some changes to the bursary. The new Go Higher Reward Scheme benefits students on Advanced level programmes at the College who pass their study programme, prepare for HE through completion of a Go Higher Project and progress onto a full-time HE programme at the College.

A short resume of the rationale for each of our bursaries and scholarships is as follows:

Financial Support Bursary: This award is 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. This cash payment of £500 during the first semester helps with study costs and has reduced the risk of students dropping out during their first year.

Go Higher Reward Scheme: This award is available to students who choose to progress from an Advanced level programme at the College onto a full-time Higher Education programme in our University Centre. The details of the scheme are shown in table 4.

Table 4: The Go Higher Reward Scheme

Element	Requirement	Award
Pass	Achievement of the main advanced level learning aim(s)	£150
Progress	Progress from an Advanced level study programme onto a full-time Higher Education programme within the University Centre at Wakefield College	£200
Prepare	Grade(s) for main Advanced level learning aim(s) exceed minimum target grades (MTG) OR exceeds the conditional offer grade(s) (where there is no MTG)	£100
	Successful completion on the Go Higher Project, Extended Project Qualification OR Summer bridging course	£150
	Maximum award	£600*

* To receive a financial award, students must enrol onto a full-time programme in the University Centre in September of the same year in which they complete their Advanced level programme. The maximum value of the award is £600 to a student who completes all elements of the scheme.

This cash award provides incentives for College students to achieve to their potential at Advanced level and to be prepared for HE study. We expect that this will reduce the risk of drop out in the first year and support achievement of the HE programme.

Achievement Scholarship: this award will be available to any home student who has achieved ABB (or equivalent) at Advanced Level or who has only had the opportunity to take an Advanced Level programme equivalent to 2 A-Levels and who has achieved AB (or equivalent). 50% of this cash payment of £500 maximum is paid during each of the first and second years of HE study. It encourages some high achieving students to study HE at the College which is beneficial to the provision eg for peer support and in collaborative work.

Care Leavers Bursary: A £1,500 cash award in each year of study (excluding any repeat year), which is available to any home student who has left local authority care in the 2 years prior to enrolment on the first year of study. This recognises the

additional financial challenges which care leavers are likely to face when they choose to progress into HE.

Care Givers Bursary: A cash award of up to £1,000 in each year of study (excluding any repeat year), which is available to any home student who is a carer for a family member with long-term ill-health or disability. This recognises that it is likely to be more difficult for care givers to support their HE studies with part-time work.

3.2 Student consultation

Wakefield College is committed to working closely with students to improve the learning experience, for example by consulting the Students Union (SU).

Through the SU students at the College have been involved in the development of this access and participation plan. The officers have expressed their support for the aims and objectives of the plan, saying that they recognise the "importance of education as a tool for social mobility …" and "…are in alignment with the institution's role as a key training/education provider for the region…". They also express the belief that the proposed bursaries will have "…a substantial, positive impact on the achievement of the college's aims and objectives…".

Another recent consultation with the SU on work placements for HE students resulted in 2 current HE students being recruited to the work placement team as paid interns. In addition to the SU, HE students are involved in the implementation and monitoring of Access Agreements / Access & Participation Plans through their representatives on our HE Quality Standards Committee, and through their involvement in / feedback on measures which are included in the plans.

3.3 Evaluation Strategy

We have carried out an initial self-assessment of our approach to evaluation using the OfS tool, and this has shaped our plans for this area.

3.3.1 Strategic Content

There is an emerging evaluation culture and our plan is to give this greater prominence. Our plans include changes to the terms of reference for the HE Recruitment and Participation group, and the HE Quality Standards committee to clarify the role of each group in evaluation of APP activities, and a more differentiated approach to data analysis to inform evaluation. As a first step we will review the HE core team roles supported by a skills audit and then invest in professional development in effective evaluation as necessary.

Financial support is our main area of investment and we have collected evidence of the impact of this annually (see 3.1.3 Financial Support). From 2020-21 we will replace our College devised survey with the Survey Tool in OfS The Financial Support Toolkit. The survey will be conducted in November 2020 for students in their second year of study. We will continue to monitor the impact of financial support on continuation and differentiate the analysis for our target groups.

3.3.2 Programme Design

There is a clear rationale for our programmes with specific objectives stated and we make use of our own internal monitoring and evaluation to underpin these, as well as our knowledge and understanding of what works in our local context. Our intention is to make greater use of research evidence in future and to use this to

inform discussion, for example at our annual HE Conference. We will also learn from the approaches being developed and used in the NCOP project (see 3.3.6).

3.3.3 Evaluation Design

Our approach to the design of evaluations for all stages of the student lifecycle is emerging and we will refine this for example by making use of the resources in the OfS toolkit (where these are appropriate in our local context).

3.3.4 Evaluation Implementation

Our approach to data collection and reporting regarding access and student success is robust and we will adapt this to align with OfS priorities and our new objectives. We will introduce a more detailed assessment of progression into employment and a more systematic scheduling of data collection and reporting. We will make more resources available to support this for example data collection of student destinations.

3.3.5 Learning to Shape Improvements

We share evaluation results widely within the College, for example through the Principal's site meetings and at our HE Conference, and our next step is to be more scientific in our use of evaluation to ensure that learning from this results in appropriate changes in practice and that the limitations of approaches are taken into account.

3.3.6 Learning form NCOP

We will use learning from the Go Higher West Yorkshire NCOP by engaging in dissemination and considering how this relates to our work. We will consider if and how we can use the GHWY Progression Framework as part of ensuring our outreach work is evidence informed. As a multi-layer consortium spanning universities and HE providers with FE provision, there is the potential to bring together relevant data sources to evidence impact, as well as test interventions in a variety of HE settings. Evaluation expertise within the consortium can be utilised by all partners, which hosts good practice events to share and disseminate learning.

We will consider and seek opportunities to collaborate with the GHWY NCOP research and evaluation team to assess the effectiveness of collaborative activities and/or activities delivered by the College as part of a progressive programme of outreach activity.

3.4 Monitoring progress against delivery of the plan

The Governing Body has oversight of the College's Higher Education strategy and its implementation, and this will include 6 monthly monitoring of progress against the delivery of the College's Access and Participation Plan (from 2019-20).

The Senior Leadership team have contributed to the formulation of this plan and progress with the implementation of the plan will be discussed in the team's meetings when it is appropriate to do so.

The Higher Education Quality Standards committee receive regular reports from the Higher Education Recruitment and Participation group on issues relating to fair access in the plan, and this will committee be the key forum in which issues pertaining to continuation and progression into employment are considered. The committee will be provided with data which is differentiated for the under-represented groups targeted in the plan including statistics relating to applications and enrolments (including internal progression), data on retention (in-year and for students due to complete) and pass rates (in-year and for students who are completing their programme), and student feedback. Where the progress against a specific target requires action outside the remit of this committee, this will be dealt with by either the Senior Leadership or Executive teams.

Students will be involved in monitoring the plan through their representatives on The Governing Body, The Higher Education Quality Standards committee and the Higher Education Recruitment and Participation group, and through informal discussions with the Student Union.

To monitor progress of our partnership work through GHWY, the College is a core member of the GHWY Board which receives updates and progress reports.

4. Provision of information to 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, and we provide further support, for example regarding finance during our enrolment processes. 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, for example Go Higher West Yorkshire, Wakefield Learning Partnership.
Pre-entry guidance
'Parents and carers' evenings', Open Days and other progression events
Through UCAS and the Student Finance England
Specific support for International students, for example on visa applications

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)

2. Investment summary (tables 4a and 4b in the targets and investment plan)

3. Fee summary (table 4a and 4b in the fee information document)

Access and participation plan
Fee information 2020-21

Provider name: Wakefield College

Provider UKPRN: 10007289

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We will review our fees in the light of the Government's response to the Auger Report on Post 18 review of education and funding.

Table 4a - Full-time course fee levels for 2020-21 entrants

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	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: Wakefield College

Provider UKPRN: 10007289

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£86,000.00	£104,750.00	£109,000.00	£113,250.00	£118,000.00
Access (pre-16)	£8,000.00	£8,250.00	£8,500.00	£8,750.00	£9,000.00
Access (post-16)	£46,000.00	£63,000.00	£65,500.00	£68,000.00	£70,500.00
Access (adults and the community)	£30,000.00	£31,500.00	£33,000.00	£34,500.00	£36,500.00
Access (other)	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00
Financial support (£)	£80,500.00	£88,500.00	£96,500.00	£105,000.00	£115,000.00
Research and evaluation (£)	£12,000.00	£13,000.00	£14,500.00	£16,000.00	£17,500.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£262,080.00	£288,405.00	£317,070.00	£354,510.00	£390,195.00
Access investment	2.3%	2.3%	2.2%	2.1%	2.1%
Financial support	30.7%	30.7%	30.4%	29.6%	29.5%
Research and evaluation	4.6%	4.5%	4.6%	4.5%	4.5%
Total investment (as %HFI)	37.6%	37.4%	37.2%	36.2%	36.0%

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Targets and investment plan
2020-21 to 2024-25

Provider name: Wakefield College

Provider UKPRN: 10007289

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Increase the proportion of College students on full-time Advanced level programmes of study who are resident in POLAR Q1 or Q2 areas who progress into HE	PTA_1	Low Participation Neighbourhood (LPN)	Proportion of students completing Advanced level vocational 16-18 study programmes at the College who progress into HE anywhere in the year after they complete their Advanced level programme.	Yes	Other data source	2017-18	56%	59%	62%	65%	68%	71%	We will use the 2018-19 cohort of Advanced level students to establish the baseline for this target and milestones. The figure of 56% is for all students on these programmes regardless of place of residence.
Increase the number of mature students on Access to HE programmes at the College who progress into HE	PTA_2	Mature	The proportion of funded starts on Access to HE Diplomas at the College who progress into HE in the next academic year.	No	Other data source	2017-18	66%	70%	72%	74%	76%	78%	
Increase the proportion of care leavers on all under-graduate courses to match the proportion of children in care on 16-18 study programmes at the College	PTA_3	Care-leavers	The proportion of care leavers on all under-graduate programmes (full-time and part-time), based on funded starts.	No	Other data source	2018-19	0.2%	0.4%	0.6%	0.8%	1.0%	1.0%	In the baseline year the proportion of children in care on 16-18 study programmes at the College is 1%
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Reduce the Non-continuation gap for young students resident in low participation areas (until the gap is zero)	PTS_1	Other	The proportion of young students resident in POLAR4 Q1 and Q2 areas on all full-time under-graduate courses of 2 or more years duration classed as non-continuers using the OfS definition	No	Other data source	2017-18	26%	22%	18%	14%	10%	6%	The OfS dataset distorts the continuation rate due to the inclusion of students starting 1 year (top-up degree) courses. We will use College data to monitor progress.
Reduce the non-continuation rate for students with a known disability (until the gap is zero)	PTS_2	Disabled	The proportion of students with a known disability on all full-time under-graduate courses of 2 or more years duration classed as non-continuers using the OfS definition	No	Other data source	2017-18	10%	8%	6%	4%	2%	0%	The OfS dataset does not provide College data for this measure. We will use College data to measure this.
	PTS_3												
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Reduce the gap in progression to employment and further study for mature students compared with young students	PTP_1	Mature	The gap in the proportion of mature students in highly skilled employment or further study using the OfS definition 6 months after completing a full-time under-graduate course, compared with young students	No	The access and participation dataset	2016-17	5%	4%	3%	2%	1%	0%	
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												