

2019-20 access and participation plan

Wigan & Leigh College

Assessment of current performance

Wigan & Leigh College is a large college of further and higher education operating from two main campuses: one in Wigan and one in the neighbouring town of Leigh. The College has delivered higher education courses since 1946 and currently offers technical and professional based programmes to serve the local learning and skills needs in the areas of engineering, construction, education studies, business studies, health and social care, early years, art and design, performance, sports coaching and computing. The College offers higher national certificates and diplomas, foundation degrees, top-up bachelor degrees and a small number of postgraduate certificates and diplomas. There are over 600 students enrolled on higher education programmes.

The College makes a significant contribution to the local economy and has a critical role in supporting regional businesses and promoting engagement within local communities. The local demographic includes a higher-than-average proportion of residents in routine, intermediate and lower-managerial occupations and as a result, the College has a strong emphasis on widening participation to help address the regional skills agenda.

The College operates a whole provider approach to widening participation. Our cohort is representative of our local population. Wigan Borough has many areas with low participation in HE. The focus of our HE strategy is to provide a local HE offer to improve the life chances of people who want to study at home and live and work in the community they have grown up with. The HE provides technical and professional knowledge and skills. It aims to support students in developing local networks through local opportunities.

We have a holistic approach to widening participation that is evident throughout the student journey from information, advice and guidance through to supporting students gaining careers. The strengths of this holistic approach are in the curriculum offer enabling clear progression routes for technical and professional education from level 3 through to level 6; the flexible delivery models that enable part-time students to continue their education whilst working; the smaller class sizes that enable students to gain a greater level of support from academic tutors; the excellent wrap around support services that identify needs and put in place additional support with a focus on transitioning students through the levels of HE. Employers are choosing to send their employees to us to develop the higher level technical and professional skills that they need to support their future plans.

This approach is supported by working in partnership with others. For example, to provide opportunities for young people in HE cold spots throughout the borough we have worked collaboratively with GM Higher. Consequently in the past year we have engaged with all target NCOP schools. Similarly this has enabled a collaborative project led by GM Higher with support from Wigan Council and the College to engage with local pupils in care and their supporters to raise their confidence to explore the option of progressing to higher education in the future. Our progression pathways through to level 6 have been developed through our partnership with the University of Central Lancashire (UCLan).

As a result of this holistic approach our HE provision within the College has a strong widening participation emphasis, with 45% of the full-time students in 2016-17 HE cohort

being from a low participation neighbourhood. There are greater numbers of part-time students now studying HE with us and mature student participation (over 21 years old) has remained high at 57%, against the national trend where participation of these cohorts has been decreasing. As a result of the mix of provision, male participation in College HE provision remains high at 64%.

The College performs well in securing successful outcomes for HE students. TEF3 data shows a continuation rate of 85.4% compared to the benchmark of 83.5% for the full-time students. Part-time data is well above benchmark; however, very few of our part-time student results count in the continuation data. Our own internal data for the part-time cohort shows strong retention rates for our 2016-17 completing students with a retention rate of 84.9%. TEF3 full-time continuation data shows that we are performing significantly above the TEF3 benchmarks for young students, those from the lowest participation neighbourhoods (in polar quintiles Q1 and Q2) and for female students. TEF 3 destination data for part-time students is at benchmark with 98.2% in employment and further study compared to the benchmark of 98.0% and 75.1% in highly skilled employment or further study comparing favourably with the benchmark of 75.2%.

Overall our performance compares favourably with benchmarks. In terms of absolute performance over the past 3 years (14/15, 15/16 and 16/17) the cohort retention i.e. the number of students due to complete their course whether one year, two years or three, has remained broadly stable at 83%. The pass rate over the same period has risen by 5%, such that more students who stay on their course pass their qualification. However, there remain some differences in absolute performance in cohorts of our learners. In 2016/17 male students were more likely to be retained on their qualification than female; students without a disability were more likely to be retained than those with a disability; and those under 21 were more likely to be retained than those over 31.

It is likely that certain differences can be accounted for in relation to the subject studied such as those studying engineering and construction who are more likely to be male and more likely to be in paid employment and to be sponsored to complete their studies either by having their fees paid or being given time off to complete their studies or both. Analysis of trend data shows that improvements have been made from 15/16 to 16/17 due to better transition planning for students entering HE from FE and prompt and effective support mechanisms, such that retention rates for those with a disability have increased by 9% and for over age 31 by 3%.

The College sits in a neighbourhood with low participation in HE and we are determined to give our students the best possible opportunities to access HE and to succeed. Therefore, we have identified the following key improvements to:

- Increase the percentage of full-time students from a WP postcode
- Increase the percentage of mature students
- Enhance the student experience and so improve the retention, pass rates and destinations of our students
- Increase the number of part-time students including those in higher and degree apprenticeships.

In addition, we have identified a need to improve our practice through better collection of data, monitoring and evaluation and a focus on quantitative and qualitative research in this area.

Ambition and strategy

This Access and Participation Plan seeks to build the College's reputation and experience to ensure that students from a widening participation background continue to have access to a high quality, diverse curriculum offer which reflects the needs of both students and the labour market, whilst providing value for money to students and enhanced outreach and support.

The College's commitment to widening participation is embedded in its vision 'to be a centre of educational excellence which transforms the lives of individuals and the communities we serve.'

Underpinning the College's vision are its values:

- i. Teaching and learning is our first priority and our learners always come first.
- ii. As members of the College we are partners in the success of the organisation and are all responsible for our results.
- iii. High standards are at the heart of all that we do. In our pursuit of excellence we recognise that individually and collectively we can always improve.
- iv. Within our College community we all treat each other with respect, trust, openness and consideration. We listen to students and staff and celebrate their success.
- v. We value everyone as an individual and celebrate the diversity of our community.
- vi. We work in partnership and collaboration with others so that we can positively contribute to local, regional and national economic development.

The College is committed to building further on its strong record of inclusivity. Our key goals for higher education are:

- To widen participation in Higher Education and ensure the programmes work to meet the needs of both learners and employer including increasing progression to HE from level 3, embedding the work of the Greater Manchester Higher Wigan Hub and expanding the higher and degree apprenticeship offer.
- To develop a vibrant learning experience and community in the University Centre for all staff and students. This will include implementing the HE transition strategy and implementing course enhancements.
- To improve the quality of the student experience and therefore improve the outcomes for our students.

The College has developed its higher education resource infrastructure, investing in high quality specialist resources, including engineering, performance and creative industries. It opened a University Centre in May 2017 providing a hub for the provision of higher education and professional programmes and supporting higher skills development and education opportunities in the borough. It continues to support a wide range of employer engagement activities which enhance the higher education student experience through higher level and degree apprenticeships, employability skills and work-based learning opportunities. Working collaboratively with its partner HEI, University of Central Lancashire, it has expanded the number of progression routes to level 6 which are available to local students.

With funding from the HEFCE National Collaborative Outreach Project (NCOP) the College hosts the Greater Manchester Higher regional Hub for Wigan which aims to raise inspiration

for and progression to higher education. In this context the College is working with schools, colleges and other stakeholders, such as the local authority and community groups, to engage with young people from year 9 onwards, in target wards, where progression to higher education is less than that indicated by attainment at Key Stages 3 and 4.

Having recruited a widening participation cohort representative of the local population the College's focus is on supporting students to achieve the best possible outcomes in relation to success in achieving their qualifications and getting graduate jobs. The largest spend in relation to the additional fees is to deliver the University Centre Advantage. This is being provided to reduce gaps in performance and to provide all students paying the higher fees with additional opportunities to succeed and flourish. Whilst the courses offered enable students to build their knowledge and credentials, opportunities will be expanded by building into their courses networking opportunities and in many cases the achievement of additional industry recognised qualifications. The creation of better networks and development of their skills will better support them into successful careers. The HE transition strategies, the teaching, learning and assessment strategies deployed at each level, are being implemented throughout HE courses as part of the design of the course to support all students to succeed on their courses and to achieve the best possible results.

Success will be improved retention on programmes, improved pass rates and successful destinations into graduate jobs.

Access

The College provides information and promotes awareness about higher education opportunities to potential students in schools, colleges, communities and workplaces, through workshops, taster days, open events, competitions, the College website and social media. It works collaboratively as part of Greater Manchester Higher to ensure that more young people are aware of the significant opportunities in the local area for progression to HE.

The College continues to provide outreach sessions throughout the Borough of Wigan. Wigan & Leigh College is committed to working in partnership with other HE providers to raise aspirations to HE. Through the GM Higher Network we will continue to promote outreach activities and contribute to the development of a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. We will use the Network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots of progression to HE within our region.

The College also recognises the need to connect with communities where there is no tradition of higher education and has a significant role to play in these partnerships particularly acting through the Greater Manchester Higher network.

The College has developed an 'Aspire Strategy' to support all College students so they develop the confidence, skills and knowledge to apply to higher education (HE) and make the transition as effectively as possible, including academic study skills workshops and bespoke bridging modules where relevant. In 2017/18, the College has delivered progression sessions to all level 3 students as well as providing support with UCAS applications and student finance.

Three career events have been held for internal students and sector specific events have taken place in collaboration with Greater Manchester Higher in November 2017. These events have targeted all local schools and colleges, with specific emphasis on NCOP target

schools. The College has an extensive outreach programme, working across the region with schools and colleges.

Through these activities we seek to raise awareness of the diversity of programmes and qualifications that are available to study at higher education level, including higher and degree apprenticeships.

The College operates the University Centre Wigan & Leigh College Admissions guidelines and procedures, which provides clear criteria for entry onto courses that are best suited to an applicants' ability and ambitions including non-traditional qualifications and experiential learning. The policy and procedure further establishes the College's commitment to achieving equal opportunities for all its students and actively encourages applications from potential students from diverse communities and those who may have disabilities or an additional support need to apply. The College will support all students to meet their full academic potential and ensure that they are not discriminated against during the admissions process or in their subsequent time at College. It does so through a highly experienced and qualified admissions team who work closely with academic teams and with support services.

Success

The transition to higher education is often difficult for students, but especially for those with additional needs or with more limited family support. Induction arrangements are central to achieving this transition successfully – providing information about academic expectations and cultures, institutional systems and welfare support, and facilitating the development of social networks, particularly for students who are not able to participate in traditional student activities. Effective transition can help to improve rates of initial retention and on-going success. The College has a planned and scheduled transition programme which involves both academic and support teams and which links to a personal tutorial curriculum.

In 2016/17 each course team has implemented a transition strategy to support students achieving as they transition through their HE programmes from level 3 onwards. Enhancing the student offer is a key element of improving the outcomes for students and this will be done by implementing the University Centre Advantage (UC Advantage) – a programme of opportunities and enhancements for students. A generic offer of HE seminars and a research symposium open to all, will be complimented by bespoke course offers including additional qualifications, additional resources or course related trips and visits, including the opportunity for international trips.

Teaching, learning and assessment, the curriculum offer, finance and part-time employment, student services, guidance and support may all influence student retention and success. It is the College's policy to monitor and track student achievement and progress throughout the student lifecycle so that timely interventions can result in improved retention and achievement. Tutorial support and small class sizes contribute to the retention of students from a WP background. Interventions include additional learning support, intensive mentoring and the development of key academic and transferable skills.

Progression

As students move from higher education into employment and/or postgraduate study it is important to ensure there are progression opportunities for students from under-represented groups. The College is continuing to prepare and support the progression of these students by: the incorporation of work-based learning opportunities within the College to prepare students for the world of work; the offer of employment / work placement opportunities; and the development of the higher skills necessary for post graduate progression. The College

has an increased focus on working with employers to provide higher level and degree apprenticeship opportunities for both young people and to upskill the existing work force. To support this the College has invested in a FAB Futures team with the aim of securing excellent outcomes for all students.

Collaboration

Wigan & Leigh College is committed to working in partnership with other HE providers to raise aspirations for HE. Wigan & Leigh College are part of Greater Manchester Higher, one of the HEFCE-funded National Networks for Collaborative Outreach, which we have sustained beyond the lifetime of the original HEFCE funding. Through this Network we will continue to promote our existing outreach activities through our Network website and contribute to a collaborative programme of HE awareness-raising activities for state schools in Greater Manchester. We will use the Network as an opportunity to share best practice, grow the evidence base for what works and identify and reduce cold spots within our region.

Through Greater Manchester Higher we also contribute to HEFCE's National Collaborative Outreach Programme (NCOP), where we work with other Network partners to deliver a programme of activities targeted at NCOP learners which complements our existing outreach work. The GM Higher Wigan Hub, hosted at the College, has engaged with all of its NCOP target schools and colleges and delivered a wide range of inspirational and aspirational opportunities including:

- Medical Mavericks – health professions
- Commando Joe's programmes
- Year 12 On Line Mentoring
- The Tutor Trust – support for GCSE
- Graphic Design event in London
- Graduate Fashion Show in London
- Catering and Travel and Tourism Work Experience at Henley
- I'm a scientist get me out of here – on line workshop
- I'm an engineer get me out of here – on line workshop
- Biomedical Science Laboratory experience day at Manchester Metropolitan University
- Edge Hill University Campus visit
- Leeds University Campus visit
- Literacy mentor programme – support for GCSE
- Key 103 Media Bus – HE Workshop
- 1:1 mentoring using Graduate Advisors in all NCOP Schools and Colleges
- 'Discovery Days' in Computing, Engineering and Forensics, which can be deployed both in colleges and in local schools
- attending Parents / Student evenings, Careers Fairs and Open Events.

The College is a partner college of the University of Central Lancashire We have developed our higher education provision for delivery through the University Centre in partnership with the University of Central Lancashire (UCLan). The university has worked with the College in its development of progression routes through to level 6, either delivered locally at Wigan or by topping-up at UCLan and in its support of higher level and degree apprenticeships.

The College continues to build on and strengthen collaborative arrangements and is actively engaged with the Greater Manchester HE in FE consortium of colleges, which work together to share good practice and contribute to the higher education offer within the region. Links

and collaborative arrangements with the local authority and local primary and secondary schools are also in place. The College sees this an area of continued development, understanding the need for children to engage with the idea of lifelong learning and their own futures.

The College is a member of the Wigan Association of School and College Leaders (WASCL) which is aimed at raising attainment in the Borough. We have members of our senior leadership team on the Board and managers supporting sub-groups and other activities. WASCL has College representation on the teaching and learning group, the mental health group, the transition group and the English and maths attainment group. Institutions are currently discussing sharing data and starting to track students' attainment as they progress. It is planned that this work may include extended career guidance CIEG initiatives responding to the Gatsby research and current government initiatives with some shared employer events to promote progression and raise aspirations.

The College offers and undertakes activities to raise aspirations and attainment including a gifted and talented programme, 'A'-level taster classes and transition classes. The College extends these programmes to 19 schools in the area. College will commit to develop a more outcomes-focussed target in future agreements.

The College launched in 2017-18 a new vocational learning programme for 14-18 with approximately 60 young people involved. In 2018-19 we are seeking to extend the vocational options. This enables young people to choose their sixth form choices from a more informed position.

Monitoring and Evaluation Arrangements

The College has an established Higher Education Strategic Board (HESB), chaired by the Vice Principal Curriculum, with accountability for delivering this access and participation plan. The membership of the body includes the Head of HE, Assistant Principals, and HE student body representation.

This Access and Participation Plan will be evaluated and monitored through the HESB meetings. A review of outreach activities, the HE student profile, retention data and spend on these essential parts of the plan forms an agenda item at these meetings. Oversight will be provided by the College Executive and the Corporation Board. A report on progress to date against the targets identified and shown in the plan goes to this Board.

The HESB is the forum for monitoring the HE Annual Monitoring Report and the key performance indicators for HE. Operationally an Aspire group meets to discuss and evaluate activities and plans for outreach.

The main areas to be evaluated will be the levels of recruitment, retention and pass rates on courses and the destinations of our students. These will be monitored by target groups: students from disadvantaged areas; part-time; mature and disabled students. Monitoring will be against the targets set in the resource plan. A HE data dashboard is being developed to provide more timely information to monitor in-year progress.

Sharing of good practice in monitoring and evaluation will be maintained through GM Higher and NCOP. In addition, the College will attend workshops held to ensure effective monitoring and evaluation.

We have allocated a small pot of financial support. This is highly targeted at students who have/are suffering severe financial hardship on the course. It is means tested and given to students to support their retention on the course. This has included paying for transport to support a student to attend the course, paying for one off expenditure for unexpected costs. The impact of this support will be measure through the successful retention of students on programme.

Equality and Diversity

The Access and Participation Plan supports the College's strategic objectives for Equality and Diversity for 2016-20:

- To create equality of opportunity for all students by maintaining a College community with a supportive ethos and high levels of mutual respect that does not tolerate discrimination and removes barriers to learning.
- To embed promotion of equality and diversity in all curriculum areas to raise the awareness of learners to promote understanding and good relations between diverse groups.
- To manage College services to ensure that the diverse needs of all students, users, visitors and staff are met.
- To ensure College policies and practice reflect legal requirements and best practice with regard to equality and diversity.
- To provide an environment, including external premises that welcomes respects and protects all learners and raises aspirations.

A critical review of Equality and Diversity is undertaken on an annual basis which records progress on strategic objectives and is outlined in the Equality and Diversity Annual Report which is published on the College's website.

Consultation with the Student Body

The College engages with students on an on-going basis. They are active participants in the College student voice initiatives. They have formal representation in student, staff liaison committees, the HE Strategic Board and on the Governing Body, as well as through HE student forums. These meetings regularly engage in discussions with respect to the resources available to students and initiatives to continually improve the student experience.

Our engagement in GM Higher has enabled our current students to become GM Higher Student Ambassadors. This has provided them with training opportunities, the opportunity to support GM Higher in promoting HE across the region and in local NCOP schools. Our students have also been mentors and have been involved in a specific programme for care leavers. They provide role models to level 3 students aspiring to progress to HE. We are also fortunate in having the support of a group of higher level apprentices. As part of their apprenticeship they fulfil ambassador roles representing apprenticeships, their employer and the College in promoting the benefits of higher and degree apprenticeships.

Access, student success and progression measures

Our measures have been informed by TEF3 and College data. We are performing well against benchmark on indicators relating to access, success and progression. We have set

ourselves targets to continually improve and actions and activities to support these improvements are in place.

Access measures

We want to improve the percentage of full-time students from a widening participation postcode; increase the percentage of mature students; and increase the number of part-time students, including those undertaking higher and degree apprentices.

We will continue to embed the College's 'Aspire' strategy which aims to improve the progress of all FE students into positive destinations including HE, apprenticeships and employment.

The College will extend the programme of activities for all of its FE students to raise aspirations embedding 3 career and progression events as part of the Access and Participation Plan. Activities will be supported that increase pass rates on English and maths which will enable more FE students to progress to HE.

We will continue to work towards a collaborate target with GM Higher supporting a range of activities to increase outreach activity with NCOP target learners.

The College is committed to attracting mature students who are either in employment, choosing to look for a new career or returning to work after a period of absence. It is recognised that the mature student can offer a wealth of social/life skills, which are beneficial to their return to education. The College has continued to attract mature students and part-time students through the balance and mix of HE courses available. The College provides a range of support for both part-time and full-time mature students including flexible full-time day, part-time day and part-time evening classes. Class sizes are smaller to enable the development of academic and technical skill of these mature students.

To maintain and increase part-time HE the College will work with employers to extend the opportunities for higher level and degree apprenticeships.

Student success and progression measures

The College recruits students from a widening participation background and is focussed on improving the retention, pass rates and destination outcomes for students. We will do this through continuously improving the student experience and the opportunities made available to them.

All students will have the opportunity to participate in the 'UC Advantage'. The College will provide all students opportunities to engage in HE seminars and a HE research symposium. A range of on-line academic study skills materials has been made accessible to all HE students to further enhance student success. The HE transition strategy activities will be made available to HE students and support the embedding of the study skill resources for students.

The College will provide targeted resources for those courses charging the higher fees to ensure that students can access high quality materials and enrichment to support their student experience. This will vary and be course dependent. Examples include:

- Discounted course-specific trips/ visits
- Course books
- Contribution to computer hardware and software

- Additional sector recognised courses
- Disclosure and Barring Service registration

We will be evaluating the impact of this support in terms of increasing the retention on HE programmes.

The College operates a student support process where students at risk of withdrawal or who are making poor academic progress are identified and appropriate support packages put in place, including identifying the most appropriate staff to deal with the issues the students are facing. This will include personal and academic support and in other cases, will include support for personal tutors in dealing with the issues. The availability of these support mechanisms has proven to support retention and reduce barriers to achievement. A hardship fund will be available to support those in financial need to remain on programme.

Each curriculum area engages in an activity within the first term of the first year of the programmes, which concentrates on the transition into higher education. Building a strong team ethic and breaking down barriers amongst the students has proven to aid retention on the programmes.

The College recognises that students from non-traditional entry routes to HE and widening participation areas require additional academic study workshops, which are available through all College learning centres. Comprehensive pastoral support is embedded throughout the curriculum, with personal tutors and support services offering direct one-to-one support to students. Again, this helps remove barriers to learning and aids retention.

Clear progression routes and employer links are in place across all curriculum areas and all HE students have access to impartial, Matrix accredited provision. The College provides careers education, information, advice and guidance (CEIAG) through the FAB Futures team, and finance advisors within the College provide guidance on welfare and financial support

An outcome based target will be developed to raise attainment for FE for our future Access and Participation Plans. In addition, we have identified a need to improve our practice through better collection of data, monitoring and evaluation and a focus on quantitative and qualitative research in this area.

Investment

Tuition Fees

The level of tuition fee set by the College takes account of the policy considerations which it has adopted to guide its thinking in relation to fee income. These considerations are that the cost of higher education to students should not act as a barrier to entry for those capable of benefiting from such an education and otherwise willing to engage in it; that income from tuition revenue should be managed to provide financial support for students, to enhance their learning and to encourage their progression and achievement.

For fee-regulated full-time entrants entering HE provision in the College in 2019-20, the standard fee within the College will be up to £7,500 per annum, depending on the local HE market. This may be increased in subsequent academic years in line with inflation.

For fee-regulated part-time entrants entering HE provision in the College in 2019-20, the standard fee will be pro rata up to the full-time fee of £7500, depending on the local HE market. For students studying a course of two thirds of the intensity of a full-time course the maximum part-time fee will be £5000 per annum in 2019-20. It is envisaged that the fees for all HE provision within the College will increase year on year, in line with increases in the cost of provision and with Government and funding body guidance.

The College will direct additional revenue to support access measures in the following ways:

- outreach activities, involving taster sessions, resources and promotional materials;
- funding to provide academic support for students with the continued development of transition to HE strategies to improve student achievement;
- working with employers to support the development of higher level and degree apprenticeship programmes;
- targeted resources to ensure that students can access relevant materials and enrichment to support their student experience.

Targeted resources will be the largest single item of expenditure in 2019-20 and it is focussed on an enhanced student experience aimed at continuing to improve student success by ensuring that students can access relevant materials and enrichment to support their student experience. The resources are available to students allowing them all to fully engage in the HE student experience.

15% of projected additional income from 2019/20 onwards will be directed to the activities highlighted above. The College plans to spend 1.5% (£7500) of the additional income on access activities, 1.5% (£7500) on progression activities, 10% (£50,000) on activities to support student success and 2% (£10,000) on student financial support. This funding is in addition to significant investment in this area of work and in total the College plans to spend on outreach and activities to support student retention, achievement and progression almost £500,000.

The targeted resources will ensure that students can access relevant materials and enrichment to support their student experience and will be introduced for all students paying the higher fees from 2019-20.

The College is a key partner in the National Collaborative Outreach Programme (NCOP) to provide targeted information, advice and guidance regarding HE to schools and colleges locally. In addition, the College will continue to invest in outreach and student success initiatives by developing a programme of in school and taster activities, further demonstrating the College's commitment to expanding this area of its involvement in widening participation. College will continue to maintain its widening participation activities as it has done in previous years to maintain and extend our high level widening participation profile.

Provision of information to students

The College is committed to providing timely, accurate information to UCAS and the Student Loans Company. The Access and Participation Plan, fee and course information will be published on the college website. Financial information will be made available to all prospective students for courses coming under this Access and Participation Plan. Such information will be guided by the principles of accessibility, transparency and clarity.

Information will summarise the annual and aggregate fee for the chosen course and sources of financial support available to students. It will also identify the sources from which students can obtain advice both within and outside the College regarding the general financial framework applying to students undertaking full time and part time higher education studies, so that they can establish the likely level of debt they will incur by the end of their studies. The College provides a full range of financial advice to prospective and current students through its Information, Advice and Guidance services.

During induction all students receive information on how to access the Student Services Team and cover issues associated with student finance. All information relating to costs and means of support for students are available on the College website.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

The College may increase fees for 2019-20 entrants in subsequent years of study

Full-time course type:	Additional information:	Course fee:
First degree		£7,500
Foundation degree		£7,500
Foundation year / Year 0		£7,500
HNC / HND		£7,500
CertHE / DipHE		£7,500
Postgraduate ITT		£7,500
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		£3,750
Foundation degree		£5,000
Foundation year / Year 0		*
HNC / HND		£5,000
CertHE / DipHE		£3,750
Postgraduate ITT		£3,750
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	Other statistic - Socio-economic (please give details in the next column)	increase by 4% the numbers of full-time students recruited from low participation neighbourhoods	No	2016-17	45%	47	48	49	49	49	All in-year data from Proachieve being used based on 1 Nov census. Changed measure to full-time cohort to increase the focus onto local students and reset the baseline.
T16a_02	Access	Mature	Other statistic - Mature (please give details in the next column)	increase mature student numbers	no	2014-15	57%	58%	59%	59%	59%	59%	Current % is already high so growth will be small, 57% of 2016-17 cohort is 21 or over based on 1 Nov census.
T16a_03	Access	Part-time	Other statistic - Part-time (please give details in the next column)	increase part-time student numbers	no	2014-15	301	399	412	416	416	416	387 part-time students were enrolled in 2016-17. In future this number will need to include higher and degree level apprentices
T16a_04	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	increase cohort retention	no	2014-15	82.4%	85	85	86	86	86%	Final end of year data from proachieve used in the baseline figure based on 1 Nov census. 2015-16 cohort retention was 83%. Targets amended in light of this.

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 (summer schools)	develop and hold an internal HE progression event	No	2014-15	0	3	3	3	3	3	College has introduced an 'Aspire' strategy which aims to improve the destination of all students and this will incorporate progression events.
T16b_02	Student success	Other (please give details in Description column)	Student support services	develop a range of on-line academic study skills materials for HE students. Up to 200 students per year utilise this material	No	2014-15	0	300	300	300	300	300	The 2016-17 target has been achieved and the College is putting in place a transition to HE strategy which will embed the study skill resources into tutorials for students.
T16b_03	Progression	Other (please give details in Description column)	Student support services	develop and hold an HE careers/employer event	No	2014-15	0	2	2	3	3	3	Trial events have been held in 2016-17 and these will be increased in future
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	Yes	2014-15	87 secondary schools engaged with	106	114	122	130	130	Secondary Schools in GM area - revised collaborative target
T16b_05	Progression	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	increase the number of employers offering higher and degree apprenticeships	No	2016-17	4	8	10	12	14	14	Measure is with prescribed HE qualifications
T16b_06	Student success	Multiple	Operational targets	provide a range of specific course enhancements that will improve student engagement and work skills	No	2016-17	0	20	25	30	30	30	30 students undertaking additional vocational qualifications; 30 student placements on trips/events; all DBS provided for placements.
T16b_07	Student success	Multiple	Student support services	provide a range of activities that supports the transition of students between levels	No	2016-17	200	250	280	300	300	300	transition strategy engages 300 students in activity
T16b_08	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	provide interventions to raise attainment in schools	No	2016-17	1	3	4	5	5	5	Curriculum links to be developed with specific local schools to support with skills development

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.

In table 6a - targets have not been extended as to do so will effect the balance and mix of provision ie to increase the % of mature students will mean decreasing the number of younger students and this would not be helpful in an area with low HE participation rates and where we are actively collaborating with GM Higher to raise participation. In table 6b a spelling error has been corrected and targets have been changed where they have been exceeded.