2019-20 Access and Participation Plan

Introduction

The City of Liverpool College is based in the centre of one of the UK's most vibrant cities. Students are at the heart of everything we do. The College mission is to provide high quality skills and education to all students, irrespective of their backgrounds and underpinned by our core values.

This Access and Participation Plan is informed by the Office for Students' (OfS) regulatory guidance and the College's mission, as well as its strategic commitment to widening access to Higher Education.   The College's Higher Education (HE) strategic plan (2015-2020) is developed within the College's strategic overarching framework.

The City of Liverpool College has a long established and successful Higher Education provision, being awarded two commendations at the last QAA review in 2016[1], and with the Teaching Excellence Framework (TEF) gold standard awarded in June 2017[2]. The College is one of the regional leaders in Further Education, achieving a good Ofsted rating in October 2017[3], and is a key delivery vehicle of skills across the Liverpool City Region and beyond.

The City of Liverpool College offers a medium size Higher Education provision with direct funding status. The College has recruited over 500 Higher Education students studying a range of over 30 undergraduate programmes at levels 4, 5 and 6. The college also offers Initial Teacher Training programmes at Master's level. The curriculum offer has developed broadly in response to demand.

The College's Higher Education programmes recruit predominantly local students, from the Liverpool City Region, ranked as the most deprived of England's 39 LEP areas on the Index of Multiple Deprivation 2015[4]. Our ambition is to offer competitive and high quality, inclusive provision with the outstanding quality of teaching and levels of support to all our students ensuring they reach their full potential regardless of their background and identity.

The College actively engages with national and local initiatives that support access to HE for underrepresented groups. The College is a member of Shaping Futures (also known as the Merseyside Collaborative Outreach Programme, part of the wider National Collaborative Outreach Programme (NCOP), funded by the OfS). This outreach programme for the Liverpool City Region is formed by 12 local HE providers and is led by the University of Liverpool.

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[1] http://www.qaa.ac.uk/en/ReviewsAndReports/Documents
[2] https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/
[3] https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130487
[4] https://liverpool.gov.uk/media/10001/1-imd-2015-executive-summary.pdf

Assessment of Current Performance

The College's current performance is assessed in relation to the whole student lifecycle including the underrepresented student groups where there are gaps in equality of opportunity in relation to access, success and progression.

Assessment of the College's current performance will consider underrepresented groups of students who share the following particular characteristics:

1. Students from areas of
    a. low higher education participation
    b. low household income and/or low socioeconomic status
2. Students of particular ethnicities (BAME)
3. Mature students
4. Disabled students.

The assessment includes data relating to College HE local students, recruited from the Liverpool City Region, and uses it to indicate low socioeconomic status of our learners.

Additional underrepresented groups of students where there is specific evidence that barriers exist that may prevent equality of opportunity, such as students with specific learning difficulties and mental health problems, are also included in the assessment.

Other additional underrepresented groups are not covered in this assessment but feature in our future access and participation strategy. These include:

- Carers
- Students estranged from their families
- Students from Gypsy, Roma and Traveller communities
- Refugees
- Children of military families.

The College is also adopting the latest guidelines on access and participation and will consider its approach to groups where data is not yet collected at a national level or where there are gaps in disclosure in the current national data, for example in relation to:

- Religion and belief and
- Sexual orientation.

Access to HE for underrepresented groups: Data

	College (a)	Bench mark (b)	College (a)	Bench mark (b)	College (a)	Bench mark (b)	Trend	Diff (a-b)
Group:	2014/15		15/16		16/17			
Low higher education participation (Polar3: Q 1 and Q2)[5], [6]	Not Available (NA)	11.4%	54%	11.3%	55%	11.4%	+	+++
Low Socio Eco (College data)	55%		63%					
National IMD Q1,Q2					69%			
Local students			69%		75%			
Ethnicities[7]								
White	89.5%	63%	91%	62%	89%	62%		+++
Black	10.5%	5%	2%	5%	3%	6%		n/a
Asian		8%	2%	8%	2%	8%		n/a
Other (incl. mixed)		4%	5%	4%	6%	1%		+
Mature (21+)	NA	60%	65%	59%	66%	59%	+	++
Disabled	NA	11%	13%	11%	15%	12%	+	++
Spec. learning difficulties	10.5%		8.5%		9.1%			
Male	NA	44%	49%	43%	53%	43%	+	++
Female	NA	56%	51%	57%	48%	57%		

Access to HE for underrepresented groups: Key findings

The following access data indicates a positive trend and/or positive difference in relation to benchmark:

1. The College recruits a significantly higher proportion of students from areas of
    a. low higher education participation (Polar3 Q1,Q2),
    b. low socioeconomic status than nationally.

2. The proportion of students from low socio economic background is significantly higher than nationally. Local students are included in the analyses as the College's HE programmes recruit predominantly local students, (69% in 15/16; 75% in 16/17) who reside within the Liverpool City Region.

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[5] TEF contextual data for the College, Appendix, Tables 5, 6
[6] UK domiciled entrants from low participation neighbourhoods, Appendix, Table 2
[7] HE student enrolments by personal characteristics, Appendix, Table 1

3. The proportion of recruited HE students of particular ethnicities is broadly in line with the national benchmark data for students with other (including mixed) ethnicities, but lower for black and Asian groups. However, this is still higher than the proportion of BAME population in the Liverpool City Region (Population by Ethnic Group 2011, Office for National Statistics, 2011 Census).

4. The College recruits a higher proportion of mature students than nationally.

5. There is a higher proportion of disabled students than nationally, with access to higher education provision with the College.

6. The ratio of male/ female students is in a better balance than the national level ratios.

All access measures and activities are effective and support targets of continuing positive recruitment from underrepresented groups.

The following access data indicates either a negative trend and/or negative difference in relation to benchmark, or data is not captured and new initiatives are required:

1. The College does not systematically capture data for care leavers.

2. The College does not systematically capture data on other identified underrepresented groups:
    a. carers
    b. students estranged from their families
    c. students from Gypsy, Roma and Traveller communities
    d. refugees
    e. children of military families
nor data on
    f. sexual orientation
    g. belief

3. Care leavers and students from the additional underrepresented groups are supported via individual pastoral, tutorial and financial support system on individual basis, but no systematic data is captured and monitored for those learners.

Success (continuation rates) for underrepresented groups: Data

	College (a)	Bench mark (b)	College (a)	Bench Mark (b)	College (a)	Bench Mark (b)	Trend	Diff (a-b)
Group:	2014/15 College data		TEFY 2 data		TEF Y 3 data			
ALL FT			88.5%	83.6%	86%	84.3%		++
All PT	86.5%		90%	57.2%				+
Polar3, Q1 &Q2[8], [9]					86.5%	83.2%		+
Socio Eco (College data)	82.1%		87.5%					+
(National IMD Q1,Q2)					84.% FT	83.7% FT		+
Ethnicities[10]								
White			88.5%	86%	86.7%	84.8%	-	+
BAME	83.9%		87.9%	83.1%	79.5%	80.6%	-	+-
Mature (21+)			87.2%	86.1%	85.4%	84.5%	-	++
Disabled students	87%		85.9%	84.7%	83.7%	84%	-	+
Male FT			88.1%	84.4%	83%	82.6%	-	+
Female FT			88.9%	86.9%	88.8%	85.3%		++

Success for underrepresented groups: Key findings

The following success data indicates a positive trend and/or positive difference in relation to benchmark:

1. Continuation rates indicate a positive difference in comparison with the national benchmark in relation to all learners and for the following underrepresented groups:
   - low socio economic
   - mature
   - disabled
   - white
   - male

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[8] TEF Y2, Y3 contextual data for the College
[9] UK domiciled entrants from low participation neighbourhoods, Appendix, Table 2
[10] HE student enrolments by personal characteristics, Appendix, Table 1

These positive outcomes (in comparison with the national benchmark) are predominantly due to the College's strategic 'whole student cohort' approach and with provision in small groups with extensive pastoral support, including identification of "at risk" students and ensuring close student-staff relationships, and outstanding academic support. Academic support was flagged as highly positive in the Year 2 and Year 3 TEF matrix and is in the top 10% of HE providers.

The following success data indicates either a negative trend and/or negative difference in relation to benchmark or achievement gaps or data that is not captured and new initiatives are required:

1. Continuation rates fail to sustain a continuous improvement trend for white and male (FT) students.

2. Continuation rates fail to sustain a continuous improvement trend for BAME and underperform in relation to benchmark.

3. Examination by a single characteristic (BAME/white/ male) may mask or underestimate the extent of a gap that needs addressing for these particular groups.

4. There is evidence of achievement gaps between underrepresented groups and the whole cohort that needs addressing. The College has underrepresented groups who are not continuing at the same rate as the total College cohort. Closing the achievement gaps for all underrepresented groups needs to be addresses. For example, the IMD students have a continuation rate of 84%, above the 83.7% benchmark, but below the College's whole cohort of 86%. The gap which needs to be addressed is between the 84% and the 86%. There are gaps like this for IMD, BAME, mature, Disabled and male FT students that need to be observed and acted upon.

The following new intervention is proposed:

The College's student support system needs to consider in year indicators of declining trends and introduce a monitoring and reporting system that identifies early signs of underperformance. Additional support measures will be devised via the college pastoral and learning support systems to enable students to succeed. In year performance reports for underrepresented groups and comparison with the performance of the overall group will be in place to ensure achievement gaps are identified early and early intervention is agreed to ensure high success levels (continuation levels) for all students are achieved.

The College's approach to monitoring the performance should consider using MEM – UCAS' Multiple Equality Measure, and should analyse the intersections of characteristics to accurately identify gaps in performance. In particular, the focus should be on the largest underrepresented group of white males and should consider it alongside socio economic intersections, including the range of other protected characteristics such as age and ethnicity.

Progression for underrepresented groups: Destination of HE leavers – employment or further study data

	College	BM	College	BM	College	BM	Trend	Difference
Group:	2014/15 College data		TEF Y2 data		TEF Y 3 data			
All FT	93%		89%		79.3%	81%	-	-
All PT					87.7%	86.8%	-	+
Polar Q1Q2)[11], [12]	n/ava		n/ava		85.9%	80.3%		+
IMD Q1,Q2	n/ava		n/ava		n/ava			
White FT	n/ava		n/ava		79.4%	81.8%		-
BAME FT	n/ava		n/ava		75.8%	76.1%		
Mature (21+)	n/ava		n/ava		n/ava			
Disabled PT	n/ava		n/ava		89%	87.2%		+
Spec. learning difficulties	n/ava		n/ava		n/ava			
Male FT	n/ava		n/ava		69.7%	80%		-
Male PT					89.2%	87.8%		+
Female	n/ava		n/ava		84.7%	81.6%		

Progression for underrepresented groups: Key findings

The following progression data indicates either a negative trend and/or negative difference in relation to benchmark, or achievement gaps, or data is not captured and new initiatives are required:

1. Progression remains the primary target for improvement for the following:
   a. Male learners on FT programmes are substantially underperforming.
   b. White (FT) learners on FT programmes underperform.

2. There is evidence of achievement gaps between underrepresented groups and the whole cohort that needs addressing. The analysis of the progression data shows us that there is an overall progression figure of 79.3%; with BME and male FT the two groups who do not reach this progression figure, these gaps need addressing. Interestingly the POLAR Q1 and Q2 figure is higher at 85.9% as is the disabled students figure at 89%; the College is doing well here.

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[11] TEF Y2,Y3 contextual data for the College
[12] UK domiciled entrants from low participation neighbourhoods, Appendix, Table 2

Ambitions and Strategy

The College's response to the areas for development identified in the assessment of current performance (see above) requires a review of the strategic approach to access and participation.

The College is working both independently and collaboratively with other local HE institutions to meet the national, local and College-set targets relating to access to HE, success and progression of students from underrepresented groups.

Assessing current performance involves not just examining performance in relation to our targets set in the context of national targets, but also assessing our effectiveness in relation to collaborative working with the local HE partners.

The College is supporting and contributing to achievement of national targets via the NCOP project's three key aims:

1. Double the proportion of young people from disadvantaged backgrounds in HE by 2020

2. Increase by 20% the number of students from ethnic minority groups progressing to HE

3. Address the underrepresentation of young men from disadvantaged backgrounds in HE

Collaborative working and how the College is supporting delivery of local targets

Locally, working with the Shaping Future partners, the College has actively engaged to work with 14-18 year old learners (School Years 9-13) from 22 'gap' wards across the Liverpool City Region. The progression to HE for young people in these wards is lower than it should be, based on historic attainment levels. Priority schools are identified in these wards and both the Shaping Future partnership and the College, through its own initiatives and projects, are focusing activities to engage young people from these areas in higher education.

Alongside working with schools, the College is also working with local community groups, alternative education providers and other practitioners.

The key HE strategic goals, outlined in the College's HE strategy 2015-20, are:

1. To provide high level skills for employment and economic growth in line with the Liverpool City Region LEP priorities, and by working in collaboration with local employers with the view of having a positive impact on economic growth, and development of our students' employability and enterprise skills;
2. To strive for excellence by offering enhanced learning opportunities and outstanding quality of HE provision that is informed by active students' engagement; and
3. To respond to needs of local learners and support widening access to HE to a diverse student population.

Consequently, the College's HE provision is supporting development of those skills required by the region's economy, traditionally seen as a service sector and knowledge economy with financial and

professional services, manufacturing, and creative and digital industries providing the majority of the local employment.

Widening access has been one of the key priorities for the College. Our approach to widening access has been driven by the fact that the College is recruiting its FE and HE students from predominantly local central wards that are identified to have low socioeconomic status (National IMD, Q1,Q2) and low levels of progression to HE (Polar3 Q1 and Q2). The majority of College FE and HE students are from identified, underrepresented groups based on the Access and Participation Plans (England) Regulations 2018.

According to government statistics there has been a decrease in the number of care leavers accessing higher education, both locally and nationally. In 2015, 6% of care leavers were reported to have entered HE nationally, 7% in 2016 and 6% in 2017. Liverpool care leavers accessing HE fell from 7% in 2015 to 6% in 2016 and 5% in 2017. The College intends to identify, where applicable, these students as part of its strategy.

This social profile associated with the majority of the College students requires outstanding provision of academic, pastoral, specialised and financial support measures. It requires effective monitoring of students progress and prompt and effective intervention where underperformance is identified. Equally important, it requires a unique, strict but personal and individualised approach to supporting every one of our students, thus ensuring they have a strong sense of belonging; they feel respected, supported but also stretched and challenged to develop to their full potential.

The College delivers its HE programmes in small groups, with extensive guided learning hours, with the focus on development of independent study and academic research skills, employment skills, and awareness of a range of progression and enterprise opportunities.

The College recognises that a significant number of our HE students may have multiple equality characteristics that would create additional barriers to success and therefore the need for additional support is critically important to be identified and implemented. It is essential that our reporting and management systems are in place, are effective, and enable intervention.

We take a holistic approach when providing Higher Education that supports all relevant needs of learners, and we aim to be outstanding in our unique approach to offering innovative academic and individualised pastoral support. We are fortunate to have many opportunities to celebrate outstanding achievements of our graduates that are enabled through this support. Equally we welcome opportunities for self-assessment and change of our approaches where these are no longer fully effective for all our learners. We work very closely with all our HE students who are equal partners and active contributors to our strategies and who shape their own learning experience via a range of formal and informal input opportunities.

It is our ambition to strive for excellence and to perform at levels identified nationally as outstanding in relation to all aspects of HE provision for all our students.

Ensuring continuous improvement through evaluation:

The College's HE strategy (updated in 2018) determines approaches to ensuring continuous improvement through evaluation of the College HE performance in the context of TEF set

measures. Evaluation of the effectiveness of the specific initiatives and activities set to enable implementation of this strategic goal for widening access is done in the following way:

1. Targets, stated in the Access and Participation Plan, are part of the College quality improvement plans (QIPs). These are set for all HE programmes (TEF subject level grouping applies), as well as for the whole College HE provision, and are reported, monitored and acted upon both during and at the end of the academic year. During the autumn term (November) and spring term, (February) all QIPs are presented at the Board of Study and, where required, an action plan is proposed and additional intervention is implemented. Reporting at HE programme level takes place at the Board of Study. Overall College HE provision is reported to the HE Strategy Group and to the Board of Governors. The detailed annual programme review report will also include more detailed evaluation with commentary on the access and participation targets.

2. Alignment with the equality and diversity strategy, as well as implementation and monitoring of the access and participation strategy, will be overseen by the College's Equality and Diversity Group.

3. Ensuring active participation of our students and their involvement with shaping the strategy and related initiatives through formal and informal measures, including in-house student survey questions, focus group meetings, participation of student representatives at the Board of Study meetings and similar are taking place, feedback is captured, analysed and acted upon.

4. To ensure that all relevant College HE information for students meets set requirements, a new HE information and data sub-group of the HE strategy group will be formed (to be operational from September 2018) with the responsibility to oversee HE information and data related activities and output.

This updated strategic approach is shaped broadly in line with the national and local NCOP strategy and it is informed by the assessment of our institutional performance in relation to set targets and national benchmarks. It is introduced to address the whole student lifecycle (access, success and progression).

The College's strategic ambitions for access and participation within our own organisation, and the contribution we will make to the priorities identified, focus on the whole student cohort as well as on the specifically targeted underrepresented groups.

Strategic approach

Access

1. To continue to increase number of entrants to the College HE provision from Polar3, Q1 and Q2 areas;

2. To support progression to HE for identified College 14-16 target ward learners to achieve applications to HE from Polar3, Q1 and Q2 college 14-16 learners is above 25%; (With partial support from NCOP funding and collaborative working with NCOP partners)

3. To increase access to HE especially for white male students from low socioeconomic backgrounds. The College is committed to developing new modes of study, including higher apprenticeships (Digital and Construction), and in developing more accessible provision to young people who are working e.g. a blended learning programme in Business.

Access, success and progression

1. To identify and support other underrepresented groups and report on the whole student lifecycle of
   - carers
   - students estranged from their families
   - students from Gypsy, Roma and Traveller communities
   - refugees
   - children of military families

2. To actively engage with OfS recommendations for support and monitoring and reporting and to offer support to our own students where this is requested for
   - students with identified sexual orientation (LGBT)
   - students with identified belief

3. To identify care leavers and students from the additional underrepresented groups to ensure they are supported via individual pastoral, tutorial, academic and financial support systems.

4. To achieve high levels of students' satisfaction relating to NSS survey results with high levels of student satisfaction in all areas and for all identified subgroups.

Success

1. To achieve high levels of continuation rates, above national benchmark for all students and all identified subgroups, while continuing to offer addional targeted support to ensure we narrow the continuation gaps between advantaged and disadvantaged subgroups.

Progression

1. To enhance support for employment and further study, which needs to be consistently applied for the whole student cohort with additional career and study progression events; white and male learners will be targeted for additional progression support measures.

2. To provide support for students to engage with enterprise and setting their own business.

3. To strengthen links with employers and offer local career progression events, including additional work placement and internship opportunities, considering that the majority of HE leavers find employment in the local economy.

4. To aim for progression from College HE programmes to be at the national benchmark level for all higher education leavers and all identified subgroups.

5. To achieve high levels of progression rates, in line with the national benchmark for all students and all identified subgroups, while continuing to offer addional targeted support to ensure we narrow the progression gaps between advantaged and disadvantaged subgroups.

Other strategic ambitions

1. Continuing the work identified through the current projects will continue and new initiatives will be developed to complement work funded through other sources and conducted in collaboration with other organisations, such as NCOP (Shaping Future) for access related activities.

2. The College will monitor delivery of the plan and our performance against the measures set out in this Access and Participation Plan via regular (RAG rated) termly assessment of the 'in year' student performance based on evidence and data.

3. More prominent and detailed performance relating to the Access and Participation Plan will be included at the broader equality and diversity strategy and it will become a standard agenda item at the Equality and Diversity Group meeting.

Meeting the legal requirement

The College will ensure compliance with The Equality Act 2010 requirements set for the higher education providers. The College takes equality issues into account when designing policies (including internal policies) and services. The College has an agreed cycle to review such issues regularly. The College is compliant with the general duties under the Public Sector Equality Duty and has a due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

Student consultation and involvement

The College runs an extensive in-house student survey system using the NSS questions and offering all eligible and non-eligible students (first years) the opportunity to engage. Following the results of the in-house survey, focus groups are organised to discuss issues identified. During the focus group meetings with the students, access and participation measures and the proposed plan will be discussed and the effectiveness of introduced measures will be assessed by students. Any

agreed action in relation to implementation or change of activities relating to the plan will be noted and implemented. The College focus groups are open to all HE students enabling students from a range of backgrounds to participate in the development of the plan.

Targets

Our access agreement targets set in 2018-19 include targets for 2019-20 and beyond. We expect to review the targets next year in line with the OfS recommendation, however, we still wish to make some amendments to our existing targets and add in new milestones that reflect our ambition and strategy in line with the focus on closing all achievement gaps (continuation rates) and bringing progression levels for all our student groups in line with the national benchmark. These amendments are resulting in the targets that are ambitious and stretching as the college is aiming to not just perform at and above the national benchmark levels for the full student lifecycle, but also to ensure that all identified subgroups perform at levels close to the performance level of the mainstream group. The proposed update of targets is also informed by and based on availability of a wider range of benchmark data and assessment of the College's performance based not only on the College internal data, but also on the provider level TEF based data that offer split level measures. TEF data also provide standardised target groups for which benchmark data is now available, which would ensure we assess our performance using the standardised measures.

No extension to targets beyond their existing timespan is proposed, however we are committed to observing and monitoring our performance in relation to the set targets for 2018-19 and 2019-20. Reviewing of existing targets was completed in light of our self-assessment and, where appropriate, we have set new targets to ensure these reflect our new ambitions and strategy.

The Access Agreement approved for 2018-19 included targets and milestones for 2019-20 and beyond. Some of the set targets and milestones were set based on the College data systems. These have now been updated in line with the TEF to ensure our targets and identified targeted groups are aligned with TEF matrix.

Access targets

Entrants to College HE programmes by students from low participation neighbourhoods featured as a target in our previous access plan. It is assessed against student numbers from the POLAR3, Q1, Q2 wards. TEF Y3 data reports on the current very high level of entrants from those areas, at 55%. In our new plan, we will continue to focus on this target but will adjust the previously set value to ensure it is in line with the TEF Year 3 reported levels, and identified wards for this group.

Success targets

Student success for identified underrepresented groups was targeted in our 2018-19 access plan. It was originally based on the retention levels generated by College data systems for the students from low socioeconomic backgrounds, based on the IMD groupings prior to TEF Y3 report. Success is now linked to continuation rates as reported by TEF Y3 matrix and underrepresented groups identified by the national IMD Q1, Q2. Success (continuation level) for this group of College students is reported at 84.5% for the FT learners in TEF Y3, which is already above the benchmark

level. The College recruited predominantly (69% of learners) from this socioeconomic group in 2016-17 and will therefore continue to observe success level for this group, although the continuation rates are already above the benchmark. However, as our students from the other socioeconomic groups, IMD Q3-Q5, have a substantially higher than national benchmark continuation rate of 89.2% for FT learners, we will aim to further narrow the achievement gap between these two groups in the next two years.

Progression targets

Progression targets were initially set based on the internally collected DLHE data. The College is now using designated DLHE agencies and presents DLHE data in the standardised format. Progression targets were set for the proportion of graduates expected to be in sustained employment or further study after 6 months from graduating. Currently, as reported with the TEF Y3 matrix, this is below the benchmark for all FT College graduates, the difference being at the highest level of -10.3% for the College FT male graduates. Based on this TEF Y3 data, we propose updating our progression targets for the full cohort of FT graduates, setting a new target for the worst performing group of male FT graduates. We will be aiming to close this gap in the next three years and to bring it in line with the national benchmark.

Other NEW targets set in 2019-20:

Access

New access collaborative targets set in conjunction with the local NCOP, Shaping Futures' partner organisations. It is relating to identifying all POLAR Q1 and Q2 learners age 14-16 who are studying on L2 and L3 programmes and engaging them with progression to HE activities and support, aiming to raise the level of applications to study at a HE level to be above 25% from this cohort, this will also contribute towards the collaborative local NCOP target.

Success

BAME learners tend to have a lower level of achievement (continuation level) than the mainstream learners. This is the only group of College students who, based on the TEF year 3 data did not achieve national level of continuation rates, falling behind by 1%, while all our other learner groups performed above the national level. The number of BAME FT learners reported in TEF Y3 data was 35, and at 11% to the overall number of FT learners. The College is introducing additional monitoring and support activities for this group of learners via internal pastoral and achievement support systems, to ensure this group of learners also perform at the national level in 2018-19, and continue to perform above the benchmark level in 2019-20.

Access, Success and Progression Measures

Access

1. Actively engage in supporting students from identified low socio-economic (National IMD Q1,Q2) and other local cold spot wards (POLAR3 Q1, Q2) with low level of progression to HE through access to HE initiatives, taster HE events, supporting application through the UCAS process, HE promotion events, monthly HE open days and career talks. (Partially in collaboration with shaping future NCOP, partners. Cost partially covered from NCOP funding).

2. Support college 14-16 "cold spot" FE learners with applications to HE (this activity is done in collaboration with Shaping Future partners). Offer additional support for those FE College learners who do not initially engage with the Higher Education progression opportunities, specifically targeting and including in the support programme all Polar3 Q1, Q2 14-16 College FE learners.

3. Actively participate as a member of the National (Merseyside) Network for Collaborative Outreach to maximise the access to and promotion of Higher Education.

4. Support development of new Higher Apprenticeship mode of study and development of blended learning HE programmes to increase opportunities for access to HE for predominantly those with care responsibilities and mature learners. (This development is partially supported through the innovation fund, HEFCE/OfS grant).

Access and success

1. Offer financial support (bursaries and hardship fund) to support access and success of those HE learners who experience financial difficulties.

2. Financial help is predominantly offered to support students from identified underrepresented groups experiencing hardship that may prevent them from completing and achieving. Financially supported students will be recorded and monitored to enable assessment of the effectiveness of the support. OFFA toolkit is used to assess the effectiveness of the financial support.

3. Provide enhanced individual pastoral and progress monitoring support to all students and offer additional individual support to students identified to be "at risk " of underperformance or non-completion, or to be identified with disadvantaged characteristics.

4. Have accurate, complete and up to date provision of information for students, including information on HE programmes, related terms and conditions, financial support, fees, duration of courses and relevant Access and Participation Plans, easily accessible on the college web site, www.liv-coll.ac.uk , included in the College HE prospectus, and accessible via Ucs, Student Finance England and Unistats as required.

5. Continue with the extensive student engagement programme including in-house NSS surveys, focus group meetings and follow up.

Progression

1. Offer NEW and wider range of career progression events for all HE students and targeted progression to employment support for male FT students.

2. Schedule and deliver progression to postgraduate study events for all HE students.

3. Engage in the new curriculum offer development that will provide adequate progression to level 6 (BA and BSc top up programmes) from Level 5, Foundation Degree or HND programmes, enhancing employment prospects and enabling progression onto post graduate study.

Investment

The College is committed to the level of total investment in 2019-20 of £143,600 in cash terms which represents 35.5% as a proportion of higher fee income. Although the proportion of students from underrepresented groups is high, investment, (as a percentage of higher fee income above the basic rate) is above the set guidelines. It is based on essential support for underrepresented groups that is required to ensure key measures are implemented.

This represents the proportion of investment that is allocated for the activities targeted to support underrepresented groups. Where activities include wider cohorts, a proportionate amount of expenditure is accounted for.

Planned reduction of investment in financial support resulted from changes to bursary eligibility and is in line with the findings of our assessment of effectiveness of the nature and level of financial support previously provided. Conducted survey indicated that progression bursary and / or fee waiver for internal progression students' availability was not directly related to increase in access, continuation rates or progression.

Resource plan, participation table (Appendix, Table 8), shows proportion of expenditure on access, success, progression and financial support relating to HIF. Levels of investment identified are from HFI. It is supplemented with other investments where appropriate. It is based on identified strategy, measures and activities planned to support the implementation of the plan.

Provision of information to students

The College is committed to publishing the Access and Participation Plan, which must include details on the student intranet VLE page whilst it is still under development and will seek feedback from students before it is finalised and approved.

The College will give prospective and current students information on the financial support available to them and will have it published in the College HE prospectus and website. The College will include all relevant information in the admission letters.

To ensure that prospective students have easy access to information on the fees for the duration of their course, the College will publish the approved plan on the website in a way that is easily accessible to both current and prospective students.

Appendix

Table 1: (A, B, C, D) – National (England) benchmark data

Data source link: https://www.hesa.ac.uk/data-and-analysis/sfr247/figure-4

TABLE 1 A HE student enrolments by personal characteristics

	2014/15	2015/16	2016/17
Sex			
Female	56%	57%	57%
Male	44%	43%	43%
Other			

TABLE 1 B

Age group	2014/15	2015/16	2016/17
20 and under	**40%**	**41%**	**41%**
21-24 years	**27%**	**27%**	**27%**
25-29 years	**11%**	**11%**	**11%**
30 years and over	**22%**	**21%**	**20%**
Age unknown	**0%**	**0%**	**0%**

TABLE 1 C

Disability status	2014/15	2015/16	2016/17
Known disability	**11%**	**11%**	**12%**

TABLE 1 D

Ethnicity	2014/15	2015/16	2016/17
White	63%	62%	62%
Black	5%	5%	6%
Asian	8%	8%	8%
Other (including mixed)	4%	4%	4%
Not known	1%	1%	1%
Total UK domiciled students	81%	81%	81%

Table 2: Percentage of UK domiciled entrants from low participation neighbourhoods by location of HE provider and academic year

Data source link: https://www.hesa.ac.uk/data-and-analysis/ukpis/widening-participation/table-b

Year	England
2016/17	**11.4%**
2015/16	**11.3%**
2014/15	**11.4%**

Table 3: Percentage of UK domiciled students in receipt of Disabled Students' Allowance by location of HE provider and academic year

Year	England
2016/17	**6.8**
2015/16	**7.1**
2014/15	**7.3**

Table 4: TEF Year 3 data benchmark

Data source link: **https://www.officeforstudents.org.uk/media/1199/tef_metrics_webinar_november_2017.pdf**

Very high or low absolute values				
Metric	**Full time**		**Part time**	
	High	**Low**	**High**	**Low**
The teaching on my course	90.13	80.01	93.11	79.40
Assessment and feedback	83.19	66.86	86.30	66.36
Academic support	87.30	75.21	89.34	73.07
Continuation	95.78	79.78	88.59	64.98
Employment or further study	97.10	90.58	99.26	94.16
Highly skilled employment or further study	83.01	55.30	90.37	63.88
Sustained employment or further study	84.99	77.00	89.06	78.53
Above median earnings threshold or further study	77.51	32.43	82.06	57.14

Table 5: Contextual Data   The City of Liverpool College   UKPRN: 10003955
TEF Year 3 – 19/10/2017

		Full-time	% of total	Part-time	% of total	Total
Overall	Headcount	330	63%	195	37%	525
	FTE	330.00	75%	110.00	25%	440

		Full-time Headcount	%	Part-time Headcount	%	Total Headcount	%
Level of study	PG / UG boundary	0	0%	5	3%	5	1%
	First degree	50	15%	20	11%	70	13%
	Other UG	285	86%	165	87%	450	86%
Age	Under 21	150	45%	30	15%	180	34%
	21 to 30	115	34%	95	47%	205	39%
	Over 30	70	21%	75	38%	145	27%
Ethnicity	White	290	89%	180	92%	470	89%
	Black	10	3%	0	0%	15	3%
	Asian	5	2%	5	3%	10	2%

		Full-time		Part-time		Total	
		Headcount	%	Headcount	%	Headcount	%
	Other	20	6%	10	5%	30	6%
	Unknown	0	0%	0	0%	5	1%
Sex	Male	160	48%	120	61%	275	53%
	Female	175	52%	75	40%	250	48%
	Other	0	0%	0	0%	0	0%
Disability	Yes	55	17%	20	10%	75	15%
	No	275	83%	175	90%	450	85%
Entry qualifications	HE-level	45	14%	55	28%	100	19%
	High tariff	25	8%	5	3%	30	6%
	Medium tariff	50	15%	10	6%	60	12%
	Low tariff	105	32%	45	22%	150	28%
	Non tariff	100	30%	70	36%	170	32%
	Non-UK students	5	2%	10	5%	15	3%
Domicile	UK	325	99%	185	95%	515	98%
	Other EU	0	0%	0	0%	0	0%
	Non-EU	5	2%	10	5%	15	3%
Local students	Yes	240	74%	125	67%	365	71%
	No	85	26%	60	33%	145	29%
POLAR	1	45	29%	5	20%	50	28%
	2	40	28%	5	20%	50	27%
	3	20	14%	5	20%	25	15%
	4	20	15%	5	20%	25	15%
	5	20	14%	5	20%	25	14%

Table 6: Contextual Data   **The City of Liverpool College   UKPRN: 10003955**
TEF Year 2 – 12/12/2016

		Full-time		Part-time		Total	
		Headcount	%	Headcount	%	Headcount	%
Level of study	First degree	55	18%	21	12%	76	15%
	Other UG	258	82%	158	88%	416	85%
Age	Under 21	144	46%	28	16%	172	35%
	21 to 30	100	32%	82	46%	182	37%
	Over 30	68	22%	68	38%	136	28%
Ethnicity	White	285	91%	163	92%	448	91%
	Black	10	3%	0	0%	10	2%
	Asian	5	2%	5	3%	10	2%
	Other	14	4%	10	6%	24	5%
	Unknown	0	0%	0	0%	0	0%
Sex	Male	137	44%	103	58%	240	49%
	Female	176	56%	75	42%	251	51%
	Other	0	0%	0	0%	0	0%
Disability	Yes	48	15%	18	10%	66	13%
	No	265	85%	161	90%	426	87%
Entry qualifications	High tariff	15	5%	0	0%	15	3%

	Medium tariff	10	3%	5	3%	15	3%
	Low tariff	20	6%	15	8%	35	7%
	Non tariff	268	86%	159	89%	427	87%
Domicile	UK	309	100%	178	100%	487	100%
	Other EU	0	0%	0	0%	0	0%
	Non-EU	0	0%	0	0%	0	0%
Local students	Yes	220	71%	117	66%	337	69%
	No	88	29%	61	34%	149	31%
POLAR	1	36	25%	5	20%	41	24%
	2	46	32%	5	20%	51	30%
	3	16	11%	5	20%	21	12%
	4	22	15%	5	20%	27	16%
	5	25	17%	5	20%	30	18%

Table 7: Benchmark data – HE Qualifications for 16-64 year olds by local authority
Source: ONS (Annual Population Survey) via NOMIS

https://liverpool.gov.uk/council/key-statistics-and-data/data/education-and-skills/
Assessment of current performance

% With NVQ4+ Aged 16-64 (NVQ 4 equivalent and above: e.g. HND, Degree and Higher Degree level qualifications or equivalent)

Birmingham	31.4
Bristol	54.2
Cardiff	48.0
Glasgow	46.3
Leeds	36.4
Liverpool	*35*
Manchester	39.9
Newcastle	37.3
Nottingham	30.1
Sheffield	41.7
Core Cities	39.2
North West	**34.5**
Great Britain	**38.6**

Table 8: Resource plan participation expenditure

Higher fee income (HFI)	404,040
Access investment (as % HFI)	2.5
Success investment (as % HFI)	19.1
Progression investment (as % HFI)	5.3
Investment in financial support (as % HFI)	8.7
Total investment (as % HFI)	**35.5**

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The College reserves right to ncrease fees in the consequent years by the level of inflation.		

Full-time course type:	**Additional information:**	**Course fee:**
First degree		£7,957
Foundation degree		£7,597
Foundation year / Year 0		*
HNC / HND		£6,313
CertHE / DipHE		*
Postgraduate ITT		£7,957
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	Top up Degree	£7,957
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree	- FD Dental Tec - 3 year PT	£5,305
Foundation year / Year 0		*
HNC / HND	- Service Industries, Creative and Digital, Science and Business	£3,157
HNC / HND	- Engineering and Construction	£3,500
CertHE / DipHE		*
Postgraduate ITT		£3,978
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	- BA Education and development - 2 year	£4,518

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Other (please give details in the next column)	Low participation wards with the proportion of young people (15 year olds) who entered HE by the age of 19 during the 2009-10 to 2014-15 academic years (POLAR4 quintile 1 and 2) over the years.	No	2013-14	50%	60	61	62	63	64	Current level of DLHE with the positive outcome of progression to employment or further study for the 15-16 leavers was at 89%. The College target is to achieve 90% of positive progression (DLHE) onto further study or employment for all HE graduates groups by 2020-21 with no more than 2% gap in levels of achievement for any of the identified categories of underrepresented groups.
T16a_02	Success	Ethnicity	**Other statistic** - Other (please give details in the next column)	BAME studnets BAME learners tend to have lower Level of achievement than the mainstream learners. The gaps are between 5%-8% annually. The College is aiming to introduce addional support for this group of learners to ensure achievement gap is narrowing.	No	2016-17	82.6%	88%	89%	90%	90%	90%	
T16a_03	Student success	Socio-economic	**Other statistic** - Other (please give details in the next column)	Retention level of all underrepresented groups to be in line with the mainstream students retention level. Current retention (May 2018) is AT 90.6%. Retention support is put in place to improve it and bring retention to target of 90% by 2018 and to continue the improvement trend above 90%.	No	2013-14	83%	90%	90.5%	91%	91.5%	92%	
T16a_04	Progression	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Aim for 90% of positive progression (DLHE) onto further study or employment for ALL HE graduates groups by 2020-21 with no gap in levels of achievement for any of the dentified cathegories of underrepresented groups.	No	2014-15	85.5%	88%	89%	90%	90%	90%	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	State school	Outreach / WP activity (summer schools)	Work with studnets from year 10 and 11 within the region to promote access to HE	Yes	2014-15	3 events	6 events	7 events	8 events	9 events		
T16b_02	Student success	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Work with studnets from year 10 and 11 within the region to promote access to HE Science and Engineering programmes	Yes	2014-15	1 event	4 events	5 events	6 events	7 events		