

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 background and underpinned by our core values.

The College has a long established and successful higher education provision, achieving Teaching Excellence Framework (TEF) 'Silver' standard, in June 2019. The College is also one of the regional leaders in further education, achieving a 'Good' Ofsted rating in October 2017¹, and is a key delivery vehicle of skills across the Liverpool City Region and beyond.

The College has a medium size higher education provision with direct funding status. The College has recruited over 500 students into higher education, predominantly mature students (64%) from the local region (73%) and from areas of higher deprivation (IMDQ1-Q2 70%) and low progression to HE (54% from Polar4Q1-2). Students study on 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 has demonstrated over a number of years that it is a truly widening participation institution, based on the high proportion of students from areas with low participation rates and significantly high levels of disadvantage, the high numbers of mature students and the higher than sector average proportions of disabled students.

This Access and Participation Plan (APP) 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) has been developed within the College's overarching strategic framework.

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 involves 12 local HE providers and is led by the University of Liverpool.

Our ambition is to offer competitive and high quality, inclusive provision with outstanding quality of teaching and levels of support for all our students, ensuring they reach their full potential regardless of their background and identity.

¹ <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130487>

1. Assessment of Performance

The College's current performance has been assessed in relation to the whole student lifecycle. The analysis specifically examines whether there is evidence of any gaps in performance between underrepresented student groups and other students and whether there are any particularly significant changes or trends in relation to access, success and progression.

This assessment is mainly based on access and participation data provided by the OfS for the College as a provider and for the whole sector. HESA HE performance data and College data have also been used where appropriate, although the OfS dataset is the basis for the strategy and target setting.

Assessment of the College's current performance considers 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 (ABMO)
3. Mature students
4. Disabled students
5. Care leavers

The College's HE programmes recruit predominantly local students, from the Liverpool City Region, which is ranked as the most deprived of England's 39 LEP areas on the Index of Multiple Deprivation 2015² and a high proportion, approximately one third of our students, come from the local areas where the progression to HE is at the lowest level (based on 'POLAR4 five quintiles classification').

1.1 Higher education participation, household income and socioeconomic status

Access

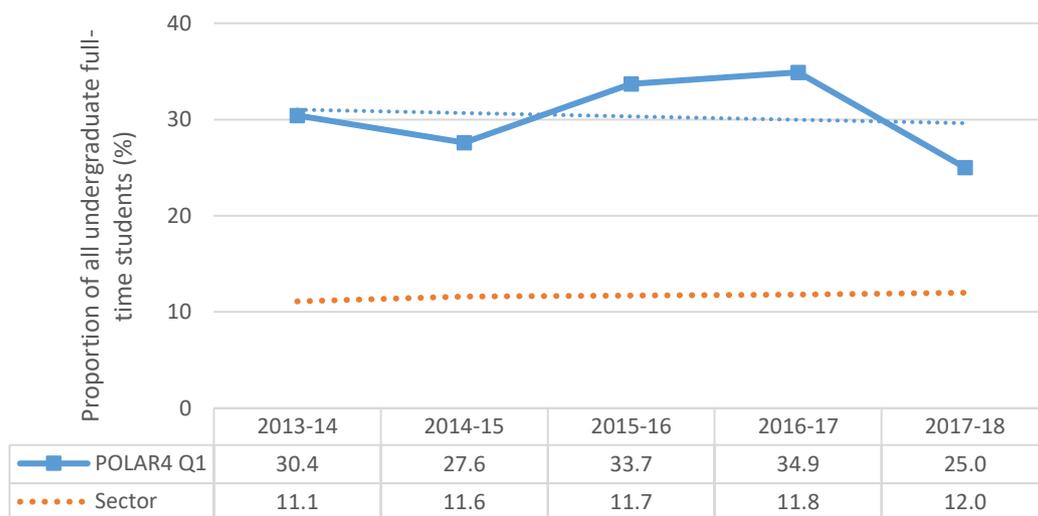


Figure 1: Proportion (%) of all undergraduate full-time students accessing Higher Education from the most under-represented group (POLAR4 Q1) against sector recruitment

² <https://liverpool.gov.uk/media/10001/1-imd-2015-executive-summary.pdf>

Whilst the proportion of students recruited from areas with the lowest rate of participation has declined very slightly over the past 5 years, particularly in the last academic year, the proportion of students recruited from the least represented group (Quintile 1) is significantly greater than general higher education population. Similarly, the proportion of students recruited from the two most underrepresented groups (POLAR4 Quintiles 1 and 2) represents half of the student cohort, significantly above the sector average.

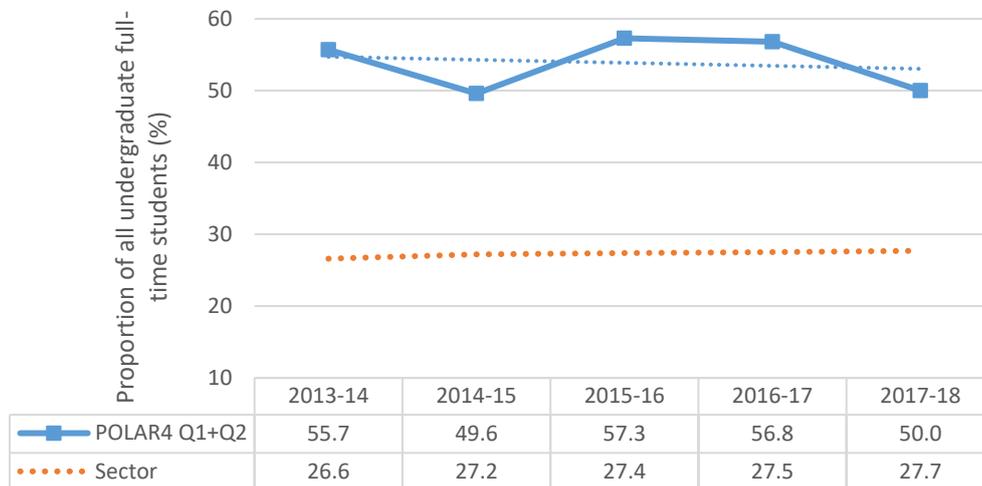


Figure 2: Proportion (%) of all undergraduate full-time students accessing HE from (POLAR4 Q1 and Q2) against sector recruitment

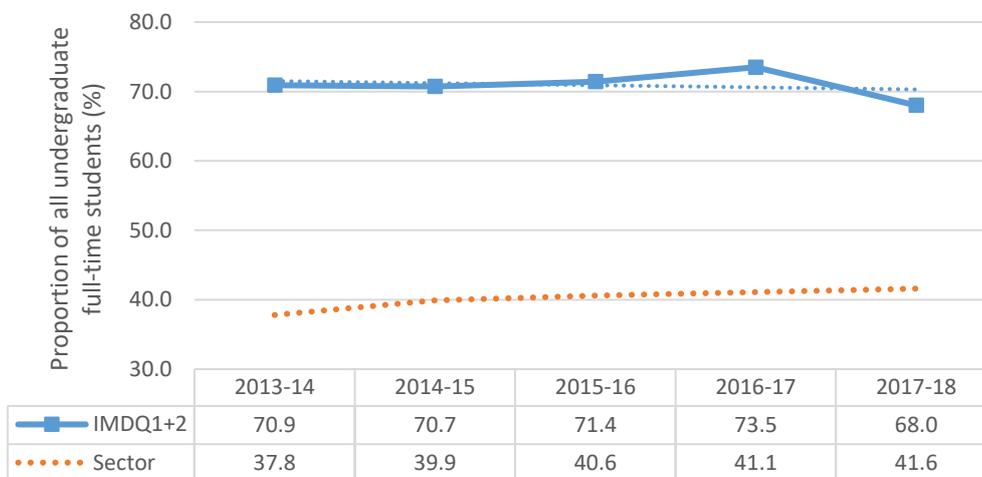


Figure 3: Proportion (%) of all undergraduate full-time students accessing Higher Education from the most deprived areas (IMD Quartiles 1 and 2) against the higher education general population

The college recruits a significantly higher proportion of students from areas of lower socio-economic status (IMDQ 1&2) than the overall Higher Education sector. Whilst this proportion decreased slightly in 2017/18 (73.5% to 68.0%), it remains significantly above the 41.6% student population average and therefore will not form part of a strategic initiative unless this decline continues into 2020.

Success – Non-continuation

Non continuation rates are compared between the most and least represented groups:

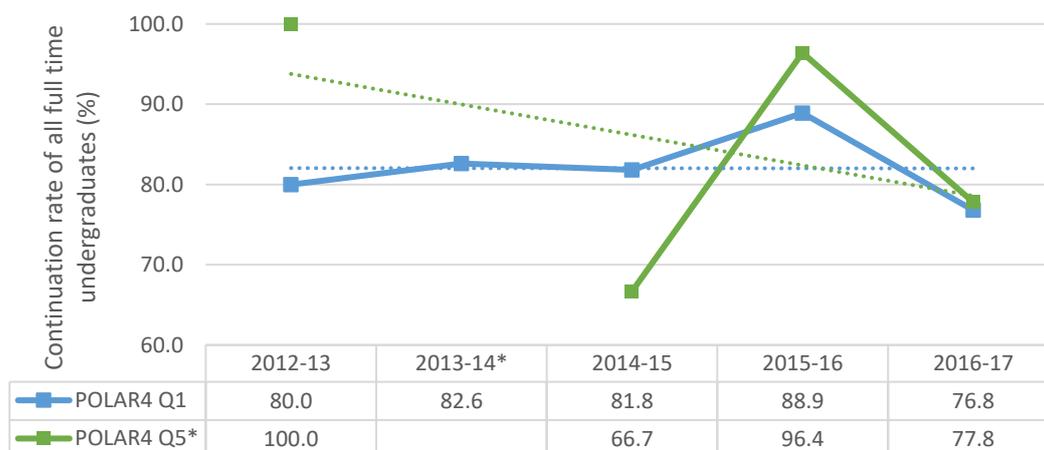


Figure 4: Continuation rates (%) of all undergraduate full-time students from the least (POLAR4 Q1) and most represented groups (Q5) *Q5 data not statistically significant for 2013/14 as fewer than 10 students

There was a 1% gap in continuation rates (the percentage of students who have received their HE qualification or continued in their studies after a year and 14 days) between students from the most and least represented areas in 2016/17. This is better than the 5% continuation rate gap for the sector as a whole. Although not statistically significant, this is an improvement from the 20% continuation rate gap observed in 2012/13.

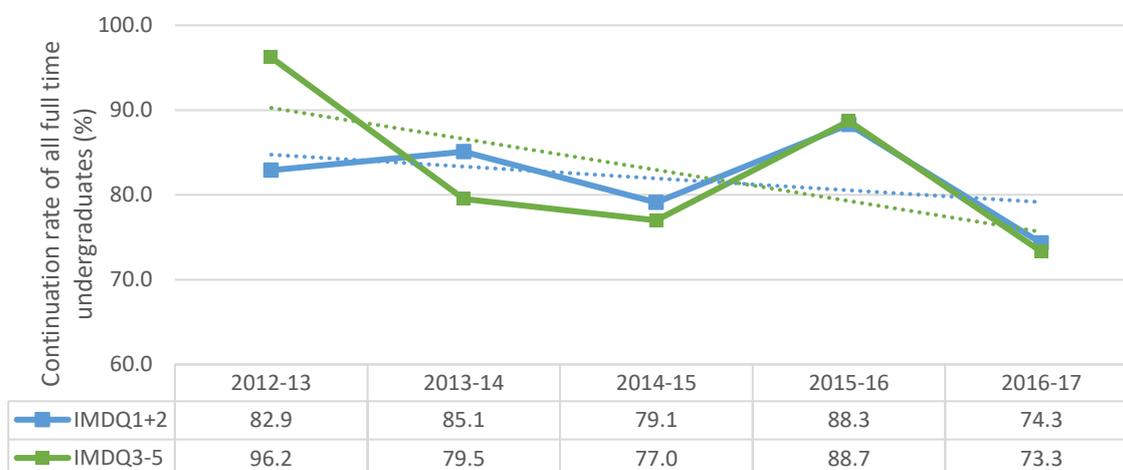


Figure 5: Continuation rates (%) of all undergraduate full-time students from the most IMDQ (Q1+2) and least deprived IMDQ areas (Q3, 4+5)

There has been a statistically significant decrease in the gap in continuation rates between students from the most and least deprived areas, with 1% more students from the most deprived areas now continuing, or receiving, their qualification in 2016/17 in comparison to the least deprived areas.

Figures 4 and 5 both indicate that the continuation rates of students from the most represented groups and from areas of the least deprivation are in decline. It is recognised that whilst a gap in continuation

rates is not present between these groups, whole college quality improvement initiatives must address the decrease in continuation rates of all students between 2015/16 and 2016/17.

Success – Attainment

A greater proportion of students from the most deprived areas achieve high grades than those from less deprived areas. This attainment gap has increased from 11% in 2015/16 to 14% in 2017/18.

Table 1: Proportion (%) of undergraduate full-time students achieving high grades (1st, 2:1 at degree and level 6 programmes, or Merit or Distinction at level 4 and 5 programmes)

IMD Quartile	2015-16	2016-17	2017-18
Q1	55	83	71
Q2-5	44	55	57

Progression to employment or further study

Although based on very limited data, there is no indication of a significant difference in the progression rates of students from areas of low participation (POLAR Q1) or high deprivation (IMD Q1+2) compared to other groups, with positive progression of students from areas of high deprivation above other students in the 2012/13 and 2016/17 academic years. This positive progression rate of IMDQ1+2 students (5.9%) in comparison to areas of lower deprivation compares favourably with the sector difference of -4.9%.

Table 2: Progression rate (%) of undergraduate full-time students

Participation or socioeconomic group	2012-13	2013-14	2014-15	2015-16	2016-17
POLAR4 Q1	N*	62.5	R*	61.5	R
POLAR4 Q5	N	N	N	R	76.9
IMDQ1+2	79.0	63.1	R	56.0	66.7
IMDQ3-5	71.8	76.5	R	R	60.8

*R= DLHE survey response rate threshold not met, N= fewer than 10 students in the population

1.2 Black, Asian, mixed and other minority ethnic (ABMO) students

Access

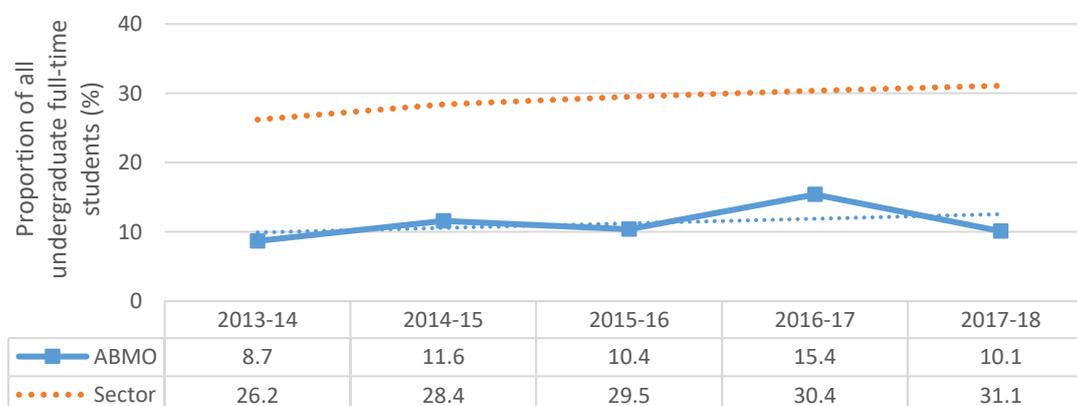


Figure 6: Proportion (%) of all ABMO ethnicity students accessing undergraduate full-time programmes

10% of full-time undergraduate students consider themselves as being of Asian, Black, Mixed or Other ethnicity. This is significantly below the proportion of students entering higher education nationally. This is however, higher than the proportion of the 7.7% ABMO population in the Liverpool City Region (Population by Ethnic Group 2011, Office for National Statistics, 2011 Census).

Success – Non-continuation

There was a significant decrease in the continuation rate of Asian, Black, Mixed and Other ethnicity students in 2016/17, from 4.1% above their peers to 21.8% below that of White British and Irish students. This continuation rate gap is statistically significant and considerably below the sector gap of 3.2%.

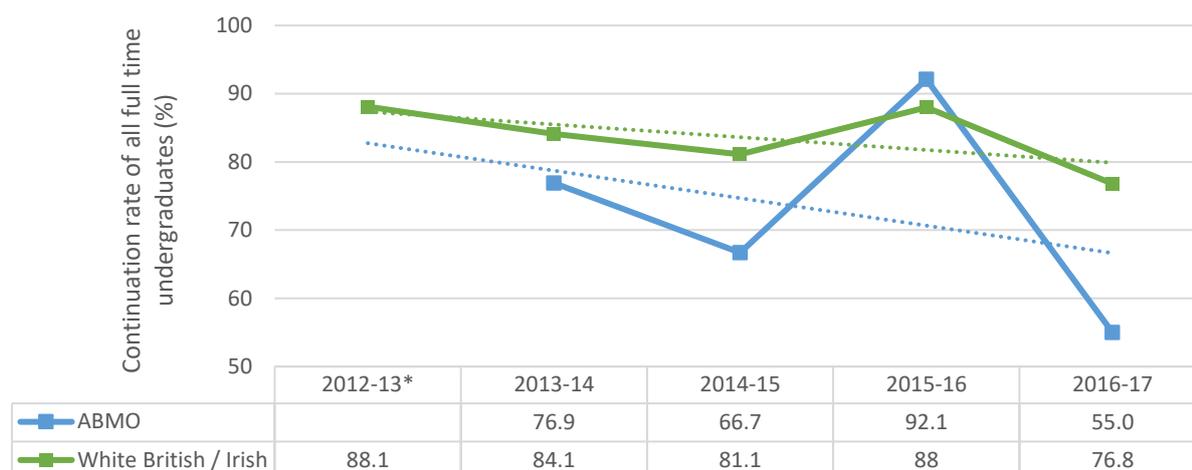


Figure 7: Continuation rates (%) of all Asian, Black, Mixed and Other students on full-time undergraduate programmes

*ABMO data not statistically significant for 2012/13 as fewer than 10 students

Success – Attainment

Table 3: Proportion (%) of undergraduate full-time students achieving high grades (1st, 2:1 at degree and level 6 programmes, or Merit or Distinction at level 4 and 5 programmes)

Ethnicity	2015-16	2016-17	2017-18
ABMO	41	40	60
White British/Irish	45	59	57

The proportion of Asian, Black, Mixed ethnicity and other ethnicity students achieving high grades was 3% above the proportion of White British and White Irish students achieving high grades in 2017/18 reversing the trend from 2015/16 to 2016/17.

Progression to employment or further study

Table 4: Progression rate (%) of undergraduate full-time students*

Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17
ABMO	R*	N*	R	63.2	65.0
White British / Irish	76.5	68.1	R	R	65.0

*R= DLHE survey response rate threshold not met, N= fewer than 10 students in the population

Although there is no gap in the progression of Asian, Black, Mixed Ethnicity and Other Ethnicity students and White British and White Irish students, only one academic year is statistically available for comparison (2016/17, +/- 0.0).

1.3 Mature students

Access

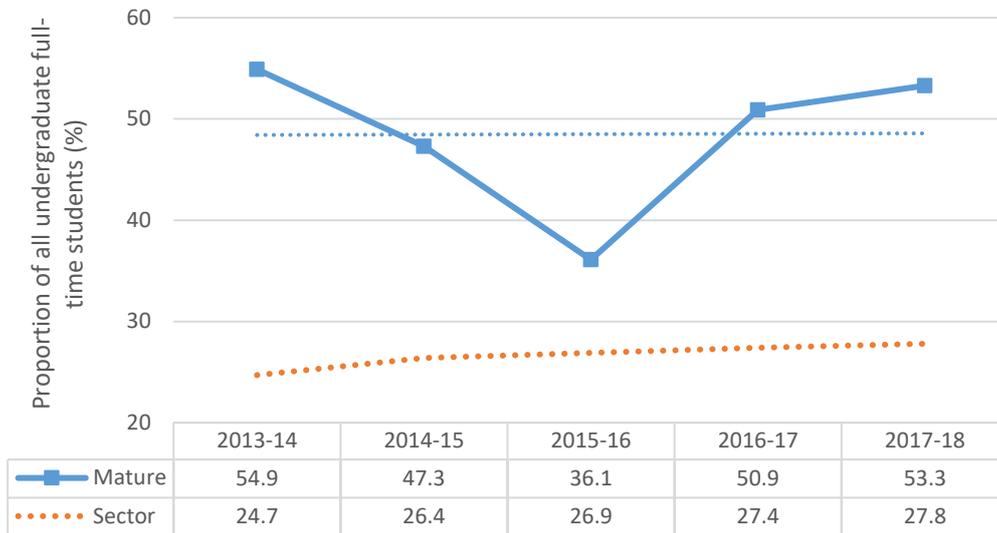


Figure 8: Proportion (%) of Mature (21+) students accessing undergraduate full-time programmes

The College recruits a higher proportion of mature students than the HE sector generally. Following a decline in the proportion of mature students between 2013/14 and 2015/16, an increase in the following two years has returned the proportion of mature students within full-time undergraduate study to greater than 50%, around 25% above sector average.

Success – Non-continuation

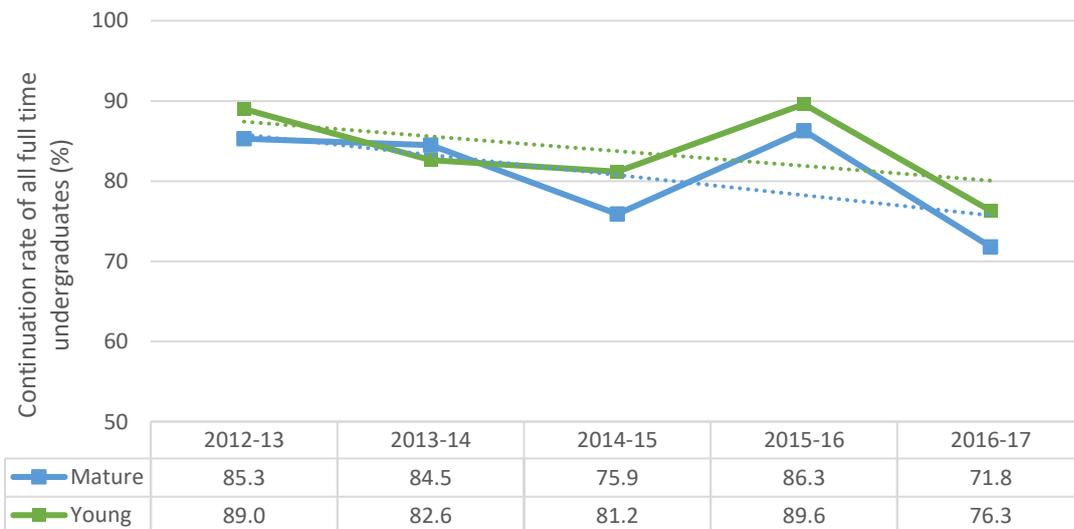


Figure 9: Continuation rates (%) of Mature (21+) and Young (18-21) students on full-time undergraduate programmes.

Whilst not statistically significant, continuation rates for mature students have remained roughly 5% below those of young students over the past 5 years. The 2016/17 continuation rate gap of 4.5% is smaller than the general higher education population average gap at 7.4%.

Success – Attainment

Table 5: Proportion (%) of undergraduate full-time students achieving high grades (1st, 2:1 at degree and level 6 programmes, or Merit or Distinction at level 4 and 5 programmes)

Age (years)	2015-16	2016-17	2017-18
Mature (21+)	38	59	65
Young (18-21)	51	54	51

Over three years, the proportion of mature students attaining high grades has increased to 14% above those of young students. This is due to a 27% increase in the percentage of mature students achieving high grades whilst the proportion of young students achieving these has remained fairly constant.

Progression to employment or further study

Table 6: Progression rate (%) of undergraduate full-time students*

Age (years)	2012-13	2013-14	2014-15	2015-16	2016-17
Mature (21+)	72.5	R*	R	56.5	68.3
Young (18-21)	78.7	65.1	R	R	62.2

*R= DLHE survey response rate threshold not met

Although there is no statistically significant gap in performance between mature and young students, mature student progression rates were above those of young students by 6.1% in 2016/17 (sector average 3.4%). This was a reversal of the trend in 2012/13, when young students' progression was 6.2% above those of mature students.

1.4 Disabled students

Access

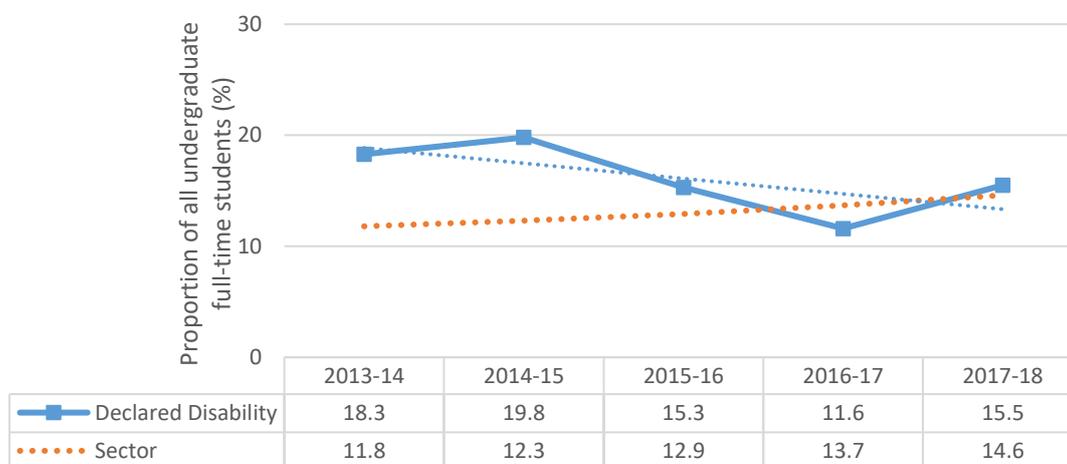


Figure 10: Proportion (%) of students declaring a disability accessing undergraduate full-time programmes

The proportion of students on full-time undergraduate programmes who declared a disability has declined from 19.8% to 15.5% over the past 4 years. Despite the decline, this proportion of disabled students broadly represents the higher education sector at 0.9% above average. There was a statistically significant improvement in the proportion of students declaring a disability between 2016/17 and 2017/18.

Success – Non-continuation

Between 2013/14 and 2015/16, the continuation rates of disabled students were above those of non-disabled students; however, in 2016/17 the continuation rate of disabled students declined by 25.2%, to below that of non-disabled students for the first time since 2012/13. This rate of 69.4% is also 20% below the HE Sector average. Whilst not statistically significant, the 5.2% gap in continuation rates is greater than the 1% gap between students declaring a disability and non-disabled students in the sector as a whole.

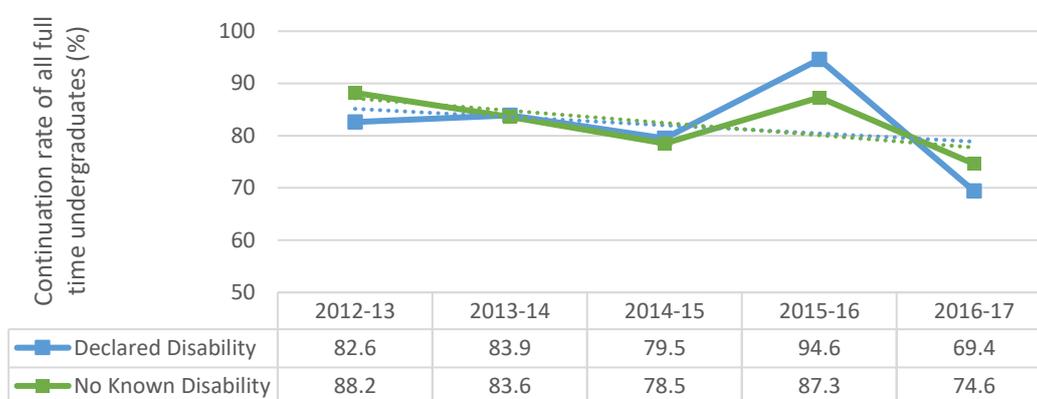


Figure 11: Continuation rates (%) of Disabled and Non-Disabled students, full-time undergraduate

Success – Attainment

Table 7: Proportion (%) of undergraduate full-time students achieving high grades (1st, 2:1 at degree and level 6 programmes, or Merit or Distinction at level 4 and 5 programmes)

	2015-16	2016-17	2017-18
Declared Disability	48	58	68
No Known Disability	44	56	55

Attainment of students with a declared disability has increased from 4% above those without a declared disability in 2015/16 to 13% in 2017/18.

Progression to employment or further study

Table 8: Progression rate (%) of undergraduate full-time students*

	2012-13	2013-14	2014-15	2015-16	2016-17
Declared Disability	N*	57.1	R*	48.1	79.3
No Known Disability	76.3	R	R	R	62.3

*R= DLHE survey response rate threshold not met, N= fewer than 10 students in the population

A 17% better progression rate for students declaring a disability compared to those with no known disability in 2016/17 is statistically significant and considerably better than the 1.8% sector progression rate gap.

1.5 Care Leavers

Care leavers and students from the additional underrepresented groups are supported via an individualised pastoral, tutorial and financial support system, but no systematic data is included for these learners as the number of students in these categories, combined, is insignificant, less than 5.

In 2018/2019 the College adopted a new approach and asked all HE students to declare their status in this category, in order that the College could offer additional support. Declarations from students who may identify themselves to be in this category are very low.

The College offers support for care leavers in response to national guidance and statistics. Key findings indicate that students who have been in care are significantly disadvantaged and underrepresented in higher education.

[Data from the Department for Education](#) (2017-18)³ shows that around 6% of all care leavers between the ages of 19-21 were in higher education in 2018. [Research published by the National Network for the Education of Care Leavers](#)⁴ suggests that 12% of care leavers had entered higher education by the age of 23. Among other young people, 42% enter higher education.

Additional financial support will be used to support access and participation of this under-represented group as referenced under Strategic Aims, Section 3. In addition, they will also be flagged as 'at risk' and be entitled to additional pastoral support, whilst on program.

Progression to employment or further study – additional note

Table 9: Progression rate (%) of undergraduate full-time students*

Learner group	2012-13	2013-14	2014-15	2015-16	2016-17
POLAR4 Q1	N*	62.5	R*	61.5	R
POLAR4 Q5	N	N	N	R	76.9
IMDQ1+2	79.0	63.1	R	56.0	66.7
IMDQ3-5	71.8	76.5	R	R	60.8
AMO	R	N	R	63.2	65.0
White British / Irish	76.5	68.1	R	R	65.0
Mature (21+)	72.5	R	R	56.5	68.3
Young (18-21)	78.7	65.1	R	R	62.2
Disabled	N	57.1	R	48.1	79.3
No Known Disability	76.3	R	R	R	62.3

³ <https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2017-to-2018>

⁴ <http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits>

*R= DLHE survey response rate threshold not met, N= fewer than 10 students in the population

Significantly, there are a number of years in which the collection of progression data was not sufficient enough to allow meaningful analysis. When progression rates for learner groups are combined, a clear improvement in the engagement of students with the 2016/17 DLHE survey is evident.

1.6 Intersections of disadvantage

The College has analysed the performance of students who belong to multiple underrepresented groups. Where the intersections of disadvantage have highlighted gaps, further examination of the data indicates that the splits are positive towards underrepresented groups and therefore do not require additional measures of intervention. This will be kept under review over the lifetime of this plan.

Table 10: Proportion (%) of students accessing undergraduate full and part time programmes

Programme of Study	Disability	2013-14	2014-15	2015-16	2016-17	2017-18
Full Time	Cognitive and Learning	8.0	9.9	7.5	6.1	6.8
	Mental Health	1.1	2.5	0.0	0.3	1.9
	Sensory, Medical and Physical	2.9	4.5	3.4	1.7	3.5
	Multiple Impairments	5.7	2.1	0.3	0.3	0.3
	Social and Communication	0.6	0.8	1.6	1.5	2.4
	No Known Disability	81.7	80.2	87.3	90.1	85.1
Part Time	Cognitive and Learning	7.5	0.0	9.1	3.8	3.2
	Mental Health	0.0	1.3	0.0	0.0	0.0
	Sensory, Medical and Physical	3.0	5.1	4.5	1.9	0.0
	Multiple Impairments	3.0	1.3	0.0	0.0	0.0
	Social and Communication	0.0	0.0	0.0	0.0	0.0
	No Known Disability	86.6	92.4	86.4	94.3	96.8

The proportion of students with a known disability accessing part-time HE programmes has reduced from 13.5% to 3.2% since 2013/14. This is significantly below the proportion of students with a known disability accessing full-time programmes (14.9%). No students on part-time programmes have declared a mental health issue for the previous three years, with declarations of mental health issues on full-time programmes increasing but also significantly low at just 1.9% in 2017/18. This is below the higher education general population (3.6%).

1.7 Other groups who experience barriers in higher education

The College's approach to supporting students with different sexual orientation is informed by guidance from the Mental Health Foundation, which highlighted that people identifying as LGBTQ+ are at a higher risk of experiencing poor mental health. A whole college approach to offering 24/7 support for mental health is now available to all students.

It is noted that Universities UK has identified that being the first in the family to attend a university is a risk factor for poor mental health. Other research indicated that young people with mental health

issues are more likely to experience difficulties with their future employment. Two thirds of those in study with mental health issues are more likely to drop out of higher education compared to one third of those who did not declare mental health issues.

Other underrepresented groups are not considered in this assessment of performance due to the very small number of students in these groups. They are however identified, monitored and supported individually through the at-risk program that the College has introduced to ensure additional pastoral support is offered to these individuals. The College continues to offer support to those who identify themselves to be in one of the following categories: carers, students estranged from their families, students from Gypsy, Roma and traveller communities, refugees, children of military families, being the first in the family to attend the university

The College has also adopted a proactive, self-declaration approach to identify and offer a support programme to individual students and groups where they may be at a disadvantage for example in relation to religion and belief and sexual orientation.

2. Strategic aims and objectives

2.1 Target Groups

Based on the analysis of current performance set out above, the following target groups will be addressed through this access and participation plan:

Stage in Life Cycle	Target Groups	Target / Reference
Access	Low participation Neighbourhoods	PTA_1- To increase the proportion of students from Polar4 Q1 from 25% to 33% by 2024/25
Success Continuation	Low participation Neighbourhoods	PTS_1 - To increase continuation rates for Polar4 Q1 students from 76.8% to 90% by 2024/25.
Success Continuation	Ethnicity	PTS_2 - Reduce the gap in continuation rates between ABMO students and other students from 21.8% to 0% by 2024/25.
Success Continuation	Disability	PTS_3 - To reduce the gap in continuation rates between students with a declared disability and those with now known disability from 5.2% to 0%.
Progression	See note below	TBC- To increase progression rates for all underrepresented groups.

Through the analysis the College has only identified one significant gap in the performance of underrepresented groups, which is in continuation rates for ABMO students.

Whilst other indicators do not show any significant gaps in performance, there are recent dips in participation and continuation rates for students from low participation neighbourhoods. As these indicators are both subject to national OfS key performance measures (KPMs), the College will seek to reverse these trends and in the case of continuation rates, maintain parity between Polar4 Q1 and Polar4 Q5 groups.

This approach to our plan is also reflected in our ambition for students with disability: whilst there are no significant gaps in continuation rates between disabled and non-disabled students, the College will seek to eliminate the small gap and increase overall continuation rates for both groups.

Based on the data available, there were no significant gaps in progression rates that require intervention at this time; however, as noted earlier, there are a number of years in which the collection of progression data was insufficient to allow meaningful analysis of performance. A key output of this strategy is therefore to increase the number of students completing the graduate outcomes survey and to triangulate this information with internal surveys of students' intended destinations and then analyse both data sets with reference to underrepresented groups.

Data from the graduate outcomes survey will be reviewed on an annual basis alongside internal surveys, with targets for improved participation and any specific intervention measures then established for the subsequent academic year. Progression data will be kept under close review and additional targets and intervention may be added to this plan in future years.

2.2 Aims and Objectives

Our strategic aims and objectives are underpinned by an overarching 'Theory of Change' approach:

Rationale (Assessment)	Strategic Measures (Interventions)	Objectives (Intended Outcomes)	Strategic Aim (Intended Impact)
Whilst there are no significant gaps in participation for any group, the College will continue to drive participation from the most disadvantaged areas and areas of lowest participation.	Implementation of access measures with targeted local schools and internal Polar4 Q1 students	To increase the proportion of students from Polar4 Q1 from 25% to 33% by 2024/25	To contribute to the national OfS KPM by continuing to recruit a high proportion of students from areas of low HE participation, reducing the ratio of most to least represented groups to 2:1
Whilst there are no significant gaps in continuation rates for students from areas of lowest participation, the College will continue to improve continuation rates for these groups.	Extensive pastoral and study support measures.	To increase continuation rates for Polar4 Q1 students from 76.8% to 90%	To contribute to the national OfS KPM by eliminating gaps in continuation rates for students from areas of low HE participation.
A statistically significant gap has emerged in	Extensive pastoral and study support	To reduce the gap in continuation rates between ABMO students and other	To reduce the gap in continuation rates between ABMO students and other students, whilst increasing

Rationale (Assessment)	Strategic Measures (Interventions)	Objectives (Intended Outcomes)	Strategic Aim (Intended Impact)
continuation rates for ABMO students.		students from 21.8% to 0% by 2024/25.	overall continuation rates to 89%
Whilst the gap in continuation rates for disabled students is not significant, the College will seek to close this gap whilst increasing overall continuation rates.	Extensive pastoral and study support	To reduce the gap in continuation rates between students with a declared disability and those with now known disability from 5.2% to 0%	To reduce the gap in continuation rates between students with a declared disability and those with no known disability, whilst increasing overall continuation rates to 87%
To increase progression rates for all underrepresented groups.	Extensive career support and further study support measures	Detailed objective(s) to be confirmed.	To increase progression rates for all underrepresented groups, whilst continuing to ensure that there are no gaps between these groups and other students.

3. Strategic Measures

3.1 Whole provider strategic approach

The College's fully inclusive ethos at all stages of the student lifecycle is evident in the absence of gaps in the performance of most of the underrepresented groups. This is also confirmed through student focus groups and NSS survey results.

All College staff and services are engaged in annual monitoring of individual student performance and management initiatives are put in place to develop systematic approaches to ensuring equality of opportunity. The College also monitors gaps in performance between the sector and relevant College student groups, whilst seeking to meet the benchmark levels of performance set out in the OfS Key Performance Measures (KPMs).

This APP has been developed through a whole institution approach and is shared with all staff involved in evaluation activities and student groups. Additional information and support, including sharing guidance and examples of good practice via the College online CPD portal and via the HE VLE student portal, is available to ensure everyone's understanding of the College's and its importance. Robust data collection processes are established at a strategic level and built into all stages of the student life cycle.

Development, implementation and evaluation of the APP is overseen by College's Higher Education Strategy Group, which is comprised of members of the College's senior leadership team including the Vice Principal Curriculum, Director of Learning (also Chair of College's Equality, Diversity and Inclusivity Strategy Group), Head of Higher Education, Head of MIS and Head of Support for Students. This group also ensures that all dimensions of the evaluation strategy are covered through the annual cycle of activities. Continued development and implementation and evaluation of the plan will be led by a dedicated Access and Participation subgroup, which in addition to senior staff will include input and contribution from student members and College HE staff members and liaison with the relevant officers from the College's Student Union.

The APP is also shared with and shaped by the College's Senior Leadership Team with annual evaluative activities and key learning reported at the College' Equality, Diversity and Inclusivity Strategy Group and also to the Corporation Board.

Alignment with other strategies

The APP is closely aligned with the College's HE Strategy, which in turn is aligned to the whole College strategy, mission and values.

The College's overarching, HE Strategy is firmly based on the key values that commit the College to widen access and equality of opportunity and improve outcomes for all students.

The College's three key HE strategic goals, are to:

1. Provide high level skills for employment that are linked to economic growth of the region
2. Strive for excellence by offering enhanced learning opportunities and outstanding quality of the provision
3. Respond to the needs of local learners and support widening access to HE to a diverse student population.

Each the three strategic goals are in turn linked to a range of strategic measures that are put in place to ensure our key objectives are met and that desirable strategic aims are enabled.

Whilst goal three of the HE Strategy is specifically focused on widening access, the performance of underrepresented groups is considered under each of these goals with specific measures developed to close any significant gaps in access, success and progression between groups of students.

Specific teaching and learning strategies and tutorial policies underpin goal two, focusing on pedagogical approaches, independent learning skills, target setting, tracking and monitoring progress, tutorial and other support for students. Through these approaches, the College addresses the needs of each student to ensure that they succeed and develop to their full potential.

Wider College strategies and policies to develop student employability and progression, include goal one of the College's overarching HE Strategy which is focused on the developing the skills that graduates need for employment; Progression Strategy, Careers Strategy; Student Recruitment Strategy; Quality Improvement Strategy; and, Work Experience Policy.

The College is committed to full compliance with the requirements of the Equality Act 2010 when designing strategies and policies and adopts an agreed cycle of activities to ensure its implementation.

The College is fully compliant with regard to the general duties under the Public Sector Equality Duty and has due regard to the need to:

- a. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- b. Advance equality of opportunity between people who share a protected characteristic and those who do not
- c. Foster good relations between people who share a protected characteristic.

Strategic Measures

The overarching strategic measures that the College will take to deliver the specific aims and objectives of this APP are set out below under each of the three elements of the student lifecycle.

Access

The College's Higher Education offer is designed to support widening access to higher education for predominantly local learners and to support retention and success through a set of adequate measures as they prepare to move on to work or further study.

We will therefore continue to employ the strategies that have already been very effective in securing students from the neighbourhoods with lowest participation and most disadvantage:

- Actively engage in recruiting students from the socio-economic and postal codes groups ('cold spots') with low level of progression to HE;
- Use peer support from student ambassadors (linking current HE students with those who are considering progressing onto the related subject HE programmes);
- Offer financial support (bursaries and hardship fund) to enable both access and continuation on HE programmes for those learners who experience financial difficulties;
- Offer enhanced progression guidance and support for those FE students within the college who do not fully engage with the Higher Education progression opportunities;
- Actively engage with the National Collaborative Outreach Programme (NCOP) through local initiatives to maximise the recruitment and promotion of the Higher Education provision;
- Have transparent, fair and effectively managed application processes in place;
- Offer monthly open days ensuring that potential new applicants from target groups are identified early in the recruitment process and fully aware of the support provided by the College;
- Provide in-house, HE taster sessions for College further education students.

Whilst the College does not have a significant gap in recruitment of ABMO learners compared to the local population, the number of ABMO students on further education provision is increasing, particular on English for Speakers of Other Languages (ESOL) courses, This provides an opportunity to increase HE participation from the ABMO group by encouraging and supporting them to consider progression to HE not just within the College, but also to other local or national HE providers.

A key element of this approach will be to introduce a mentoring scheme, not only to support ABMO learners, but also to provide 1:1 support for all learners from FE provision who could potentially progress to HE. It is recognised that for some students, mentoring support may be required over a period of years leading up to progression to HE.

Mentoring schemes at the College focused on further education students have already had some success in improving engagement and attainment. A local BAME mentoring programme ('Fast Trackers') at the University of Liverpool has recently been featured in an Office for Students Access and Participation Guide for Institutional Success (Feb 2019). This identified that a one year mentoring programme supported BAME students in maximising their results at level 2 and therefore their potential in accessing higher education provision. This would be transferable to the college's ESOL students. Other research also supports the value of mentoring in student access and success.

Success

College continuation rates over the last five years have generally been at or above sector averages. Following a recent one-year dip in continuation rates, the College is seeking to improve this position for all students, whilst ensuring that there are no emerging gaps between underrepresented groups and other students. The College will therefore continue to employ range of measures that have been very successful for all groups of students:

- Assess all students at the start of their programme, identifying any that are at-risk and recording this information in College monitoring systems. All students from underrepresented groups are automatically flagged as at-risk;
- Establish an individual learning plan for each student with clear achievement targets based on their entry level of qualifications and experience and in line with their aspirations;
- Continue to deliver provision in small teaching groups, allowing for more individualised support, monitoring of progress and early identification of any barriers to success.
- To enable successful outcomes for those who access HE with the lower tariff scores on entry, offer increased guided learning hours to ensure that students are retained and achieve.
- Provide every student with a personal tutor who monitors their progress and provides appropriate guidance, including seeking additional support from other College teams where required.
- Where students are not on track to achieve their target and/or where they are identified to be at-risk, provide dedicated 'Achievement Coach' support.
- Develop students' independent learning and independent research skills using a wide range of pedagogical techniques including a widely adopted 'flipped learning' approach and independent research tasks supported by a Reading Week and resources on the College's VLE.
- Facilitate the sharing of good practice where new and innovative approaches to teaching and learning are found to be effective.
- Support high attainment through 'Stretch and Challenge' activities and tasks, wider reading lists, research awards and competitions, with increased focus on at-risk students.

- Motivate and secure student continuation through a wide range of activities focused on ensuring progression to employment or further learning opportunities (see measures under progression below).
- Make further investment in Student Union officers with specific remits for working with underrepresented groups.

In respect of the small gap in continuation rates for students who identify themselves as having a disability, it is important to note that College data does not support significant underperformance for any one particular group. College data on disability is in line with the national trends⁵. The most common type of disability declared by College students is a specific learning disability such as dyslexia, dyspraxia or Attention Deficit Hyperactivity Disorder. Whilst disabled students who do not receive Disabled Students' Allowance (DSA) are more likely to discontinue their studies than non-disabled students⁶, uptake of DSA remains strong and students receiving support generally perform as well as other groups.

The proportion of the College full-time, first-degree undergraduate students disclosing a mental health condition has also increased rapidly, and according to 2018/19 internal data, over 28% of College students who have a declared disability disclose mental health problems. According to a study in 2017⁷ two thirds of those in the study with a declared mental health condition thought about dropping out of higher education. This compares with just one third of those who did not have a declared mental health condition. Only 86.8% of students who have reported having a mental health condition continued their studies, compared with 90.3% of students with no reported disability.

To address these concerns the College will:

- Introduce a 24/7 online mental health support service ('Big White Wall'), accessible to all HE students who may experience support needs due to mental health issues.
- Implement a whole-provider approach to mental health, which emphasises student and staff involvement as proposed and developed by Universities UK.
- Measure student mental health and well-being through a series of surveys addressing mental health and wellbeing, stress, resilience, self-esteem and physical perception. The surveys and scales in the 'Bounce Together' (www.bouncetogether.co.uk) package are supported by extensive research. Included on the platform is the 'Warwick-Edinburgh Mental Well-being Scale' (WEMWBS), which was developed in the UK in 2006 to meet the need for a psychometrically robust measure that would enable monitoring of mental well-being in the general population.

To address the gap in continuation rates for ABMO students the College will implement the following specific measures:

⁵ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/disabled-students/#>

⁶ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/disabled-students/#>

⁷ <http://www.unite-group.co.uk/sites/default/files/2017-05/student-resilience.pdf>

- Provide mentoring support for ABMO students (a detailed rationale for mentoring approaches is provided above)
- Provide enhanced, individual pastoral and progress monitoring support to all students and offers additional individual support to students identified in underrepresented groups and those judged to be “at risk “ of underperformance or non-completion.
- Automatically provide 'Achievement Coach' support for all HE students identified to be at a risk of non-continuing or not achieving.

The College will also offer additional pastoral and academic support via tutorial systems to all other self-declaring students including carers, students estranged from their families, students from Gypsy, Roma and Traveller communities, refugees, children of military families, being the first in the family to attend the university, LGBT students.

Progression

A range of measures are already in place to ensure progression to employment or further learning and the College will continue to:

- Establish strong partnerships with employers who are leaders in their chosen sectors, to inform HE curriculum development and review, in order to ensure relevance, validity and currency of the HE programmes;
- Recruit staff of the highest professional standards (as described by UKPSF) and with the relevant industrial experience and expertise;
- Develop employability and enterprise skills of students to support and increase their sustainable employment and career opportunities;
- Focus on employability and enterprise through the common HE tutorial support system, to ensure students' full understanding of the job market and self-employment opportunities;
- Provide work placements, employment and internships, careers talks and dedicated support for job applications;
- Provide support for development of enterprise and business start-up skills and knowledge;
- Implement the College's revised Careers Strategy that includes an entitlement to Careers Guidance Interviews for all HE students and employer involvement in the provision of careers education, advice and guidance;
- Offer additional careers and study progression events for students who are unsure of their future destination and/or at-risk;
- Ensure that the role of professional, statutory and regulatory bodies in embedding academic and professional standards within the curriculum is evidenced within the approval and validation processes of HE programmes.

Financial Support

The College will continue to make a significant investment in financial support, including bursaries and hardship fund that are offered to all eligible students as follows:

- The City of Liverpool College Bursary for full / part time students is awarded based on the following eligibility criteria set for 2020/21 – 2024/25: Students have a household income up to £25,000; Students are in receipt of any of the following grants/ allowances: Special Support Element of the Maintenance Loan; Parents' Learning Allowance; Childcare Grant; Disabled Students' Allowance.
- Care leavers will be eligible for this support regardless of household income.
- The College Hardship Fund is a small, income-assessed fund, available to offer support to students who are experiencing severe financial hardship. This will also be available for the duration of this plan.

During the academic year 2018/19, 12 % (65) of our HE students received some form of HE financial support, with the total amount of £63K.

3.2 Student Consultation

This APP in its initial draft version, was shared with HE Student Representatives in May 2019. The College has also actively encouraged wider input from all of our HE students, including those identified to be in one or more underrepresented groups. Their feedback and suggestions have informed the plan including the identified measures and proposed targets. Further focus group meetings with all HE student representatives were organised in September 2019 to seek additional input and suggestions for changes.

The College used a questionnaire with three key questions to seek students' views on what type of obstacles they might experience in terms of accessing HE, continuing with their studies and progressing into graduate employment. They were also asked what additional support the College could offer that would be beneficial to underrepresented groups. Many students stated that financial hardship was one of the key obstacles. Informal feedback from a large number of recipients of financial support, received through the focus group meetings, confirmed that this was critically important for all stages of the student lifecycle. This feedback directly influenced the College's decision to continue with the bursary and hardship schemes for the duration of this plan.

Students also valued the intervention of the College's Achievement Coaches and requested that this support be available to more students throughout the year. Provision of Achievement Coach support is therefore a key measure to improve the continuation rates and attainment of all students identified as being at-risk.

At the start of each year Student Representatives are elected for each of the College's HE programmes. They attend 'Boards of Study' and Focus Groups meetings, representing the views of the students within their programme group. All HE Student Representatives are trained to ensure they can fully utilise the engagement opportunities and actively participate and contribute to key decision making processes, including the development of the APP.

A number of channels are available for student feedback. The College runs an extensive in-house student survey system using the NSS questions and offering all NSS eligible and non-eligible students the opportunity to engage. Following the results of the in-house survey, focus groups are organised to discuss any identified issues. During these focus group meetings, the APP is also discussed and

the effectiveness of the measures assessed by students. These focus groups are open to all HE students enabling students from a range of backgrounds and underrepresented groups to participate in the development, implementation and evaluation of the plan. The plan is also discussed at the Boards of Study meetings.

Students input is also captured at a wider level through Student Union representation at the College's Equality, Diversity and Inclusivity Strategy Group. This group meets quarterly to analyse end of year and in-year key performance indicators for different student cohort groups and to agree short and long term actions to address and narrow performance gaps. An annual narrowing achievement gap report is published on the student VLE and distributed through the student representative and student union groups.

3.3 Evaluation strategy

In developing our APP evaluation strategy, the College has used the OfS self-evaluation tool to complete a review of our approach to evaluation. The College recognises that whilst the assessment has identified areas of strengths, there are also opportunities for improvement and we will be developing detailed action plans and frameworks to address these. The College also intends to introduce a 'theory of change' model for all core programmes, which will in turn strengthen evaluation practise.

The College's Evaluation Strategy is set out below using the five dimensions of the self-assessment tool as a framework.

The strategic context of evaluation - support, culture and skills

A culture of reflection and evaluation is already embedded across the College with self-assessment and monitoring of performance applied to all activities relating to widening participation.

Evaluation plans are informed by internal and external performance and benchmarking data, relevant research and feedback from all internal stakeholders, including students. The College's approach is also compared to sector best practice. In the light of this information evaluative plans and processes can be adjusted if necessary.

The College's newly formed Access and Participation sub-group of the HE Strategy group will oversee all evaluative activities in support of the College's plan. The College has also appointed an Access and Participation Officer on a part-time basis to support the development, implementation and evaluation of the plan and who is undertaking related research at PhD level.

The College's HE Strategy determines approaches to ensuring continuous improvement through evaluation of the College's HE performance. The strategic context is re-evaluated annually in line with external guidelines and in response to the latest widening participation data. Alignment of the APP with the College's wider Equality and Diversity Strategy, as well as implementation and monitoring of the access and participation strategy, is overseen by the College's Equality and Diversity Strategy Group. Achievement of targets and key milestones will be monitored through activities that will include HE Strategy Group and sub-group, the Corporation Board, and all HE staff and programme leaders. As the recipients of the intervention programmes, students' feedback is particularly important.

The College recognises that aspects of this evaluative approach are new to some of the key members of staff who are expected to engage with evaluative activities. We are therefore in the process of delivering a CPD programme that will be available to all staff involved in monitoring and evaluation activities. The Head of Higher Education will lead on ensuring that all relevant WP literature and OfS guidance are available through an online CPD portal. The College will also continue to use the self-evaluation tools developed by the OfS to ensure that evaluative approaches go far enough to generate high quality evidence about the impact of the APP.

Evaluation and evidence underpinning programme design: rationale, indicators and measures

The targets set out in the APP, are part of the College's wider quality improvement plans (QIPs). These are established for all HE programmes at TEF subject level and for the whole College HE provision. Performance against these targets is monitored throughout the academic year. During the autumn term (November) and spring term, (February) all programme level QIPs are presented at the Board of Study and, where required, additional interventions put in place. Overall College HE performance is reported to the HE Strategy Group and to the Board of Governors. The detailed annual programme review report will also include a full evaluation and commentary on the access and participation targets.

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 established and operational from September 2019 with the specific responsibility to oversee HE information and data related activities and output, including the collection and analysis of data relevant to the evaluation of access and participation activities.

To ensure that the APP is effective and that targets are achieved in relation to continuation rates, all College HE programmes will report their performance in terms of student retention, attainment and ongoing predicted final grades for the targeted cohort of students, three times per year. These reports will provide an early in-year indication of the progress towards meeting targets and will be assessed as effective, requires improvement, not yet effective. The reports will be shared, actioned where there is indication that targets may not be met and scrutinised at relevant levels, including at the Corporation Board.

APP evaluation design – standards of evidence

The College will continue to use the OfS Standards of Evidence guidance in our evaluation approach and methods of data collection and analysis.

Historically the College has relied mainly on a narrative and empirical approaches to evaluation, which have arguably been very effective in ensuring that underrepresented groups have similar performance to other groups across all stages of the life cycle. National research and College data have for example, informed the use of funds to provide bursaries for students.

Our approach to evaluation will be based on the use of the following evidence types:

Standard of Evidence	Description
Narrative evaluation (Type 1 evidence)	This will be a minimum expectation required. The College will make use of available WP research results, government and other reports and WP literature to inform the selection of measures, and to support the expectation that the desired change is expected to happen.
Empirical Evaluation (Type 2 evidence)	The College will collect and use qualitative and quantitative data assessing the impact to establish if those who receive support have better outcomes. Repeated data collection will take place before, or at the beginning, at the middle and endpoint as well as tracking progression outcomes to assess the impact of interventions. This approach will be used for all intensive, tailored support activities (mentoring, coaching, peer support). The impact of academic tutoring and subject specific enhancement activities will be measured using on-going test and assessment results.

The College will work to develop a better understanding and gain more experience in evaluative approaches that identify causality, aiming to apply and use matched research designs (MRD) that compare two groups of students – one that did and the other that did not receive intervention, but who are as likely to have same other characteristics. This approach will be particularly appropriate for measures implemented to support internal targets relating to attainment of higher grades, for example through participation in the College’s high achievers programme.

Implementing evaluation

In order to conduct effective evaluation, access to high quality data is essential. The College already uses some internally generated HE performance data and recognises that a more systematic and consistent approach in line with APP requirements, is essential in order to be in a position to most effectively evaluate the programmes. The College will adopt the OfS guidance presented in the “Using standards of evidence to evaluate impact of outreach” and agree on data collection methods relevant for each type of the activity.

As noted earlier, a key activity is to increase the number of respondents to the Graduate Outcomes Survey and triangulate this with internally captured data about students’ intended destinations. For implementation to work, it is essential that College staff at all levels are fully aware of their role and of the expected outcome that each measure is expected to achieve, as well as the ways in which the effectiveness of each measure is determined. The CPD programme will support sharing and understanding of the measures and their implementation.

Learning from Evaluation

The College will adopt a cautious approach to drawing conclusions based on the evaluation activities with a deliberately transparent and easy to understand approach. All conclusions will be rated in terms of their reliability with the aim of identifying what other factors may also be relevant to the intervention and having an impact. If the set measures appear not to effectively support implementation of the plan, these will be reviewed and re-established.

The overall approach to evaluation will also be continuously scrutinised to ensure that the College's approach is fit for purpose. The College will share evaluation outcomes internally through the various groups identified earlier in this plan and also consult with university partners to seek their opinion and support. The College will also observe any updated guidance on the good practice approaches and on any research findings that will support or continuous improvement relating to effectiveness of our measures.

Description of the financial support evaluation

The College's financial support bursary packages enable disadvantaged students to access and experience higher education whilst the hardship fund aims to ensure that those who have unpredicted financial hardship will not disengage from studying due to financial difficulties.

The College will evaluate the effectiveness of financial support on an annual basis, using the OfS financial support evaluation kit and through student surveys, interviews and focus group feedback. The performance of those students in receipt of support will also be monitored and compared to those without the same level of financial support. The survey and interview tools will be used with all recipients of financial support with the aim of demonstrating that financial support evaluation methods are appropriately robust and focused on impact in terms of improved continuation, attainment and progression to graduate employment, rather than, just gathering the opinions of students. As the College has fewer than 100 students who receive financial support each year, the OfS 'statistical tool' is not considered suitable for use.

3.4 Monitoring progress against delivery of the plan

Overall responsibility for monitoring progress against the plan sits with the HE Strategy Group and the associated Access and Participation sub-group; however, monitoring of the plan will be a whole College activity involving senior leaders, other strategic groups, the Corporation Board and students.

The impact of each intervention will be reviewed against the evaluation criteria established in the design of the programme. This will happen both in-year as data is made available, and at key milestones, depending on the design of the programme and evaluation methodology. Interventions may be adjusted and new measures adopted to bring about the desired outcomes.

In addition to the HE Strategy and APP sub-groups, interim and final reports will also be available to the College's Senior Leadership Team and the Corporation Board as part of its annual assurance activities. Students will have access to progress reports through the Board of Studies.

4. Provision of information to students

The College is committed to publishing the APP, 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 provide prospective and current students, information on the fees and financial support available to them and will have these published in the College HE Prospectus and website. The College will also include all relevant information in admission letters, making it easily accessible to both current and prospective students.

5. Appendix

The following tables outline the fees and targets and investment:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment Summary (tables 4a and 4b in the targets and investment plan)
3. Fee Summary (table 4a and 4b in the fee information document)

Annex A: Variation to the Access and Participation Plan (effective from 2023-24)

This is a variation to the College's existing Access and Participation Plan (2020-21 to 2024-25) that is intended to address the new priorities for access and participation set out by the new Director for Fair Access and Participation (DFAP) in February 2022.

The College continues to deliver and make progress against its existing commitments in the already approved plan in order to realise its key targets and milestones. This variation therefore explains how the College will be adding to the existing plan or highlights current practice to address each of the new priority areas included below.

Priority A: Accessible access and participation plans

The City of Liverpool College is making their Access and Participation Plan more accessible by producing a written summary of their plan which will be published for prospective students and their representatives on the College [website](#). The intention of the summary document is to enable students and their representatives to better understand what the key challenges are that the College is intending to address, how it is intending to address them and how it will measure success.

Recognising that many of the College's prospective and existing students prefer to access information in a non-written form, the College also intends to produce a video summary of the Access and Participation Plan, including this variation, following approval of the written summary document by the DFAP.

Priority B: Partnerships with schools to raise attainment

Although the College is a higher education provider with fewer than 2000 full-time equivalent (FTE) higher education students, it still has an important role to play in raising attainment in schools.

The College already has an established relationship with schools in the local region through its membership of the Liverpool Education Improvement Plan Strategic Group, where it works in partnership with local authority schools, and through the Liverpool Association of School Heads, where it contributes to school transition plans. To develop and enhance these strategic relationships through the delivery of attainment raising activity, the College is appointing two Schools Liaison and Transition Officers from September 2022. Their remit includes engaging with pre-16 pupils in schools, as well as with teachers and parents, to support successful transitions into further and higher education and training.

The College will thus be refocusing its investment in pre-16 access to ensure that young people in the Liverpool City Region (LCR) are both equipped and prepared to make post-16 and post-18 choices that are right for them. This will draw on the College's dual expertise as both a further and higher education provider, in particular through a strong focus on the delivery of specialist skills and technical expertise that schools may not be equipped to provide. The College is well positioned with facilities and resources to deliver master class programmes, skills competitions and teacher CPD in

strategically important subjects such as Digital, Engineering and Health and Life Sciences. This will ensure that pupils are able to reach the required skills-based standards for progression from school into post-16 education and open up higher technical pathways that they may not previously have been able to consider post-18.

To facilitate this work and identify schools where fewer pupils access higher education, the College will continue to collaborate closely with other higher education providers through the Merseyside Uni Connect partnerships, Shaping Futures. As a member of its governing, advisory and evaluation committees the College is participating in the development of shared goals between the Shaping Futures partners. This will ensure that the College's own programmes of activity contribute to a coordinated local offer of both skills-based and academic raising attainment activity across the LCR. It will also enable the College to take a more coordinated approach to the evaluation of this activity and thus identify how and where its interventions can have the greatest impact. This is important in ensuring that the College can contribute to the additional priority of increasing evaluation in a way that is proportional to its size and own expertise.

Finally, it is useful to highlight how the College also plays a role in raising the attainment of post-16 learners studying at Level 1 and Level 2. This includes 16–19 year old learners who did not successfully achieve this level of qualification in school, and Adult learners who are upskilling, re-training or working towards qualifications as their circumstances and the economy change. Family learning is a strategic priority for the College over the next five years, informed by an understanding of generational need and a social model of education and deprivation. Leveraging strategic partnerships with other institutions to engage families in education across the different arms of the College's provision, will break down barriers to education through a unified approach. The College will thus also refocus its access investment among post-16 cohorts, adults and the community on raising attainment activity to ensure they are qualified and equipped to make informed decisions about their futures. This work is a crucial part of levelling up the country post-pandemic and can give individuals the chance to learn that has not been available to them before.

Priority C: Access to higher education leads to successful participation

As an anchor institution in the LRC, the City of Liverpool College plays a key role in driving sustainable improvements in economic growth, health and wellbeing and issues of disadvantage and inequality. Its new five-year Strategic Plan (2021-2025) includes an ambitious agenda to work with employers ensuring every aspect of the curriculum is responsive to current and future industry need and that students are challenged to succeed.

The College's already approved Access and Participation Plan sets out how extensive pastoral and study support measures are targeted at reducing gaps in continuation rates for students from targeted groups: POLAR4 Q1 areas, disabled students and ABMO students. However, it also sets out how these systems of support work together to benefit the wider college cohort, including other groups

where there are very small numbers of identifiable students, or no significant gaps. The strategic measures and delivery approaches set out in the existing Access and Participation Plan will continue to be implemented into 2023-24 to ensure students from underrepresented groups are supported to successfully participate on their courses and achieve good quality outcomes.

Likewise, to continue to increase progression rates for all underrepresented groups, the College will further the delivery of the specific aims and objective set out for this area in its existing plan. This includes continuing to establish strong partnerships with employers to inform curriculum development and review, and employer involvement in the provision of careers education, advice and guidance. The appointment of a Digital Projects Manager in 2022 has enhanced the growth of this work in strategically important subject areas and is key to ensuring that students from all groups achieve good quality outcomes. Furthermore, triangulating the graduate outcomes survey with information collected from internal surveys and exit processes with reference to underrepresented groups continues to inform the College's commitment to improving progression, as outlined in the current plan. This is kept under close review and further targets or interventions may be included to reflect the interplay between access and participation and quality in the new Access and Participation Plan from 2024-25.

In addition to the measures set out in the existing APP, recently, the College's work in this area has also been underpinned by the appointment in January 2022 of a Director of Social and Cultural Curriculum. This post plays a key strategic role in removing barriers to engagement and learning through targeted, research-informed and insight-based interventions and pedagogy that are responsive to students' different ages, vocations, backgrounds and need. To progress and measure these interventions in curriculum design and teaching practice, a new, unified Social and Cultural Curriculum Framework has been developed. The Framework is being piloted across the College's higher education provision during the 2022-23 academic year, with evaluation and learning from its implementation used to further enhance the successful participation of students from September 2023. It is intended that this will make an important contribution to better understanding what works (and what does not) in the context of college-based higher education.

Priority D: Develop more flexible and diverse provision

The City of Liverpool College recognises the need for students to learn at a pace that is right for them in higher education, and currently fewer than 8% of its higher education cohort study on a traditional three-year degree programme. Over two-thirds of the College's current higher education cohort already study Level 4 or Level 5 qualifications, including Higher National Certificates (HNCs), Higher National Diplomas (HNDs) and Foundation Degrees (FDs). Furthermore, in 2021-22, the number of students studying on HNC qualifications has increased by 18%. As such, the College has a distinct offer that is designed to meet the needs of the diverse cohort it serves. It is also necessary in meeting local skills needs as the LCR recovers and rebuilds from the pandemic and the curriculum offered

over the next two academic years has thus been designed to align with Liverpool's Local Enterprise Partnership's priority growth areas.

Currently, over a fifth of the students at the College study part-time, with proportions increasing in strategically important subject areas such as Engineering where there has been a 20% growth in part-time students between 2020-21 and 2021-22. The College plans to expand the amount of Level 4 and 5 provision it offers through part-time modes of study from September 2023, including through delivery that takes place outside of traditional working hours. This will provide more flexibility for mature students, who currently make up over half of the College's higher education population. It will also better respond to the 57% of mature students who live in the least advantaged areas (IMD Q1). These part-time modes of study are thus planned to better respond to the commitments and changing circumstances of student from underrepresented groups and facilitate their access to and success in higher education.

As a further education provider, the City of Liverpool College is also in a unique position to facilitate access to higher technical education through the development of its existing Level 3 offer. This includes the introduction of T-level qualifications in two specialist areas on the Health and Science Route, four specialist areas on the Digital Route and five specialist areas on the Engineering and Manufacturing Route. Each route has been linked directly with new and existing Level 4 and 5 qualifications and/or apprenticeships offered at the College, including HNC/D Applied Sciences, FD Dental Technology and HNC/D Computing and HNC/D Engineering. Whilst the first T-level cohort will qualify in July 2024, during the academic year 2022-23 delivery teams at the College will review the higher education curriculum alongside employers in corresponding areas. This will ensure its content links to the skills standards that will be reached by these learners and facilitates their pathways into, through and from higher education.

Finally, the College is preparing to make an important contribution to delivering the government's Lifetime Skills Guarantee through the development of new, short courses that, in future years, can be funded through the Lifelong Learning Entitlement at a unitised level. From September 2023, this will draw on Pearson's innovative 'HN Flex' initiative, where students will be offered the opportunity to study stackable skills within a single Higher National qualification or to combine units across subject areas. In future years, it will also draw on the College's existing validation partnerships with universities. The suite of units and modules studied will be tailored to suit the needs of individual or groups of students and employers for the purpose of upskilling or retraining at a pace that is right for them. If students wish to progress to a full qualification at Level 4 or Level 5, this option will be available to them, with further continuation of study available in most subject areas through to Level 6.

Provider fee information 2022-23

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	All subjects except Construction and Engineering	Fee applies to entrants/all students	£6,673
HNC/HND	Construction and Engineering	Fee applies to entrants/all students	£7,400
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	The Open University 10007773 - BA Games & CA, BA/BSc Top-Up Sports, Computing, Pop Music, Performing Arts, Childhood Studies/Education, Art & Design	Fee applies to entrants/all students	£8,410
Foundation degree	Liverpool John Moores University 10003957 - Early Years, Tourism and Hospitality	Fee applies to entrants/all students	£8,278
Foundation degree	The Open University 10007773 - Popular Music	Fee applies to entrants/all students	£8,278
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	The University of Huddersfield 10007148 - ITT: PGCE/PGDE/CertEd (Lifelong Learning)	Fee applies to entrants/all students	£8,410
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	All subjects except Construction and Engineering	Fee applies to entrants/all students	£3,338
HNC/HND	Engineering and Construction	Fee applies to entrants/all students	£3,698
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
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First degree	The University of Huddersfield 10007148 - BA in Education and PD	Fee applies to entrants/all students	£4,775
Foundation degree	The Open University 10007773 - Dental Technology	Fee applies to entrants/all students	£5,607
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	The University of Huddersfield 10007148 - ITT: PGCE/PGDE/CertEd (Lifelong Learning)	Fee applies to entrants/all students	£4,205
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Provider fee information 2021-22**Summary of 2021-22 course fees**

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	All subjects except Construction and Engineering	Fee applies to entrants/all students	£6,568
HNC/HND	Construction and Engineering	Fee applies to entrants/all students	£7,283
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	The Open University 10007773 - BA Games & CA, BA/BSc Top-Up Sports, Computing, Pop Music, Performing Arts, Childhood Studies/Education, Art & Design	Fee applies to entrants/all students	£8,278
Foundation degree	Liverpool John Moores University 10003957 - Early Years, Tourism and Hospitality	Fee applies to entrants/all students	£8,278
Foundation degree	The Open University 10007773 - Popular Music	Fee applies to entrants/all students	£8,278
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	The University of Huddersfield 10007148 - PGCE (Lifelong Learning)	Fee applies to entrants/all students	£8,278
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	All subjects except Construction and Engineering	Fee applies to entrants/all students	£3,285
HNC/HND	Engineering and Construction	Fee applies to entrants/all students	£3,640
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	The University of Huddersfield 10007148 - BA in Education and PD	Fee applies to entrants/all students	£4,700

Foundation degree	The Open University 10007773 - Dental Technology	Fee applies to entrants/all students	£5,519
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	The University of Huddersfield 10007148 - PGCE (Lifelong Learning)	Fee applies to entrants/all students	£4,138
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Access and participation plan
Fee information 2020-21**

Provider name: The City of Liverpool College

Provider UKPRN: 10003955

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

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

Full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	All subjects except Construction and Engineering	£6,465
HNC/HND	Construction and Engineering	£7,168
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	The Open University 10007773 - BA Sports, BSc Computing, BA Games & CA, BA Fashion, BA Pop Music, BA Music Production, BA Early Years Top Up	£8,148
Foundation degree	Liverpool John Moores University 10003957 - Early Years, Tourism and Hospitality	£8,148
Foundation degree	The Open University 10007773 - FD Popular Music	£8,148
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	all other subjects	£3,195
HNC/HND	engineering and construction	£3,538
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	The Open University 10007773 - FD Dental Technology	£5,432
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	The University of Huddersfield 10007148 - BA in Education and PD	£4,626
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: The City of Liverpool College

Provider UKPRN: 10003955

Investment summary

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

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£30,000.00	£32,000.00	£34,000.00	£36,500.00	£38,500.00
Access (pre-16)	£5,000.00	£5,500.00	£6,000.00	£6,500.00	£7,000.00
Access (post-16)	£10,000.00	£10,500.00	£11,000.00	£12,000.00	£12,500.00
Access (adults and the community)	£10,000.00	£10,500.00	£11,000.00	£11,500.00	£12,000.00
Access (other)	£5,000.00	£5,500.00	£6,000.00	£6,500.00	£7,000.00
Financial support (£)	£76,500.00	£77,500.00	£78,500.00	£79,500.00	£80,500.00
Research and evaluation (£)	£5,000.00	£5,500.00	£6,000.00	£6,500.00	£7,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (EHFI)	£422,980.00	£440,378.00	£457,815.00	£495,123.00	£532,472.00
Access investment	5.0%	5.0%	5.0%	5.0%	5.0%
Financial support	8.4%	8.4%	8.4%	8.4%	8.4%
Research and evaluation	0.6%	0.6%	0.7%	0.7%	0.7%
Total investment (as %HFI)	13.9%	14.0%	14.1%	14.1%	14.0%

Targets and investment plan 2020-21 to 2024-25

Provider name: The City of Liverpool College

Provider UKPRN: 10003955

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To contribute to the national OFS KPM by continuing to recruit a high proportion of students from areas of low HE participation	PTA_1	Low Participation Neighbourhood (LPN)	Ratio in entry rates for POLAR4 quintile 1 students	No	The access and participation dataset	2017-18	25%	30%	31.5%	32%	32.5%	33%	

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To contribute to the national OFS KPM by continuing to ensure that there are no gaps in continuation rates for students from areas of low HE participation, and that there is an upward trend in continuation rates.	PTS_1	Low Participation Neighbourhood (LPN)	Polar4 Q1	No	The access and participation dataset	2016-17	76.8%	81%	83%	85%	87%	89%	
To reduce the gap in continuation rates between ABMO students and other students.	PTS_2	Ethnicity	ABMO	No	The access and participation dataset	2016-17	21.8%	12%	9%	6%	3%	0%	
To reduce the gap in continuation rates between students with a declared disability and those with no known disability, whilst increasing overall continuation rates.	PTS_3	Disabled	To reduce the gap in continuation rates between students with a declared disability and those with no known disability from 5.2% to 0%	No	The access and participation dataset	2016-17	5.2%	4%	3%	2%	1%	0%	

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
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