Burnley College

Access and Participation Plan

2022-23 to 2026-27

Burnley College is a long-established Further Education College in the heart of East Lancashire. It is committed to strategies for widening access to University education as well as ensuring student success which in turn improves the progression opportunities for all of our students. The College's stated purpose is to 'build futures and change lives' (Burnley College Strategic Plan 2020-23) and this is supported by seven strategic objectives, including to 'significantly expand the range of local opportunities for University-level study whilst maintaining high standards' and 'to maintain outstanding equality of opportunity'. The College provides access to level four education and above in an area of significant deprivation with historically low levels of participation in University Education.

Burnley College serves a community that experiences significant levels of deprivation with Burnley itself being amongst one of the most deprived areas in the country. The most recent Government index of Deprivation (IMD 2019) places Burnley as the eighth most deprived area out of 343 local authorities in England and the comparative position has deteriorated since the previous index in 2015. The domains of deprivation cover income, employment, education, crime, health, barriers to housing services and living environment with the 2019 Index of Deprivation evidencing that Burnley is in the most deprived 10% of lower-tier local authorities within England on the IMD rank of average rank measure. Three of the five most deprived LSOAs in Lancashire-12 area are in Burnley. Burnley has been in the 20% most deprived in the five indices published since 2000. Lancashire is an area of low educational attainment and overall standards of achievement in Burnley remain below the Lancashire and national averages, in every measure and for nearly every age group. Across Burnley 2017/18 71% achieved Level 2 and 61% achieved Level 2 English and maths, these figures are significantly below the Lancashire rate (82% and 72%).

Over 85% of the students enrolled on our University education courses live in East Lancashire and over half within Widening Participation postcodes, the average wage of Burnley residents is 6.7% lower than the national average in 2019. It is within this complex and challenging socioeconomic context that Burnley College has established a thriving University education offer that serves all sections of our local community. The College's *University education* provision (this terminology is used intermittently throughout this Plan due to a survey carried out by the College which deemed our students understanding of Higher Education to be somewhat confused, students preferred the College to refer to Higher Education as University education) is a well-established part of the curriculum offer with the course offer being informed by multiple factors inclusive of student and employer demands, this agility makes a significant contribution to widening the participation of the local community. Our University education community of students are recruited from broad backgrounds, however, it must be noted that typically the majority of our University education students access courses on a 'non-tariff' entry.

Burnley College currently has over 50 University education courses as part of its offer in its prospectus, both full time and part time, covering subject areas including Computing, Engineering, Education, Creative and Performing Arts, Construction, Health and Social Care, Law, Sociology, English, Criminology, Psychology, Psychotherapy and Counselling, Sport and Business Management studies. These subjects are offered through a range of Foundation Entry, Foundation Degrees, Higher National Certificates/Diplomas, Bachelor Degrees, Bachelor Top-up Degrees and Post-Graduate Certificates. For over ten years Burnley College have seen significant growth in the numbers for students studying

degree courses, the College has worked to introduce new Degree Apprenticeships in Chartered Management, Engineering and Digital and Technology Solutions and is working in partnership with Universities to extend this Degree Apprenticeship offer for future offer and delivery. The University education course offer is informed by multiple factors which include student, employer demands and labour market intelligence. This responsive offer makes a significant contribution to widening the participation of the local community.

For a significant number of years the College had a sole University partner with the University of Central Lancashire (UCLan), this partnership has supported the College in gaining experience and confidence regarding the quality assurance of its University education provision. The result of this successful partnership has allowed the College to forge new partnerships with other Universities and awarding bodies, as such the College now offers a range of provision with UCLan, the University of Bolton, Buckinghamshire New University and Pearson. The collaborative relationship the College has with all partner Universities/awarding bodies supports the development of new programmes at the College and ensures that quality assurance processes are developed and used as required by the UK Quality Code for Higher Education. In addition the College's University education provision is in line with the quality assurance and improvement processes for all of our partners.

In 2017/18, it was estimated that there were approximately 59,500 HE students studying in the Lancashire-14 area, the majority of whom (53,739) attended the four main universities of the University of Central Lancashire (UCLAN), Lancaster University, Edge Hill and Cumbria (Lancaster Campus). It was estimated that there were a further 5,800 people studying higher education courses at further education colleges in the Lancashire-14 area in 2017/18. The number of students in the four universities in the Lancashire-14 area has been falling over the last four years, down 3,516 students (-6.0%). (www.lancashire.gov.uk)

1. Assessment of performance

It is important to note that cohort/group sizes of our students are low at the College and as such this may bias figures.

Assessment of the College's success performance is made within the context of continuation rates. Our core metrics would suggest that there has been an upward trend in our FT continuation rates from 2017-18 - 2018-19 in quintile 1 and quintile 2 (IMD 2019) in particular a 15% increase in quintile 2 and a 17% increase in young (under 21) students. Whilst rates for both quintile 1 and quintile 2 are slightly below all English higher education providers (Q1 85.9% and Q2 87.7%), nationally there is a downward trend in quintile1 continuation rates. However continuation rates for part time students in quintile 1 have seen a 3 year downward trend. A high proportion of students who attend part time study are typically in employment and are upskilling. In general we have experienced a decline in the number of part time students.

One significant factor to be taken into consideration that biases the College's non-continuation rate are the numbers of students who initially enrol on the FdA Health and Social Care (Mental Health pathway) programme of study and exit after level four (with 120 credits of Higher Education) as a mechanism to progress to an Allied Health Undergraduate programme of study at other local Universities (including UCLan). The new and improved data tracking system (2018-19) has allowed for a more detailed College-based analysis to take place rather than relying upon University data that is sent to us via our University partners. The majority of learners start their journey with Burnley College through 'non-tariff'

entry so are therefore unable to access their chosen academic/career pathways (such as Allied Health professions) due to their lack of academic qualifications. These students, the vast majority of whom are local, will begin their initial University education study with the College but then seek to transfer programme after completing level four study, which then shows that they are academically ready to begin their initial academic/career aspirations. This is truly a success for our students as they are able to fulfil their ambitions and aspirations, alongside being a success for the College as we are supporting our students to gain access to their chosen career pathways.

Progression into skilled employment or further study is the key progression metric by which the College have assessed our performance. In 2017/18 the Graduate Outcomes Survey highlighted 89% of students progressed to employment or further study whilst in 2018/19 the number of student progressing increased by 4% to 93%, this is in line with national data of all English higher education providers. Furthermore in 2018/19 34% of students strongly agree that they are utilising what they have learnt during their studies in their current activity compared nationally to 32%. As outlined earlier within the plan, the overwhelming majority of our University education students reside in the local area and are mature students who are returning to education to follow their future career aspirations whilst studying and working in the local area. Those students upon completion of their study with the College may well continue to progress into skilled employment and it is likely that their salary will not be reflective of average earnings across Lancashire or Great Britain as a whole with average earnings in Burnley being £29,000 compared to average UK salary of £38,000.

Due to the low number of students at the College we are unable to rely upon OfS data to track, monitor and identify gaps in access and participation data for BAME, young, care leavers and disabled students. The College is implementing internal data collection systems that will be completed in spring 2022. By October 2022 the College will be in a position to analyse and evaluate Access, Continuation, Attainment and Progression.

OFS data indicates that 71% and 68% of our FT and PT undergraduate students progressed into highly skilled employment or higher level study in 2016/17. Examination of the Teaching Excellence Framework (TEF) data for 2017/2018 further demonstrates that our FT students' progress into highly skilled employment or further study at a level that is above benchmark. In fact there are no flags for any of the groups examined by the TEF thereby demonstrating that for FT students across all key groups there is a positive impact of progression.

1.1 Higher education participation, household income, or socioeconomic status

Access

Data gathered from the TEF data shows that in 2017/18 over 70% of our FT students were drawn from the Index of Multiple Deprivation (IMD) lowest quintiles representing a year on year increase from 2015 onwards, when the figure stood at 68%. In 2017 over 40% of our FT students were from quintile 1 which is significantly above the proportion within the UK population and Higher Education sector averages. Those FT students from quintile 2 again demonstrated a slight increase moving from 29% in 2015 to 30% in 2017, which again is above the sector averages. Alongside this, 53% of our 2017-18 cohort were drawn from POLAR 4 quintiles 1 and 2 which has been a consistent pattern since 2015.

In relation to OfS data sets, although numbers are low and may look insignificant, a similar picture is reflected in terms of our FT students who access Higher Education from lower socio-economic backgrounds. FT students who access Higher Education at the College from quintiles one and two remain high over a four-year period. That is, in 2019/20 80% of our FT students were from quintiles 1 and 2 compared to a sector benchmark of 42.6%. Our students who access Higher Education

from quintiles 3, 4 and 5 are below the average of all Higher Education providers. These figures reflect the local area surrounding the College, upon which we recruit the majority of our students.

The difference between quintile 5 and quintile 1 nationally is 3% (in relation to access for PT students), currently the College is at 16%. Whilst we acknowledge this, it is difficult for us to measure the significance of this as numbers are too low to evaluate and analyse the difference between these groups of students. The College will continue to monitor this throughout the duration of this plan. It is to be noted that the vast majority of our students come from quintile 1 and 2 and therefore a gap between these and quintile 5 will always exist which is a real positive feature for the College in relation to access to Higher Education for this group of students as we are clearly recruiting students from poorer backgrounds.

In relation to equal opportunities, there is a general upward trend in the proportion of full-time female students between 2017/18 and 2019/20, an increase of 15% creating a gap between gender. The College is currently carrying out marketing activities to increase awareness of opportunities including work with local schools, town centre promotion and weekly drop in services. Activity is also underway to promote higher education programmes to adult students.

The proportion of disabled students accessing courses at the College has increased from 2018/19 14% to 2019/20 to 27%, an increase of 13% of which we have experienced an increase in the number of students declaring cognitive or learning difficulties and sensory, medical or physical impairment.

Table 1: OfS Access Proportions by IMD 2019 for All Undergraduate Students

| | | Burnley College | | | | | All HE Providers | Change | |
		15/16	16/17	17/18	18/19	19/20	19/20	Year 1 to Year 5	Year 4 to Year 5
Full Time	Population	310	210	140	180	160	-	-150	-20
	Q1 (%)	50.0	50.0	50.0	52.0	50.0	21.7	0.0	-2.0
	Q2 (%)	24.0	18.0	27.0	21.0	30.0	20.9	6.0	9.0
	Q3 (%)	13.0	12.0	11.0	10.0	8.0	18.7	-5.0	-2.0
	Q4 (%)	10.0	15.0	8.0	10.0	9.0	18.6	-1.0	-1.0
	Q5 (%)	3.0	4.0	5.0	6.0	3.0	20.2	0.0	-3.0
Part Time	Population	130	120	110	100	70	-	-60	-30
	Q1 (%)	40.0	30.0	31.0	20.0	23.0	20.7	-17.0	3.0
	Q2 (%)	22.0	29.0	26.0	26.0	21.0	21.1	-1.0	-5.0
	Q3 (%)	10.0	17.0	14.0	14.0	17.0	20.6	7.0	3.0
	Q4 (%)	20.0	17.0	21.0	34.0	31.0	19.9	11.0	-3.0
	Q5 (%)	7.0	8.0	7.0	6.0	7.0	17.7	0.0	1.0

PT students who access our Higher Education has shown a decrease over the last five years, this is mainly due to the attractive, flexible FT offer that is now available to students, showing that FT Higher Education is a preferred and more suitable offer for our students. However, this being said, our students who access Higher Education on a PT basis from quintile 1 is above the average rate for all English Higher Education providers.

In 2019-20 30% of students accessing our University provision were eligible for free school meals at the end of Key Stage 4, compared to a national figure of 17.6%. Considering FT access proportions in 2019-20 by Polar4, 70% of our students entered from the lowest participation areas (quintiles 1 and 2), compared to 27.9% for all higher education providers. Intersectional analysis of Polar4 and sex shows an upward trend in the proportion of females accessing our FT higher education provision from quintiles

1 and 2, from 17% in 2017-18 to 35.0% in 2019-20.

Table 2: OfS Full-time or Apprenticeships Access Proportions by Polar4 for All Undergraduate Students

	Burnley College					All HE Providers
	15/16	16/17	17/18	18/19	19/20	19/20
Population	80	70	60	60	40	-
Q1 (%) Least Participation	23.0	14.0	9.0	13.0	20.0	12.3
Q2 (%)	31.0	44.0	40.0	42.0	50.0	15.6
Q3 (%)	18.0	11.0	31.0	16.0	15.0	19.0
Q4 (%)	23.0	23.0	12.0	23.0	10.0	23.0
Q5 (%) Most Participation	4.0	8.0	9.0	6.0	5.0	30.1

Success

Non-continuation

OfS data for this area proves difficult to report upon due to insufficient or suppressed data. The Continuation gaps in relation to deprivation quintiles report that there is no significant difference. The College has experienced a significant increase in deprivation (IMD 2019) FT Continuation Rates from 2017-18 to 2018-19 in both Quintile 1 and 2 (Table 3). Also OfS data displays an increase in the number of FT under 21 year olds Continuation Rates from 2017-18 to 2018-19 (an increase of 17%).

TEF data shows that FT students within IMD quintiles 1 and 2 and POLAR quintiles 1 and 2 are below benchmark. It would appear that Low Participation Neighbourhood (LPN) may have a greater impact upon continuation than IMD, although the difference is not statistically significant, efforts to improve continuation will be addressed within the Ambitions and Strategy section of this plan.

Table 3: OFS Continuation Rates by IMD 2019 (Full time or apprenticeship: All Undergraduates)

	Burnley College					All HE Providers	Change	
	14/15	15/16	16/17	17/18	18/19	19/20	Year 1 to Year 5	Year 4 to Year 5
Population	90	130	100	70	90	-	0	20
Q1 (%)	77.0	85.0	77.0	69.0	77.0	85.9	0.0	8.0
Q2 (%)	83.0	79.0	90.0	65.0	80.0	87.7	-3.0	15.0
Q3 (%)	N	80.0	85.0	N	N	90.5	n/a	n/a
Q4 (%)	DP	N	90.0	N	DP	92.3	n/a	n/a
Q5 (%)	DP	DP	DP	DP	DP	93.9	n/a	n/a

Attainment

When looking at the OfS Quality and Standards Provider data (2019-20) the contextual data shows that 95% of our first degree qualifiers were awarded a first or upper second classification. For the past three years, students attaining a HNC or HND has increased from 70 in 2018/19 to 90 in 20202/21. Attainment rates for HNC and HND qualifications have remained high, with pass rates

increasing for HNC in 2018/19 from 98% to 99% in 2020/21 and for HND from 82% in 2018/19 to 100% in 2020/21.

Progression to employment or further study

When considering OfS progression data for this group of students, rates are currently above average rates for IMD quintile 1 compared to all other Higher Education providers 2016-17 (The College 75% compared to all other Higher Education providers 69.1%). However, we are unable to assess and evaluate any changes in relation to this data. Given the lack of continuity in available datasets for progression, this will be an area that the College will monitor to ensure that there are not material differences at disaggregated levels.

1.2 Black, Asian and minority ethnic students

Access

The ethnic breakdown of the local population as identified in the 2011 census is predominantly White English and Pakistani, TEF data shows that for the postcode area from which 80% of our University Education students are drawn, 10% are from a Pakistani ethnic background and 79% from a White English background, this closely resembles the ethnic split for all ages and combined attendance modes. In 2019-20 our Asian student population has increased by 2% from the previous year.

Table 4: OfS Full-time or Apprenticeships Access Proportions by Ethnicity

| | | Burnley College | | | | | All HE Providers | Change | |
		15/16	16/17	17/18	18/19	19/20	19/20	Year 1 to Year 5	Year 4 to Year 5
First Degree	Population	170	50	40	70	80	-	-90	10
	Asian (%)	15.0	10.0	10.0	8.0	11.0	14.5	-4.0	3.0
	Black (%)	DP	DP	DP	DP	DP	11	n/a	n/a
	Mixed (%)	DP	DP	DP	DP	DP	5.3	n/a	n/a
	Other (%)	DP	DP	DP	DP	DP	2.4	n/a	n/a
	White (%)	83.0	90.0	90.0	90.0	87.0	66.8	4.0	-3.0
Other Undergraduate	Population	140	160	100	110	80	-	-60	-30
	Asian (%)	18.0	14.0	18.0	11.0	13.0	10.6	-5.0	2.0
	Black (%)	DP	DP	3.0	4.0	DP	9.2	n/a	n/a
	Mixed (%)	DP	DP	3.0	DP	DP	3.2	n/a	n/a
	Other (%)	DP	DP	DP	DP	DP	2.0	n/a	n/a
	White (%)	81.0	85.0	75.0	83.0	87.0	75.1	6.0	4.0
All Undergraduate	Population	310	210	140	180	160	-	-150	-20
	Asian (%)	16.0	14.0	15.0	10.0	12.0	14.7	-4.0	2.0
	Black (%)	1.0	DP	2.0	2.0	DP	10.5	n/a	n/a
	Mixed (%)	DP	DP	2.0	DP	DP	5.1	n/a	n/a
	Other (%)	DP	DP	DP	DP	DP	2.4	n/a	n/a
	White (%)	82.0	86.0	80.0	86.0	87.0	67.4	5.0	1.0

* n/a – numbers are not reportable due to small numbers

When considering OfS data, it becomes more difficult to report upon, this is due to low numbers,

insufficient data or suppressed data. White students who access our University education offer has shown a slight decrease and therefore not an area of concern for the College in relation to access. Ofs data shows the proportion of Asian students who access University education at the College has increased by 2% from 2018-19 to 2019-20 and the number of Other Undergraduates has also increased by 2%, which is above all other HE providers. During 2018-19 and 2019-20 the number of Asian students studying First Degree courses has increased by 3% resulting in the percentage of white, First Degree students decreasing by 3%.

Whilst the College is aware of and appreciates the data provided by OfS in relation to ethnic minority students (Black and Mixed) who access University Education at the College, this does not pose a problem area for us in relation to access targets. As mentioned previously, our access data closely reflects that of the local area in which we attract the vast majority of our students. The College does not manage accommodation for University education students, therefore our access focus for BAME students is always to reflect the demographics of our local community, which is the case as evidenced by the data.

Success

Non-continuation

When considering OfS data, once again it proves difficult to report upon. The data provided in Graph 1 shows that there is no statistical significance in relation to continuation gaps for these groups of learners. The College will continue to monitor this to ensure that gaps are not created.

Graph 1: OfS Full Time or Apprenticeship (All Undergraduates) Continuation Gaps by Ethnicity (White compared with all other ethnicities except White)
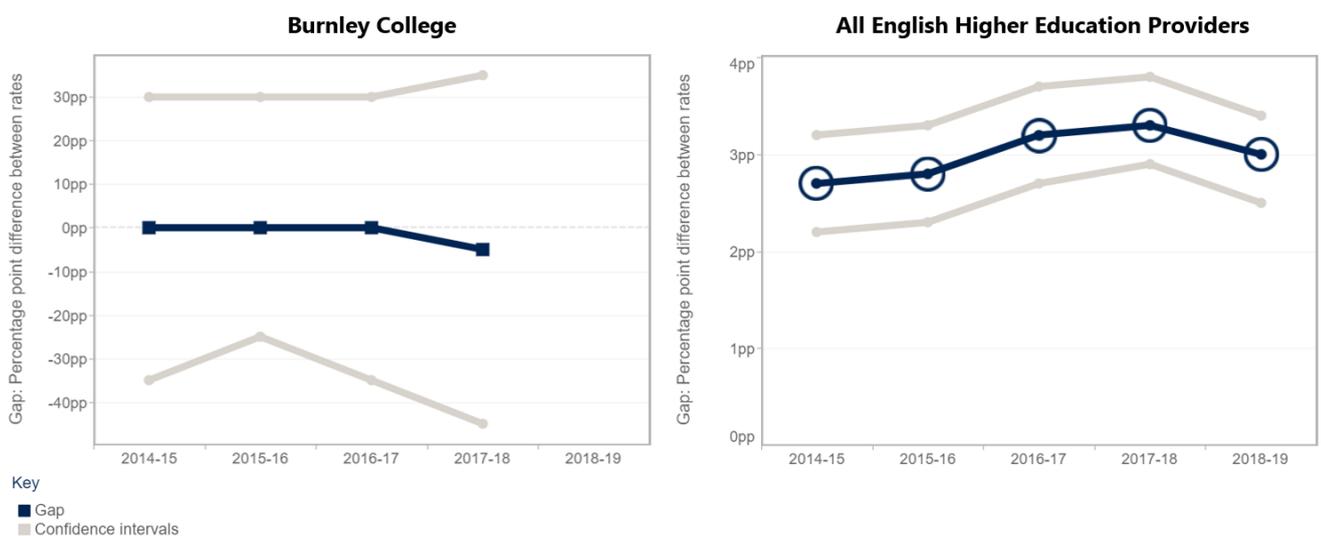
Attainment

When considering OfS data for this group of students, the College is unable to evaluate and analyse

any specific attainment gaps due to the figures being unreportable. The College will continue to strategically monitor all students' attainment on an annual basis through internal tracking, systems and processes.

Progression to employment or further study

There is very little OfS data available for the College to evaluate this group of students and their progression. The College will continue to monitor this through internal strategic measures alongside monitoring this as the switch to Graduate Outcomes data takes effect in order to ensure that progression rates for this group of students remain high. Through our Widening Participation Officer (new role created in 2019), we are beginning to create internal data tracking systems which will allow us to analyse the progression of all of our learners, the data will have an emphasis upon progression and through such data we will be in a position to evaluate the progression of this group of learners to ensure that significant gaps do not manifest and if they do, we can plan action to support and prevent such gaps continuing.

1.3 Mature students

Access

Mature students reflect the majority of our FT cohort making up 72% of the FT undergraduate population in contrast with the 30.2% amongst English Higher Education providers (OfS data). As referenced earlier, the majority of our students enter with 'non-tariff' entry with the vast majority of our mature students utilising our Foundation Entry route programmes to re-enter education. The offer we provide enables this under-represented group to access level four and above provision within their locality meaning they do not have to relocate and are able to fulfil their family commitments whilst studying, which for some students is financially beneficial for them.

Table 5: OfS Access Proportions by Age

| | | | Burnley College | | | | | All HE Providers | Change | |
			15/16	16/17	17/18	18/19	19/20	19/20	Year 1 to Year 5	Year 4 to Year 5
Full-time or Apprenticeship	First Degree	Population	170	50	40	70	80	-	-90	10
		Young (%)	16.0	20.0	20.0	32.0	24.0	73.2	8.0	-8.0
		Mature (%)	84.0	80.0	80.0	68.0	76.0	26.8	-8.0	8.0
	Other Undergraduate	Population	140	160	100	110	80	-	-60	-30
		Young (%)	36.0	38.0	49.0	35.0	31.0	36.9	-5.0	-4.0
		Mature (%)	64.0	62.0	51.0	65.0	69.0	63.1	5.0	4.0
	All Undergraduate	Population	310	210	140	180	160	-	-150	-20
		Young (%)	25.0	34.0	41.0	34.0	28.0	69.8	3.0	-6.0
		Mature (%)	75.0	66.0	59.0	66.0	72.0	30.2	-3.0	6.0
Part-time	First Degree	Population	DP	DP	DP	DP	DP	-	n/a	n/a
		Young (%)	DP	DP	DP	DP	DP	-	n/a	n/a
		Mature (%)	DP	DP	DP	DP	DP	-	n/a	n/a
	Other Undergraduate	Population	120	110	100	100	70	-	-50	-30
		Young (%)	31.0	38.0	47.0	39.0	49.0	16.1	18.0	10.0
		Mature (%)	69.0	62.0	53.0	61.0	51.0	83.9	-18.0	-10.0
	All Undergraduate	Population	130	120	110	100	70	-	-60	-30
		Young (%)	30.0	36.0	44.0	38.0	49.0	12.9	19.0	11.0
		Mature (%)	70.0	64.0	56.0	62.0	51.0	87.1	-19.0	-11.0

Graph 2: OfS Access Proportions for Full-time of Apprenticeship All Undergraduates by Age

Burnley College | All English Higher Education Providers

Key
- Mature (21 and over)
- Young (under 21)
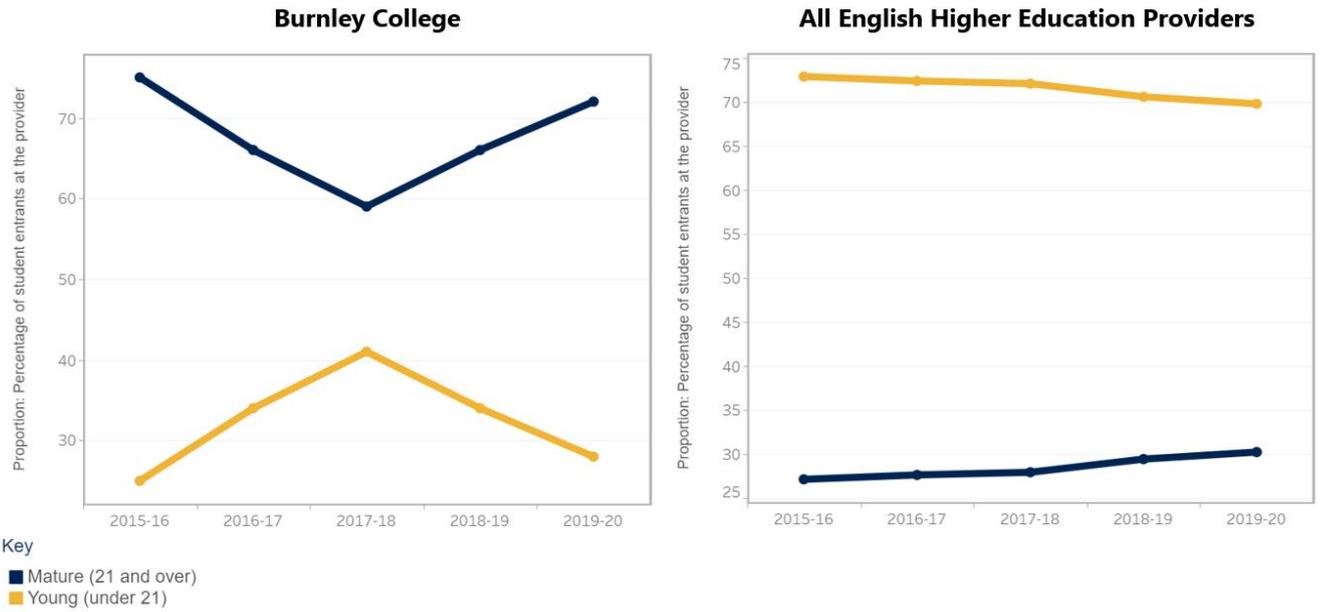
Graph 3: OfS Access Proportions for Part-time All Undergraduates by Age

Burnley College | All English Higher Education Providers

Key
- Mature (21 and over)
- Young (under 21)
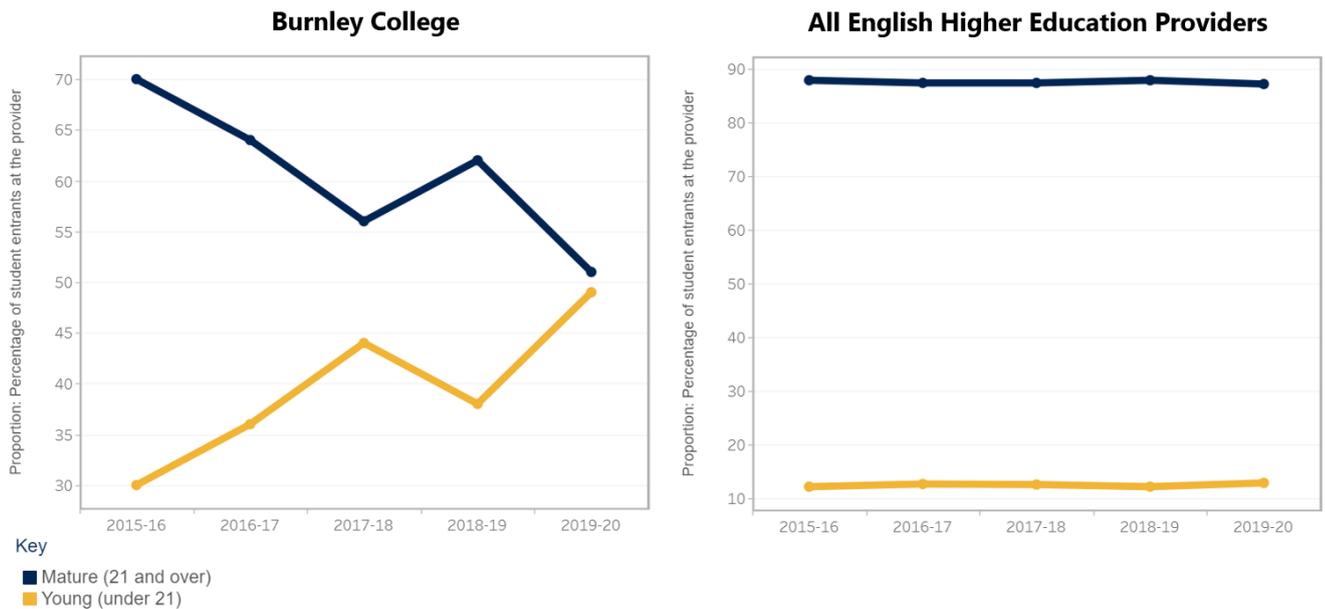
Success

Non-continuation

FT mature students' continuation performance is 83% in comparison to a national benchmark of 84.4%, we will continue to monitor this to ensure that significant gaps do not manifest for this group of learners in relation to their continuation rates.

OfS data shows that although there has been a change in the continuation gap between our FT young (under 21) and mature (over 21) students between 2017-18 and 2018-19 with the gap reducing by 13%. From 2017-18 and 2018-19 continuation rates for both groups have increased. We believe that we are making a positive contribution for mature students as the continuation gap between young and mature students has significantly reduced, showing little difference in continuation for both groups of learners

Graph 4: OfS Full Time or Apprenticeship (All Undergraduates) Continuation Gaps by Age (Young compared with Mature)

Burnley College / All English Higher Education Providers

Key
■ Gap
■ Confidence intervals
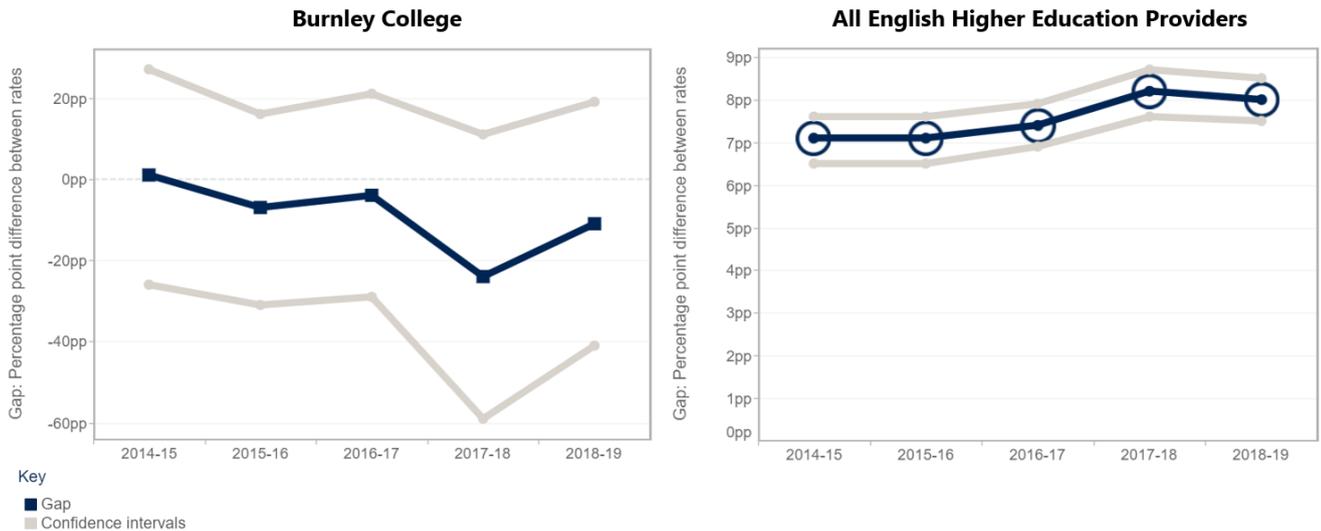
Attainment

When considering OfS data for FT mature students, the College has seen a 10% increase in attainment between 2018-19 (60%) and 2019-20 (70%). Whilst this has improved it is slightly below the rate for all English higher education providers (75.6%) and therefore a target has been set to reduce this gap (5.6%). The College is unable to evaluate and analyse any specific attainment gaps due to the figures being unreportable. The College will continue to strategically monitor all students' attainment on an annual basis through internal tracking systems and processes.

Progression to employment or further study

There is very little OfS data available for the College to evaluate this group of students and their progression.However the OfS data demonstrates that this group of students' progression rate has increased from 2015-16 to 2016-17. The College will continue to monitor this through internal strategic measures alongside monitoring this as the switch to Graduate Outcomes data takes effect in order to ensure that progression rates for this group of students remain high.

1.4 Disabled students

Access

When considering the latest OfS data sets, the data relating to disabled students accessing University education at the College shows overall there has been a substantial increase in the proportion of disabled students studying at the College. An increase of 13% and 1% from 2018-19 to 2019-20 for FT and PT students accessing our higher education provision respectively, highlighting the College's widening participation with this group of learners. The FT College rate of 27% is above average rates for all English higher education providers of 16.6% in 2019-20. Our PT disabled students accessing University education with us stood at 6% in 2019-20 which is a slight increase from the previous year. The College aims to reduce the gap between access proportions for our disabled and non-disabled students.

Table 6: OfS Access Proportions by Disability Reported

| | | | Burnley College | | | | | All HE Providers | Change | |
			15/16	16/17	17/18	18/19	19/20	19/20	Year 1 to Year 5	Year 4 to Year 5
Full-time or Apprenticeship	First Degree	Population	170	50	40	70	80	-	-90	10
		Disability Reported (%)	11.0	15.0	15.0	18.0	22.0	16.8	11.0	4.0
		No Disability Reported (%)	89.0	85.0	85.0	82.0	78.0	83.2	-11.0	-4.0
	Other Undergraduate	Population	140	160	100	110	80	-	-60	-30
		Disability Reported (%)	18.0	13.0	15.0	11.0	31.0	16.8	13.0	20.0
		No Disability Reported (%)	82.0	88.0	85.0	89.0	69.0	83.2	-13.0	-20.0
	All Undergraduate	Population	310	210	140	180	160	-	-150	-20
		Disability Reported (%)	14.0	13.0	15.0	14.0	27.0	16.6	13.0	13.0
		No Disability Reported (%)	86.0	87.0	85.0	86.0	73.0	83.4	-13.0	-13.0
Part-time	First Degree	Population	DP	DP	DP	DP	DP	-	n/a	n/a
		Disability Reported (%)	DP	DP	DP	DP	DP	22.1	n/a	n/a
		No Disability Reported (%)	DP	DP	DP	DP	DP	77.9	n/a	n/a
	Other Undergraduate	Population	120	110	100	100	70	-	-50	-30
		Disability Reported (%)	5.0	3.0	8.0	5.0	6.0	14.4	1.0	1.0
		No Disability Reported (%)	95.0	97.0	92.0	95.0	94.0	85.6	-1.0	-1.0
	All Undergraduate	Population	130	120	110	100	70	-	-60	-30
		Disability Reported (%)	6.0	2.0	8.0	5.0	6.0	19.3	0.0	1.0
		No Disability Reported (%)	94.0	98.0	92.0	95.0	94.0	80.7	0.0	-1.0

* N/A – numbers are not reportable due to small numbers/%

National data shows 16.6% of students accessed full time higher education in 2019/20 compared to College data at 27%. OfS data shows the disaggregation of disabled students at College and a general increase in the number of students reporting cognitive/learning difficulties 2018/19 5% to 2019/20 to 9% an increase of 4%. This compares to national levels of 5.7%. The College has also experienced an increase in Mental health being declared, 6% 2019/20 compared nationally to 4.7%. Sensory, medical and physical impairment is declared at 8% compared to national at 2.5%.

However, one factor that we are looking to address is to ensure that we are accurately capturing data relating to student information at the point of application and admission in order to better analyse and evaluate this for future plans. Details regarding additional learning support needs are now captured at enrolment. As a result of this focal point moving forward, a significant investment has been made in adopting a University and Colleges Admissions Service (UCAS) admissions system. Previously the College has been reliant upon a partner University capturing this information for us and our students. We now manage all of our student admissions via UCAS. Furthermore, the College is making an investment in our widening participation activity so that we are able to plan a year on year increase in the numbers of students with a disability accessing courses at level four and above.

Success

Non-continuation

When comparing the continuation of our disabled students to that of their non-disabled peers, the data provided by OfS is unreportable due to the low student numbers within this group. The College will continue to monitor this to ensure that gaps are not created in the future.

Upon considering other datasets, the continuation performance for our disabled students is strong, TEF data sets show these figures to be at 85%.

Table 7: TEF Year Four Full Time Continuation Metrics

	TEF Indicator	Benchmark	Difference
Disabled	85.0	85.9	-0.9
Not Known Disabled	84.8	86.2	-1.4

Attainment

When considering OfS data for this group of students, the College is unable to evaluate and analyse any specific attainment gaps due to the figures being unreportable. The College will continue to strategically monitor all students' attainment on an annual basis through internal tracking systems and processes.

Progression to employment or further study

When attempting to evaluate any change in the rates of this FT and PT group of students it proves more difficult when relying upon external metrics, as numbers are statistically insignificant, as numbers are suppressed and as result we are developing internal data collection systems for analysis in October 2022.

TEF data shows that 82% of our FT disabled students enter employment or further study compared to 90% nationally, highlighting a gap of 8%. However, positively 76% of this group of learners do in fact enter highly skilled employment or further study compared to 70% nationally, this shows us that we may need to complete further evaluations in relation to this to ensure that we continue to support these students to enter employment or further study. The College will monitor this annually through internal data systems and the Graduate Outcomes data.

Table 8: TEF Year Four Employment or Further Study Metrics

		Employment or Further Study			Highly Skilled Employment or Further Study		
		TEF Indicator	Benchmark	Difference	TEF Indicator	Benchmark	Difference
Full Time	Disabled	82.0	89.6	-7.6	76.0	70.1	5.9
	Not Known Disabled	93.8	94.9	-1.1	71.4	71.8	-0.4
Part Time	Disabled	N	N	-	N	N	-
	Not Known Disabled	97.4	97.8	-0.4	70.2	75.0	-4.8

Table 9: OfS Progression Rates by Disability (All Undergraduates)

		Burnley College					All HE Providers	Change	
		12/13	13/14	14/15	15/16	16/17	19/20	Year 1 to Year 5	Year 4 to Year 5
Full Time or Apprenticeship	Population	-	60	-	-	80	-	n/a	n/a
	Disability Reported (%)	N/A	DP	N	N	N	71.5	n/a	n/a
	No Disability Reported (%)	N/A	75.0	R	R	72.0	73.3	n/a	n/a
Part Time	Population	-	-	-	70	80	-	n/a	
	Disability Reported (%)	N/A	N/A	DP	DP	DP	66.6	n/a	n/a
	No Disability Reported (%)	N/A	N/A	N	57.0	68.0	74.4	n/a	11.0

1.5 Care leavers

Access, Success and Progression to employment or further study.

This is a group of students that we are unable (at present) to access performance at any stage of the student lifecycle, this is a key ambition the College wishes to address over the course of this plan and beyond. DfE data shows only 6% of those aged 19 – 21, who meet the definition of 'care leaver', go onto higher education compared to those who enter HE straight after school or college. In 2021 The College introduced a new data collection system for this cohort of students so that we can monitor and review this cohort of students. The rationale for a longer term goal is that the College aims to increase access, success and progression through work within our Further Education provision and with local schools. The College offers a specific cash bursary plus support to students in this category. However, the College is aware of the national picture regarding significant under-representation of Care Leavers studying in Higher Education and therefore aspires to improve our outreach and recruitment work in this area to attract Care Leavers to access places with us in what we believe would be an environment very conducive to successful study. The mechanisms by which we intend to address this will be articulated within the Ambitions and Strategy section of this plan.

1.6 Intersections of disadvantage

As a College, we are only beginning to examine and understand the impacts of the intersections of different measures of disadvantage. When considering the demographic breakdown of students in quintiles 1 and 2, more females access programmes compared to males. Despite the proportion of males being lower, it is still above OfS national rates of 17.9% compared to College at 27%. Continuation rates of both female and male, quintile 1 and 2 have increased from 2017/18 (female 76% and male 60%) to 2018/19 (female 83% and male 71%) despite them being slightly below national rates. It is our intention to develop this area of analysis further over the period of this plan, in order to ensure that we are gathering the right data and monitoring differences in outcomes over the full student lifecycle to enable us to develop appropriate responses. The College will be in a stronger position to analyse the data in October 2022.

1.7 Other groups who experience barriers in higher education

Whilst the College is aware that there are further groups who may experience barriers to their access to University education (carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, Refugees, children from military backgrounds), we do not hold data on such groups, as a result this will be an area of focus throughout the duration of this plan and beyond. Due to having smaller numbers of students than average Higher Education Institutions, the College does not foresee large numbers for these groups accessing our offer in the future, however, the College will explore ways to capture data for these groups of students in order to be able to report on their access, success and progression.

2. Strategic aims and objectives

2.1 Target groups

Burnley College is committed to strategies for widening access to University education alongside ensuring the success of our students, which in turn improves the progression opportunities for all of our students.

We are devoted to enabling people, irrespective of their backgrounds to fulfil their potential, develop as global citizens and meet their life and career goals. The College is a long established Further Education provider in the Pennine (or East) Lancashire area of the North West of England. Whilst the area has some very small pockets of affluence, the vast majority of Pennine Lancashire's urban areas are recognised as experiencing significant levels of deprivation. A three year trend of POLAR data reflects this, over half of the students who enrol on a Higher Education programme of study at the College are classed as mature, adult learners returning to education to either enhance their current career opportunities or embark on a new career pathway altogether.

The College is fully aware that some groups of students will face greater challenges in relation to accessing, succeeding and progressing in their chosen Higher Education and career journey, therefore, the focus for the access and participation work will continue to target all under-represented groups.

2.2 Aims and objectives

Burnley College aims to excel in all aspects of access and participation through continuing to close local gaps in rates of access by those from disadvantaged backgrounds. The analysis of data shows that the College has been successful in widening access broadly, so the following areas will remain key access priorities throughout the duration of this plan:

A1. We will continue to work with our PT disabled students to ensure that our data sets continue to show a year on year increase in access rates and aim to reach sector levels for this group of students (17% by 2026-27) to our University provision. This will be a target area for the College looking forward, we aim to do this through work within our Further Education provision and through Widening Participation outreach projects. Although the full time access for this group of students has increased by 13% from 2018-19 to 2019-20, part time rates have decreased from 2017-18 (8%) to 5% in 2018-19 and with a slight increase in 2019-20 (6%). This represents the College's overall trend of decreasing part time students as full time qualifications become more accessible. We will monitor and review this target.

A2. Work with Care Leavers to increase Higher Education access rates to 5% of our student population within a four-year period. The College will aim to do this through work within our Further Education provision and with local schools during outreach projects. Whilst there is no baseline data for this area, this will not be included within the Target section of the plan. During the 2021-22 cycle we will capture Care Leaver information and monitor the data against the above target.

The College's analysis of data shows that we do make a positive contribution to student success for a number of groups, however, there is more work to do, so the following area will remain a key priority throughout the duration of this plan:

S1. To increase the attainment of full time mature student. The College will aim to monitor this and maintain average rates throughout the duration of this plan via the Tutorial and Academic support systems. Although this group will be monitored throughout the duration of this plan to ensure that gaps do not become significant, it will not be included within the Target section of the plan.

The College's analysis shows that we do make a positive contribution to progression to further employment or study within the local area for the majority of disadvantaged groups, based on data, due to small numbers the figures provided can sometimes be skewed to reflect negative figures. The following areas will remain key progression priorities throughout the duration of this plan:

P1. Although we have not set as a target we will work towards reducing the gap in rates of progression to employment of further study between full time disabled and non-disabled students . TEF Data 2017/18 shows that 82% of our FT disabled students enter employment or further study compared to a figure of 93.8% for our non-disabled students, however, positively 76% of our FT disabled learners do in fact enter highly skilled employment or further study compared to 70% nationally, this shows us that we may need to complete further evaluations in relation to this to ensure that we continue to support these students to enter employment or further study and furthermore close the gap in comparison to progression rates to that of their non- disabled peers. The College will monitor this annually through internal data systems and the Graduate Outcomes data.

Our analysis shows that there are areas where our understanding of issues/drivers and outcomes could be enhanced by further monitoring, evaluation and analysis. Our priorities in this area are:

M1.Explore ways in which we can use other data/information to inform and assess our access work with those from disadvantaged backgrounds for which numbers are low. We aim to have a clear approach by the end of 2020/21.

M2.Monitor the impact of our work to increase continuation rates generally to ensure this does not result in significant or material gaps between students from disadvantaged backgrounds and their more advantaged peers, by 2022/23. Generally there has been an increase in Q1 and Q2 continuation from 2017-2019 demonstrating work with these groups is successful.

M3.Explore ways in which we can use other data/information to inform and assess our student success work with those from disadvantaged backgrounds for which numbers are low. We aim to have a clear approach by 2022.

M4.Develop our analysis of the intersections of disadvantage to ensure we are gathering the right data and monitoring differences in outcomes over the full student lifecycle to enable us to develop appropriate responses for our next Access and Participation Plan, from 2022 onwards.

M5.Examine how we might make better use of other data/information to enhance our understanding of differential outcomes in progression to employment or further study and the drivers for these. We aim to have a clear approach by 2024/25.

3. Strategic Measures

3.1 Whole provider strategic approach

Overview

The commitments set out in this Plan form the College's strategic direction on widening and participation. The responsibility of the Plan lies with both the Senior Management Team and Governors however consideration is shared at the Strategic University Committee, Equality and Diversity Group and is shared with Student Innovators and Student Reps. Going forward Student, Staff Liaison Committee Meetings will review design and implementation of the Plan and this will feature as a standard item for discussion.

Burnley College has a long history of accomplishment in widening access to under-represented groups. It is core to our mission and values and features strongly in our overall strategy. We are committed to strategies for widening access to Higher Education as well as ensuring student success which in turn improves the progression opportunities for all of our students. The College's stated purpose is 'to build futures and change lives' and this is supported by seven strategic objectives, including to 'significantly expand the local range opportunities for University education while maintaining high standards' and 'to maintain outstanding equality of opportunity'. We deliver these through a whole-institution approach (including both staff and students) which includes outreach and engagement programmes, inclusive approaches to teaching, learning and assessment and by providing a comprehensive range of support services that promote student wellbeing and provide tailored packages of support focused on the specific needs of students.

This whole provider approach has been developed by evaluating all of the above methods and analysing and utilising the successful approaches that have proved to be beneficial for our students across the whole of their life cycle. The College's ethos is to continually evaluate and improve (if necessary) access, success and progression for all of our students.

Burnley College's strategy and direction of travel regarding University education has not changed significantly between the production of our first Access and Participation Plan in 2015, and this most recent plan, however our ambition has continued to grow. We remain extremely committed to strategies for widening access to University level education and delivering student opportunities that lead to successful outcomes. To date these objectives have been achieved in conjunction with a sole University partner, UCLan (with whom the College still holds a strong and mature relationship), as ambitions have grown, so too has our University partner network, this has been carefully considered in order to broaden our offer and provide even more opportunities to the people within Pennine Lancashire. As in the same belief of the OfS, Burnley College strongly believes it is equally important to improve the lives of people who want to study at home and to live and work within the community where they grew up (OfS, 2018). The College has been very successful in this ambition with over 80% of current students coming from the Pennine Lancashire areas, and the vast majority continue to live and work within the area, thus helping to fulfil the College's strategic objective 'to make a significant contribution to the local and national economy through enhancing the personal growth, enterprise and employability of individuals' (Burnley College Strategic Plan, 2020-23). We aspire to further support the College's and the OfS core aim to enable everyone to 'build a good life for themselves and to reach their potential, regardless of their background and identity' (OfS, 2018).

In 2019/20 the College introduced a more focused and streamlined strategy for our University education provision which focuses upon the student experience, employer engagement, admissions, teaching and learning and staff development.

Alignment with other strategies

The following supporting strategies are the primary mechanisms for delivery of these strategic aims:

Equality and Diversity
Burnley College is strongly committed to fulfilling our equality and diversity responsibilities across the full range of our activities as a provider of Further and Higher Education. Throughout the student lifecycle we actively promote equality, diversity and inclusion by providing diverse entry routes to our degree courses and a suite of interventions and support tailored to ensure students achieve their full potential, regardless of prior attainments. Our Access and Participation Plan is closely linked to our equality and diversity work and both are intended to fulfil our key commitment of providing equality of opportunity to all, supporting the rights and freedoms of our diverse community and fostering good relations and understanding between groups. The College's Single Equality Policy pays due regard to the Equality Act 2010.

Teaching and Learning

Teaching and learning on courses at the College is excellent, the FT Core Metric data for teaching is in the top 10% of absolute performance. The same metric for PT students is 5.4% above benchmark. Over 90% of teachers on University education courses have or are working towards a teaching qualification, and all staff who are employed on a permanent basis will sign a contract of employment which states that they must achieve a recognised teaching qualification within two years of employment. A particular strength identified by students in focus groups is that of the staff/student ratio and average class size – which is significantly lower than that in traditional Universities. Many students have identified this is a key factor in the decision to study University education at the College. Students prefer the more personalized learning experience and the smaller group size supports the delivery of the College's Inclusive Teaching and Learning Model by enabling greater interaction between students and staff. This provides opportunities to stretch and challenge individuals and provide a more differentiated learning experience that enables enhanced understanding. The College believes this to be a key factor in the high levels of achievement and success that have been maintained across the University education curriculum areas for many years. The College continues to ensure that the University education curriculum is developed and delivered in order to ensure that all learners of all abilities are able to access the curriculum.

As part of the College's commitment to address the loss in learning, caused by the pandemic, there are plans to introduce a comprehensive induction and support programme from September 2021 that focuses on one-to-one and small academic tutoring programmes as well as supporting the development of those students entering education from a disadvantaged background.

Employability and Enterprise

Teaching that develops employability skills is embedded in all University education programmes delivered at the College and students have the opportunity to complete structured work experience/volunteering. The College assists students in accessing such opportunities through support from programme tutors and events such as the Fresher's Fair (where information relating to volunteering is readily available from local services/providers/companies). All University education students enrolled at the College have access to independent advisors from the National Careers

Service (NCS) who work to enhance students' professional development and employability, including one-to-one appointments and group workshops on employability skills. These Careers Advisors also support students' progression to further study, or in making job applications upon completion of their programmes of study. Students can also access Careers Services through our University partners.

The College currently has strong Advisory Boards in place for many subject areas, these are led by employers in the local area who wish to drive the Further and University Education curriculum forward within their workforces. The feedback from these Boards has seen investments made by the College for speciality, state of the art equipment currently used in industry. Employers make excellent recommendations to the ever-changing industry needs which in turn supports strategy at the College to develop and align curricula to meet these industry requirements.

Going forward the University provision will link with North West Business Training within the College to seek opportunities for students to conduct research-based projects to benefit both the student and local industry. Further plans are being considered to introduce employment fairs with local businesses and University students.

Strategic measures

The College is beginning to examine and understand the importance of the impacts of evaluation strategy and evidenced based practice in relation to the OfS and widening participation. However, we are keen to develop our processes in order to help us better understand intersections of disadvantage that may occur within our University education student community and ultimately report on such instances with a view to then action planning for better outcomes in the future.

Access

A1/A2 The College will continue to work with our partners, local authorities, charities and local Schools to offer a collaborative programme of widening participation activity for Disabled and Care Leaver students. We plan to develop a more sophisticated way of tracking such students with the aim of this system being able to help such student's access University education and increase students support networks whilst they are studying and ultimately give students a better chance of succeeding if they do choose to study at the College. In order to support A1, the College will promote the support and guidance provided to all students. This will be executed through town centre activity, school liaison, local job centre meetings, promotional material and when visiting employers. Through such activity it is anticipated the proportion of part-time disabled students accessing higher education at the College will increase. This will be monitored throughout the academic years.

We provide non-standard/alternative access routes to all our undergraduate degrees through Foundation Entry courses and Higher/Degree level Apprenticeships. We aim to deliver an excellent student experience while students transition between the phases of their learning journey. This work recognises the different pathways for students into the University education environment, through traditional School and College entry, vocational education and training and transferable skills from previous employment or training. The College has seen a rise in enrolment figures for Foundation Entry routes currently on offer and as such we understand the importance of such routes for our cohorts of students and applicants, we will continue to monitor this offer in order to ensure that students who do not hold 'typical' entry requirements for University courses are still able to access Higher Education in their local area.

In 2019/20 the College invested in the creation of a new role to support widening participation for all

groups of students throughout their full lifecycle. The Widening Participation Officer will play a key part in implementing the University education strategy, initiatives, policies and procedures associated with widening participation across the student lifecycle, covering aspirations, attainment, access, success and progression. The role is crucial to enabling University education at the College to deliver its widening participation initiatives and further realise its commitment to increasing the proportion of students from under-represented groups enrolling on University education courses at the College and successfully completing their studies, closing any relative gaps between students with different characteristics across the entirety of the student lifecycle.

The College works closely with our local Uni Connect, Future U and we work collaboratively with other Higher Education providers in order to support widening access for under-represented groups across our region. Collaboration through this partnership will support activity that aims to close the gaps in access for specific groups (including Disabled and Care Leaver students) which are under-represented in Higher Education, linking to national but also regional priorities. Specific aims will be developed for this work, using evidence such as regional outreach mapping, alongside county-wide data on Higher Education access, success and progression. Collaborative activity will prioritise Disabled and Care Leaver students in order to ensure that these groups of students are able to access University education within their local area, they are able to succeed within their chosen educational endeavours and ultimately progress to their future career choices.

Investing in a College UCAS account has allowed the College to have its own identity for University education courses that are currently offered on site. There are many further benefits to the College purchasing this system including, connecting with prospective students (from all under-represented groups), advertisement of the programmes of study that are currently on offer, receive and manage applications for admissions, manage interactions with prospective students, Schools and Colleges and qualification awarding organisations, plan and manage student numbers and student support services, complete statutory reporting and finally it ensures that our admissions processes are fair and transparent.

Success

S1.   To increase the attainment of full-time mature students from 70% to 75.8%

The College will support the above target through a variety of strategic measures including:

The College provides a range of tailored support packages to enable full-time mature students from all backgrounds (particularly those from specific target groups) to complete their studies. Such support packages include the College Bursary where targeted financial support is offered to students with low household income (the bursary includes IT equipment, car parking, travel support, campus credits and vouchers). The Bursary allows students to access support whilst they are studying with us and in turn provides them with a number of financial/physical mechanisms to allow them to access, succeed and progress throughout their educational journey with us. Student Innovators have played and will continue to play a crucial role in the re-structure of our Bursary. Student Innovators gain the views of their fellow students in relation to what the Bursary should include and as a result of this, the College is currently reviewing the structure and support of the Bursary. The College will continue to monitor the feedback from our students and evaluate data tracking systems throughout the students lifecycle to establish if any further necessary changes need to be made to the College Bursary throughout the lifetime of this plan.

The College offers an Access to Learning Fund (ALF) which is a means tested matrix and awards

payments according to student's residual income and expenditure. Discretion is applied to support students who are at financial risk where it could impact their continued study.

Assessment processes seek to identify poor budgeting skills and to ensure sustained solution are mandatory budgeting support with certain awards granted. This activity is focused particularly on maintaining success of those students from low-socioeconomic backgrounds in order to ensure that students who are facing financial difficulties can continue with their studies. This service has proved to be successful for our students and has supported them to succeed in their University Education journey and ultimately enter their chosen career pathways.

The College also has an advanced payment system which allows students to receive financial support who have not yet received an award payment from Student Finance England (SFE) at the beginning of a semester. A high proportion of applications to SFE are made late in the cycle which means SFE payments are received later in the Semester. The provision of this service is designed to promote access for those students from a low-socioeconomic status and mature students who may otherwise decline their place due to financial constraints. This service is readily accessed by our learners during semester one and allows the students to access funds to support themselves and their families until provisions from SFE have been released, without such service some of our students would not be in a position to access Higher Education.

The College has a strong Induction process which provides students with clear communication in relation to the support available to them whilst they are studying. Communication is available on the website also and through events, admissions, enrolment processes and notifications on the College's VLE (GSuite for Education).

Our student support mechanisms are structured in a holistic way to ensure that students can access everything they require from a single starting point at our Student Services.

Every student has access to a Personal Tutor who meets with them individually or sometimes as a small group. Students also have access to Academic Advisors, students are able to contact these members of staff personally to arrange a time that is convenient for themselves to discuss any academic worries they may be facing and gain support. The College's tutorial system proves to remain beneficial for our students, feedback from internal and external surveys show that this mechanism of support is one that is positive in relation to students remaining on programme, succeeding and progressing into employment or on to higher study.

In 2018/19 the College introduced a new Boost Curriculum offer, this innovative programme has been developed to tailor the individual needs of University education students enrolled at the College. The curriculum on offer has been designed to enhance the students skills, knowledge and experiences in order to support them to stay up-to-date with the very latest development in their chosen subject field or areas of interest, alongside offering academic and practical skills that can add an extra dimension to their degree studies, and includes useful activities which will allow the students to enjoy the company of their fellow peers. Student feedback from the Boost Curriculum is positive, the College will continue to monitor the impact that this is having upon our students in terms of their success on programme through achievement and progression statistics.

Students with disabilities are given advice at interview about application to the Disabled Students Allowance (DSA). Weekly timetabled drop-in sessions are held by the College Disability Team (based in Student Services) where current or prospective students can gain advice and support with regard to DSA applications. In addition to this, the College also holds a regular meeting to discuss additional support that may be needed for University education students with additional needs in order to ensure

that correct measures of support are put in place whilst students are awaiting the outcome of their DSA application. We will continue to monitor this support service throughout the lifetime of this plan in order to ensure that gaps are not created for this group of learners with respect to their success and progression to that of their non-disabled peers. Further to this we have employed an Educational Psychologist in order to increase efficiencies in student experience whilst applying for the DSA. Students can now be internally assessed for specific learning difficulties allowing us to meet the needs of our learners.

A Counselling service is offered to all University education students who may experience problems within their academic studies or personal life. The College actively promotes Student Space to help with student wellbeing and support. During 2020-21 the College have invested in training members of academic staff and have appointed designated individuals in Mental Health First Aid. This invaluable support ensures students can access relevant support and can continue with their studies. The College has seen an increase in the proportion of students declaring mental health issues (2019-20 6% of full time students).

Progression

P1.   To reduce the gap in rates of progression to employment or further study between our FT disabled and non disabled students.

The College will support the above through a variety of strategic measures. Our work in the area of progression is both targeted and inclusive and a number of individual initiatives address both our priority and non-priority areas. The College is aware that particular work needs to be carried out in relation to the progression to further study or skilled employment of our full time Disabled students. It is to be noted that a significant proportion of our students originate within the local area and a significant proportion of graduates stay within the North West each year. Many of our students are the first in their family to participate in Higher Education and are firmly embedded within our community, so a high proportion has much more restricted access to high quality employment opportunities than graduates in larger cities where density of job opportunities is greater and salaries are higher. Strategic initiatives that will be introduced from 2021 onwards to support the target include:

- Through the subsidiary provision of the College, North West Business Training, we will work with local employers to develop skills to support the local area.
- Seek work experience opportunities through the College's business connections for students.
- Support development of transferrable skills through a revised Curriculum Boost programme.
- Offer employability workshops including presentation skills, interview techniques and CV writing.
- Offer advice and guidance for further study such as Masters, PGCE etc.

The College will continue to ensure (having specific focus on our Disabled students) that we are equipping our graduates to make the most of the opportunities that are available in our area. All students have access to a diverse range of careers and employability development opportunities designed to suit individual sector needs. Our Matrix accredited Careers Team offer both face-to-face and online careers and employability resources and events/activities. Prior to the completion of the course, students will have the opportunity to have a Careers Advice and Guidance appointment where support will be provided to seek employment or progression in education.

Employability is embedded into the curriculum with professional skills development, real world inspired learning and external awards included as part of the offer. We will continue to monitor the Graduate

Outcomes of our learners to determine if any gaps in relation to progression are identified, if any gaps are identified then action plans and targets will be created to close such gaps.

Although the College is able to access Graduate Outcomes data, this does not always reflect the local data in terms of career opportunities and salary attached to such employment. The College will work to create an internal survey in order to allow us to analyse and evaluate the starting points of our learners and assess and ultimately advise on their future aspirations in terms of skilled employment/salary within the local area. We will measure and evaluate the outcomes of such surveys throughout the lifetime of this plan. The survey 'Skills Audit' will be ready for completion in 2021. Analysis from the audit will assist in the development of internal measures to support students with progression.

Although the College has begun to work on systems that track data, there is still further work to complete on such systems. The future plans for the data system for University education students is to enable the College to analyse in more detail the intersectional nature of challenges faced by students from underrepresented groups in relation to access, success and progression, this will allow the College to be in a more positive position when measuring impacts for our learners.

Many programmes have assessments in which students are required to relate and/or apply knowledge to the workplace. The provision of PT modes of study on almost all programmes provides further opportunities for students currently in employment to enhance their skills and career development potential. As such, the College plays a key role in facilitating skills development and professionalisation within the Pennine Lancashire workforce, in line with the College's strategic objective 'to make a significant contribution to the local and national economy through enhancing the personal growth, enterprise and employability of individuals' and this helps fulfil the promise that 'Burnley College builds futures and changes lives'. The College will continue to develop and deliver programmes of study that support our students to enter their chosen workforce upon completion of their studies.

3.2 Student consultation

The College has introduced roles for students; Student Innovators. These students have been recruited and selected by the Dean of University Education. This group of students work closely with their peers and staff at the College in relation to strategy and policy. As such the Student Innovators have been invited to several University Education Compliance meetings where the Access and Participation Plan has been discussed and reviewed. Student Innovators will continue to be invited to these meetings throughout the lifetime of this plan in order to discuss, plan and review documentation for the College's University Education and the OfS.

Student Innovators have and will continue to play a crucial role in the re-structure of our Bursary offer. Student Innovators gain the views of their fellow students in relation to what the Bursary should include in order to support access, progression and success.

Our Student Innovators study on a variety of programmes that we currently have on offer, including Foundation Entry routes, Foundation Degree Programmes, HNC/D Programmes, Degree Programmes and Degree Apprenticeships, the students are representative of the demographics of the whole cohort of students and come from a range of backgrounds. The College will continue to recruit further Student Innovators throughout the lifetime of this plan in order to ensure that the Student Voice remains strong and that our students will continue to have a major role in driving our strategies forward.

3.3 Evaluation strategy

The College is only just beginning to examine and understand the importance of the impacts of evaluation strategy and theory/theories of change in relation to the OfS and widening participation. However, we are keen to develop our processes in order to help us better understand intersections of disadvantage that may occur within our University education student community and ultimately report on such instances with a view to then action planning for better outcomes in the future.

All the previous programmes and activities run through our access work have bespoke evaluation that has measured whether the desired impact or outcome of the intervention has been achieved. Whilst this may have had positive impacts for our students, the College is aware that further, more robust evaluation strategies need to be formed for the duration of this plan and beyond in order measure if the activity is or is not having the desired affect and how we will learn from this in the future.

We clearly value widening participation at the College and this is at the heart of everything that we do, and as a result of this value the College has now recruited and appointed a Widening Participation Officer. The creation of this post will allow the College to begin to monitor change and evaluate activity in a more robust manner. We are currently researching the impact of ambient information delivered through community engagement events, such as our Winter Wonderland and Science Festival family days. We plan to conduct research into specific studies within our target groups identified within this plan and how widening participation programmes that we deliver in the future may alleviate perceptions of Higher Education in our local area. This research will help us to identify aims, methods of evaluation and future action planning.

Alongside identifying aims and objectives for access, success and progression, we have also identified aims and objectives relating to further monitoring, evaluation and analysis and the importance of this in terms of evaluation of strategy, why we plan do this and furthermore when we plan to do this by. The outcomes of all of these targets will place the College in a better position in terms of reporting and identifying any areas or intersections of disadvantage.

We are beginning to develop a strategic approach to our monitoring and evaluation of student success and progression initiatives. We will begin to embed appropriate data collection into our enrolment and registration processes and we are beginning to explore ways in which we might measure baselines, when students arrive at the College, and track distance travelled each year (as we have done for many years with our Further Education students) in a way which allows us to compare distance travelled for our target groups in comparison to their peers. This will allow us to continually evaluate whether our interventions are affecting students' confidence and perceptions in key areas and revise our programme accordingly.

As a College, we need to begin to plan how we aim to achieve our outcome targets and how these will be measured, we need to focus on our inputs, our outputs and the desired outcomes for our widening participation activities/programmes.

Ensuring continuous improvements through an evaluative research and evidence based approach is the ambition and strategic direction of this plan. The evaluative programme that will underpin the intended delivery of activities will enable a robust evidence base for continuous improvement. New pilot activities will be developed from a research-based approach ensuring targeting is formed from a strong foundation allowing for effective evaluation.

Currently qualitative evidence is gathered from:
- Student Staff Liaison Meetings
- Internal Surveys such as Skills Audit

- Student Innovators and Rep meetings

Quantitative data is/will be monitored to evaluate the Plan utilizing:
- Internal data collection (October 2022)
- Internal surveys such as Skills Audit
- Application tracking through UCAS.

The Access and Participation Plan targets and milestones will be scrutinised and approved through the University education Strategy group with continuous monitoring and evaluations being delivered through the University education Quality, Compliance and Finance groups. Student Innovators are engaged in all deliberative groups held within the organisation which gives opportunity for direct feedback.

Through the Burnley College University education groups (Strategy, Finance, Compliance and Quality), reporting on multiple equality measures ensures timely interventions can be discussed, agreed and mobilised for underrepresented groups and the wider student body. Furthermore, evaluation findings will be scrutinised through these groups firstly to analyse findings and learn from outcomes and secondly to plan ahead and help to design our future programme design/s.

The College will continue to monitor the financial Bursary offer available to our eligible students through working with our Student Innovators and wider student community, alongside evaluating the OfS data sets in relation to access, success and progression to ensure that this offer remains valid and beneficial for our student's accomplishments. With the use of the OfS financial support evaluation toolkit we will evaluate the impact of the new Bursary offer to assess how financial support has assisted and improved outcomes for students. Through such data tracking systems we will be in a position to measure the impact that the bursary will have upon our students.

3.4 Monitoring progress against delivery of the plan

The College monitors progress against delivery through our operational and strategic reporting. Targets and milestones identified within this plan are monitored through a number of forums; the University Strategy Group (which is chaired by the Deputy Principal), the University Education Compliance Group (which is chaired by the Assistant Principal), the University Education Quality Meeting (which is chaired by the Assistant Principal, the University Education Finance Meeting (which is chaired by the Assistant Principal) and then operationally through Curriculum Managers and Programme Leader Meetings (which are led by the Dean of University Education and the Assistant Principal). Ultimately the plan will be monitored through all of the above levels and finally through the Governing Board through the Quality and Standards Committee which meets three times throughout the academic year.

Student Innovators have been invited to several University Education Compliance meetings where the Access and Participation Plan has been discussed and reviewed. Student Innovators will continue to be invited to these meetings throughout the lifetime of this plan in order to discuss, plan and review documentation for the College's University Education and the OfS.

The College ensures continuous improvement through evaluation and are continuing to enhance our ability to monitor impacts at the more detailed level, through arrangements to track the progress of students involved in specific initiatives or in receipt of financial, personal or academic support and overall monitoring of any differentials in levels of access, success and progression by equality characteristics and other factors known to impact on these aspects of the student lifecycle. For example:

- The College monitors annually the progression of student's year on year

- The College uses institutional data to identify different aspects of under-representation within the

The College draws on findings from National research and evaluation to ensure that we are able to maximise the impact of our activities and resources and support students effectively in fulfilling their potential.

With an increased focus on the whole student lifecycle we will begin to evaluate the outreach challenges that will assist in the development of intervention strategies and provision design. Examples of interventions include:

- Links with GMP for our students studying a Police course – this will assist with the preparation and employability of students progressing in to employment.
- In 2021 there will be a review of the Bursary to evaluate the impact of the financial support provided throughout the lifecycle of the student.
- Quality Improvement Plans – Programme Leaders will work with their teams to reflect and evaluate Access, Success and Progression.
- Targeting College 16-19 progression into higher education.
- Working with local schools through School Liaison activity, focusing on deprived areas.
- Outreach activities have been conducted during summer 2021 – working in the town centre, in particular targeting under represented groups.

Scrutiny of such activities will be undertaken by the University Strategy Group. From gathering such data, efforts will be focused around the development of benchmarks against which we can track and monitor progress of the plan. From evaluation and review it will assist in our strategy to create new actions.

If at any stage of the lifetime of this plan, progress worsens, the Governing Board, SeniorManagement and the Dean of University Education will take action in order to plan and monitor improvements that may be needed.

Simon Jordan – Deputy Principal will hold overall responsibility for the monitoring of this plan.

1. Provision of information to students

Burnley College is committed to publishing clear and accessible information to existing and prospective students on all aspects of their course and particularly the financial expectations. The College is compliant with all consumer law requirements of the Competition and Markets Authority (CMA). During the acceptance stage of the admissions process all students are provided with detailed information with respect to fees, additional costs, and the financial support packages that the College offers. Applicants are provided with the following information as part of their formal offer:

- The cost per year of the programme, as well as the course duration and total cost within the

offer letter which is emailed or posted to students
- Information relating to the Burnley College University Education Student Agreement (terms and conditions)
- A standard Additional Costs document which provides details of standard optional additional costs (relating to the course, indicative living costs if applicable, or other one-off items).
- A Model Cancellation Form

Students will be able to access this plan via the College website (www.burnley.ac.uk) where it will be clearly displayed alongside our Policies and Procedures.

The financial support available to students is accessible on the website where it is clearly signposted under fees and finance. The support team also provide guidance on finances at advice and support sessions throughout the academic year.

The Burnley College Bursary delivers non-repayable financial support to those enrolled on Higher Education programmes, the package award comprises a number of benefits, including cash, campus credits, health and wellness packages, digital packages and car parking grants. In order to be eligible for the Bursary award, students must meet criteria, such eligibility criteria includes our students to be in their first year of study on a University education course delivered at the College, students must be paying the maximum tuition fee of £9000, students must be enrolled on a FT programme of study, students must not have received the Burnley College Bursary in a previous year of study alongside meeting the defined household income thresholds associated with each specific Bursary award. The Bursary is offered to students in their first year of study, currently there is no Bursary award for further years of study proceeding year one, however this is something that the College will be evaluating throughout the lifetime of this plan. The Burnley College Bursary package details are shown below:

Bronze; household income is not assessed, and students can apply for a package worth £500, consisting of £250 Campus Credits and a Health and Wellbeing Package worth £250. (although this package is currently not means tested, 70% of our students are from Q1 and Q2)

Silver; household income between £20K and 25K, students will receive a £500 cash award (given at certain periods throughout the academic year) and choose between a digital device, Campus Credits (£500), Campus Credits and Health and Wellbeing Package (£500 in total) or a Car Parking Grant (£500).

Gold; household income under £20k, students will receive a £1000 cash award (given at certain periods throughout the academic year), and choose between a digital device, Campus Credits (£500), Campus Credits and Health and Wellbeing Package (£500 in total) or a Car Parking Grant (£500).

Establishing our presence within the UCAS admissions systems will allow us to highlight our offer to prospective applicants alongside clearly outlining our fees for the courses we offer.

Variations to 2022-23

Priority A: Accessible access and participation plans

Burnley College: Summary of 2022-23 to 2026-27 access and participation plan

What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity. This supports underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan for Burnley College https://www.burnley.ac.uk/wp-content/uploads/2022/03/Access-and-Participation-Plan-2022-23-to-2026-27.pdf

Key Points

Burnley College serves a community that experiences significant levels of deprivation with Burnley itself being amongst one of the most deprived areas in the country. The 2019 Government Index of Deprivation places Burnley in 11th place out of 317 local authorities in England.
The following groups of students are less likely to achieve a degree award:

- Black, Asian and minority ethnic students
- Mature students
- Disabled students
- Students from low income backgrounds
- Care leaver students

The College's purpose is to 'build futures and change lives' and to 'significantly expand the range of local opportunities for University-level study whilst maintaining high standards' and 'to maintain outstanding equality of opportunity'.

Burnley College offers over 50 University education courses from level 4 to level 6. The College works in partnership with Universities and awarding bodies including UCLan, the University of Bolton, Buckinghamshire New University and Pearson.

Overall employability rates for our students have improved and are in line with national data.

Fees we charge
At Burnley College, the maximum fees charged are:
- £9,000 per year for full time students
- £6,000 / 4,000 per year for part time students

Financial help available

The Bursary is offered to students in their first year of study; currently there is no Bursary award for further years of study proceeding year one.

The **Burnley College Bursary** package details are shown below:
- **Bronze**: household income is not assessed, and students can apply for a package worth £500, consisting of £250 Campus Credits and a Health and Wellbeing Package worth £250.
- **Silver**: household income between £20K and 25K, students will receive a £500 cash award (given at certain periods throughout the academic year) and choose between a digital device, Campus Credits (£500), Campus Credits and Health and Wellbeing Package (£500 in total) or a Car Parking Grant (£500).

- **Gold:** household income under £20k, students will receive a £1000 cash award (given at certain periods throughout the academic year), and choose between a digital device, Campus Credits (£500), Campus Credits and Health and Wellbeing Package (£500 in total) or a Car Parking Grant (£500)

Additional financial support is also available:

- **Hardship, Access to Learning Fund -** supporting students from households with low levels of income.
- **Care Leaver Bursary.**

Information for Students

Prospective students receive information on fees and financial support at our in-person 'BCUC University and Adult Advice Events' - see the website to book **www.burnley.ac.uk.**

What we aim to achieve

Our overall aim is to support students to access higher education, closing local gaps in rates of access by those from disadvantaged backgrounds. The following are key access priorities:

- Work with part-time disabled students.
- Work with Care Leavers.
- Attainment of full time mature students.
- Reduce the gap in the rates of progression to employment of further study between full time disabled and non-disabled students.

What we are doing to achieve our aims

- Work with our partners, local authorities, charities and local Schools to offer a programme for widening participation activity for Disabled and Care Leavers.
- Outreach activities through town centre activity, school liaison, Job Centre meetings and employer engagement.
- Offering Foundation Entry, HNC, HND and full degree pathways on a full time and part time basis.
- Offering financial support including bursaries and hardship funds (Access to Learning Fund) for eligible students.
- Seeking work experience opportunity with local employers.
- Offering employability workshops.

How students can get involved

The College work with Student Innovators to gather student input into the design of the Access and Participation Plan. Student Innovators are invited to University Education Compliance meetings.

Evaluation - how we will measure what we have achieved

Our programme of activity will be informed from evidence about what works for students. We will collect data and feedback from:

- Student Staff Liaison meetings.
- Internal surveys.
- Student Innovators and Rep meetings.
- Internal data collection to assess the impact on achieving our aims.

Contact details for further information

You can contact Nina Parkin at he.admin@burnley.ac.uk for further information.

Priority B: Partnerships with Schools to raise attainment

We intend to further develop our outreach and widening participation activity to include work with local schools who are experiencing low levels of academic attainment in under-represented groups. These activities will be coordinated through the School Liaison Team and divisional subject specialists. Activities include the following:

- Maths and English GCSE targeted support sessions in local schools to improve attainment and engagement of those students who typically under achieve.
- Delivery of subject academies for Y10/11 students who want to explore subjects. This is a six week programme that inspires, raises aspirations and helps to secure successful outcomes.
- Maths Feast for Y11 students from the local schools which includes a Maths problem-solving competition. This helps to raise confidence and attainment from low participation and deprived backgrounds.
- School Liaison outreach activity targeting schools with lower levels of attainment and participation.
- Uni Connect (Future U) - support is provided through our School Liaison Team, promoting access to higher education and pathways. Future U have presented at Burnley College to support our internal 16-18 year old students. The Widening Participation Officer attends monthly operational meetings. The Widening Participation Officer is also involved with research and evaluation through this project.
- Science Festival - local primary schools attend this annual event where scientific experiments, games and competitions take place. The festival supports student engagement in a wider educational setting for some of the most deprived students.

Priority C: Access to higher education leads to successful participation

Burnley College is committed to ensuring underrepresented groups have access to education. In the last 12 months the College has invested in initiatives and carried out substantial outreach work within the community, with the purpose of breaking down barriers to accessing higher level education. Enrolments for 2021/22 show that 71% of all learners are mature learners (21 years +) and 19% of learners register a learning difficulty.In 2021/22 of those completing their level 6 education, 70% achieved a 1st class or upper second class degree.

Support for underrepresented groups is of paramount importance to secure the success of learners. Measures that have been implemented include:

- Dedicated IAG to support learners with programme choice;
- Academic support for learners who are returning to education later in life; support includes activities such as, academic writing, presentation skills and general confidence boosting.
- 1:1 Careers advice and guidance throughout the student life cycle.
- Access to a personal tutor.
- Financial support for those suffering hardship.
- Access to Health, Wellbeing and Safeguarding Team

- 2022/23 will see the introduction of a Social Prescribing Programme within the College.
- 2022/23 the College will enhance the attainment and continuation monitoring system which will enable tutors to identify early intervention.
- Care Leaver Covenant
- Preparation for HE
- Guest speakers

Priority D: Develop more flexible and diverse provision

Over recent years, Burnley College has developed a highly successful and diverse range of level 4, 5 and 6 qualifications in response to the changing demands of learners and employers. Primary focus has been to ensure learners can access higher level qualifications over a one, two or three year period (HNC, HND and full degree). Those learners who chose to study lower level qualifications are offered progression routes either from HNC to HND or HND to top-up degree. The College currently offers over 50 university courses on either a full time and part time basis. Recent developments have included the introduction of higher degree apprenticeships and within the next 12-24 months the introduction of higher technical qualifications and HNC and HND in Health and Social Care. Such curriculum expansion has been determined in order to meet the needs of the labour market in Burnley and Pendle where there are some 10,000 employed in health and related services and where the sector is expected to grow until 2028 www.lancashireskillshub.co.uk.

Access and participation plan
Fee information 2022-23

Provider name: Burnley College

Provider UKPRN: 10001000

Summary of 2022-23 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2022-23 new entrants

Table 4a - Full-time course fee levels for 2022-23 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
Foundation degree		£9,000
Foundation year/Year 0		£6,000
HNC/HND	ALL FT HND (University Validated)	£9,000
HNC/HND	Pearson Construction	£7,250
HNC/HND	Pearson Theatre and Performance	£7,000
CertHE/DipHE	FT Certificate in Education	£9,000
Postgraduate ITT	FT PGCE (1 year course)	£9,000
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	Top- Up Degrees	£9,000

Table 4b - Sub-contractual full-time course fee levels for 2022-23

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2022-23 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree		£4,000
Foundation year/Year 0	*	*
HNC/HND	All PT HND (University Validated)	£6,000
HNC/HND	Pearson Construction	£3,625
CertHE/DipHE	PT Certificate in Education	£6,000
Postgraduate ITT	PT PGCE	£6,000
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2022-23

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Office for Students

Targets and investment plan
2022-23 to 2026-27

Provider name: Burnley College

Provider UKPRN: 10001000

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				
	2022-23	2023-24	2024-25	2025-26	2026-27
Total access activity investment (£)	£107,640.00	£117,804.00	£128,983.00	£141,280.00	£154,807.00
Access (pre-16)	£48,400.00	£53,240.00	£58,564.00	£64,420.00	£70,862.00
Access (post-16)	£42,350.00	£46,585.00	£51,243.00	£56,367.00	£62,003.00
Access (adults and the community)	£10,890.00	£11,979.00	£13,176.00	£14,493.00	£15,942.00
Access (other)	£6,000.00	£6,000.00	£6,000.00	£6,000.00	£6,000.00
Financial support (£)	£302,000.00	£333,500.00	£367,850.00	£405,335.00	£446,268.00
Research and evaluation (£)	£105,270.00	£115,797.00	£127,376.00	£140,113.00	£154,124.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Higher fee income (£HFI)	£1,096,340.00	£1,183,480.00	£1,277,125.00	£1,369,100.00	£1,462,745.00
Access investment	9.8%	10.0%	10.1%	10.3%	10.6%
Financial support	27.5%	28.2%	28.8%	29.6%	30.5%
Research and evaluation	9.6%	9.8%	10.0%	10.2%	10.5%
Total investment (as %HFI)	47.0%	47.9%	48.9%	50.2%	51.6%

Targets and investment plan
2022-23 to 2026-27

Provider name: Burnley College

Provider UKPRN: 10001000

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones					Commentary on how milestones/targets were calculated (500 characters maximum)
											2022-23	2023-24	2024-25	2025-26	2026-27	
To increase the proportion of our PT disabled students accessing our HE provision	PTA_1	Disabled			Outreach programmes will be developed throughout the duration of this plan to work to increase our access for our PT disabled students in order to reduce the gap in comparison to access rates for our non-disabled students.	No	The access and participation dataset	2019-20	Percentage	6%	12.2%	13.6%	15%	16%	17%	We will continue to monitor and evaluate this to ensure that access gaps between these groups of students do not become a cause for concern throughout the duration of this plan
	PTA_2															
	PTA_3															
	PTA_4															
	PTA_5															
	PTA_6															
	PTA_7															
	PTA_8															
	PTA_9															
	PTA_10															
	PTA_11															
	PTA_12															

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones					Commentary on how milestones/targets were calculated (500 characters maximum)
											2022-23	2023-24	2024-25	2025-26	2026-27	
	PTS_1															
	PTS_2															
	PTS_3															
	PTS_4															
	PTS_5															
	PTS_6															
	PTS_7															
	PTS_8															
	PTS_9															
	PTS_10															
	PTS_11															
	PTS_12															

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 character	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones					Commentary on how milestones/targets were calculated (500 characters maximum)
											2022-23	2023-24	2024-25	2025-26	2026-27	
	PTP_1															
	PTP_2															
	PTP_3															
	PTP_4															
	PTP_5															
	PTP_6															
	PTP_7															
	PTP_8															
	PTP_9															
	PTP_10															
	PTP_11															
	PTP_12															