Grantham College
2019-20 access and participation plan

Assessment of current performance

Grantham College is a general FE college whose HE provision is designed to meet the needs of the local population. In general the College's student population reflects the wider populace in the region. The College aims to break down barriers to Higher Education and widen access to and participation for the local community with particular reference to those groups who are under-represented in HE. This is the first Access and Participation Plan prepared by the College.

In June 2018 the College achieved a TEF Silver award. The TEF panel's summary states: "The provider metrics supplemented by the submission indicate that students from all backgrounds achieve excellent outcomes" and that the panel's

judgement reflects, in particular, evidence of:
• the embedding of employability skills in the curriculum through a well-established supportive employability infrastructure
• provision of a comprehensive, personal pastoral support package for all students augmented by a well-resourced, non-academic student support network
• relevant professional experience of teaching staff and support for their development including a mentorship scheme for new academics.

The contextual TEF POLAR data shows that 57% of HE enrolments come from quintiles 1 to 3 with 39% from the lowest participation in HE quintiles 1 and 2. Although the College postcode is in the 3rd quintile for IMD data (https://tools.npeu.ox.ac.uk/imd/), the contextual TEF data on IMD shows that a majority of HE enrolments come from quintiles 1 to 3, with 34% from the most deprived quintiles 1 and 2.

In 2016 the Quality Assurance Agency (QAA) review team judged the Higher Education provision at the College to meet UK expectations in all areas and in addition identified three areas of good practice, all of which are relevant to the student life-cycle:

- *The inclusive approach to admissions that widens student participation in higher education (Expectation B2).*
- *The comprehensive and personalised academic and pastoral support provided to all higher education students (Expectation B4).*

- *The effective management of partnerships with employers that enhance the student learning experience (Expectation B10).*

The QAA deemed the Academic Support on HE provision at Grantham College to be an area of good practice within the provision; this is confirmed by the core metrics in the TEF data for the majority mode of 'Part Time other undergraduate UG' which, similar to Teaching, shows both a positive flag and a high value indicator with the absolute value being 13.6 points above benchmark, a result which reflects the high satisfaction with Academic Support expressed by part-time students in the NSS. Again, as with Teaching, full-time students also express a high satisfaction with Academic Support and the core metrics show a high value indicator as the absolute value is 7.0 points above benchmark.

The HER reviewers commented that:

> *The College has established inclusive systems to promote participation and support student transition into higher education for students from different backgrounds including those from Level 3, and the workplace'*
> *QAA HER Report p.21*

The nature and level of support is reviewed and contextualised as students progress through the different levels of study, and is tailored to allow them to become independent learners.

Via DLHE data, progression to employment or further study from HE programmes at Grantham College is good as indicated by the positive core metrics for the majority mode of study which are slightly above benchmark. The core metrics for the minority mode of study are slightly below benchmark but still very high at 93.9%.

The TEF metrics above demonstrate how the College compares to national benchmarks. The TEF panel and HER reviewers' comments above provide some qualitative comments on the College's performance in terms of widening participation and access. The following analysis of performance using the latest College data gives further insight.

HE Recruitment

Priority Group HE Recruitment		15/16	16/17	17/18	HEFCE National Statistics 16/17
Gender	Female	45%	43%	47%	57%
	Male	55%	57%	53%	43%
Age Group	Under 21	35%	35%	35%	41%
	21-24	22%	21%	20%	27%
	25+	43%	44%	45%	31%
Ethnicity	White	97%	98%	98%	77%
	All Other Ethnic Groups	3%	2%	2%	23%
Learning Dif/Dis	No Known Disability	97%	99%	97%	88%
	Known Disability	3%	1%	3%	12%
POLAR 3 Recruitment of young people from different participation areas 1= Lowest	1	17%	12%	15%	
	2	21%	25%	29%	
	3	26%	29%	25%	
	4	22%	22%	20%	
	5	14%	11%	10%	
	unknown	0%	1%	1%	

The College is successfully widening participation by recruiting a greater proportion of mature students into HE compared to the national average.

The College's HE recruitment pattern appears to match the local population in terms of ethnicity: "The non-white population make up 2.4% of the total

population in 2011 compared to 1.4% in 2001. However this proportion is still small when compared with the national non-white population of 14%" (Source: http://www.research-lincs.org.uk/UI/Documents/country-of-birth-ethnicity-and-nationality-of-lincolnshire-residents-census2011-112013.pdf). Our statistical target (ref Table 8a Resource Plan) is for the figure to rise over 5% points in 2019-20.

The proportion of students recruited with a declared learning difficulty or disability is significantly lower than the national average and is an area for development although this could potentially be due to under-reporting. Our statistical target (ref Table 8a) is for the figure to rise to 5% points in 2019-20.

The contextual TEF POLAR data shows that 57% of HE enrolments come from quintiles 1 to 3 with 39% from the lowest participation in HE quintiles 1 and 2, where 1 is the lowest participation quintile. The data above for 2017/18 shows that recruitment from quintiles 1 and 2 is growing in percentage terms supporting the idea that the College is widening participation to areas with low HE participation.

Priority Group HE Student Completion Rate			15/16	16/17
Gender	Female		87%	82%
	Male		90%	92%
Age Group	Under 21		90%	87%
	21-24		90%	88%
	25+		89%	88%
Ethnicity	White		89%	88%
	All Other Ethnic Groups		75%	75%
Learning Dif/Dis	No Known Disability		89%	88%
	Known Disability		80%	100%
POLAR 3 Recruitment of young people from different participation areas 1= Lowest		1	87%	84%
		2	85%	88%
		3	88%	81%
		4	93%	98%

		5	92%	87%
	unknown		100%	100%

The data above suggests the completion rate for non-white ethnic groups is an area for development. Although the completion rate for those with a declared learning difficulty or disability was lower than those without, this has now improved, and the low number of students may make the figures statistically not significant. The College will develop its data capabilities for the 2020-21 plan to capture detailed information on completions and progressions for HE learners on courses that fall outside of DLHE statistics (including our BTEC HNC/HND provision). Enhanced data capture via the EBS4 system will allow us to measure and evaluate detailed information on care leavers, progression by target group, and on intersections of disadvantage. We will also commit to rolling year averages.

Currently, the completion rate for those learners in POLAR quintiles 1 and 3 is worthy of further investigation and may be an area for development. Quintiles 4 and 5 are completing at a significantly higher percentage and we are working to improve the rates of 1 and 3 as per our 'Ambition and Strategy' drivers (overleaf).

The data above suggests that the College is in line with national average completion rates for young and mature students as published by HESA.

Ambition and strategy

We plan to close the gaps highlighted in our assessment of performance by:

Identifying disadvantaged students at enrolment and implementing termly support measures to address areas of particular concern across the students' life-cycles. Our student support mechanisms include the provision of dedicated student mentors and study support staff. This team works closely with the DSA on Study Needs Agreements and in collaboration with Learning Needs Providers; And:

Addressing the dual problem of low participation and under-representation in HE within the local catchment area. The College is currently working in conjunction with employers and awarding body partners to actively improve engagement within and from target wards through the LiNCHigher project. LiNCHigher is a partnership of 11 education providers and organisations across the county. With the use of embedded evaluation and monitoring, it aims to positively improve student choices and increase successful access and participation in Higher Education. Initiatives include lesson plans for tutor time, short career sessions, and outreach activity for Years 9-13 facing particular barriers to accessing Higher Education. The College plans to collaborate with Area Engagement Officers from the LiNCHigher project team to set up a community hub in a local target ward. The College will also make use of data available via LiNCHigher as collected by the East Midlands Widening Participation and Recruitment Enterprise Programme (EMWPREP).

The College commits to increasing the monitoring and evaluation of its performance against this plan through its established quality cycle. Our monitoring systems are informed by internal and external processes. Internally, we have invested in Pro-Monitor software to identify at-risk students, monitoring personal termly grade counts and targets, and tracking the Individual Learner Plan through SMART targets (measuring effort and support) to plan provision for additional support requirements. Externally, we use DLHE and LEO analysis and continuation rate data to track the progress of HE learners. The College also has a dedicated tracking process for FE leavers which is being rolled out to capture data on those HE learners not included in the DLHE statistics (such as those on our BTEC HNC/HND courses). The Assistant Principal – Higher Education is responsible for monitoring the plan, reporting to the College HE Group and Standards Committee, and as part of the Senior Leadership Team. The plan is

embedded within our institution as a central component of the Annual Monitoring Review process. Evaluation of the plan is via yearly mapping of percentage points against national matrices. From a baseline figure of 37% (2016-17) of HE participation in the local area, our statistical target (ref Table 8a Resource Plan) is for the figure to rise to 41% in 2019-20. We ensure that the plan is effective and impact focused by measurement and evaluation as against UKPIs (HEFCE/HESA) benchmarking performance, comparators via KIS data, and NSS outcomes. The process of evaluating our activities is achieved via our self-assessment report (SAR) system. The SAR is compiled and submitted on a yearly basis, and is monitored and moderated by our Governors and Standards Committee. It allows for a full review of the previous year's results and data. It makes use of data from the RCU (Responsive Colleges Unit) including that of deprivation band learners living within the selected district (based on 16-19 EFA funded numbers); pass rates following enrolment; and GCSE qualifications on entry. We commit to bifurcating our FE and HE data to implement a corresponding SAR system dedicated and specific to all College HE activities in 2018/19 on a yearly basis, with a view to detailing our findings in an evaluation programme for 2019/20. The SAR uses header themes of 'overall effectiveness'; 'effectiveness of leadership and management'; 'quality of teaching, learning and assessment'; 'personal behaviour, development and welfare'; and 'outcomes for learners'. It makes use of supporting evidence including QAR reports, internal analysis of achievement rates, and value-added progress scores. To monitor achievement in ambitions and goals, the College SAR system contains an action plan of areas for improvement from the previous year mapped against measurable outcomes. Areas and outcomes include a more robust peer observation format ensuring that desired impact of progress, attendance, stretch and challenge can be evidenced; and using detailed information on learners' existing skills and abilities to track development via the ProMonitor system (of progress and risk indicators). The HE self-assessment report will use corresponding header themes and highlight comparable areas for improvement mapped against measurable outcomes; these areas and outcomes will form targets for our HE and Standards Committees, as well as key drivers of our institutional review and will be included in our Access and Participation Plan going forwards.

The plan complements our Equality and Diversity strategy and the extensive work already undertaken to engage with the local community, schools and

employers. Our Equality Objectives and Policy are part of our wider commitment to meet our Specific Duties under the Equality Act 2010 and cover all of the protected characteristics including age, race, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief or lack of belief, and disability and learning difficulties. The College is committed to effectively manage and embed equality, diversity, and inclusion. In October 2011, we signed a pledge to take action to reduce mental health discrimination and stigma as part of the national campaign 'Time to Change'. In our Equality Duty, we aim to eliminate unlawful discrimination and other conducts, advance equality of opportunity, and to foster good relations between people who share a protected characteristic and those who do not.

The College has an Equality and Diversity Committee which meets quarterly across the academic year. The Equality and Diversity Committee works to an action plan and reports to the Senior Leadership Team. Targeted measurable actions and outcomes include improving achievement and retention rates, enhancing engagement via a focused number and range of community learning events, widening offers of apprenticeships, tracking collaborative links with employers and provider partners on matters related to Safeguarding, Fundamental British Values and mutual respect. The College engages in sector related HE taster events, promoting vocational routes to HE, mapping apprenticeship routes to HE, collaborative curriculum development, and mapping non-traditional routes to HE. Via the measurable outcomes and their relationship to student survey information, the Committee regularly considers the impact of our activities and support measures on students with protected characteristics. We also plan to monitor and evaluate the impact of our associated activities via an equality impact assessment. This will enhance our already robust system of monitoring impact. Data on WP and E&D is tracked across ProAchieve. Example evidence: success data from ProAchieve shows that in 2016/17 83% of students with learning difficulties/disabilities achieved their main qualification (81% in 2015/16), in comparison to 80.4% of students with no difficulty/disability/health problem. And, 90% of students who received Study Support in 2016/17 achieved their main qualification compared with 83% in 2015/16.

The alignment of WP and E&D strategies is measured and managed through regular meetings of the Disabled Students Officer and the Student Engagement Officer, and via the Equality and Diversity Committee. WP and E&D drivers are

mapped across the College annual report, strategic objectives, and policy documentation. Central to the alignment of WD and E&D at the College is (a) a recognition of the complexity of targeting broad groups of social composition and (b) a belief that both areas concern underrepresented groups and hinge on encouraging wider uptake in HE in vocational areas and in meeting the needs of employers.

The College has an Employer Engagement Team, offering training to individuals seeking a return to employment and an enhancement of employer-facing attributes (such as IT upskilling). Local businesses involved with the team include Anglian Water, BGB Engineering, and Quality Furniture Company. The engagement draws together strategic developments around degree apprenticeships, initiatives from Skills Support for the Workforce, and those of the SIEP (Specialist Industry Educator Programme). To enhance sustained engagement for each apprenticeship, employers provide a nominated person to track the learner's progress and attendance. There is also a triangulated support mechanism involving assessor, apprentice, and employer, ensuring that the learner achieves their full potential on the programme. We consult with employers, our staff and our learners to obtain views on Widening Participation and Equality and Diversity policies, procedures and practices throughout the College, and to promote an inclusive environment. The College commits to consulting with students from a range of backgrounds in the future development of the plan and will actively work with them to deliver it through established groups that contain HE student representation. These comprise student focus groups, student representatives' termly reports, student involvement in Subject Assessment Boards, and ongoing dialogue with the Student Union.

As part of its strategic commitment to widening participation, the College acknowledges that within the community many prospective students, particularly the more mature, non-traditional students (who form a significant part of the HE cohort at the College) are either unwilling or unable to study outside the local area due to personal or work commitment. To facilitate access to HE for this cohort, the College offers competitively priced courses on a full and part-time basis; utilises blended learning; adopts varied patterns of delivery; and embeds accessible modes of teaching, learning and assessment designed to meet the cohort's needs. As part of its ongoing commitment to HE in the region, the College has re-focussed its HE provision to ensure that

wherever possible progression routes from its HE courses are available at HEIs offering Level 6 top-up courses within the local area. The College is committed to expanding a high quality, locally-based HE provision. It has invested in developing a dedicated Higher Education Centre to provide facilities and a standalone space for its university-level learners. The Centre is designed to (a) promote the particularity of the College's HE identity, culture, and community; and (b) to act as a catalyst for collaboration across the disciplines and subject areas. The College is also part of a cross-institution partnership in Lincolnshire that has recently been shortlisted for an Institute of Technology. The IoT could further increase HE participation.

The QAA HER reviewers commended the College on its 'comprehensive and personalised academic and pastoral support' for HE students. Information for prospective students is available online and in hard copy. Students from non-traditional backgrounds are welcomed and a robust policy for the accreditation of prior learning/experience to promote engagement with this cohort is used to encourage participation. The College has a well-resourced non-academic student support network. The network includes professionally qualified and experienced personnel who are able to work effectively with those needing specialist emotional support or advice on financial issues. This provision is offered in addition to tutorial support from academic staff in order to ease successful transition into the HE environment.

The College recognises that mature and non-traditional students often require additional support in developing their academic skills and this is taken into account throughout the learner journey. Study skills are embedded within the programmes and ongoing specialist support (such as for proof-reading or referencing) is available through one-to-one support from the Study Skills Tutor. Learning and Teaching practices are designed to promote inclusive opportunities to enable all students to access the curriculum and if required these practices are modified to meet specific individual student needs and where necessary access study support.

The College's policy of widening participation and use of APL/APEL procedures attracts those lacking academic qualifications via our Access to HE programmes: enabling entry to HE through non-traditional routes and providing support for previously unidentified needs such as dyslexia or processing skills difficulties.

The identification of these difficulties and ongoing support for students is a key priority for the College; support is provided by the dyslexia specialist and learning support advisers to assist learners through the process of applying (where appropriate) for Disabled Student Allowance.

The level of academic support is attuned to stages of the students' life-cycle. The intensive support characteristic of the early stages of being an HE student is gradually withdrawn to encourage students to become more independent and take ownership of their learning. Challenging individual and group projects are introduced together with increased levels of independent study which allow students to pursue their own interests within the parameters of the course and develop the higher level thinking skills which will be required for study at HEIs. There is also a move to the more explicit focus on careers and study progression opportunities for students in the final year of their Higher Education lifecycle. Support for students in the latter stages of their course is also provided through Careers Advisors employed by the College and in support for UCAS applications.

The College is committed to investigating further the above areas for development in the assessment of current performance; identifying potential actions that may support improvement; investing to secure improvement in these areas; and monitoring progress against the identified areas.

Access, student success and progression measures

The College has identified above a range of existing activity to widen access and participation and to support students, including those from underrepresented groups to access provision, be successful and to progress. Levels of access, success, and progression are subject to measurement across the stages of the lifecycle: via annual monitoring reviews, termly course reviews, and quarterly standardisation meetings (including the BTEC Working Group). Continuation, progression and completion rates are measured on an annual basis, and are considered alongside NSS and DLHE destinations and outcomes data. Measures informed by evidence also include evaluation of the bi-annual student survey (issued at induction and mid-course), end-of-course student feedback questionnaires, the Summer release of Pearson's BTEC Higher National Annual Student Survey and comparator data from other UK and International Centres, and termly PAT reviews undertaken with Curriculum Managers to analyse improved access, retention rates, grade outcomes and learner attendance. The College is also developing its data capabilities for the 2020-21 plan to capture detailed information on completions and progressions for HE learners on courses that fall outside of DLHE statistics (including our BTEC HNC/HND provision).

The College has received favourable comments from the TEF panel and QAA HER reviewers and intends to continue to invest in the above activities and to continue to be an active partner in the LiNCHigher project. The College already undertakes a significant amount of work in community engagement including extensive engagement with primary and secondary schools, other colleges and employers, universities and the local authority to support access to higher education and it intends to continue and extend these activities. For example, the College provides outreach with and for local schools in the form of HE Fairs, life-skills talks for assemblies, and stands at parents' evenings. It also organises an annual Careers Fair featuring representation and workshops from local and national employers.

On top of the above the College has used the available evidence to highlight areas for improvement and these are summarised below with targets and activities to support our ambitions.

The College will make a £5000 financial hardship fund available to support access, success and progression. The Equality and Diversity Committee will

monitor the use of these funds to ensure disadvantaged students are supported appropriately, as an example this financial package could support disadvantaged students in the provision of key course texts and in assistance with transport costs. It is provided at the start of each academic year of the learner life-cycle and its effectiveness is measured by an annual review and in student feedback. We encourage and prioritise applications to this fund from underrepresented groups in the first instance to support the ambitions below. In the first instance investment will focus on activities to support access and success of underrepresented groups as identified below and be evenly split between the marketing activities to widen access and the support activities to increase success. The effectiveness of these activities will be closely monitored since this will be the first Access and Participation Plan and the future investment pattern will be informed by emerging evidence.

Access

Ambition: To increase the entry rates of students from underrepresented groups to Higher Education specifically by:

1. Increasing the proportion of students recruited with a declared learning difficulty or disability to closer to the national average by new marketing activity highlighting the successes of similar students and encouraging full disclosure of learning difficulties and disabilities. Our statistical target (ref Table 8a Resource Plan) is to rise from a baseline figure of 3% (2017-18) to 5% (2019-20).

2. Increasing HE participation in the local area via sustained and collaborative outreach. Our statistical target (ref Table 8a Resource Plan) is to rise from a baseline figure of 37% (2016-17) to 41% (2019-20).

3. A commitment to developing an outcomes-based pre-entry raising attainment activity target ahead of 2020-21, as well as related measurable activities. The context and mix of the College's current provision will be considered, as our feeder courses pertain to school level learners, those engaged via LiNCHigher outreach activities, those already in employment, and in terms of attainment at Level 3 and internal progression to Level 4. We recognise that pre-entry academic attainment is a key predictor of success in higher education. Our activity base will be collaborative, sustained, and informed by the OFFA's guidance 'where the

primary aim is to support the attainment of disadvantaged students that is over and above business as usual for the university or college.' Activities being considered include widening access for disadvantaged pupils to specialist skills tuition; targeted collaborative support for attainment at Key Stage 4 (as a key predictor of HE participation); summer schools; mentoring; academic enrichment programmes; collaborative partnerships; College involvement of parents/carers. Forms of outcome based targets for monitoring of activities being considered (long to short term) include comparator entry group data; use of the Higher Education Access Tracker; improved grades; impact on Progress 8; measurable improved subject knowledge; student and teacher feedback and focus groups.

Student success

Ambition: To improve the continuation rates of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and to reduce the gaps between these groups and other students specifically by:

1. Increasing the completion rates of non-white ethnic groups by over 5% points. Our statistical target (ref Table 8a Resource Plan) in terms of increasing completion above 5% points is to rise from a baseline figure of 75% (2016-17) to 90% (2019-20).

2. Investigate the reasons for the completion rate for those in POLAR quintile 1 and 3 and increase these by 5% points.

Progression

Ambition: To improve the rates of progression of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study, and to reduce the gaps between these groups and other students.

Progression to employment or further study from HE programmes at Grantham College is good as indicated by the positive core metrics for the majority mode of study which are slightly above benchmark. The core metrics for the minority

mode of study are slightly below benchmark but still very high at 93.9%. For those HE students on courses that fall outside DLHE statistical parameters (including our BTEC HNC/HND provision), our early stage baseline data shows 66% of progression to employment (as per Table 8a of our Resource Plan). This is because currently full destination data is only collected shortly after programme completion. We are introducing a second round of data collected at the 5/6 month mark and are updating our statistics accordingly for our 2020-21 plan. The development of progression data for 2020-21 will allow us to identify if there are further areas for development and if specific actions are required to improve the rates of progression of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study.

Investment

The total investment we will make through our Access and Participation Plan in 2019-20 is £14,000 or 20% of the higher fee income expected to be raised. The investment has been allocated to support the ambitions articulated above.

The total investment we will make to widen access will be £4,500 or 6.7% of higher fee income.

The total investment we will make to increase the success of underrepresented groups is £4,500 or 6.7% of higher fee income.

No financial investment will be made in increasing progression although the College will invest time to develop its analysis of progression data to identify if there are areas for development and if specific actions are required to improve the rates of progression of students from underrepresented groups.

The total investment we will make in student financial support is £5,000 or 7.4% of higher fee income.

The investment we will make in access and participation beyond that identified within our above plan will be covered by our usual staff pay and non-pay budgets which already contain significant sums for marketing, information, advice and guidance and student support services as well as staff development funds and funds to cover visits to HE providers. The College also makes significant investment in its own Access to HE programmes that support mature students in entering Higher Education. It is difficult to accurately identify the exact amounts that relate to HE as much of the investment covers FE too, but the College will explore how best to report on this investment for 2020-21 plans and reports. The College already invests significant sums in terms of staff time in working in aforementioned partnerships with schools, employers, other providers, the local authority and universities on a range of activities (including those of LiNCHigher) that are focussed on widening access and participation in HE.

Provision of information to students

The College will give prospective and current students information on financial support available to them via our website, at open events, at interview, during induction and in written communications to those enquiring or applying. The College offers comprehensive advice and guidance on these matters by dedicated staff.

The College will give prospective students information on the fees for the duration of their course via our website, at open events, at interview, during induction and in written communications to those enquiring or applying. The College offers comprehensive advice and guidance on these matters by dedicated staff.

The College will publish our approved plan on our website in a way that is easily accessible to both current and prospective students and will provide copies in alternative formats as required.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
We will not increase our fees by inflation for 2019/20 entrants in subsequent years of study		
Full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		£6,995
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND	- HNC/D Engineering 67% of year (18 month course, part fee paid each year)	£4,687
HNC / HND	- HNC/D Engineering 33% of year (18 month course, part fee paid each year)	£2,308
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Gender	**Other statistic** - Gender (please give details in the next column)	more participation in non-traditional industries, particularly females in engineering and computing & males in Health and Social Care	No	2017-18	Care 4% male, Engineering 5% female, Computing 0% female	Care 7% male, Engineering 7% female, Computing 5% female	Care 9% male, Engineering 9% female, Computing 7% female	Care 12% male, Engineering 12% female, Computing 10% female	Care 14% male, Engineering 15% female, Computing 10% female	Care 15% male, Engineering 15% female, Computing 12% female	
T16a_02	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Increasing the proportion of students recruited with a declared learning difficulty or disability to closer to the national average	No	2017-18	3%	4%	5%	6%	7%	8%	
T16a_03	Success	Gender	**Other statistic** - Gender (please give details in the next column)	Increasing the completion rate for female students by over 5% points	No	2016-17	82%	84%	85%	86%	87%	88%	
T16a_04	Success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Increase the completion rate for non-white ethnic groups by 5% points	No	2016-17	75%	77%	79%	80%	82%	85%	
T16a_05	Progression	Multiple	**Other statistic** - Progression to employment or further study (please give details in the next column)	95% of all students to be in employment/further study 6 months after leaving	No	2016-17	93% DLHE but 66% across all BTEC leavers (data from early data capture only)	85%	90%	92%	93%	95%	currently full destination data is only collected shortly after programme completion so our baseline date on positive outcomes is low. We will introduce a second round of data collected at the 5/6 month mark and update our statistics accordingly.
T16a_06	Success	Multiple	**Other statistic** - Other (please give details in the next column)	Raising attainment in terms of actual grades achieved across all groups. Our 16/17 data shows that 60% of students achieve higher than a pass grade on BTEC HND/Cs	No	2016-17	60%	65%	68%	70%	72%	75%	Please also refer to the Access and Participation Plan for detailed information about our commitment to a pre-entry attainment activity plan, monitoring, and measurable outcomes.
T16a_07	Access	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	In conjunction with LincHigher address the problem of low participation in HE within the local catchment area	Yes	2016-17	currently 37% of our HE population	39%	41%	43%	44%	45%	To meet sustained outreach activities and collaborative targets

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	