

DN Colleges Group 2019-20 Access and Participation Plan

1. Introduction

The DN Colleges Group (DNCG) became a formal legal entity on 1 November 2017. The merging of the predecessor institutions, North Lindsey College in Scunthorpe and Doncaster College, resulted in the DNCG with an annual turnover of c£50m. For Higher Education, there are almost 2,000 students across the two campuses which are located 30 miles apart, the majority of whom live or work within either a 15-mile radius of Doncaster or 6 miles of Scunthorpe. The DNCG is, therefore, a significant provider of College-based Higher Education; the 6th largest according to HEIFES17 data.

This Plan has been developed from the previously published individual College Access Agreements. The combined University Centres have resulted in a significant Higher Education student population which will enable the DN Colleges Group ('the College') to develop a strategic and ambitious approach towards Access, Participation and Progression throughout all stages of the student life cycle. This will strengthen the systematic analysis of and proactive engagement with increasing the success of all students as we continue with our shared ambition to maximise the reinvestment of intellectual wealth within our local and regional communities.

2. Assessment of current performance

The DN Colleges Group actively embraces the principles of widening participation and seeks to meet the needs of our local communities and employers.

2.1 The student population

The University Centres recruit 70% of students onto full time programmes, which is 19% above the average for FECs. Part time recruitment (30%) is 14% below the FEC average. It is expected that the recent move into higher level and degree apprenticeships will increase the number of part time students. 82% of students are considered to be mature students (over 21 years of age), which is 12% above the average for FECs.

72% of students are recruited from POLAR 1&2 backgrounds, which exceeds the average of 44% experienced by the 20 largest College-based Higher Education providers. Since the publication of the CHELIS Report 2015-16, the University Centre at North Lindsey College has realised a 13% increase in POLAR 1&2 students. [CHELIS Reports, 2015-16]

8% of students enter Higher Education from BME backgrounds is 8%. Locally, slightly fewer are recruited in Scunthorpe (-1.8%) than the population in North Lincolnshire [North Lincolnshire Strategic Assessment, 2016]. Significantly more students are recruited from BME backgrounds at Doncaster when compared to local percentages (4.8%). [Doncaster Council Annual Report, 2016-2017]

	University Centre In Scunthorpe 2017/2018	University Centre in Doncaster 2017/2018	DN Colleges Group 2017/2018
Mode	Percentage	Percentage	Percentage
Full Time	74%	65%	70%
Part Time	26%	35%	30%
Gender	Percentage	Percentage	Percentage
Female	63%	62%	63%
Male	37%	38%	37%
Age Group	Percentage	Percentage	Percentage
Under 21	19%	17%	18%
21 - 24	24%	34%	28%
25+	57%	49%	54%
Ethnicity	Percentage	Percentage	Percentage
BME	5.4%	10%	8%
White	92.1%	90%	91%
Unknown	2.5%	0%	1%
Learning Difficulty or Disability	Percentage	Percentage	Percentage
Known disability	14%	11%	13%
No known disability	86%	89%	87%
POLAR	Percentage	Percentage	Percentage
Group 1+2	72%	73%	72%
Group 3-5 or unknown	28%	27%	28%
Care Leavers	Percentage	Percentage	Percentage
Care Leavers	0.09%	2%	1%

This Access and Participation Plan includes consideration of those students enrolled to the HND Computing and Systems Development, as part of the John Leggott College partnership arrangement with University Centre at North Lindsey College. This is regarded as a franchise provision and was, therefore, subject to QAA Initial Review in 2016. The published report confirmed that:

‘Overall, the review team found evidence that there are effective resource and support mechanisms in place that enable students to develop their academic, personal and professional potential’.

In particular, QAA identified the following as good practice:

- The reflective and proactive approach to Higher Education management, which enhances the experience of students
- The effective student engagement mechanisms that have a positive impact on the partnership programme
- The role of the partnership with John Leggott Sixth Form College in widening participation in response to local and regional employer and student needs [QAA 2016]

2.2 Local population context

Scunthorpe

The Office for National Statistics NOMIS Official Labour Market Statistics data report the percentage of people in occupations Soc 1-3 as 24.9% for Scunthorpe against 41.2% for England. Only 15.4% of the population is qualified to Level 4 and above; this is 12% below the national average. The achievement of a higher level qualification and securing employment, not necessarily highly skilled, or further study is considered to be a success for students within this area. This has a positive impact on the local economy.

Doncaster

Doncaster is the largest borough by area in the country. The area has suffered from the reduction in traditional industries and has diversified in recent years into a number of new activities including service and distribution industries. Despite this, it is still ranked as one of the most deprived areas in the UK. In 2015-16, 52% of the students aged 16-19 at the college had disadvantaged uplift, with a large proportion of current students falling into those from low-income households.

The ONS NOMIS report shows for the Doncaster area that the percentage of people in occupations in the group Soc 1-3 was 31.1%, significantly below the national average also. The percentage of the population qualified to level 4 and above is also low, at 19%, which is 8.4% below the national average.

2.3 National data

To assist in the development of the Access and Participation plan, TEF2 and TEF3 data have been utilised. Merged TEF2 benchmarks have been produced and forwarded by the Office for Students. However, the timing of the DN Colleges Group merger has meant that only individual TEF3 metrics are available. In order to arrive at performance against benchmark, the DN Colleges Group benchmarks from the merged TEF2 data have been used in the absence of TEF3 merged data benchmarks for commentary on overall group performance.

Abbreviations note

Throughout the remainder of this document, the Scunthorpe provision will be referred to as UCNL; the Doncaster provision as UCD. DNCG (or 'the College') will be the abbreviated reference for the DN College Group.

2.4 Target Groups

2.4.1 Mature Students

The DN Colleges Group is currently performing above a merged TEF2 **continuation** benchmark of 86.8% for full time mature students (+ 1.3). Continuation rates for part-time students has been identified as an area for improvement and is currently below the merged TEF2 benchmark of 73.4% (-3.8).

At Group level, both University Centres demonstrate current performance above TEF3 benchmarks for continuation. UCNL exceeds these by 2.7% for full time and 1.6% for part time students, while UCD slightly exceeds full time benchmark by 0.4% and part time by 1.6%.

At Group level, progression into **employment and further study** for full time mature students is 94.8%, exceeding the merged TEF2 benchmark of 93.1% (+1.7). Part time progression into employment and further study does not meet the benchmark of 98.3% (-2.1). For **highly skilled employment** and further study, full time mature students are currently recorded as being above a merged TEF2 benchmark of 61% (+1.8). Progression into highly skilled employment for part time mature students remains low, with an indicator below the merged TEF2 benchmark of 74.3% (-6.4).

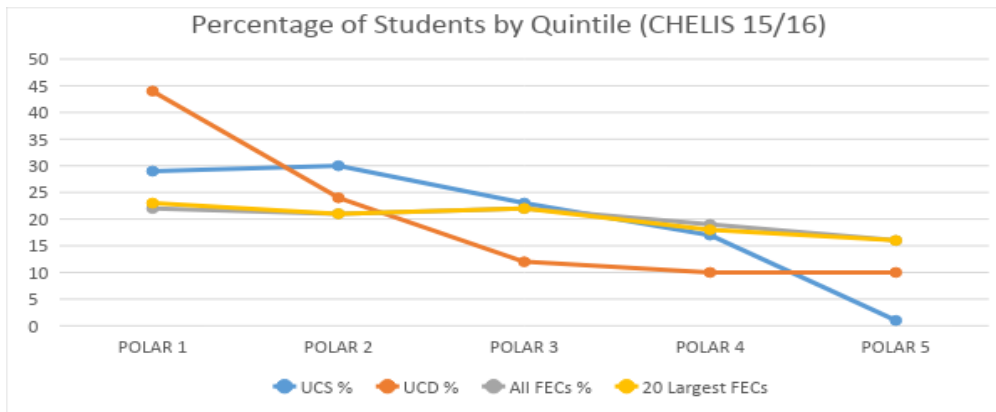
UCNL indicators for mature students progressing into employment or further study demonstrate high performance with both full and part time cohorts scoring in excess of 90% and exceeding their TEF3 benchmarks. Current performance is under benchmarks of 68.3% full time (-5.5) and 76.3% (-2) part time for progression into highly skilled employment or further study,

At UCD, Progression rates for part time mature students in to employment and further study performs below the benchmark of 91.8% (-6.3), as is the case for highly skilled employment and further study with an indicator of 60.7% (-12.8). No external reportable data are available for full time students.

2.4.2 Low Income Students

At Group level, **continuation** rates for low income POLAR 1&2 students are currently below a merged TEF2 full time benchmark of 88.2% (-4.8). The benchmark for part time students is currently non reportable. This is significantly below the benchmark of 84% (-11.3) for full-time students yet in contrast, scores highly above the benchmark of 60.3% (+9.7) for part-time students in Scunthorpe.

At UCD, this metric is slightly below the benchmark of 88.5% (-1) for full-time students. No external data are available for part time students from POLAR 1&2.



Source: 2015/2016 ILR HESA Student Record 2015/2016

At Group level, progression into **employment or further study**, is currently below a merged TEF2 benchmark of 93.1% (-1.0) for full time, while part time performs just above the benchmark of 98.3% (+0.1). Although the indicator for part time students in Scunthorpe is under the benchmark of 97.4% by -0.4, it should be noted that the indicator of 97% is viewed as a positive achievement rate.

Despite full time indicators for progression into employment or further study at Doncaster exceeding 90% (92.1%), the indicator falls short of the benchmark (-1.7). Part time progression indicators are at 100% and therefore in excess of the benchmark (+2.7).

When considering aggregate progression into **highly skilled employment or further study**, both full time (-18.2) and part time (-8.5) perform significantly below the merged benchmarks of 59.6% (FT) and 69.4% (PT). Performance at both UCNL and UCD are significantly below respective benchmarks of 69% and 71.1% for part time students. For UCNL, there are no reportable data for full time low income students moving into employment or highly skilled employment or further study.

2.4.3 Students with disabilities

At Group level, **continuation** levels for students with disabilities are currently performing below merged TEF2 benchmarks of 86.8% for full time (-6.1) and 70.9% for part-time students (-17.1). At UCNL, this is below the benchmark of 82.8% for full-time students (-6.3) yet significantly higher than the benchmark of 42.6% for part time students (+11.2). For full-time UCD students the positive at 83.8% still sits under the benchmark of 87.4%. (-3.6) There is no recorded TEF metric for part time continuation as these data are non-reportable with less than 10 students in the population.

Progression into **employment or further study** for DNCG, currently performs above a merged TEF 2 benchmark of 98.3 for part time (+1.7), and -20.9% below a merged benchmark of 75.4% for progression into highly skilled employment or further study. No external reportable data is available to determine progression rates for full time students with disabilities at a DNCG level.

Progression into employment and further study indicators for part time students at Scunthorpe exceeds the benchmark of 96.7% (+3.3), while highly skilled employment and further study is significantly below benchmark of 68.3% for part time students (-13.8).

Employment and further study progression is not reportable in TEF metrics for Doncaster as the DLHE response rate is lower than the 85% target.

2.4.4 Ethnicity

The **continuation** rate for BME students is below a merged benchmark of 85.2% for full time students (-4.6). No external reportable data are currently available for part time students. Continuation for Scunthorpe based BME students is significantly below the benchmark of 83.4 %for full-time students (-9.8). The indicator for Doncaster based BME student continuation shows performance above the benchmark of 86.9% for full-time students (+1.8). There are no reportable data for part time students for either location.

Progression into **employment or further study**, currently performs below a merged benchmark of 93.4% for full time (-5.5). For part time students, current performance is +1.6% above a merged benchmark of 63.6% for progression into highly skilled employment or further study.

Progression rates for full time BME students into employment/further study (+3.5) and **highly skilled/further study** (+11.4), both exceed benchmarks of 90.5% and 65.1% respectively at Scunthorpe. The Doncaster metrics for employment/further study (-8.5) and highly skilled/further study (-7.5), are both below benchmarks of 89.8% and 60.6% respectively.

2.4.5 Care Leavers

Numbers of students from care leaver backgrounds are minimal at this current time, representing 1% of the total number of students across the DN Colleges Group. For data protection purposes, given the small numbers of students, further analysis will consider this population specifically and will be made available in our access and participation plan for 2020-21.

2.4.6 Intersections of Student Characteristics

The DN Colleges Group have invested in a new academic and vocational assessment recording and monitoring system, which provides information regarding learner progress data at aggregate and ground level. This will enable analysis of intersections of multiple student characteristics. A further update will be provided in our access and participation plan for 2020-21.

3. Ambition and Strategy

The DN Colleges Group draft mission:

Outstanding education and training that enables students to achieve potential; meeting social, economic and community needs

3.1 The Higher Education context

Higher Education values and strategic priorities:

The key elements of the Higher Education provision are to facilitate:

- **Entry:** through engagement with local 6th form and FE feeders, community groups, business and non-commercial organisations. We aim to challenge the economic, social and technological barriers to HE
- **Progression and performance enhancement:** through approaches to teaching, learning and support systems to reflect the diverse needs of our HE students
- **Employability:** through provision of routes for lifelong learning, career and skills development.

The Higher Education Strategy is predicated upon the 3 key themes of Partnership, Quality and Diversity based on:

- Developing a reputation as a quality provider of Higher Education learning opportunities which meet the aspirations of students within North Lincolnshire and South Yorkshire
- Increasing the number and types of students from diverse backgrounds and new target groups
- Ensuring a high quality human, physical and intellectual infrastructure
- Enhancing the contribution of higher level education to local economic development and the strength of the community
- Enhancing the management of responsibilities for academic standards, quality of learning opportunities and published information.

Fundamental principles of Widening Participation

The University Centres aim to challenge the social, cultural, dispositional and accessibility barriers which have restricted progression into higher education. The focus of the HE provision is one of raising aspirations of college leavers and returners to study locally, including those from:

- low participation neighbourhoods
- lower socio-economic groups
- families where there is no tradition of higher education
- minority ethnic groups
- individuals with caring responsibilities for children/adult dependents
- adult returners, including work-based learners
- progression from vocational pathways such as Apprenticeships, and NVQ and work-based learning

3.2 Target Groups

For each of the target groups identified below, and within the context of continuous improvement, the DN Colleges group will agree stepped stages in reaching the ambitious goals towards 2022-23 achievements.

Mature

- Increased continuation for part time mature students. The ambition is to exceed the current benchmark (73.4%) by 2020-21 and to be at least 2% above benchmark by 2022-2023
- Increased percentage of part time students progressing into employment or further study. The ambition is to reach benchmark (98.3%) by 2020-21 and to be 1% point above benchmark by 2022-23
- Increased percentage of part time students progressing into highly skilled and / or further study. The ambition is to reach benchmark (74.3%) by 2022-23

Low Income background

- Increase percentage of full time continuation. The ambition is to reach benchmark (88.2%) by 2021-22
- Increase progression rates into employment and further study for full time students. The ambition is to reach benchmark (93.1) by 2019-20 and exceed the benchmark by 1% in 2022-23
- Increase progression rates into highly skilled employment and further study for both full and part time students. The ambition for full time progression will be to increase percentage progression to 50% (+8.6%) by 2022-23. Based on current benchmarks, this would nearly half the deficit. The ambition for part time progression will be to increase percentage progression to 67% (+6.1%) by 2022-2023

Disabled students

- Increase percentage of full time and part time continuation. The ambition is to meet current benchmarks (86.8) for full time students by 2022-23 and for part time to reach 65% by 2022-23
- Increase progression rates into highly skilled employment and further study for part time students, to 65% by 2021-2022, which would demonstrate a halving of the deficit from the benchmark. The performance target would then be to increase to 67% by 2022-2023

Ethnicity

- Increase percentage of full time continuation to reach benchmark (85.2%) by 2022-23
- Increase progression rates into employment and further study for full time students, to reach benchmark (93.4%) by 2022-23

- Increase recruitment of BME students at North Lindsey College to reflect local population (Nomis) where levels of recruitment will increase from 5.4% to 9% by 2022-23

First degree provision

- Retention rates for Level 4 first degree provision presents itself as a distinct target area for both University Centres. The 2016-17 retention rates for full time Year 1 (level 4) students was 77% across DN Colleges Group provision. The ambition is to raise retention rates of full time level 4 students to 85% by 2022-23

3.3 Developing the effective use of internal data

In instances where external data are currently non-reportable as a result of population size and/or response rates, we will continue to develop internal mechanisms for the collection, review and application of data in relation to the following:

	Continuation		Employment / further study		Highly Skilled / further study	
	UCD	UCNL	UCD	UCNL	UCD	UCNL
Low Income background				FT		FT
Mature			FT		FT	
Disability	PT	FT	FT / PT	FT	FT / PT	FT
Ethnicity	PT	PT	PT	PT	PT	PT
Gypsy, Roma and Traveller; military families, refugees)	FT / PT	FT / PT	FT / PT	FT / PT	FT / PT	FT / PT

A perceived benefit of the size of the DNCG will enable the robust analysis of the likelihood of progression and non-continuation reflecting the risks associated with the different groups of students and the differing student characteristics.

4. Continuous improvement through evaluation

4.1 Development of the outreach and engagement infrastructure

The infrastructure to support outreach and engagement strategies will be managed at an institutional level within each Higher Education Directorate, with specific roles introduced to support the coordination, delivery and review of all outreach and engagement activities.

Outreach activities will be supported across both University Centres by a range of Student Internships; thereby expanding the current numbers working as interns. The College places

great value on presenting realistic perspectives from existing students, many of whom come from disadvantaged or non-traditional entry backgrounds, to attract potential applicants.

New Higher Education roles will be introduced, which aim to support the links between access success and progression, applying student profiles to future attainment, success and performance outcomes. Working in collaboration across various support functions, the post holders will strengthen the following information and processes:

- Profiles of new entrants are considered at the pre-entry stage and detailed reporting shared across academic/support teams. This will include academic attainment levels at point of entry
- Individual student profiles will identify where multiple WP characteristics exist, thereby alerting any increased risks to success and progression
- Analysis of student performance (including degree classifications) across sub-groups and for students with multiple WP characteristics will be compared with mean performance across cohorts
- Analysis of national data (external) on patterns of access, success and progression, with comparisons made to internal data

A range of documentation is currently produced to measure the impact of participation in higher education. Student numbers, entry profiles regarding age/background/eligibility for financial support, cohort analysis, retention and achievement rates are regularly reviewed at the HE Board of Studies, Student Progress Committees and the North Lindsey College and Doncaster College Senior Leadership Teams and the Corporation Board meetings.

Given that a number of these initiatives, designed to respond effectively to challenges, are internally developed, the University Centres will seek guidance from the Office for Students in terms of how such data can be externally validated and recognised. For example, the University Centres survey all students on an annual basis, ensuring that those students excluded from the NSS (Higher National Certificates) are considered. Given the low numbers of students in some under-represented groups, resulting in non-reportable data as part of TEF metrics, the University Centres will ensure internal data sets can be generated and externally validated through a peer-review process.

4.2 Internal mechanisms

Progress Panels and Pre-boards, chaired by a senior member of staff are established across the University Centres at the mid-point of the year. These provide effective support for the academic development of all students with the profile of each individual student being considered. The terms of reference not only formally record achievement but also the agreed support mechanisms for groups and individuals. Identification of at risk students enables intervention strategies to be agreed, implemented and subsequently monitored through the Cognate Operations Meetings (UCNL) and Curriculum Area Meetings (UCD). End of year Progress Panels and post re-sit achievement data will determine the effectiveness of support mechanisms at key times throughout the academic year.

Programmes Area Interim Reviews and Programme Monitoring Reviews are the formal mid-year review processes which consider in year recruitment and performance statistics,

module evaluation results and contributions towards cross HE developments or initiatives. Programme team members specifically link to agreed actions and report on progress. The reports are used for a variety of purposes such as internal reporting, University Subject Boards and HE Board of Studies/Academic Board. Student representatives are encouraged to contribute to sections of the report, reinforcing the strong foundation of student engagement in quality assurance processes.

Annual Monitoring Report (AMR) Panels, chaired by the Directors of Higher Education, aim to strengthen the annual monitoring cycle. Whilst the AMR Panels ensure oversight of the processes prior to being presented to the relevant university academic committee or awarding institution, they also aim to promote enhancement and cross-disciplinary critique. Student representatives and employers are actively engaged to identify areas of good practice and early resolution of any emerging issues.

Specific measures, currently reported on include:

- Cohort analysis from point of entry profile to completion
- Completion, Achievement and Retention performance indicators reported on a monthly basis
- Internal progression from college FE into HE
- Employer engagement – curricula development, co funded opportunities
- Student feedback review and action plans
- The student voice and engaging students as partners in learning.

The introduction of a new College Information System (CIS) will support the University Centres in data capture, through pre-entry and on-entry mechanisms. This will enable a more efficient approach to the collection, interpretation and application of data.

4.3 Monitoring the delivery of the plan

This Access and Participation Plan will be formally monitored annually to ensure progress against recorded targets and milestones. Responsibility for monitoring returns sits with the Senior Leadership Teams.

Students eligible for financial support will be monitored as part of progression panels to discuss levels of student engagement, the effectiveness of support provided and any further interventions. Indicators for evaluation will include: levels of attendance; retention; completion and achievement in comparison with cohort averages.

Performance in relation to outreach, progression, student achievement and stakeholder satisfaction is reviewed regularly by the Higher Education Board of Studies and the Senior Leadership Teams.

The Higher Education Performance and Quality Committee (HEPQ), a sub-committee of the DN Colleges Group Corporation Board receives monitoring reports 3 times per academic year.

The annual Widening Participation Strategic Assessment monitoring return is completed in January of each academic year.

4.4 Collaborative Working

The DN Colleges Group works in partnership with the HEFCE National Collaborative Outreach Programme (NCOP), as part of the HEPPSY (Sheffield Universities and 6 regional FE colleges) consortia, and FORCE (University of Hull and 6 regional colleges) consortia, on progression activities for the Humberside and South Yorkshire regions. The specific goals and success criteria for HEPPSY and FORCE are to increase:

- levels of understanding of the benefits of Higher Education
- student ability to identify career interests and pathways
- the number of applications to, and progression into HE from NCOP target wards
- the attainment of learners
- aspirations of learners

Each outreach activity will be evaluated, measured and monitored through Activity Evaluation Reports, Progress Reports and Progress Review Meetings.

4.5 Equality and diversity

Each College executes its responsibilities under the Equality Act 2010 through a range of formal mechanisms. All College policies are required to be accompanied by Equality Impact Assessments.

The respective Equality and Diversity Group report directly to each of the College's Senior Leadership meetings.

The annual Single Equality, Equality and Diversity, Quality Improvement Plans (QIP) cover all aspects relating to each of the protected characteristics recognised by the Act. The QIP contains actions relating to: general management; recruitment and marketing; enrolment and admissions; learner services and student support and ongoing compulsory staff training programmes. The Single Equality Scheme QRP is monitored and received annually by the Corporation Board.

Equality and Diversity impact assessments from across both colleges will be considered in greater depth in order to understand levels of access across specific ethnic groups, for example at North Lindsey College, while numbers of students from Indian, Pakistani and mixed White/Asian background has shown an increase. Numbers of students from Chinese, African and White Other have decreased. This level of analysis will support Outreach and Engagement teams in understanding levels of recruitment, enabling comparisons to local area demographics and targets to be monitored.

4.6 Evaluation of Financial Support

The DN Colleges Group will utilise the financial support evaluation toolkit developed by OFFA and recommended by the Office for Students. This will be implemented in stages as it will be trialled during 2018-19, being applied to the existing widening participation activities of both University Centres. It will be used across the provision to review all applications from 2019-20 academic year to demonstrate evaluation of their impact on an annual basis. This will become part of the DN Colleges Group strategic institutional life-cycle approach towards access to, participation in, and progression through higher education.

The methods for the identification of approaches towards widening participation initiatives which have operated across the two colleges have been based on internally agreed criteria. There is good practice at the informal level with discussion and debate at programme level, feedback through workshops and feedback at staff development and student meetings and the production of cohort analysis reports for meetings within the deliberative structures. The proposed evaluation method, through the toolkit, will standardise the approach and provide for the enhancement of the provision. This will also align with the emerging Higher Education infrastructure for the DN Colleges Group which will include the formal reporting and continuous review of access, participation and progression strategies through the new deliberative structures.

4.7 Student Consultation

Students representing a range of backgrounds from both University Centres have participated in activities associated with the development of this Access and Participation Plan. These activities included attendance at external workshops, participation in the execution and review of activities and consideration of the document and levels / types of investment. Participating students include, in the absence of a Student Union, Student Governors and the Student Society co-ordinator.

Students will continue to be active partners in the implementation, monitoring and evaluation of the plan, through student representation at all levels up to and including Corporation Board. The University Centre student societies welcomes representation from

across a wide range of backgrounds.

The Access and Participation Plan (APP) has been received as both true and representative in all areas where concerned with student involvement in the University Centre.

The introduction of an Access and Participation monitoring group in the 2018/19 academic year will monitor and evaluate performance against activities, targets and milestones. The membership will be monitored to ensure representation from all student characteristics, including those with multiple characteristics.

5 Access, student success and progression measures

5.1 Access

5.1.1 Outreach activities and progression pathways

There are a range of outreach activities and progression opportunities which are both generic and unique to reflect the profile of each University Centre.

'Bite-size' pre-entry courses are particularly targeted at non-traditional entrants to HE with the aim of increasing levels of confidence and preparedness for success. Applicants are made aware of these pre-entry programmes as part of the application and interview process, especially where individuals are returning into education after a significant gap.

The DN Colleges Group will continue to resource such pre-entry activities to reflect the WP agenda:

- Progression Pathways extend across most level 3 provision within the College. A series of taster events and challenges are organised by the outreach and engagement team throughout the academic year
- Bite-size pre-entry activities will target disabled students entering higher education through promoting the benefits of early disclosure of additional support needs prior to commencement of their programme
- Events and promotional activities arranged at the premises of large employers and wide range of community group settings
- 'Introduction to HE' workshops and activities for adult learners to target mature students.
- Pre-induction and pre-enrolment support to ensure that all students receive the appropriate help and support.

5.1.2 Working with Schools

Staff continue to develop effective partnerships with local schools and colleges through the following activities:

- Open days and taster days; visits to local 6th form colleges
- Attendance at local roadshows
- Postcodes/NCOP - Key activity: Building relationships with local schools to ensure the monitoring and tracking of the attainment of pupil cohorts
- 6th Form College master classes which aim to enhance the students existing curriculum enabling them to engage in a 'higher level' experience
- Annual Science Fayre which is open to all schools in North Lincolnshire
- Master classes in subject disciplines for year 9, 10 and 11 to provide pupils with a higher education experience
- Workshops to provide general support and guidance, study skill support, finance and how to apply through UCAS including help in completing personal statements.

5.1.3 The Children's Universities

The **Children's University at Doncaster College**, founded in 2007, is now well established in the Doncaster borough, working in partnership with 36 primary schools. The data clearly demonstrate the impact Children's University is having on engaging primary school children in a variety of activities, helping them to be aware of and aspire to Higher Education.

The **North Lincolnshire Children's University**, was launched in February 2016, the first project of its kind in North Lincolnshire. The Children's University facilitates exciting out of school activities to enable 5-14 year olds develop new interests, encourage aspiration and acquire new skills. The project runs in conjunction with a number of local partners across the region, including North Lincolnshire Council and local primary schools.

A target has been set to increase partner schools by 2 per year between 2019/20 and 2022/23 building more focused approach to tracking attainment. Future evaluation and analysis of the Children's University will build upon the areas identified within the table below:

Children's Universities (Doncaster and North Lincolnshire)		
	2016-2017	2017-2018
Number of school partnerships	46	51
Number of passports activated	3730	4200

5.2 Success

While supporting all students to succeed and progress, specific initiatives will identify performance at individual student level. Key sub-groups where continuation has been identified as an area for continuous development include:

- Full time and part time students from low income backgrounds (POLAR 1&2)
- Full time and part time students with disabilities
- Full time BME students
- Full time students at Level 4 of their Bachelor's programmes

A key development area for the University Centres will be to track completion and achievement indicators on a monthly basis within subject areas and reporting directly through to the HE Leadership Team meetings. In addition, relevant committee structures will ensure performance targets are set based on specific cohort profiles at the start of the academic year. On-going analysis enables programme team level review at key points during the academic year, the proportion of students within each of the following categories:

- Completed/Achieved
- Completed/Not Achieved
- Not Completed/Not Achieved

Progress panels at both the mid-point and end of the academic year will enable student performance to be considered in the context of the WP characteristics of each student.

Interventions and activities implemented to support success include:

The opportunities presented to the DNCG through a community of 2,000+ students will see the ongoing development and integration of professional services and academic staff along with the introduction of student peer mentoring programmes.

All students receive on-programme support, promoting student performance within subject specialist areas. Each student receives tailored tutorials and support throughout the lifetime of their programme. For example, at North Lindsey College, all students have an allocated Academic Advocate (AA), monitoring the progress of students and providing personalised support where required.

Each University Centre will provide additional academic support roles from 2018-19 onwards. At University Centre Doncaster, this will be accessed via the new Higher Education Student Progress Tutors whilst the University Centre at North Lindsey College will introduce the Learning Facilitator roles. In both cases, the emphasis will be on secure integration into the academic teams. An **integrated student support and progression model**.

Disability Support

North Lindsey College introduced the HE Learning Support Co-ordinator role in January 2018 to promote timely disclosure, assessment and receipt of additional support and assistive technologies. This role holder works in partnership with Randstad Student Support, a specialist disability support partner, to ensure that students receive bespoke learning support. Initial disclosure of additional learning support is discussed at the enquiry and interview stage, assisting students with applications for the Disabled Students' Allowance. The Student Support and Inclusion Officer within the College 'Success Centre' provides an effective link between higher education students, academic staff and Randstad.

Support provided includes:

- Initial Dyslexia screening and funding for full Dyslexia assessments.
Funding for £200 DSA Personal Contribution

- HE Learning Facilitators are to be introduced in September 2018 with additional appointments to the team for 2019-2020. This role will provide students with general academic skills, while also assisting any students who have disclosed a need for support and/or being identified as needing support after the commencement of the academic year.
- Higher Level Skills – additional support sessions incorporated into programme timetables focusing on academic skills development and/or placement practice

The University Centre Doncaster will be introducing four new roles in September 2018 to strengthen support for students. These role holders will be integrated into the academic teams and focus on LDD, welfare and academic skills support.

5.3 Progression

Highly skilled employment and Further Study has been identified as a target area across the majority of target groups. The DN Colleges Group demonstrates sustained commitment and success towards local workforce development needs and growth, particularly in Engineering and Early Years. The vast majority of Engineering students are in skilled roles which aim to serve the manufacturing industries and there is clear commitment towards their longer-term career development. While many of these students would not be classed as ‘highly skilled’ at the point of DLHE, the skills developed enable them to continue in current employment making valuable contributions to relevant sectors; many are regarded as future managers. Recent alumni activities showcase a number of examples where previous students engage with the College in their roles as managers in regional organisations.

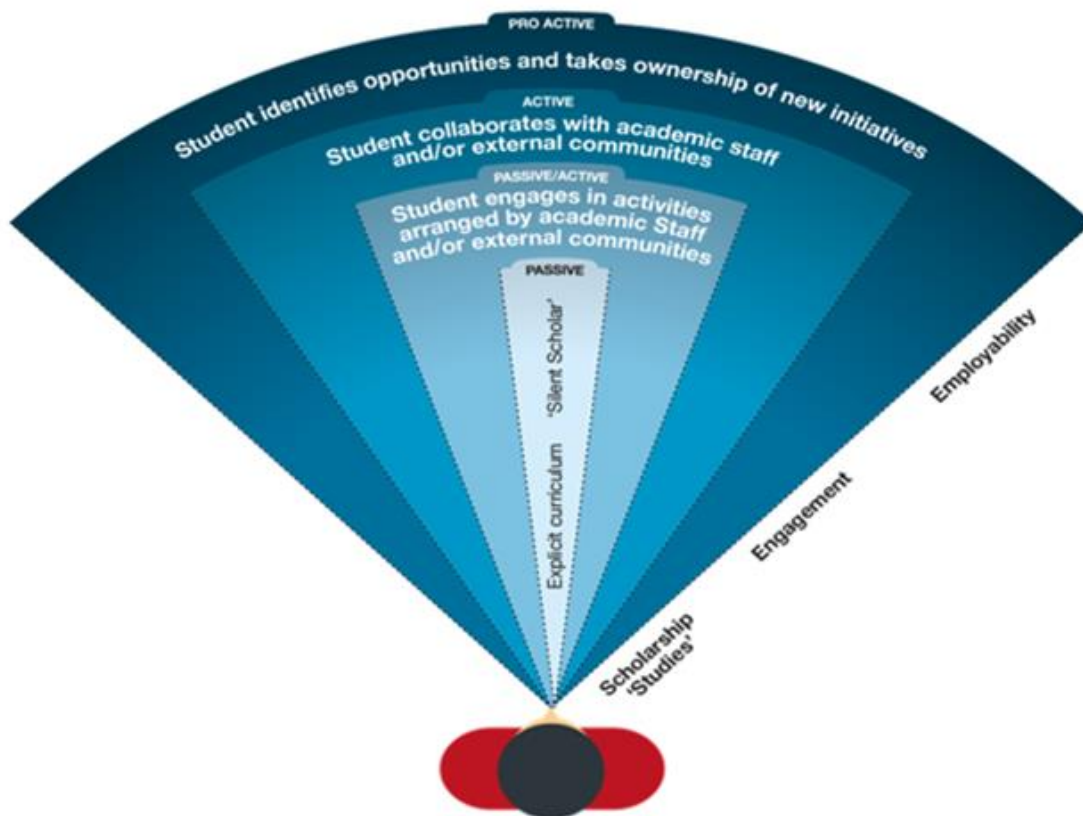
In Early Years, it should be noted that these programmes enable students to enter their chosen career pathway, and although not classified as highly skilled, meet stringent sector regulatory frameworks and provide a high level of learning gain.

The Scholarship Engagement and Employability (SEE) guiding philosophy

‘SEE’ is a conceptual model, developed at the University Centre North Lindsey College. SEE encourages students to appreciate the value of their scholarship (studies) and seek opportunities to engage in activities and experiences which aim to develop their employability profile and become active producers of knowledge. The ‘SEE’ model adopts the student perspective, encouraging them to look beyond the ‘explicit’ and formal curriculum and in doing so, broadening and extending their line of sight.

‘SEE’ activities are designed to support students with their awareness of employability skills, their development and promotion, in the interests of future and sustained employment. The initiatives support all students, including sub-groups identified as an area for continued development.

It is anticipated, following merger, that the SEE Model and relevant initiatives and activities will be shared in some form across University Centres.



In April 2018, a 'SEE' Award was developed and validated by the Humber LEP, and recognised as an employability passport for higher education students. The 'SEE' Award is focussed on the Passive/Active line of sight. At the programme level staff are required to submit an internal application for approval and delivery of the award which identifies applied engagement activities outside the formal curriculum which can support the employability of students.

6. Fee levels and limits

Fees

- 6.1 From September 2019, the DN Colleges Group will charge an annual tuition fee of £7,250 for full time First Degree, Foundation Degree, Postgraduate ITT and HNC/D programmes.
- 6.2 Exceptions to 2.1 are:
- Second year students undertaking Early Years Teaching Status at Doncaster college who will be charged a tuition fee of £9,000
 - Progressing First Degree students from Doncaster who will be charged a tuition fee of £7000.
 - Students studying on the following Foundation Degrees at North Lindsey College will be charged £7,500 which will include an iPad in their first year of study and the opportunity to apply for an employability bursary of up to £250 in their final year: Sport, Coaching and Exercise Science, Childrens Learning and Development and Bioscience/Biochemistry.

- 6.3 For Part time programmes, Students will be charged a maximum tuition fee of £5,400.
- 6.4 An exception to 2.3 is students who started their First Degree in the 18/19 academic year who will be charged £4,900 and HN students studying at North Lindsey College who will be charged a maximum tuition fee of £4,690.
- 6.5 In all cases fee levels are clearly published, using both electronic and paper based media at the point of application and again at enrolment.
- 6.6 Fee levels reflect the College's widening participation mission, ensuring that:
- the costs of entering and succeeding in higher education do not pose a barrier.
 - income from tuition fees is invested effectively towards supporting and enhancing the student learning experience.
 - additional assistance would be targeted towards under represented and disadvantaged groups.

Students included in this agreement

- 6.7 This agreement covers both students entering full-time higher education in 2019-20 and continuing students at levels 5 and 6. It is applicable to all home and EU students. Programme fees presented in the table below are the upper limits students will be expected to pay.

Provision of information to prospective students

- 6.8 Clear and accessible information regarding tuition fees will continue to be kept up to date on the college website and in the published information documents. A range of 'reader friendly' leaflets are produced and distributed through the University Centre Advice and Information Office. Timely and accurate information will continue to be provided to UCAS and the Student Loans Company.

Study mode	Programme	2018/19
FT	First Degree	£7,250
FT	First Degree – 2 nd year only Early Years Teaching Status	£9,000
FT	FdA Programmes	£7,250
FT	HNC (HEI Validated)	£7,250
FT	HND (HEI Validated)	£7,250
FT	HNC (Pearson)	£7,250
FT	HND (Pearson)	£7,250
FT	FdA Programmes	£6,750
PT	First Degree	£5,400
PT	FdA Programmes	£5,400
PT	First Degree (18/19 entrants)	£4,900
PT	HNC (HEI Validated)	£4,960
PT	HND (HEI Validated)	£4,960
PT	HNC (Pearson)	£5,400
PT	HND (Pearson)	£5,400

- Fees are anticipated to rise in line with inflation (RPI-X) and will be included in our 2020-21 Access and Participation Plan.

7 Investment

7.1 Access, student success and progression

The predicted student numbers identified in the resource allocation plan indicate that during 2019-2020, an amount of £ 400,834 would be spent on a range of activities and additional support mechanisms. This figure represents approximately **20.2%** of the total planned additional tuition fee income. The table summarises how this would be disaggregated:

Activities	Percentage of income	2019-20
Access	16.25%	£65,167
Student success	48.5%	£194,500
Progression	16.25%	£65,167
Financial Support	19%	£76,000
Total	100%	£400,834

In addition to the investment identified in this plan, the DN Colleges Group also receive OfS grant allocations and NCOP funding which is utilised to support student's access and participation in line with any identified themes and objectives.

7.2 Targeted financial support

Twenty-five percent of the total anticipated additional income above basic fees would be specifically directed towards financial support.

Bursaries and Scholarships

- During the 2019/20 academic year, 70 bursary payments of £500 will be made available to new full time students from low income backgrounds. Furthermore, 38 bursary payments of £250 will be made available to new part time students from low income backgrounds
- While an initial allocation will be made to each University Centre based on student numbers, any bursaries not used at a University Centre can be transferred to the other University Centre. In the event that bursaries initially allocated to a particular mode of attendance, they may then be allocated to the alternative mode and/or to support hardship
- These bursaries would be prioritised as below:

University Centre Scunthorpe

(Full Time) students progressing from vocational courses at level 3 with a residual household income below £25,000 per annum. Priority will be given to eligible applicants who have enrolled on STEM related foundation degrees in Biosciences, Engineering and Computing. Where more than the anticipated number of applying eligible students meet the above criteria, an additional consideration will be made towards those students with no family history of HE or those from disadvantaged postcodes. (Part Time) students who have a residual household income of under £25,000 p.a. will be eligible for the bursary with priority given to mature students first degree programmes. Where more applicants are received than funds available then those from families with no history of HE participation will be given priority, followed by those from the most disadvantaged postcodes.

University Centre Doncaster

Students with a residual household income of under £25,000 p.a. with priority given to those progressing internally from FE to HE. Where more applicants are received than funds available then those from families with no history of HE participation will be given priority, followed by those from the most disadvantaged postcodes.

Care Leavers

- During 2019-20, 12 bursaries of £500 will be made available to students identified as care leavers.

The revised DNCG Higher Education enrolment form will capture this and all of the characteristics to contribute towards the systematic analysis and proactive engagement with access, success and progression identified at the beginning of this Plan.

Hardship Funds

- The Student Opportunity Fund is available to qualifying students who face financial hardship and difficulty. Applications to the non-repayable fund can be made at any time throughout the academic year. Following a standard assessment, students may qualify for a termly payment based upon their attendance.
- In the instance of unexpected large expense students may alternatively qualify for a short term repayable loan.

Hardship	2019-2020	2020-2021	2021-2022	2022-2023
Student Opportunity Fund	25500	26400	26500	26600

8 Provision of information to students

Information on available financial support is provided to students via the College's websites and institutional/programme level handbooks. Students can also receive information in person via their personal tutors and the University Centres' Information and Advice Offices.

Fee information is available online and via the University Centres' Information and Advice Offices. Our approved Access and Participation plan will be published on both College websites.

* 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.

Fees will rise by inflation based on the RPI index.

Full-time course type:	Additional information:	Course fee:
First degree	Doncaster - first year	£7,250
First degree	North Lindsey	£7,250
First degree	Level 6 progression	£7,250
First degree	2nd year only - fee for Early Years Teaching Status	£9,000
Foundation degree	Doncaster	£7,250
Foundation degree	North Lindsey	£7,250
Foundation degree	Foundation Degree with iPad/Employability	£7,500
Foundation year / Year 0		*
HNC / HND	Doncaster	£7,250
HNC / HND	North Lindsey	£7,250
CertHE / DipHE		*
Postgraduate ITT	Doncaster	£7,250
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	University of Hull 10007149 - Doncaster	£5,400
First degree	University of Lincoln 10007151 - North Lindsey	£5,400
First degree	University of Lincoln 10007151, University of Hull 10007149 - Level 6 Progression	£5,400
First degree	University of Lincoln 10007151, University of Hull 10007149 - 18/19 Start	£4,900
Foundation degree	University of Hull 10007149 - Doncaster	£5,400
Foundation degree	University of Lincoln 10007151, Sheffield Hallam University 10005790, University of Hull 10007149 - North Lindsey	£5,400
Foundation degree	Sheffield Hallam University - iPad and Employability	£5,400
Foundation year / Year 0		*
HNC / HND	Pearson Education 10022490 - Doncaster	£5,400
HNC / HND	University of Lincoln 10007151 - North Lindsey	£4,690
CertHE / DipHE		*
Postgraduate ITT	University of Hull 10007149 - Doncaster	£5,400
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	Success	Mature	Other statistic - Part-time (please give details in the next column)	Improve continuation in part time students	No	2016-17	69.6	71.5	73	74.5	75	76	
T16a_02	Progression	Mature	Other statistic - Progression to employment or further study (please give details in the next column)	Improve employment in part time students	No	2016-17	96.2	97	97.9	98.3	98.8	99.3	
T16a_03	Progression	Mature	Other statistic - Progression to employment or further study (please give details in the next column)	Improve employment in highly skilled jobs for part time students	No	2016-17	67.9	69.5	71.1	72.7	73.8	74.3	
T16a_04	Success	Low income background	Other statistic - Other (please give details in the next column)	Improve continuation in full time students	No	2016-17	83.4	84.5	86	87.1	88.2	88.5	Increase percentage of full time students from low income backgrounds successfully continuing with their studies
T16a_05	Progression	Low income background	Other statistic - Progression to employment or further study (please give details in the next column)	Improve employment in full time students	No	2016-17	92.1	92.5	93.1	93.5	93.9	94.1	
T16a_06	Progression	Low income background	Other statistic - Progression to employment or further study (please give details in the next column)	Improve employment in highly skilled jobs for full time students	No	2016-17	41.4	43	44.5	46	48.5	50	
T16a_07	Progression	Low income background	Other statistic - Part-time (please give details in the next column)	Improve employment in highly skilled jobs for part time students	No	2016-17	60.9	62.1	63.3	64.5	65.7	67	
T16a_08	Success	Disabled	Other statistic - Other (please give details in the next column)	Improve continuation in full time students	No	2016-17	80.7	82.5	83.5	84.5	85.5	86.8	Increase percentage of full time students with disabilities successfully continuing with their studies
T16a_09	Progression	Disabled	Other statistic - Progression to employment or further study (please give details in the next column)	Improve employment in part time students	No	2016-17	53.9	57	59.5	61.5	63.5	65	
T16a_10	Success	Ethnicity	Other statistic - Other (please give details in the next column)	Improve continuation in full time students	No	2016-17	80.6	81.5	82.4	83.3	84.2	85.2	Increase percentage of full time students from BME backgrounds successfully continuing with their studies
T16a_11	Progression	Ethnicity	Other statistic - Other (please give details in the next column)	Improve employment/further study in full time students	No	2016-17	87.9	89.5	91	92.7	93	93.4	Increase percentage of full students from BME backgrounds progressing into employment or further study
T16a_12	Success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Improve retention rates for first degree (level 4) students	No	2016-17	77	79	81	83	84	85	Increase percentage of level 4 students retained
T16a_13	Progression	Disabled	Other statistic - Progression to employment or further study (please give details in the next column)	Improve employment in highly skilled jobs for part time students	No	2016-17	54.5	56.5	58.5	61.5	63.5	65	
T16a_14	Access	Ethnicity	Other statistic - Other (please give details in the next column)	Recruitment of students from BME backgrounds at North Lindsey College	No	2016-17	5.40%	6.10%	6.80%	7.50%	8.20%	9%	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Increase number of students enrolling on to pre-entry 'bite-size' provision	No	2015-16	144	155	160	165	170	185	
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Internal promotion of higher education provision to FE students	No	2015-16	106	130	140	150	160	170	Participation of level 3 students in HE progression tasters, workshops and events - North Lindsey specific
T16b_03	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of partner schools associated with Children's University and monitor student attainment	No	2017-18	51	53	55	57	59	61	
T16b_04	Access	Care-leavers	Other (please give details in Description column)	financial support for care leavers	No	2016-17	0	6	12	15	18	18	demonstrates commitment to care leavers via number of available bursaries
T16b_05	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Bursaries for students from from households with income of £25,000 or less with a bursary of £500 for FT students and £250 for PT students	No	2014-15	0	25	108	120	130	136	demonstrates commitment to students from low income backgrounds/disadvantaged postcodes.
T16b_06	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Increasing number of young students from classes 4 - 7	No	2016-17	33%	35%	36%	37%	37%	37%	Commitment towards Widening Participation - North Lindsey specific
T16b_07	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Raising attainment at pre 16 school age	Yes	2016-17	0%	20%	25%	30%	35%	37%	Percentages relate to number of engaged pre 16 School aged learners who have recorded raised attainment goals. This can include increased knowledge of/ and progression into HE and demonstrably increased aims and aspirations.

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.