

**University Centre Farnborough
@
Farnborough College of Technology**

**Approved
Access and Participation Plan
2020-21 to 2024-25**

With New Priorities ANNEX 2022

Introduction

The 'University Centre Farnborough' (UCF) is the HE institution at Farnborough College of Technology, built on 28 years of partnership with the University of Surrey (UoS) our main awarding institution. UCF is a small HE provider and part of a General Further Education College. UCF delivers HE to around 400 learners, 184 learners joined us in 2019-20. These learners are studying on Foundation, Bachelors and Top-Up Degrees validated by The University of Surrey (UoS), Higher Nationals by Pearson and Teacher Training Courses validated by The University of Greenwich.

UCF is in the unusual position of having a majority of mature students amongst its HE Cohort. This is in line with our strategic approach with the UoS and includes parents returning to education to upskill and return to work. UCF very much serves local communities which include a range of affluent areas and wards with some low HE participation rates. As a result, over 90% of students live within 10 miles of the campus and commute daily. Due to the UCF's local reach it does not offer student accommodation.

UCF is only partially a high tariff institution offering HNCs and HNDs (£5000) and Work Based Learning degrees (£6000 per year). UCF also offers Accelerated Degrees at £8000 per year allowing learners to complete a full honours degree in two years for £16000. Despite very competitive fees we fully endorse the OfS's goal to eliminate the sector-wide gap between the most and least represented groups.

1 Assessment of performance

As an introduction to the assessment of performance we have looked at some locally sourced data which can be seen in the table and charts below and focusses on previous targets. We have also undertake an assessment of our performance across the student life cycle, using a range of datasets including: the Office for Students (OfS) performance dashboard; institutional ILR data; and data related to the local context. This data has enabled us to identify and understand differences in access, non-continuation and success and progression between groups of students defined by individual demographic criteria. Unless otherwise stated, the figures below reference the publicly available OfS dataset. It should be noted that for some student demographics the student numbers are so small that discussing them in detail would allow students to be identified. Care has been taken within this plan to ensure that data isn't used in this way, but that our targets and measures are still developed with these small student groups in mind. Progression data is not yet available for Cohort D and we are advised that it is not appropriate to use TEF data and so at this time we have very little recent data on progression from college into work or post-graduate education.

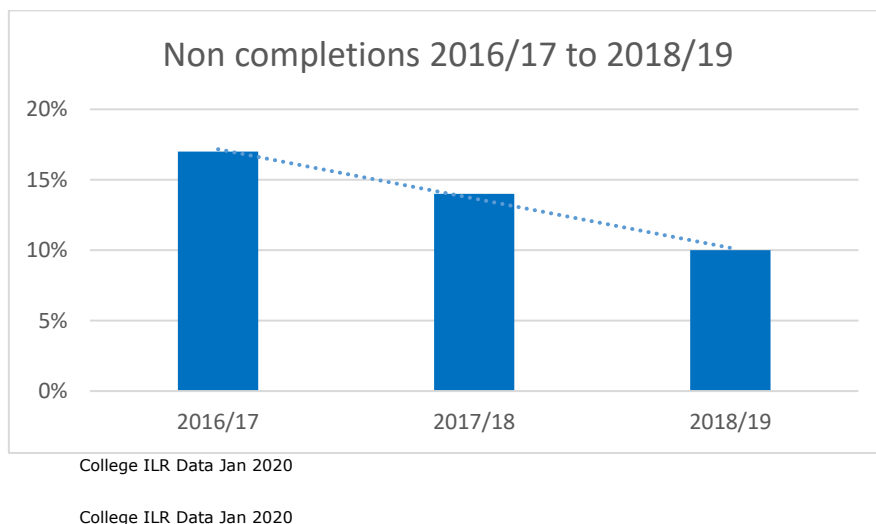
The table below comes from local college ILR Data (ESFA Verified) and represents the targets that we have been working on over recent years. Below the table are some charts showing visual representations of these figures with some explanation of what we have been doing to improve performance in these areas.

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---|------------|------------|------------|------------|
| All HE Learners | 398 | 394 | 381 | 401 |
| Non-completions | 17% | 14% | 10% | - |
| New starts POLAR4 Q1 and Q2 | 27% | 24% | 14% | 23% |
| New starts Ethnicity 'Other Asian' | 3% | 2% | 4% | 5% |
| New starts disability/learning difficulty | 12% | 15% | 18% | 23% |
| Farnborough students progressing to HE | 27% | 22% | 29% | 26% |

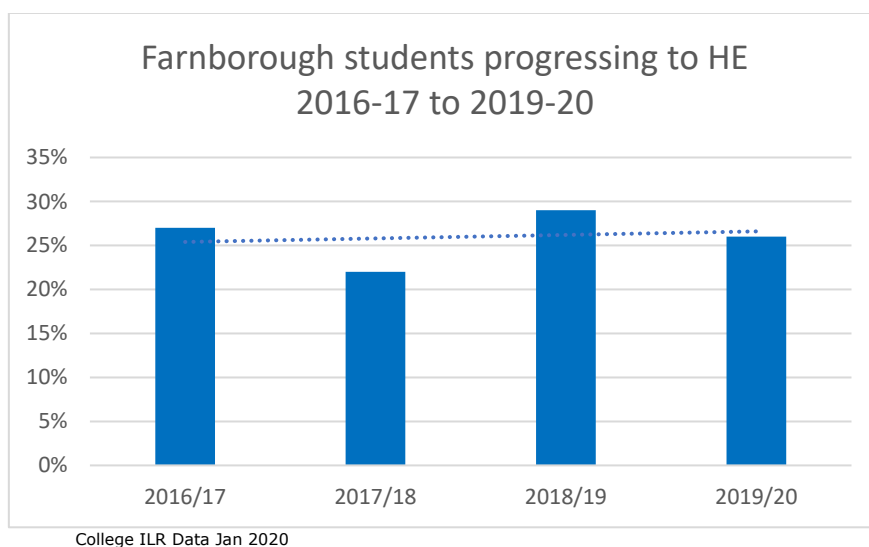
College ILR Data Jan 2020

One of our targets has been to work to improve non-completion figures. As you can see in the chart below, Non-Completions have dropped for the last 3 years, from 17% in 2016-17 to 10%

in 2018-19, we believe this is because of small groups and the personalised learning experience that we are increasingly offering. We have also introduced progress coaches and more systematic group and one to one tutorials.



The profile for FCoT learners progressing to UCF is 'spiky'. As can be seen below, the 4-year trend line is marginally upwards. Looking back at the historical data through to 2010, the highest level we attained was 33%, we continue to promote internally, amongst students of all ages and backgrounds in order to optimise annual progression to UCF. Over the last 3 years the College has grown by almost £3m and this includes higher education. We will therefore continue to target growth amongst young people (rising demographic) and adults.



The OfS internal dashboard data shows that we have a continuation gap between POLAR4 Q1 and Q5 students and a continuation gap between disabled and non-disabled students. Although we are unable to see this on the OfS A&P data dashboard (due to small numbers), we are committed to closely monitor these gaps.

We are also committed to increasing continuation, attainment and progress rates for all students where there are gaps within the sector for all underrepresented groups and lifecycle stages. As can be seen below, going forward the Equality Diversity Committee at the College will monitor the related report produced by our central Management Information Systems department.

1.1 Higher education participation, household income, or socioeconomic status

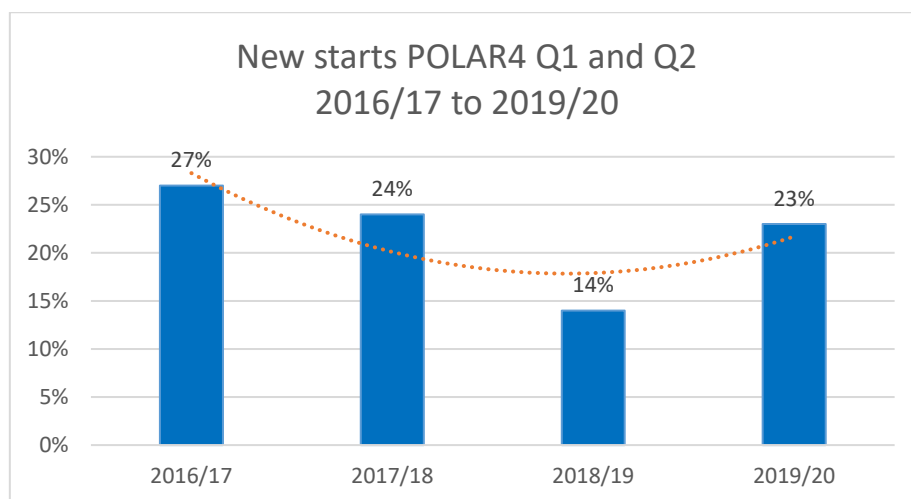
Access

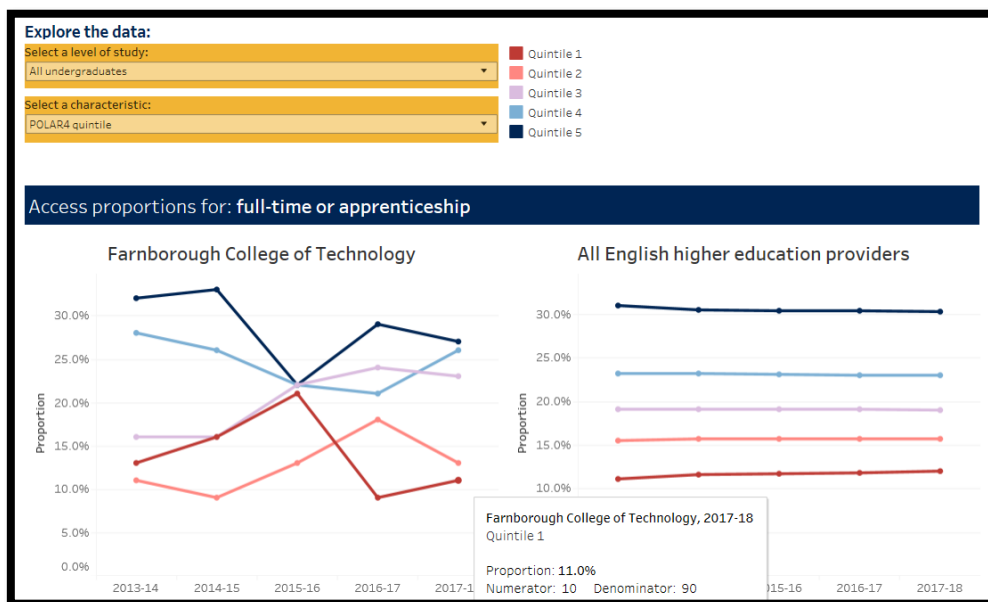
Low Participation Neighbourhoods

The table below shows local data but the chart below that includes OfS Dashboard Data for the available years 16/17 and 17/18 which shows 27% Q1&2 for 16/17 and 24% for 17/18. Although this involves small numbers and is erratic, there is a gap between Q1 and Q5 every year from 2013-14 to 2017-18. We recognised this as an area for improvement and have been acting on targets to improve in order to reduce the gap between POLAR4 Q1 and Q5 learners by 2025 so that the proportion increases to at least 16% by 2025 from the baseline 11% (2017/18) PTA_2. Altogether, we had 147 new students starting in 2018/19, of those 21 came from Polar4 Q1&2 neighbourhoods making up 14% compared to a 27% national average. This improved significantly in 2019/20 when the overall number of students starting increased by 20%. Polar Q1 and 2 new starts dropped as a percentage for 3 years but increased in 2019-20 to 23.4% (Local ILR Data), closing the gap by 9% points from 14% in 2018/19. As a result, the number of Q1&2 students went up in 19/20. We will continue to monitor this improvement to ensure we have addressed the downward trend with new starts from Polar4 Q1&2.

| POLAR4 | 18/19 | 19/20 |
|--------------------|-------|-------|
| Q1-Q2 New (actual) | 21 | 43 |
| Q1-Q2 New % | 14.3 | 23.4 |
| Q3-Q5 New (actual) | 126 | 141 |
| Q3-Q5 New % | 85.7 | 76.6 |
| Total New (actual) | 147 | 184 |

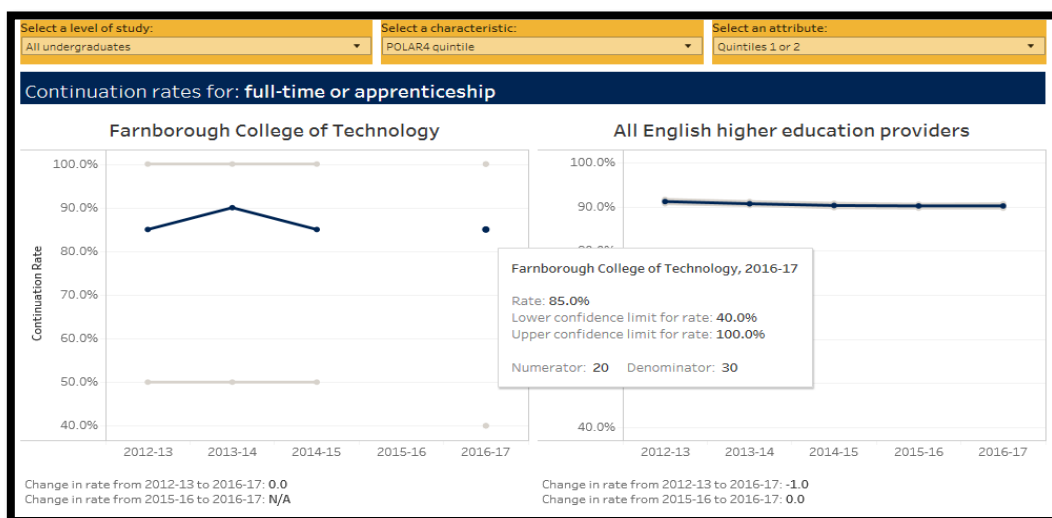
College ILR Data Jan 2020



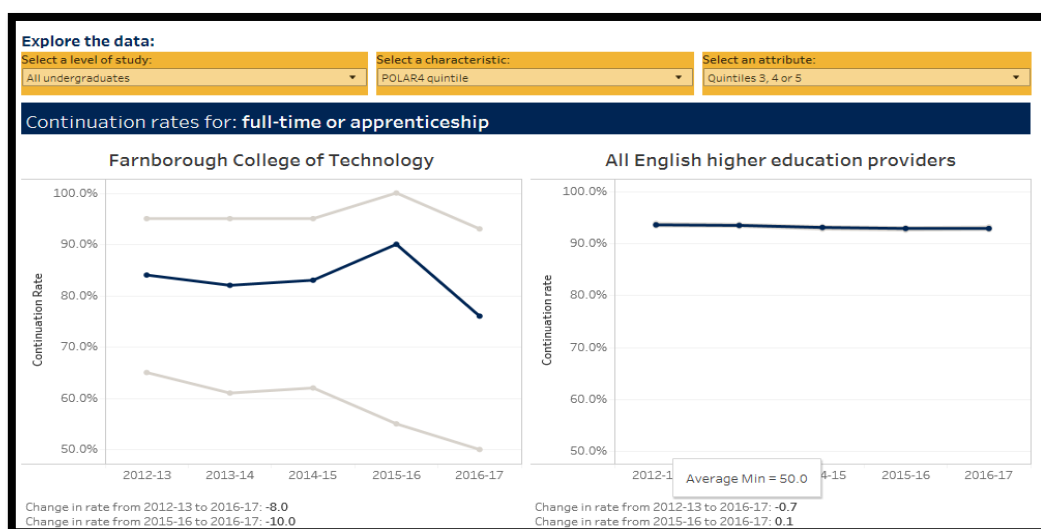


Continuation for Students from Low Participation Neighbourhoods

Polar 4:- Quintiles 1&2 continuation compared to all English HE Providers



Polar 4: Quintiles 3,4&5 continuation compared to all English HE Providers



Our ILR data showed an improvement for 2018-19 to 7% non-continuation for Q1 & 2 (National Average 9.8%) and 6% for Q 3-5 (National Average 7.1%). We are keen to maintain this improvement and will continue to target good continuation rates for all students including focussing on Q1 and Q2 learners to maintain a parity of 90%, thereby closing the gap in the 2016-17 OfS data by at least 5% by 2025 (PTS_2).

| POLAR4 | 15/16 | 16/17 | 17/18 | 18/19 |
|-------------------------|-------|-------|-------|-------|
| %Q1-Q2 Non-Continuation | 9% | 14% | 17% | 7% |
| %Q3-Q5 Non-Continuation | 7% | 16% | 17% | 6% |
| GAP | 2% | 2% | 0% | 1% |

Local ILR Data

Attainment

There is no data on the dashboard on Attainment for Polar4 or Deprivation for Quintiles 1 & 2 but Quintiles 3-5 show a steady rate of around 60% which is below the national rate but may be explained by the student profile of students with a much lower UCAS tariff on entry. Below is local data in which good degrees are defined as awards of 60% and above for the awards in Higher Nationals, Foundation and Bachelor's Degrees. Although the data fluctuates it does not indicate a trend which would be a cause for concern.

| POLAR4 | 15/16 | 16/17 | 17/18 | 18/19 |
|----------------------|-------|-------|-------|-------|
| % Q1-Q2 Good Degrees | 54% | 43% | 68% | 58% |
| % Q3-Q5 Good Degrees | 55% | 58% | 53% | 59% |
| Gap | 1% | 15% | -15% | -1% |

Local ILR Data

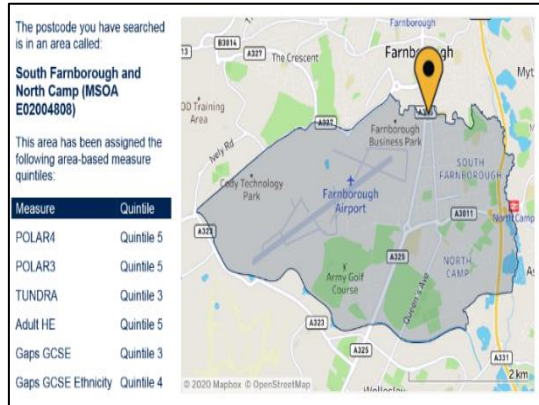
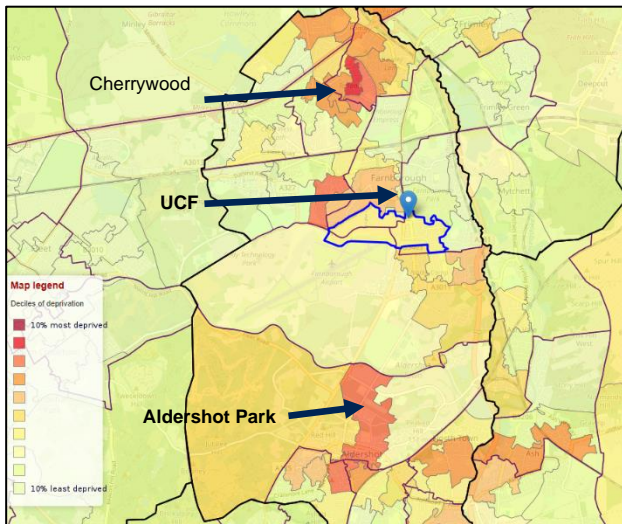
Index of Multiple Deprivation (IMD)

As will be seen on the map below, the College is located in Rushmoor Borough Council area and is in a post code that is amongst the least deprived neighbourhoods in the country (i.e. Q4-5). Notwithstanding, the map below indicates the proximity of Q1-2 wards. Rushmoor has three small areas of multiple deprivation– Lower-layer Super Output Areas (LSOAs) (2019) that are in the 20% most deprived in the country. There are 32,844 LSOAs in the country and below you can see the ranking of 3 of the wards close to Farnborough.

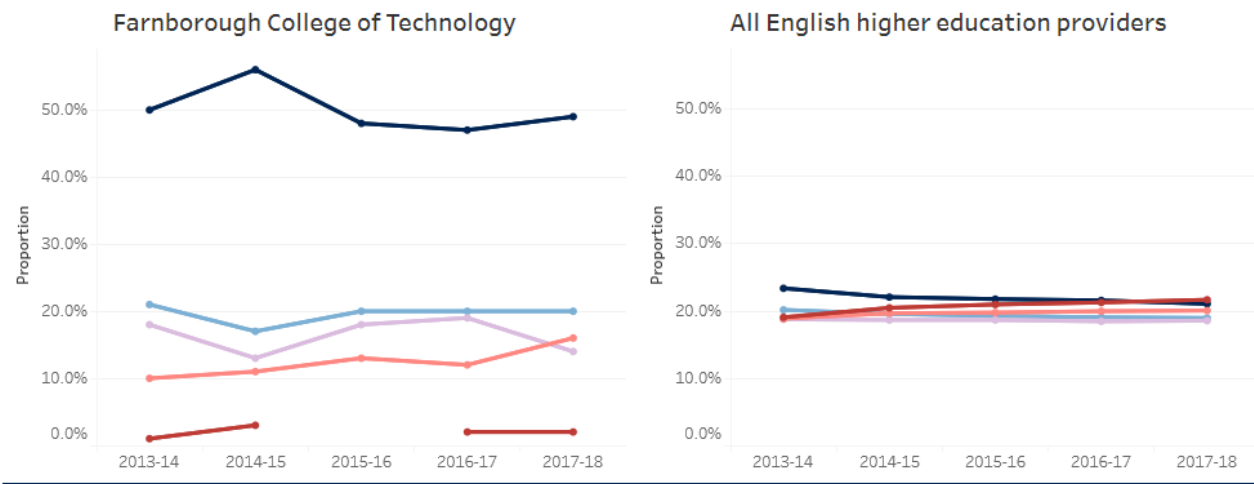
- Part of Cherrywood ward (Ranked 3,693 - down from 4,691 in 2015)
- Part of Aldershot Park ward (Ranked 4,053 – down from 4,452 in 2015)
- Part of Wellington ward (Ranked 5,123 – down from 9,131 in 2015)

Of the other areas 11 are in the 40% most deprived, 12 are in the middle 20%, 14 are in the 40% least deprived and 18 are in the 20% least deprived areas in the country. Part of Cove and Southwood ward (LSOA 93) is the eighth least deprived area in England (ranked 32,837). In the 2015 English Indices of Deprivation it was the 123 least deprived area.

The IMD Access data from OfS indicates a large gap between students from Q1 and Q5. This reflects the local population, with large areas in the catchment area being Q5, with pockets of Q1 and Q2. The available data references small numbers from Q1 & 2. In 2016-17 we had 2% from Q1 and 12% from Q2 with 47% from Q5. In 2017-18, the number of learners from Q1 remained static at 2% whilst Q2 rose from 12% to 16% and Q5 rose from 47% to 49%. This forms the basis for one of our targets, we aim to increase the numbers from Q1 from 2% to 7% by 2025 PTA_1. Amongst other things, the Equality and Diversity Committee will monitor on a termly basis access, continuation, attainment and progression from Q1 & 2.



Access proportions for: full-time or apprenticeship



Success

Numbers of students continuing on to the next level of their course from IMD Quintiles 1&2 was showing a declining trend as shown on the graph below. Student numbers are low with 30 being the denominator for the dashboard statistics. During the same years the Quintile 3-5 learners were showing the reverse trend which did change in 2016-17. As student numbers are low a small change skews the results, suggesting significant fluctuation which is not the case. Our own local data shows a significant improvement in continuation for both groups in 2018-19 halting the downward trend but this is an issue which we have chosen as the focus for a target, based on the baseline year we intend to ensure that the dropout gap is reduced for IMD Q1&2 students from 19pp to at worst 9pp. (PTS_3).

Explore the data:

Select a level of study:

All undergraduates

Select a characteristic:

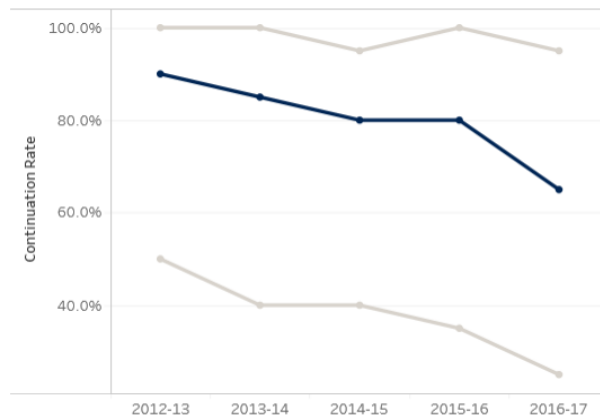
Deprivation quintile

Select an attribute:

Quintiles 1 or 2

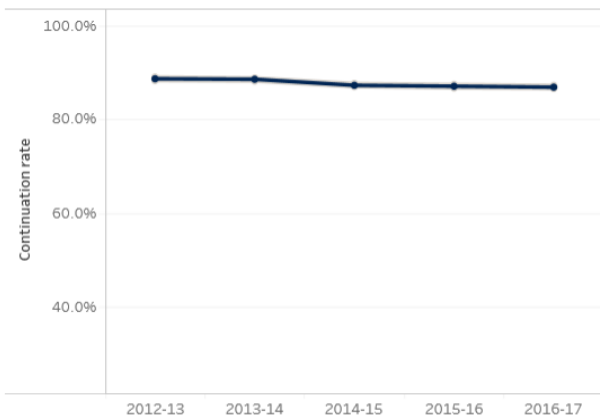
Continuation rates for: full-time or apprenticeship

Farnborough College of Technology



Change in rate from 2012-13 to 2016-17: -20.0
Change in rate from 2015-16 to 2016-17: -15.0

All English higher education providers



Change in rate from 2012-13 to 2016-17: -1.8
Change in rate from 2015-16 to 2016-17: -0.2

Explore the data:

Select a level of study:

All undergraduates

Select a characteristic:

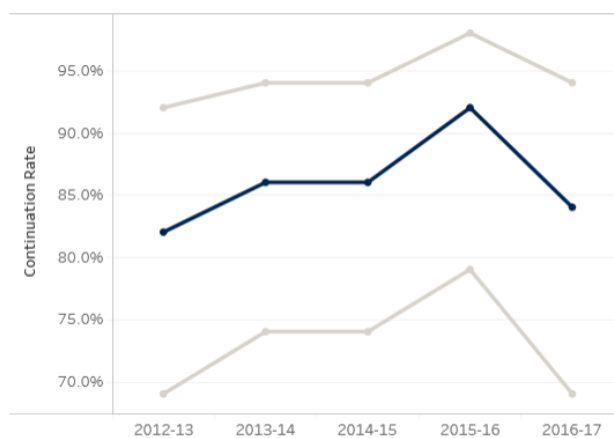
Deprivation quintile

Select an attribute:

Quintiles 3, 4 or 5

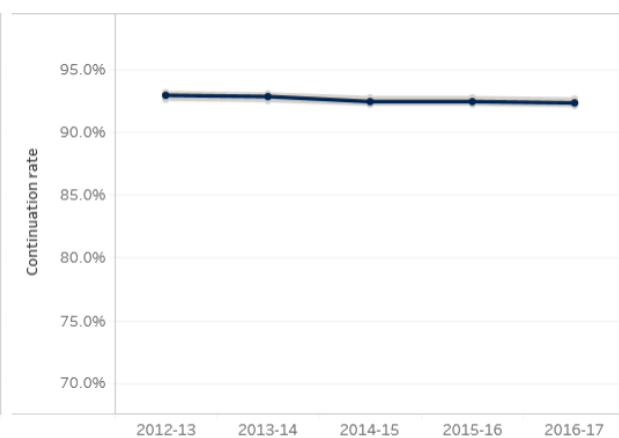
Continuation rates for: full-time or apprenticeship

Farnborough College of Technology



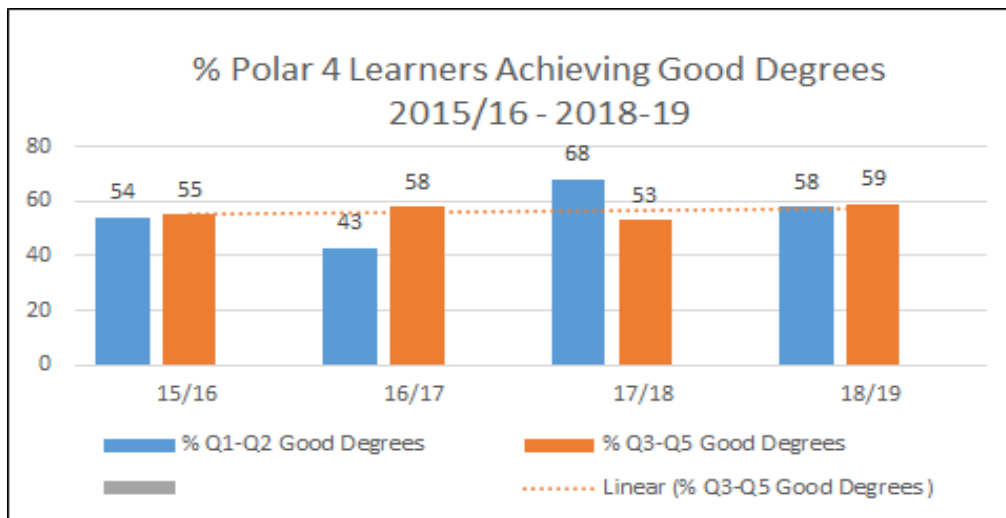
Change in rate from 2012-13 to 2016-17: 2.0
Change in rate from 2015-16 to 2016-17: -8.0

All English higher education providers



Change in rate from 2012-13 to 2016-17: -0.6
Change in rate from 2015-16 to 2016-17: -0.1

The most recent year available on the Dashboard (2016-17) shows a drop-in continuation rates for those in the upper Quintiles (3-5) to 85%, which was the same as that of those from Quintiles 1 & 2 (85%). However as will be seen from our ILR data below, actions in place are starting to yield improvements on which we will build.



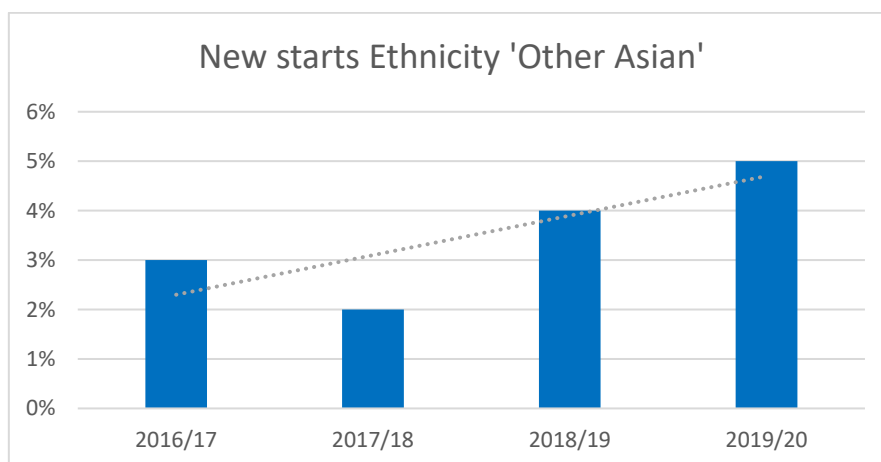
Progression to employment or further study for IMD and Polar 4

There is no dashboard data on progression for IMD or Polar4 for Quintiles 1 or 2 but numbers are big enough to register for Quintiles 3-5 Polar4 Progression which shows a declining trend going from 72% in 2013-14 to 50% in 2016-17. This is negative against the national figures that are improving for this category from 64% in 2012-13 to 73% in 2016-17. The data for this academic year to indicate progression is not available yet from the new Graduate Outcomes survey which will help address this going forward and is an area that we will be watching carefully. We will analyse the new data by the Autumn of 2020 and are committed to setting targets to be at least in line with the sector average.

1.2 Black, Asian and Minority Ethnic Students

Access

One of our targets for our current APP has been to focus on the BAME category of 'Other Asian' (Nepali). Learners in this category have increased over the last three years and show an upward trend when viewed over the last 4 years.

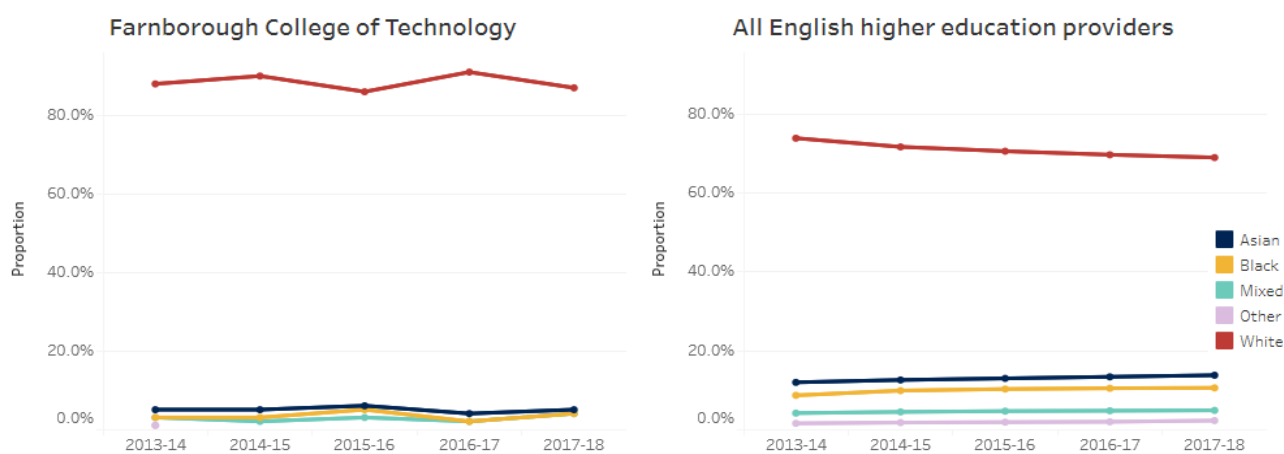


To provide some context, the UCF is located in Hampshire, a County that is 93% white (2011 Census), The Middle East and Asia accounts for 1.4% and Africa accounts for 1.4% of the non-white population. In 2018/19 11.2% of our HE students (48 students) were from BAME backgrounds. In 2018-19 we had 125 new starts of which 102 were 'White British' and 23 other which is similar to the OfS dashboard for a 2017-18 showing UCF as 87% White. The national data from the OfS dashboard for a 2017-18 shows the National Average as 69% White

representing a gap between the UCF and average of 18 percentage points but must be viewed within the local context of a county that was 93% white in 2011 and for a college that has a small catchment area with no accommodation available to learners. 90% of learners travel from within a 10-mile radius from their family home. This BAME figures are better than would be expected as a reflection of Hampshire and lower than may be the case when learners move to the area from urban conurbations. There is a significant Nepali population in the Aldershot area (within our catchment) who define themselves in the 'other Asian' category. Asian is the biggest BAME minority at UCF with 5%, this is well above the Hampshire average but still below National HE provider average of 13.7% for all Asian minorities (see chart below). The college has successfully widened Nepali participation in FE level provision. Through targeted intervention the UCF continues to work to raise aspirations amongst this group to progress to HE and is maintaining levels of 'other Asian' students in the current intake. UCF is also working with HEON to target Nepali students including Nepali language promotions to engage with the Nepali community.

The current rate of BAME participation in HE has been stable over the last few years. Focus has been renewed on this population in partnership with the HEON widening participation group led by the University of Surrey. The numbers of students applying to study HE from the FE population remains steady and UCF will continue to strive to increase the numbers of Nepali FE students progressing to HE. Activities to target progression rates from current FE students will continue through enhanced tutorials and provision of information related to opportunities at the UCF and the availability of bursary funds.

Access proportions for: full-time or apprenticeship



The data indicates that the gap in access between white and other BAME students is larger than the national population and so is the focus for one of our targets which is to increase the proportion of BAME learners from 13% to no less than 18% by 2025 (PTA_3).

Success

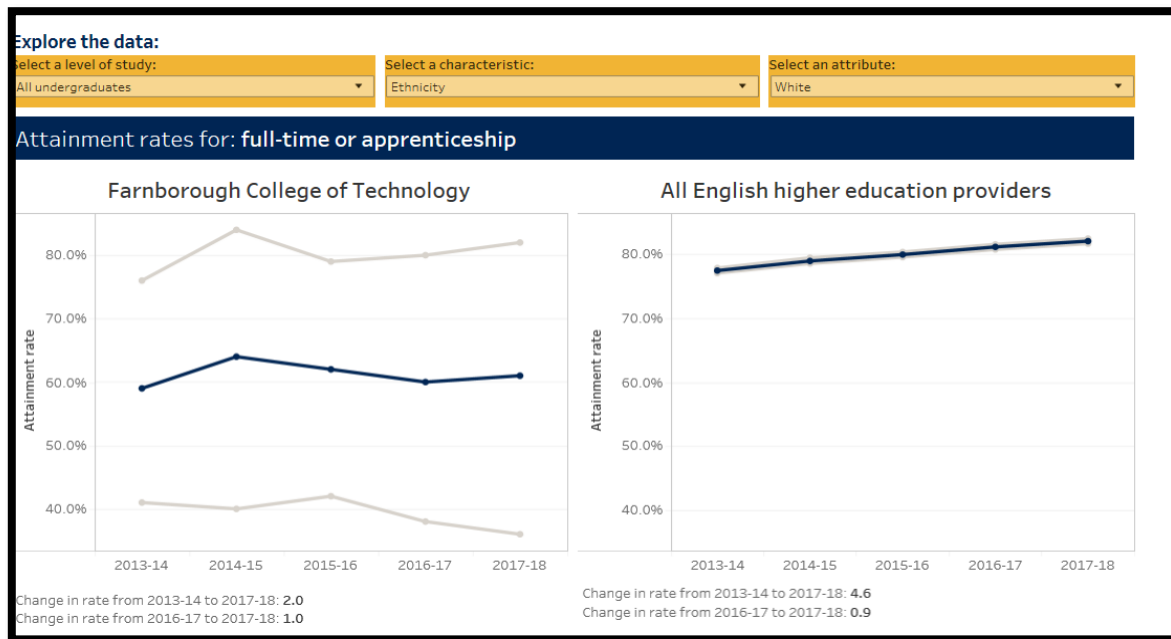
Non-continuation

The most recent data on the dashboard is 2014-15 and shows 90% continuation for non-white which was 5% above white students. Our local data which can be seen in the table below indicates that the number of BAME students withdrawing and not continuing onto the next level of their study is fluctuating with the most recent year showing a very big improvement in retention of BAME learners after two years of decline. In 17/18 there were 11 withdrawals out of total of 45 BAME learners or 24%. In 18/19 there were few withdrawals totalling <5%. Actual numbers are small and so this is statistically unclear but is a statistic that will be monitored closely to identify what more can be done to support BAME students to continue to a successful conclusion of their studies.

| | 15/16 | 16/17 | 17/18 | 18/19 |
|--|-------|-------|-------|-------|
| % BAME Non-Continuers | 9% | 19% | 24% | <5%* |
| % White Non-Continuers | 7% | 13% | 13% | 6% |
| Gap | 2% | 6% | 11% | -4% |
| *Very small numbers so used to protect data (College ILR Data) | | | | |

Attainment

Numbers of BAME learners in their final year is typically very low (18/19 was 24 learners). The first two years on the dashboard below are very concerning with large gaps but the most recent years show a switch between BAME outperforming White by 8pp in 2017-18 to White outperforming BAME by 4% in 2018-19, but the figures in the table below are very low and any statistical significance can be questionable. This chart from the dashboard shows the attainment of white students as there are no dashboard numbers available for BAME. This shows our attainment below the national average for 'White' students.



| Good Degree | 15/16 | 16/17 | 17/18 | 18/19 |
|---------------------|-------|-------|-------|-------|
| % BAME Good Degree | 35% | 38% | 67% | 58% |
| % White Good Degree | 63% | 60% | 59% | 62% |
| Gap | 28% | 22% | -8% | 4% |
| (College ILR Data) | | | | |

Progression to employment or further study

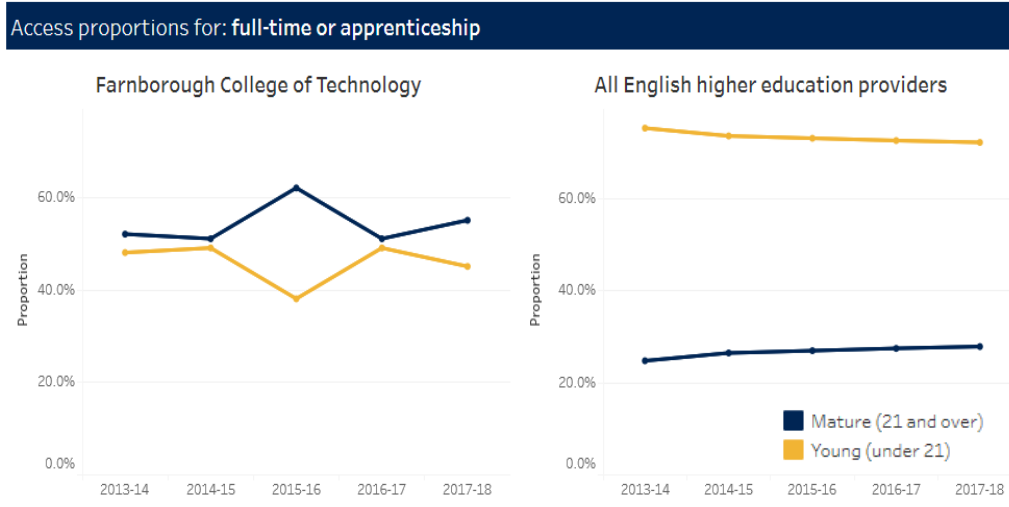
There is no reliable data to indicate progression trends for BAME students at UCF through the dashboard. The new Graduate Outcomes survey will address this which is important data and we will analyse the outcome going forward to ensure there are no significant differences between the comparative groups. We will analyse the new data by the Autumn of 2020 and are committed to setting targets to be at least in line with the sector average.

Intersection between Deprivation Quintile and Ethnicity

The intersection between deprivation quintile and ethnicity also shows a variance from the national picture. As stated elsewhere this is partly explained by our particular demographic in Hampshire. The data is showing 74% Q3-5 and white, 9% Quintile 3- 5 and not white. Our gap is 65% and the national gap is 36%. These are disappointing figures but do reflect the local situation in Farnborough. We are committed to further analysis of this data by the close of the academic year 2020-21 but are currently unable to conduct further disaggregated analysis of national data at the moment due to small numbers meaning that data is withheld.

1.3 Mature students

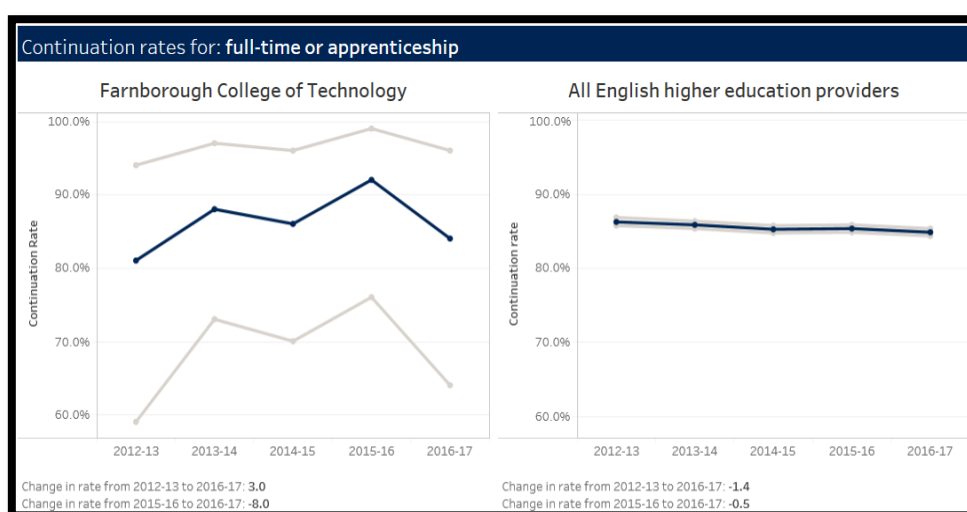
Access

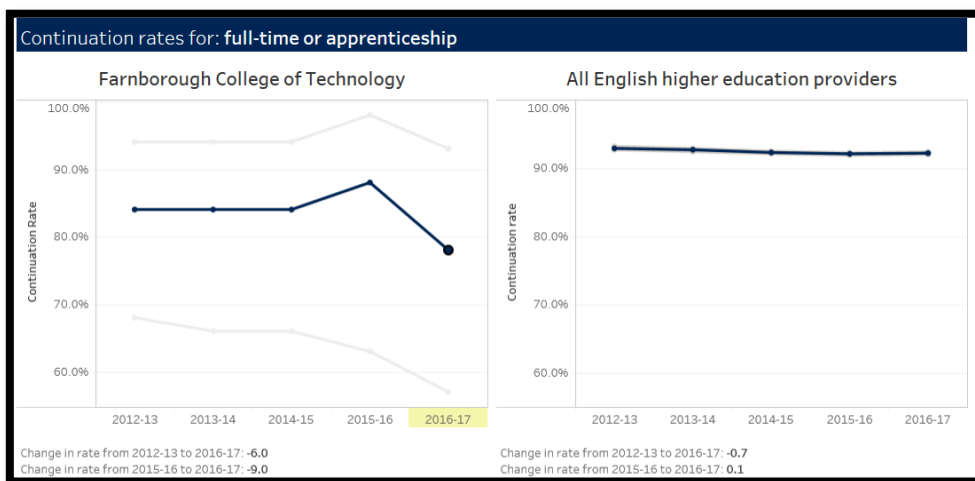


At UCF, mature students outnumber 'Young' students, which is a reverse of the national HE population. Fast track (accelerated degrees) tend to attract Mature Students. We also have a significant number of learners on Access to Higher Education courses who often progress to our Accelerated Degrees, Access pathways are designed to lead to this progression. Many young students wish to leave home and have the full 'university experience', including Halls of Residence accommodation which is not offered at UCF. We do have a strong appeal for mature students who often need to study close to home and work. One positive note is that over 20% of the mature students that join the HE programmes are former students of the college, returning to education to either progress or change careers.

Success

Continuation by Age shows a spikey profile on the dashboard. The most recent year available shows an 84% continuation rate for mature students which is the same as the national average but is showing a dip. Continuation by Young students shows a similar dip for 2016-17 dropping from 88% to 78% (2nd chart below). Local data for the 18-19 year shows an improvement with only 6% non-continuation overall and only 3% for mature learners.





Non-continuation

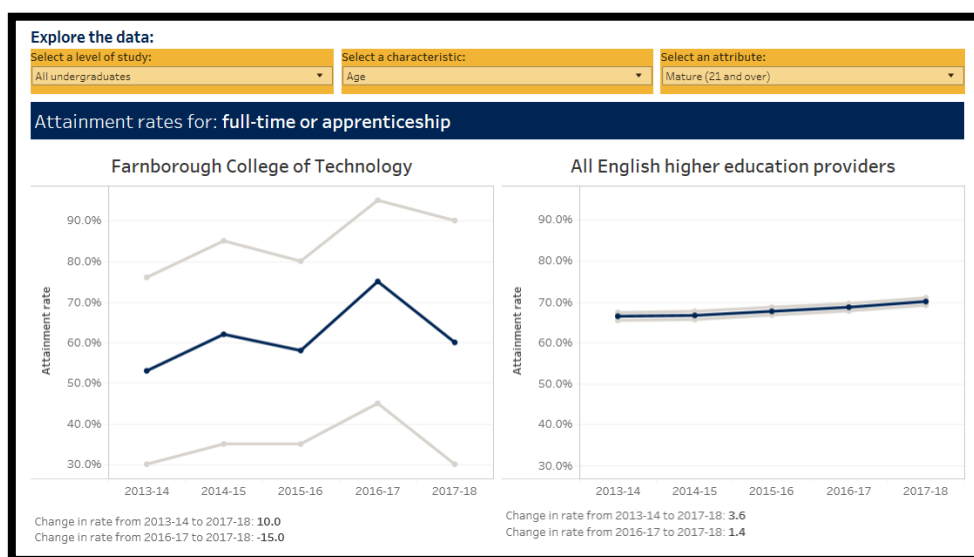
| | 15/16 | 16/17 | 17/18 | 18/19 |
|---------------------------|-------|-------|-------|-------|
| % Mature Non-Continuation | 3% | 6% | 6% | 3% |
| % Young Non-Continuation | 8% | 13% | 13% | 6% |
| Gap | 5% | 7% | 7% | 3% |

(College ILR Data)

Non-Continuation is consistently better for Mature Students than for Young Students.

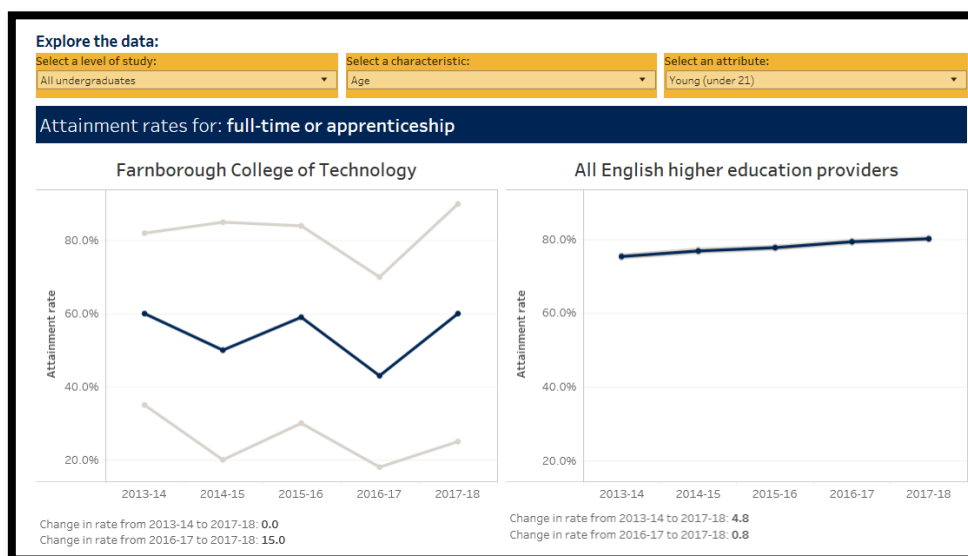
Attainment

Attainment rates for mature students on the dashboard show a spikey profile but is based on small numbers, the most recent rate of 60% good degrees is 10% below the national average but was 7% above the national average the previous year. This baseline 60% is unacceptable and is therefore the focus for a Target, we aim to increase the proportion of mature students achieving a good degree from 60% to at least 70% by 2025 (PTS_4).



Young students also show a spikey profile and are below the national average although showing an improvement in the most recent data available on the dashboard. Our own college data shows no significant statistical difference between the attainment rates for Mature students when compared to the overall student body but we do tend to have weaker attainment than the national average. This could be to do with the type of student body with lower average grades on entry. We analysed the dashboard data from other similar Colleges of Further and Higher

Education with low UCAS tariff expectations (72 UCAS Points) but only found one locally which registered on the dashboard. We are targeting at least 70% good degrees for Mature students by 2025.

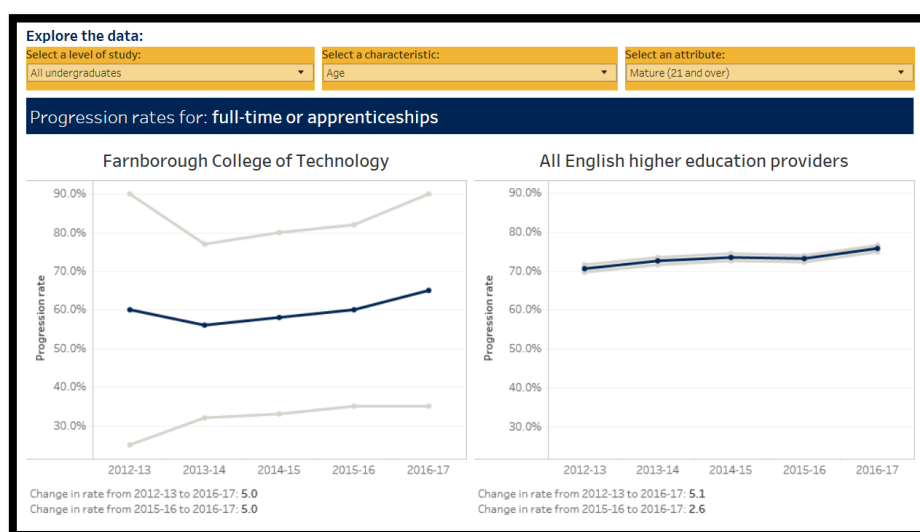


| | 15/16 | 16/17 | 17/18 | 18/19 |
|----------------------|-------|-------|-------|-------|
| % Mature Good Degree | 57% | 68% | 55% | 60% |
| % Young Good Degree | 51% | 40% | 58% | 57% |
| Gap | 6% | 28% | -3% | 3% |

(College ILR Data)

Progression

Older data that is available on the dashboard shows an improving trend in Mature Progression with 65% of mature students progressing into highly skilled employment or further study, 10pp behind the national average. The trend for young students is the reverse with a decline from a peak of 73% to a most recent figure of 50% progressing to highly skilled employment or further study. This data compares positively against similar FE Colleges in the South East but is the focus for a target as Mature students are strategically important for UCF and we are behind the national average (75% in 2016-17). We therefore intend to achieve a progression rate of 75% by 2025 (*PTP_1*). New Graduate Outcomes data should be available soon and we will analyse the new information by the Autumn of 2020 and are committed to setting targets to be at least in line with the sector average.

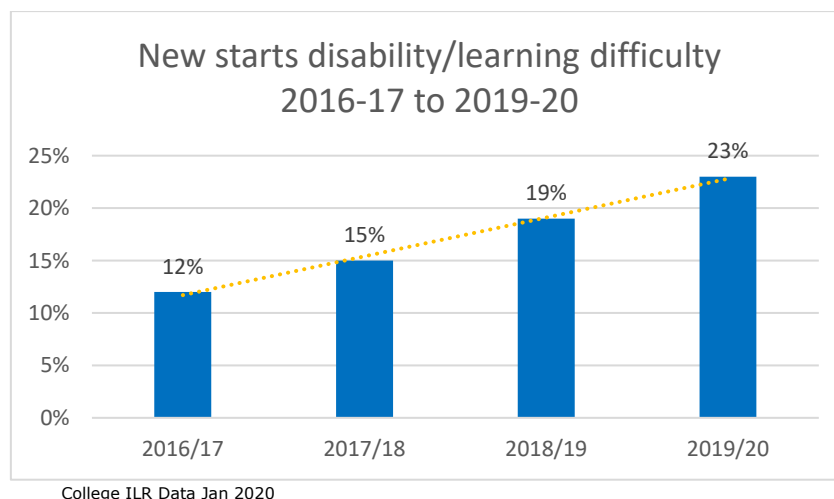


1.4 Disabled students

Access

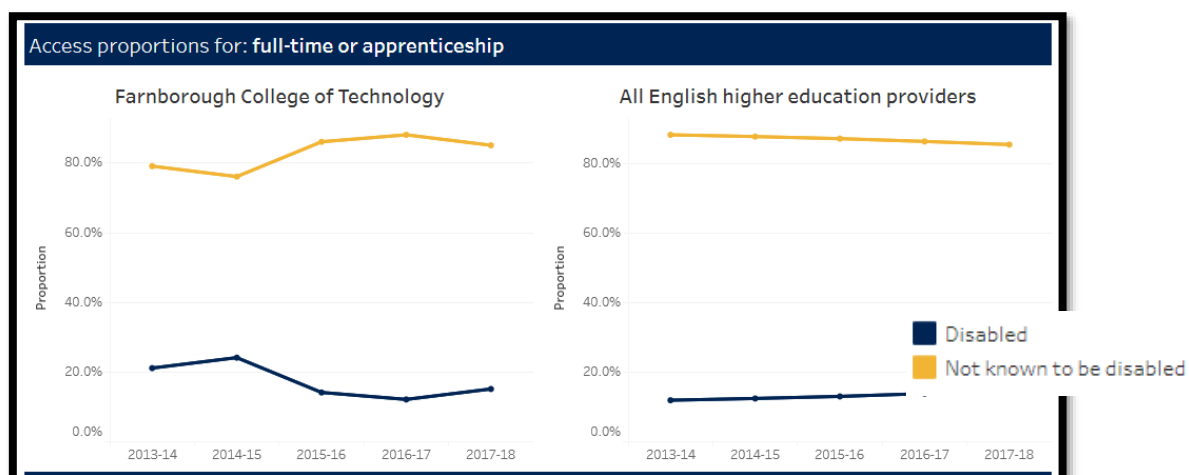
| Access | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 |
|-----------------------|-------|-------|-------|-------|-------|
| % LLDD | 14% | 12% | 15% | 19% | 23% |
| % No known to be LLDD | 86% | 88% | 85% | 81% | 76% |
| Gap | 62% | 76% | 70% | 62% | 53% |

LLDD new starts have increased for the last 4 years and by 4% points in the most recent year.



The UCF has had an improving record on access for LLDD learners with an increasing proportion of LLDD learners over the last 4 years, now at 23% and up from 12% in 2016/17, this is compared to a national average of 15.8%. The UCF provides good support to students with disabilities, though the overall participation of students who define themselves as having a disability was showing a reducing trend it has now started to increase again. The resources and expertise developed to support the FE students is available to support HE students to succeed. We also have a dedicated HE Progress Coach who helps HE learners with managing their workload and signposting to support services. The support is a key element in the maintenance of our good levels of retention and success for students. There is clear awareness amongst staff and students that early notification and intervention will help students to be successful. Students have opportunities to disclose needs at application, enrolment and during tutorials. Average group sizes are very small with the average class group of 11 students making it much easier to support learners with learning difficulties and disabilities (LLDD).

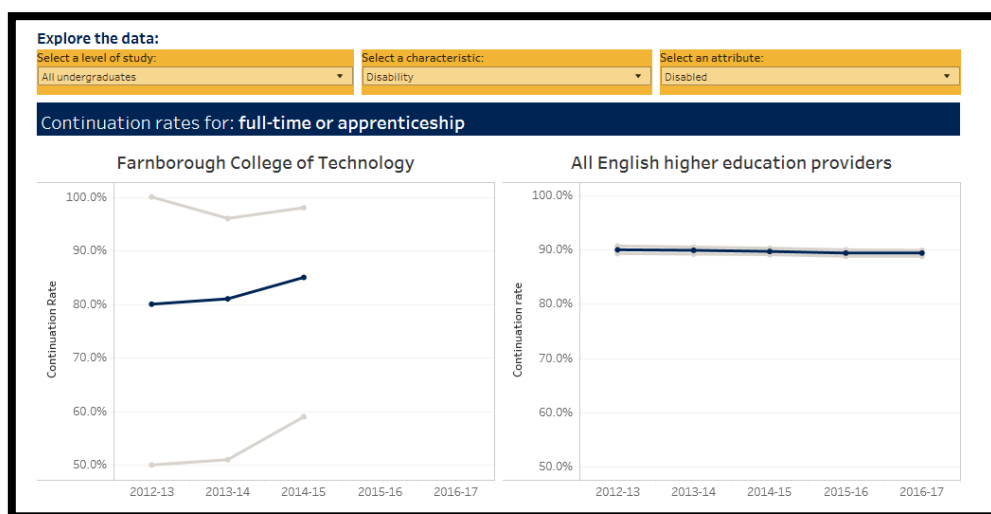
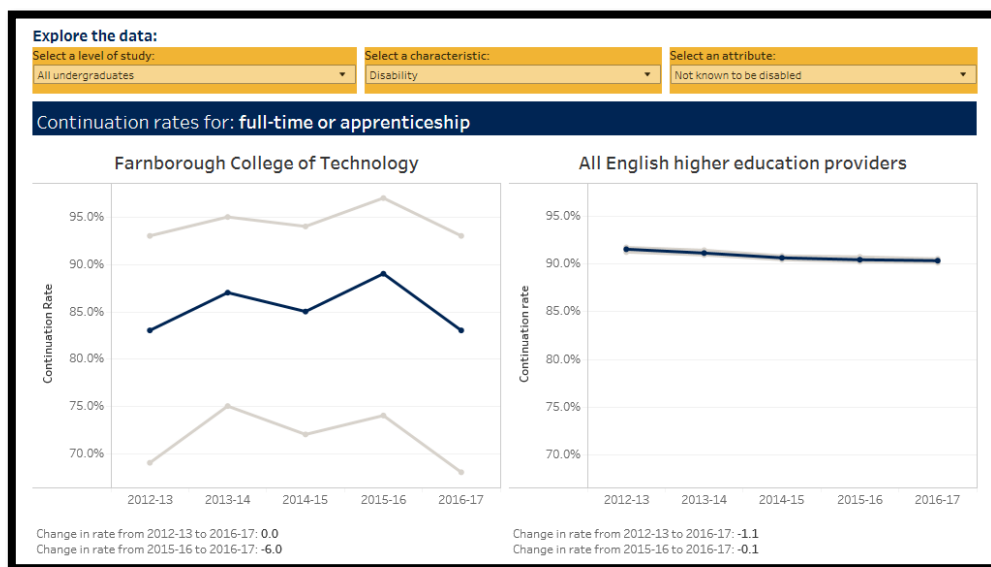
UCF will continue to ensure it is a positively inclusive place and that those with Learning Difficulties and Disabilities regard UCF as a good option given the small group sizes and pastoral support available.



Success

Non-continuation

The Dashboard data is not complete after 2014-15 for Disabled Learners. The latest year for learners not known to be disabled shows a dip compared to the previous year. The most recent national average shows LLDD continuation at 89.4% compared to non-disabled at 90.3%. At FCOT/UCF LLDD have success rates that are as good as or better than overall success and whilst this may be behind the national average it is being monitored but not thought to be an area of concern.



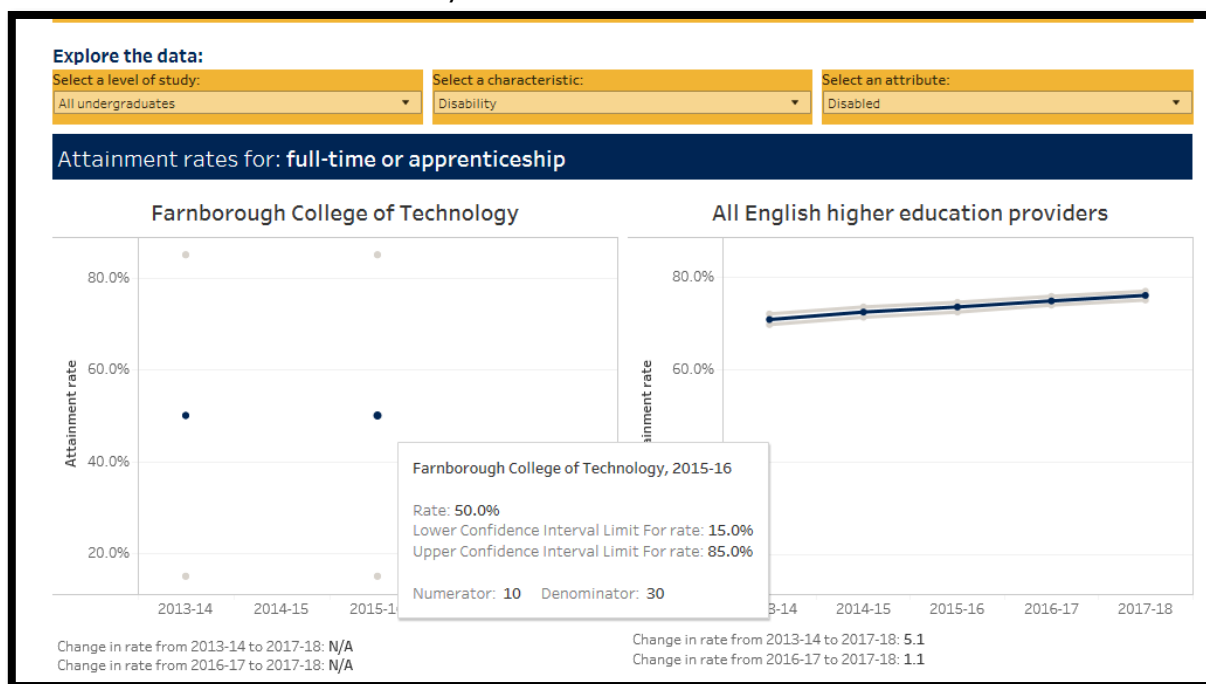
Attainment

There is very limited attainment information on the Dashboard for LLDD for UCF. It does show a national average that has been increasing from 70.7% in 2013-14 to 75.9% in 2017-18. The Dashboard does have two years of data showing 50% in 2013-14 and 50% in 2015-16. These are based on very low numbers. Our local data which measures good degrees can be seen below this chart in a table.

Disaggregation of components

We are committed to further analysis of disaggregated data which would allow us to consider Disability and Deprivation or Disability and Ethnicity, this will become part of our action plan which will be finalised in the Autumn term of the academic year 2020-21.

Attainment for those with a Disability



| | 15/16 | 16/17 | 17/18 | 18/19 |
|------------------------|-------|-------|-------|-------|
| % LLDD Good Degree | 47% | 54% | 52% | 50% |
| % Non LLDD Good Degree | 57% | 56% | 56% | 57% |
| Gap | 10% | 2% | 4% | 7% |

(College ILR Data)

Local data shows achievement of good degrees for learners with LLDD is lower than learners overall and showing an increasing gap. This is an area that is showing a deteriorating trend and is a target for improvement, we intend to get LLDD Good Degrees up to at least 60% by 2025, reducing the gap by 7pp. (Target PTS_1)

Progression to employment or further study

There is no reliable data to indicate progression trends for LLDD students at UCF. The new Graduate Outcomes survey will be used to inform decisions going forward to address this area. We will analyse the new data by the Autumn of 2020 and are committed to setting targets to be at least in line with the sector average.

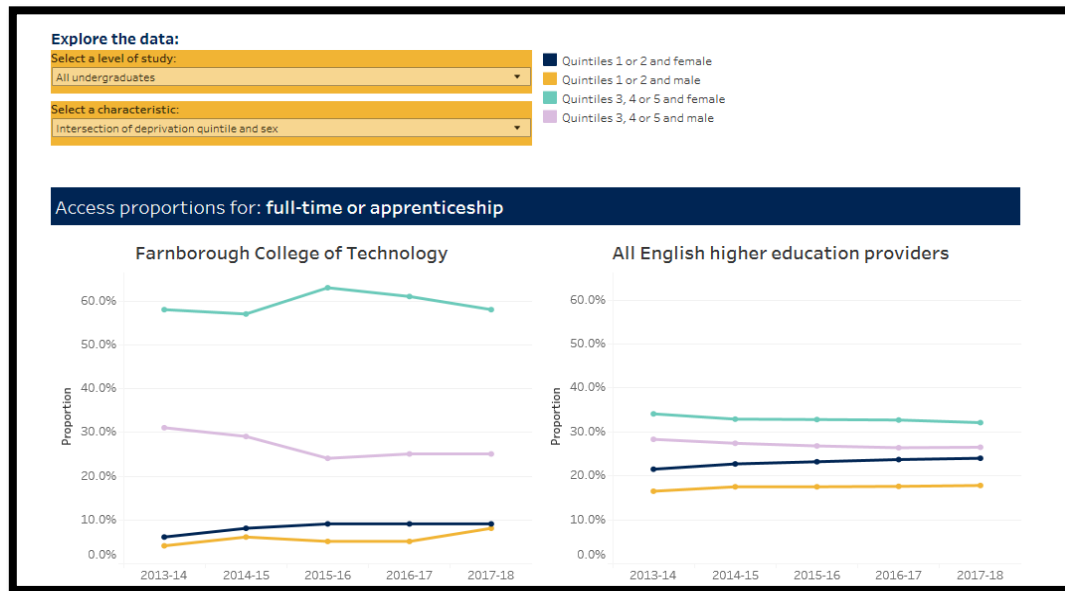
1.5 Care leavers

The numbers of care leavers enrolled at UCF are very small and not all may be identified. We are committed to increase rates of disclosure so we have meaningful data that we can use to review how we might best support care leaver access and ensure their success and progression. We are committed to increasing our analysis in this area and will be systematically collecting and analysing this data from 2020-21 and our plans to offer Bursaries to Care Leavers may lead to more care leavers coming forward.

1.6 Intersections of disadvantage

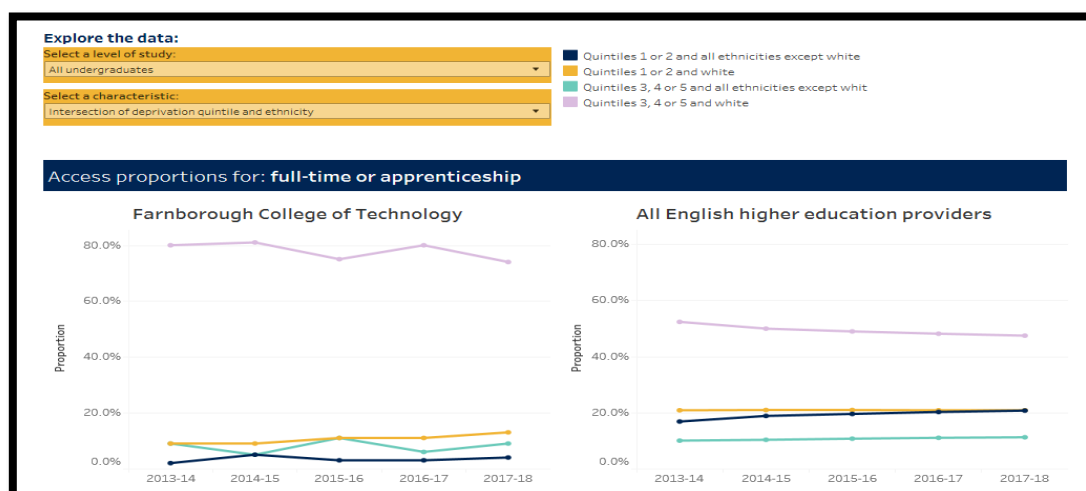
When you consider the intersection of the Deprivation Quintile and Sex for access, it becomes clear that there is a large gap between Females from Quintile 1&2 and Females from Quintiles 3, 4 & 5. The gap is 49pp, this is partly explained by the location of Farnborough College of Technology and further by the type of courses which we offer that often attract female students in subjects such as Counselling, Childcare and Education.

The numbers of Engineering and Science students which tend to be more male orientated are very small but these are areas of strategic focus for the geographical area and therefore the College. The strategic development plan involves focussing on Engineering and Technology with significant investment in technology, a new Emerging Technologies Centre (ETC) was completed in September 2020. Additionally, a new Aerospace Research and Innovation Centre (ARIC) is due to be completed by September 2021. We are also validating Degree Apprenticeships and 'Top Up' degrees in Engineering. Furthermore, we have a Games Design degree due to start in 2020 which is likely to attract a more mixed or male student body. The HE curriculum / programme development is also required to develop and re-shape programmes in line with 4th Industrial Revolution labour market intelligence.



The national figures in the comparison chart show a gap of 9% between 32pp and 23pp. The gap has been narrowing for the last 2 years but this is an area that we need to improve on and will be requesting more data is captured so that we can drill down further to the detail of proportions within faculties. We are determined to continue to monitor this data and we are convinced that the strategic plan will mean a more equal sex balance on courses.

The intersection between deprivation quintile and ethnicity also shows a variance from the national picture. The data is showing 74% Quintile 3, 4 & 5 and white, 9% Quintile 3, 4 & 5 and not white. Our gap is 65% and the national gap is 36%. The national situation shows 47% 'Quintile 3, 4 & 5 and White' with 11% 'Quintile 3, 4 & 5 and Not White'. For 'Quintile 1 & 2 and Not White' we show 4% whereas the national picture is 20.8%. As stated elsewhere this is partly explained by our particular demographic in Hampshire.



As UCF has a large mature student population we are interested in the interjection of Mature Students from the different backgrounds. We will be requesting further data is collected and available for analysis from our MIS team, to establish whether further lessons can be learnt from this data.

1.7 Other groups who experience barriers in higher education

Nationally it is recognised that there are particular equality gaps and support needs for carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, refugees and children of military families. Whilst the size of our student population is small, we do recognise that these groups may experience barriers so, where these characteristics are identified, we are able to target support, advice, and guidance in relation to progression towards these learners. The Equality and Diversity Committee will therefore also monitor trend and annual data for access, participation, achievement and progress amongst these and other groups

2. Strategic aims and objectives

UCF is committed to raising awareness of its HE offerings in the local area and raising the aspirations of the FE students that attend the college. This is in line with the Labour Market Intelligence which suggests Industry now into the future needs higher level skills. Consequently, the College's mission is to be a Community University that serves people and businesses across the region. To realise this mission, one of the five stated values 'Inclusiveness' is at the heart of this plan. We are very much living up to our 'Community University' mission with two thirds of our intake of HE students being 'mature' students with a large proportion of returning students. We are keen to engage more of our FE learners in HE courses, currently only a third of our 'Young' student intake to HE are students progressing from the college's Level 3 programmes. This is a key area that has been identified for development by the college. In line with our Vision to ensure 100% of Programmes help people gain skills and experience to be successful in life, we are committed to ensuring that we retrain all elements of our student body and they succeed and progress to the best possible outcome for them. As a result, this plan has clear targets aligned to the OfS' KPMs for Access and Participation. As an example, the UCF will have a formal review and re-launch of it's HE Academy through which we will work with a wide range of stakeholders to achieve targets below for Access and Participation.

2.2 Target groups

National and internal data have identified that UCF is under represented in populations from POLAR4 Q1-2 and IMD Q1-2. These groups will have activities targeted at access and continuation. In addition, students from BAME backgrounds will be targeted for improvements in Access. We are also keen to target the attainment rate for LLDD students and the attainment and progression rates for mature students which lag behind the national average.

| Target Number | Target Group | Lifecycle Stage |
|---------------|--------------|-----------------|
| PTA 1 | IMD Q1 | Access |
| PTA 2 | Polar4 Q1 | Access |
| PTA 3 | BAME | Access |
| PTS 1 | LLDD | Success |
| PTS 2 | Polar4 Q1&2 | Continuation |
| PTS 3 | IMD Q1&2 | Continuation |
| PTS 4 | Mature | Continuation |
| PTP 1 | Mature | Progression |

2.3 Aims and objectives

These targets arise from our assessment of performance and cover the areas where we can have the greatest impact. We are aware of the OfS KPM's and wish to address the national gap in participation between the most and least represented groups which in 17-18 stood at 30.9% (KPM1). In 2016-17 the difference of 4.4 percentage points between the non-continuation rates of the most and the least represented groups (KPM3) and of 2.8 percentage points between the

proportion of disabled and non-disabled students getting a 1st or 2:1's (KPM5). We are also targeting continuation of Polar4 Q1 and Q2 learners.

PTA_1 – increase the proportion of IMD Q1 students from 2% to 7% by 2024-25.

PTA_2 – increase the proportion of Polar Q1 students from 11% to 16% by 2024-25.

PTA_3 – increase the proportion of BAME students from 13% to 18% by 2024-25.

PTS_1 – reduce success gap for LLDD students from 7pp to 0pp by 2024-25.

PTS_2 – increase the proportion of Polar 1&2 students continuing from 85% to 90% by 2024-25.

PTS_3 – reduce continuation gap for IMD 1&2 students from 19pp to 9pp by 2024-25.

PTS_4 – Increase the proportion of Mature students continuing from 60% to 70% by 2024-25.

PTP_1 – Increase the proportion of Mature students progressing from 65% to 75% by 2024-25.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

The Senior Leadership including the Governing Board agrees the strategic direction for Higher Education. The Senior Management Team, has overall strategic ownership of UCF's approach to widening participation and addressing social disadvantage, including the Access and Participation Plan. The Access and Participation Plan is aligned to our strategic plan and vision which clearly sets out a 'Community University' mission and Inclusivity as one of the key values. Our overarching mission with regard to Access and Participation is to 'Reduce the gaps in access, continuation, success and progression of learners from Polar4/IMD, BAME and LLDD when compared to their peers and national averages.

We operate a culture of inclusivity, supporting learners from foundation (high needs learners) through to level 7. The College works successfully with learners from a wide range of backgrounds with a vast range of entry criteria and support needs. Supporting those from underrepresented groups, closing gaps in achievement where they exist, and facilitating social mobility/positive progression are central objectives. The learning experience at the college is personalised to ensure that learners are not left behind but have every opportunity to succeed, which is led by the Senior Management Team through the college Programme Managers and academic and professional teams.

The principles of widening participation and inclusivity (supporting the development of the access and participation plan) are developed and embedded across the organisation through:

- SLT (Senior Leadership Team) including external governors who have put in place a Transformation Strategy which is re-positioning the College and the UCF as a sustainable local provider
- SMT (Senior Management Team) leads on the College's Annual Operating statement which details strategic targets and KPIs. A target will be included to achieve the targets in the Access and Participation Plan.
- Equality and Diversity Committee, chair by the Principal monitors equality and diversity targets relating to access and participation across all student funding streams and staffing. From 2020-21, the committee will receive formal reports each term on progress of KPMs within the APP. Termly minutes from the Equality and Diversity Committee are shared with Governors.
- HE Student Fora – which provides opportunities for learners to feedback on their experiences from access through to progression.
- The Quality and Standard Committee and HE Working Group will also discuss progress with the Access and Participation Plan.

Our Theory of Change Framework will therefore detail actions to realise our aim to address social disadvantage and our vision for an inclusive community university. This will include specific

actions to support our local communities to inclusively engage and progress those that are perennially left behind and or underperform. Through this framework, the outcomes of all activities, initiatives and programmes mentioned in this plan will be reviewed annually to measure impact and evolved as necessary to achieve stated KPIs and goals.

Through all stages of the student lifecycle, we have key teams (school's liaison, admissions, learner services, learner support, academic teams etc.) that operate within our strategic vision of inclusivity.

Once at college students are supported to undertake Personal Development Plans (PDPs) to aid their progression during their time at college, these are built into modules. Each student is assigned a personal academic and pastoral tutor who is responsible for supporting their progress. Within the PDPs students may be directed to our Careers Library which is the college's established on-campus employment and employability support hub. This facility provides students with practical support finding part-time and full-time employment and delivers workshops and advice on CV preparation, interview techniques, and work experience and apprenticeship placements. We also have developed 'Progress Coaches' for those who need help organising their studies, course tutors can refer students to a 'Progress Coach' if they think that they need some support with generic academic skills and employability skills.

The College runs structured UCAS support sessions which provide advice and guidance to students applying for further higher education study. UCAS support sessions are scheduled to assist students to write their personal statements. Other projects that the college has designed for 2019/20 include online learning to increase flexibility of curriculum; this allows students to have a "friendlier" interface to access academic journals and research to strengthen the level of their work, which should increase levels of attainment.

The College runs an annual Careers Fair which invites higher education institutions, volunteer and gap year organisations and employers to meet with our students. The Opportunities Fair is an excellent opportunity for students to meet university representatives, discuss further progression opportunities including apprenticeships and to gather information about Higher Education Institutions. It is also an opportunity for students to consider volunteering roles to build their experience and further develop employability skills.

We also have an established 'Guest Lecture' programme, all courses are expected to bring in representatives from industry to try to build confidence and open opportunities for students.

All courses are monitored through a process of course results review meetings which are completed three times per year to monitor retention, attainment and success. Action plans are drawn up for course that are clearly deviating from normal retention or attainment. At Boards of Studies and Boards of Examiners data is analysed including average grades and questions are asked when data falls out of expected norms.

Alignment with other strategies

All of the College's policies, strategies and procedures are aligned to the strategic vision and our HE provision has been aligned and incorporated into each of those policies.

Equality, diversity and inclusion: The Equality and Diversity Committee monitors the APP to ensure that there is a good fit between the APP and the Equality and Diversity strategies. The College complies with the Equality Act 2010 and this is overseen by the Equality and Diversity Committee, led by Principal and CEO. There is a focus on assessing the impact on people with protected characteristics. This involves anticipating the consequences of activities on these groups and making sure that, as far as possible, any negative consequences are eliminated or minimised and opportunities for promoting equality are maximised.

Teaching and Learning: The College has a 'Farnborough Way' teaching and learning policy, which has been extended from our FE delivery into the HE courses; the expectations are the same. This policy applies to all staff who teach, train, and support or assess on an FE or HE programme at UCF and all aspects of learning and assessment. Our primary focus is to ensure our teaching promotes exceptional learning, encourages curiosity, versatility, develops resilience for the world of work, and encourages achievement to full potential in life by embracing high

aspirations. The policy operates through a wide range of supportive observation activities, peer observations, staff development and utilises coaching and sharing of good practice techniques to drive forward improvements in teaching, learning and assessment.

Employability: The College has employability embedded within the strategic vision and mission, objectives and values. The key objectives relate to the embedding of work-related activities and the development of transferable skills, valued by employers, which prepare the learners for their future in the workplace. Each subject area has an 'Industry Panel' that helps guide the curriculum and the college has an 'Industry Committee' which helps oversee the curriculum from a strategic point of view. Our HE provision is largely focused on professional and technical skills with an increasing focus on the application of skills and incorporating live briefs, work placements, guest lectures from industry experts and employer led workshops. Our increasing strategic focus on Engineering and Technology also helps our focus on employment that is in demand from local industry.

Strategic measures

UCF is committed to widening access and participation in higher education and ensuring equality of success and outcomes for underrepresented groups. To realise the KPMs in this plan, we intend to pursue a whole-provider approach which will draw on work across the student lifecycle and experience to address gaps in access, success and progression. As stated earlier the College's Annual Operating Statement (AOS) will incorporate an action to achieve KPMs within this plan. In line with the whole-provider approach, all actions are cascaded at all levels of the College within appraisals. For instance, it will be incorporated within the Programme Management role for HE. The HE budget includes programme development funds to increase choice and ensure students from all backgrounds are engaged and supported to succeed, and this will continue. UCF will also focus on initiatives to remove barriers and provide continuous support through to successful completion of study and onward progression to further study or employment, in line with students' aspirations. The UCF is a partner institution in the OFS-funded NCOP partnership, HEON, to improve access to higher education. This is a partnership of ten local institutions which works with students in Years 9 to 13 in eleven wards across Surrey (7 wards) and East Hampshire (4 wards) where HE participation is low overall and lower than would be expected given GCSE attainment rates. Phase 2 of the programme (August 2019 - July 2021) sees the addition of an Outreach Hub offering support to the eleven wards and wider support across the County of Surrey and North East Hampshire. One of the HEON staff is based at the UCF and embedded within our marketing department. This supports close communication across teams and ensures that the HEON programme complements UCF's own outreach programme. HEON target students are identified by postcode data from POLAR4 that indicates they live in a ward with lower progression rates than expected given GCSE attainment. There are just under 4000 target students throughout the HEON area, in many different year groups and schools. HEON prioritises sustained and progressive programmes of work with these students but also works with whole year groups/other groups of students where there are a notable proportion of target students within them. To date, HEON has delivered over 150 activities to over 3000 HEON 'target' students and over 10,000 students in total. In addition to the work within the HEON project the UCF team seeks to ensure that students from under-represented groups who are not covered by NCOP funding are still able to access appropriate support and guidance within the targeted schools. We therefore prioritise HEON's 'high target' schools, providing support to students in their Year 7 and 8 cohorts, these are not eligible for NCOP funding. Additionally, our marketing department works with students in years 10 and 11 through taster days at the College.

Financial Support

We are realigning our Bursary offer to be more focussed on APP target groups and to guarantee a specific sum to all applicants in certain categories. We have been offering bursaries based on those getting different sized maintenance loans and without a clear guarantee or a specific amount. Our new offer is directly guaranteeing a specific cash sum to those with household income of less than £25k, those in Q1 IMD and Polar 4, as well as care leavers, BAME and LLDD students. Our student focus groups confirmed that a guaranteed specific cash entitlement would be easier to understand and make the offer more attractive. Research undertaken at Nottingham University shows that bursaries attract low-income students to Nottingham University, and that

they ease the financial concerns of undergraduates during study. Most significantly, for the learners that we are targeting, a bursary will reduce some of the burden to undertake as much paid work.

We have modelled the financial support for the next five years having analysed the data for the last 3 years. Over the last 3 years numbers of students have increased by 15% but higher fee income has reduced by 28% (as a result of more fast track two year degrees and HNDs). If growth continues at 5% per year we will have almost 100 more students by 2025. Proportionately, we have also had a bigger increase in LLDD students, up by 57% from 52 in 2017/18 to 82 in 2019/20. Higher Fee Income may well drop if we continue to switch from standard 3 year degrees to accelerated degrees in order to meet niche mature-student demand and industry demands in light of Brexit and the 4th Industrial Revolution. Furthermore, in this plan we are targeting students from BAME backgrounds and students from areas of multiple deprivation and so those claiming bursary funds are likely to increase as a proportion of the overall student body. We will continue to make a significant investment in financial support to encourage underrepresented students to attend college by guaranteeing £500 bursaries for all full / part time 1st year students who have the following eligibility criteria set for 2020/21 – 2024/25:-

- Students who have a household income up to £25,000
- Students who are in receipt of any of the following grants/allowances:-
 - Special Support Element of the Maintenance Loan
 - Parents' Learning Allowance
 - Childcare Grant
 - Disabled Students' Allowance
- Students from a BAME background
- Students from IMD Q1 or Polar Q1 neighbourhoods
- Care leavers will be eligible for this support regardless of household income.

UCF will guarantee £500 bursaries for the first year of study only but will distribute any unclaimed bursary funds amongst those from the 2nd and 3rd year of their course.

The College £3000 Hardship Fund is a small, income-assessed fund, available to offer support to students who are experiencing severe financial hardship. This will also be available for the duration of this plan.

The UCF intends to continue to offer Higher National Diplomas and Work Based Learning Degrees at a reduced rate when compared to the University Centre 3 year Honours Degrees. We are currently charging £6000 per year for Work-based and £5000 for HNC/D's. UCF also offers 'Fast Track' accelerated degrees at £8000 per year for two years which works out at £16,000 for the full Honours Degree or what is the equivalent of £5333 per year for a traditional 3 year version of an Honours Degree. These measures make it much more financially viable and less of a perceived financial burden for IMD Q1-2 learners.

Targets

Target 1 PTA_1

Target Group: IMD Q1 learners

Lifecycle stage: Access

Aim: To increase the proportion of IMD Q1 learners by 2025

Objective: To increase the proportion IMD Q1 learners, the proportion of Q1 was 2% in the base year and we are intending to raise this to 7% by 2025 (KPI1).

We will be targeting IMD learners through a targeted marketing campaign, we have data on our own FE students and will be able to target IMD learners with a multifaceted approach combining inspirational talks, guest lectures and financial information to make progression to HE a real possibility for these students. Many of our Degrees are now 2 years and the remaining 3 year Degrees tend to be taught on two days a week. This initiative makes it possible to undertake part time work and is attractive to those who have financial concerns. We will be publicising our bursary offer in an attempt to encourage applications from these low participation areas and

areas of multiple deprivation. There is clearly an overlap between IMD and Polar 4 and we are engaged in activities with HEON to target Polar 4 Q1 and Q2 students, this will have an impact on both categories.

Target 2 PTA_2

Target Group: POLAR4 Q1 learners

Lifecycle stage: Access

Aim: To increase the proportion of POLAR4 Q1 learners by 2025

Objective: To increase the numbers of POLAR4 Q1 learners compared to Q2-5 learners so that the proportion of Q1 increases from 11% to 16% by 2025

Polar4 Q1 is very much the target for our work with HEON, we are also using bursary funds as explained in Target 1 with 80% of bursary funds allocated to those with incomes of less than £25000. It is hoped that through the work of the marketing department and complementing work with the HEON group that we will be able to improve access from the Polar Q1 areas. We will also be undertaking targeted marketing with our own student groups to ensure that those from LPN are invited to Progression Events which will provide data on improved earning capacity. As with IMD learners we will use a multifaceted approach combining inspirational talks, guest lectures and financial information to make progression to HE attractive. Many of our Degrees are now 2 years and the remaining 3 year Degrees tend to be taught on two days a week. This initiative makes it possible to undertake part time work and is attractive to those who have financial concerns.

Target 3 PTA_3

Target Group: BAME learners

Lifecycle stage: Access

Aim: To increase the proportion of BAME learners by 2025

Objective: To increase the numbers of BAME learners by 2025 so that the proportion goes up from 13% to at least 18%

The local population of Rushmore has a relatively large Nepali resident group that falls into the 'other Asian' category for Black and Minority Ethnic Groups. The majority of the general population of Aldershot are resident in an area of low HE participation, according to POLAR4 data and therefore potential beneficiaries of widening participation activities differentiated for socio-economic status. The UCF has been successful in raising the participation of students from a Nepali heritage at FE Level 3. We will endeavour to raise levels of participation for this group in our HE provision and are leading on a project with HEON to this end. The UCF plans to target its aspiration-raising activities with priority groups that form part of the Level 3 student population currently studying at the institution, feeder schools and sixth form colleges. It will also continue to develop the HE Curriculum in areas in which Nepali students already study at Level 3, particularly in Computing, in which we have just introduced a Top Up from HND.

The widening participation activities will include:-

- working to raise aspiration, motivation and achievement by targeted Nepali events amongst key groups including those of Nepali heritage currently studying in schools and colleges in target wards and those resident elsewhere including promoting our bursary scheme.
- strengthening of progression routes from feeder schools in Polar 4 areas into Further Education and vocationally-relevant Higher Education
- Providing HE awareness raising at Nepali community events to provide talks and taster activities to promote a wider awareness of HE opportunities.
- providing enhanced Information, Advice and Guidance, to include financial matters, at open events in areas with a larger BAME presence.
- jointly marketing, with partners, HE opportunities for prospective students from areas of low HE participation e.g. Nepali Radio.
- ring fencing some of the bursary funds for BAME and LLDD learners

Target 4 PTS_1

Target Group: Learners with a Learning Difficulty or Disability (LLDD)

Lifecycle stage: Success with Good Degrees

Aim: To monitor continuation and attainment of LLDD learners and provide systematic support as appropriate.

Objective: To eliminate the 10% gap of LLDD learners achieving a good degree from 50% (base year) to 60% by 2025.

In-year first year retention and success levels across Higher Education programmes within the UCF has been increasing since 2016/17. The UCF will continue to enhance the support provided for LLDD students.

Activities will include:

- dedicated on-programme HE Additional Learner Support (ALS) provision focussing on assisting LLDD learners.
- 1:1 study skills sessions offered to LLDD learners as an integral part of the induction and forming part of the extended programme of induction at course level as well as ongoing targeted Progress Coach.
- additional on-programme, small group seminar and 1:1 study skills sessions.
- close monitoring of attendance patterns and follow up of unexplained absences by tutors and curriculum managers.
- provision of health and counselling services.
- provision of funded nursery places for students with children.
- further development of the VLE and online video attendance to support and extend learning opportunities by making lectures accessible from home for those with LLDD mobility or other attendance issues.
- ring fencing some of the bursary funds for BAME and LLDD learners

Targets 5 and 6 PTS2&3

Target Group: POLAR4 Q1-Q2 learners and IMD Q1&2 learners

Lifecycle stage: Continuation

Aim: To increase the proportion of Q1&2 learners continuing their course

Objective: To increase the proportion of P4 Q1&2 learners continuing over 5 years, it was 85% in the most recent data (16/17) and the National Average is 90%, we are intending to improve by 1% point per year to achieve 90% by 2025.

To reduce the gap of IMD Q1&2 dropping out of their course

Objective: We aim to reduce dropout from 19pp to 9pp for this group over the lifetime of this plan

We will achieve these targets by targeting individual students who are showing signs of poor engagement and using Progress Coaching, 1:1 tutorials, Careers Advisories and continuing to develop courses which allow a portfolio approach to study and work.

Activities will include:

- dedicated on-programme provision focussing on assisting those learners who are going off target
- 1:1 study skills sessions offered to learners as an integral part of the induction and forming part of the extended programme of induction at course level as well as ongoing targeted Progress Coach availability as required.
- additional on-programme, small group seminars and 1:1 study skills sessions.
- close monitoring of attendance patterns and follow up of unexplained absences by tutors and curriculum managers.
- provision of health and counselling services.
- provision of funded nursery places for students with children.
- further development of the VLE and online video attendance to support and extend learning opportunities by making lectures accessible from home for those with financial constraints and trying to manage multiple and complex issues.

Target 7 PTS4

Target Group Mature

Lifecycle: Success

Aim: Increase the proportion of Mature students getting a good degree

Objective: Increase the proportion of Mature students getting a good degree from the baseline figure of 60% up to 70% by 2025

Much like our other initiatives to improve success we will be introducing activities will include:

- We will be introducing a dedicated on-programme borderline focus which will be designed to help lectures and students who are marginal between a 2:1 and a 2:2 going the extra mile to achieve the higher grade.
- Further 1:1 study skills sessions offered to learners as an integral part of the borderline focus approach.
- Targeted Progress Coach availability as required.
- additional on-programme, small group seminars and 1:1 study skills sessions.
- provision of health and counselling services.
- provision of funded nursery places for students with children.
- further development of the VLE and online video attendance to support and extend learning opportunities by making lectures accessible from home for those with financial constraints and trying to manage multiple and complex issues.

Target 8 PTP1

Target Group: Mature Students

Lifecycle stage: Progression

Aim: To improve progression rate for mature learners

Objective: To increase the progression going to good employment or higher level study for mature students by 2pp per year or 10pp over the course of the plan to 75%.

Mature students are behind the national average in terms of progression to good employment or further study. Mature students show an improving trend with 65% of mature students progressing into highly skilled employment or further study, however this is 10pp behind the national picture and Mature Students are an important strategic element of the UCF offer.

We are putting more resources into careers progression and exposure to industry experts and employers by further developing our systematic careers meetings and the series of guest lectures for each discipline. This will hopefully raise the progression statistics for all graduates.

As previously stated all targets will be aligned to SMT and SLT KPIs and will be monitored by the Equality and Diversity Committee which reports into the Corporation / Body of Governors.

3.2 Student consultation

The access and participation plan has been drawn up in consultation with the current HE Student Governor as the elected representative of the HE Learners and two Focus Groups which had representation from Mature, BAME and LLDD learners. The HE Student Governor also consulted her peers to consider the Access and Participation Plan. Student feedback led to proposals for Care Leaver inclusion in the Bursary offer and some ring fencing of Bursary funds to allow for 20% to be available for BAME and LLDD students. The APP was also discussed at the Curriculum and Standards Governors Sub Committee and the HE Student Governor is a member and was present. We will also introduce an annual survey of those benefitting from Bursary and Hardship funds to enable further feedback on how it is accessed and utilised. The lifecycle and the key aspects outlined in our access and participation plan have been discussed and agreed by the HE Student Governor. The specific areas covered related to access (the taster sessions available in advance of HE applications, promotional programmes and the work of the HE advisors); success (the support available in terms of the bursary fund, study support, counselling, online attendance etc.) and progression (employer links, guest lectures and careers information available). Throughout the course of this plan, we will continue to involve students through further review meetings with HE reps and student focus groups in the form of the HE Forums (termly meetings). The Vice Principal, the Director of Quality and Programme Managers will also monitor

progress against the plan and gather further feedback about the support in place for underrepresented groups from the student body.

3.3 Evaluation strategy

UCF will be taking an evidence-led, strategic approach to our APP to drive continuous improvement in our aim of ensuring that all students are given an equal opportunity to access HE and achieve positive outcomes and progression. Evaluation is an essential to developing future programmes of activity. We will be undertaking a full evaluation of Investment Plan Initiatives to assess the effectiveness of programmes using a pro forma for each target.

| Investment Plan Evaluation of Initiatives 2020/21 | | | |
|---|--|---|--|
| Investment Target Groups | What did we do? | How did we do? | What corrective actions are needed? |
| EXAMPLE:- BAME Access Target group 16-18s Target improvement from 11% to 16% | List Initiatives and compare actual engagement and performance against target engagement | Measure and analyse data and deviations to address significant low quality outcomes | Evaluate impact and detail corrective actions to correct deviations in 2021-22 Action Plan |

Strategic context

The College has fully embedded APP within its quality assurance and strategic planning meeting structures to ensure appropriate monitoring and oversight of all evaluation activities at a strategic level. We will be analysing initiatives on a target by target basis with analysis of effectiveness and an action plan where initiatives need corrective action. As stated earlier the College's Equality and Diversity Committee will monitor targets and effectiveness of initiatives within the APP and the HE Programme Manager and the Senior Manager responsible for HE will report into the Committee on a termly basis. Outcomes from these termly reports will be reported to SMT and the Corporation.

- All KPMs and targets within the APP will be collated into a single action plan that will be monitored on a monthly basis by SMT
- In line with our whole-provider approach and general college operations, the MIS department will also provide APP data to the Equality and Diversity Group for HE students.
- The Head of Marketing and Director of Quality will co-lead on an Annual Review of activities undertaken to achieve the ambitions of the plan so that corrective action plans can be evidence based.
- We will share outcomes of the review with staff in order to ensure informed actions to address identified root causes, share best practice, provide relevant training and encourage collegial working to perennially improve on targets achieved

Programme design

Our Access and Participation Plan is underpinned by clear objectives, linked to our overall strategic aims and objectives. Consequently, the APP Action Plan will include programmes of activities and initiatives to achieve the targets within the plan. The plan will ensure we are continually engaging with relevant data in order to inform annual actions. Our programme of activities will be informed through both internal and external research and evaluation, and will have clearly defined deliverables in terms of which barriers are being addressed and what the planned outcomes are with respect to impact. We will also work collaboratively on programme design with stakeholders such as schools, universities and employers.

Evaluation design

The College has a Programme level curriculum/programme design approach and this The College will ensure that clear expectations regarding evaluation design are articulated through the paperwork required in order for programmes of activity to be approved for delivery. The college has experience of working with HEON (NCOP) on evaluation with respect to outreach measures and is committed to further developing this to ensure a rigorous evaluation design is applied to all programmes. The importance of embedding data capture within all activities will be added to all planning paperwork, and will be considered by any future programmes. With regard to the evaluation of individual programmes of activity a mixture of narrative and empirical measures (surveys, focus groups, data analysis) of access, success and progression will be used to monitor performance against targets and to develop theories of change models further. The College will track engagement to ensure empirical evaluative activity can be undertaken. All evaluation proposals will be submitted to the College's HE Working Party to ensure appropriate oversight and to confirm the appropriateness of narrative, empirical and causal evaluation as appropriate within that particular programme, and with the target number of participants.

Evaluation implementation

The College will ensure that clear consideration is given with respect to the data requirements to be able to robustly evaluate outcomes and impacts. This work has been undertaken in preparation for the submission of this plan and will be formalised through our meeting structures and the programme planning paperwork. The College is committed to appropriately resourcing evaluation and this will be explicitly considered within planning of budgets. In addition to staffing resource, the College plans to gain student involvement in evaluation where appropriate. The outcomes of evaluation will be used to shape our future approaches to programme design. These discussions will take place within programme working groups, with formal outcomes against targets and suggestions for future design reported up to the SMT. We will ensure that a full cycle of review is implemented for our programme design and evaluation strategy and that an approach of honest and transparent reflection is applied to ensure that our programmes are delivered on the basis of clear evidence and an understanding of the impact of interventions on target groups.

Evaluation of financial support

The college recognises the importance of undertaking clear evaluation on the impact of bursaries to inform future investment. The College will introduce a Bursary Survey and will use the OfS Financial support evaluation toolkit to complete this work. We will use both the survey tool and interview tool to undertake this evaluative work. Due to the number of students in receipt of a bursary, the statistical tool is unlikely to be appropriate. All evaluation outcomes with respect to financial support will be reported and utilised in the same way as all other evaluative work detailed in this section.

3.4 Monitoring progress against delivery of the plan

The monitoring of this access plan is the responsibility of the Governing Body, the Principal CEO, the Vice Principal and SMT. The VP with responsibility for HE will have formal responsibility for ensuring delivery by the HE Programme Manager and Vocational Programme Managers with HE programmes. The plan will be monitored by SMT, the Equality and Diversity Committee and Governors. If any aspects are identified as not making progress or worsening, root causes would be identified and actions developed in order to intervene and make the necessary improvements, we will continue to involve students which is essential to gather further feedback about the support in place for underrepresented groups via HE Student Fora which are made up of student reps from the different programme areas. Additionally, the HE Student governor sits on the main Governing Board and the Curriculum and Standards Committee, both receive minutes from the Equality and Diversity Committee, the College's Operating Statement and HE Annual Reviews and reports. The Quality Manager, will lead on ensuring internal surveys assess student experience, how they rate the support they receive and seek to annually understand the areas they feel we could develop further.

4. Provision of information to students

Prospective students are signposted to fees throughout various points of the access stage of the student lifecycle (including research). Students' fees are illustrated on the FCOT (UCF) webpages (i.e. fees page and course page). Students are also signposted to the course fees at the point of offer and the enrolment stage whereby students confirm how fees are to be paid. Students agree to the tuition fees being charged through agreement of terms and conditions. UCF commits through its HE Terms and Conditions to ensure that students have full and transparent information to support their decision making at pre-course, offer and enrolment stages.

Prospective students are also supplied with the following information:

- Offer letter(s) and related communications
- Availability of bursary funds, including deadlines.
- The Student Handbook – provided to students at induction
- On-programme course communications – typically provided to students by the Programme Leader
- 'Moodle' access (online Virtual Learning Environment – VLE)

Calls for applications for bursary funds will also be circulated to all students via e-mail and course leaders as we near the deadline for applications.

Appropriate website information maintenance arrangements are in place in that course leaders are expected to sign off the accuracy of the Website information each semester. The College will ensure that information is up-to-date in time for the internal HE progression events that take place at the College throughout the year even because that's what we do. Information provided by the College such as in presentations, in the prospectus, leaflets and brochures and on the College website, is accurate at the time of first publication.

Financial support is additionally signposted on the website, prospectus and open days. Soft checks can be completed by the student finance team at any point (including at the time of enrolment) to ensure students can achieve their maximum potential and understand what they are entitled to (with financial support, if available to them).

The College will publish its Access and Participation plan on its website.

New Priorities ANNEX

OFS Priority A:

Accessible Access and Participation Plans

In order to make the Access and Participation Plan more accessible we have created a 3 page summary (above) which is being made available to all stakeholders.

Priority B

Develop, enhance and expand their partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

As an General FE College we are in an ideal position to develop partnership with schools and other providers. We can also promote our own HE courses to our FE students, we are often the ideal choice for those who are a bit nervous of leaving home or require more support with smaller groups sizes. We already put on taster sessions for FE students to attend an HE Module as well as attending HE Guest Lectures.

Many of the staff who teach on HE are also teaching at FE level and are therefore stretching and challenging the most able students with their knowledge of HE delivery within their subject area.

We have also developed a comprehensive Careers Week Programme of guest speakers from industry, these lectures are open to HE and FE students and therefore give FE Students a taste of what might be expected from an HE course.

We have less than 2000 FTE HE Students and as such are focussed on working closely with HEON (Our Uni-Connect partners) to work on Attainment Raising programmes.

Uni Connect (HEON) Programme:-

Attainment-Raising (AR)

What we reported to OfS (operating plan, June 22):

- ★ Apr-June '22: identify which existing HEON activity could impact raising attainment in schools
- ★ June-Aug '22: initial work with partner HEIs to identify how they plan to deliver against the new objectives to focus on attainment raising in schools, as well as what is already taking place in this area
- ★ March '22 onwards: Collaborate with Uni connect partnerships to collectively develop plans in this area including via engaging with the support being commissioned by OfS
- ★ Sept-Dec '22: engage schools and relevant stakeholders on how HEIs and HEON can most effectively support raising attainment in the region
- ★ Sept-Dec '22: desk research on effective attainment raising programmes, identifying which could be beneficial to the local region
- ★ Sept '22-July '23: continue to work with HEI partners to identify areas of focus and how HEON can best support collaboration
- ★ Sept-Dec '22: develop evaluation plans for HEON's attainment raising strand of work
- ★ Jan-May '23: write up summary of work engaged and plans for 23-24 as directed by OfS

Context:

- ★ New priority for Uni Connect and all HEIs#
 - ★ HEIs w/ 2k+ students
- ★ Open definition of AR
- ★ OfS pushing collaborative local development of AR

HEON Risks:

- ★ Alignment with partner AR plans
- ★ Continued reduction in funding
- ★ Broadening of scope of partnership

Priority C

Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.


The Senior Leadership including the Governing Board agrees the strategic direction for Higher Education. The Senior Management Team, has overall strategic ownership of UCF's approach to widening participation and addressing social disadvantage, including the Access and Participation Plan. The Access and Participation Plan is aligned to our strategic plan and vision which clearly sets out a 'Community University' mission and Inclusivity as one of the key values. Our overarching mission with regard to Access and Participation is to 'Reduce the gaps in access, continuation, success and progression of learners from Polar4/IMD, BAME and LLDD when compared to their peers and national averages.

We operate a culture of inclusivity, supporting learners from foundation (high needs learners) through to level 7. The College works successfully with learners from a wide range of backgrounds with a vast range of entry criteria and support needs. Supporting those from underrepresented groups, closing gaps in achievement where they exist, and facilitating social mobility/positive progression are central objectives. The learning

experience at the college is personalised to ensure that learners are not left behind but have every opportunity to succeed, which is led by the Senior Management Team

Main NSS Questions 2022

Source: nss.texunatech.com

|  Category | Metric | The teaching on my course | Learning opportunities | Assessment and feedback | Academic support | Organisation and management | Learning resources | Learning community | Student Voice | The students union effectively represents students' academic interests | Overall satisfaction |
|---|---------------------------|---------------------------|------------------------|-------------------------|------------------|-----------------------------|--------------------|--------------------|---------------|--|----------------------|
| | | | | | | | | | | | |
| Farnborough College of Technology (10002412) | % Agree | 89.56 | 88.19 | 84.81 | 85.23 | 74.26 | 78.06 | 79.11 | 67.51 | 51.35 | 84.8 |
| Farnborough College of Technology (10002412) | % Agree: previous year | 82.07 | 84.85 | 73.99 | 78.79 | 71.04 | 64.81 | 72.22 | 67.51 | 53.33 | 81.6 |
| | CHANGE | 7.49 | 3.34 | 10.82 | 6.44 | 3.22 | 13.25 | 6.89 | 0 | -1.98 | 3.2 |
| Farnborough College of Technology (10002412) | Sector-wide % Agree | 80.05 | 79.37 | 68.53 | 73.88 | 69.88 | 80.9 | 68.22 | 66.54 | 52.55 | 76.3 |
| | Difference against Sector | 9.51 | 8.82 | 16.28 | 11.35 | 4.38 | -2.84 | 10.89 | 0.97 | -1.2 | 8.5 |

through the college Programme Managers and academic and professional teams.

Quality is at the heart of what we do, we were graded as Outstanding by OFSTED in a recent FE Review and the same management systems are used to manage the HE provision. Students are at the heart of decision making and are involved from Board level through Forums, HE Boards of Studies to HE Coffee Mornings.

All HE Students are offered a Careers meeting in their final year and are helped to search for appropriate employment or further study.

In the recent NSS Survey the college came out above sector average by 8.5% on overall satisfaction.

In the 2020/21 academic year, 36 percent of UK undergraduate students obtaining their degree were awarded a degree with first-class honours, at UCF this was 23% . Almost half of all UK students achieved an upper second or 2.1 and at UCF this was 46%. 14% of UK students obtained a lower second or 2.2 whilst at UCF this was 22%, and just three percent of UK graduates obtained a third whilst thirds accounted for 7% of UCF students. The share of UK students graduating with a first-class degree has increased significantly in recent years both nationally and at UCF. Given the expected UCAS starting tariff of 72 UCAS points and confirmation from External Examiners that our standards are sound we believe that our students are doing as well as could be expected.

Priority D

Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.

We are very flexible and responsive when it comes to offering a variety of courses and delivery formats. We have Accelerated Degrees, Foundation Degrees, HNC's and HND's, Higher Apprenticeships, and Top Ups. We also provide Professional HE Qualifications such as the Level 7 Chartered Institute of Professional Development which are undertaken on a part time basis.

HE – Expected Numbers for 2023

| TYPE OF PROVISION | Students |
|---------------------------------|------------|
| ACCELERATED TOTAL | 128 |
| TOP UPS TOTAL | 43 |
| FOUNDATION DEGREE TOTAL | 44 |
| 3 YEAR DEGREE TOTAL | 72 |
| HNC/D TOTAL | 48 |
| PART TIME TOTAL | 28 |
| HIGHER/DEGREE APPRENTICES TOTAL | 85 |
| ADULT PROFESSIONAL HE TOTAL | 138 |
| | |
| TOTAL | 586 |

UCF is committed to raising awareness of its various HE offerings in the local area and raising the aspirations of the FE students that attend the college. This is in line with the Labour Market Intelligence which suggests Industry now into the future needs higher level skills. Consequently, the College's mission is to be a Community University that serves people and businesses across the region. To realise this mission, one of the five stated values 'Inclusiveness' is at the heart of this plan.

We are very much living up to our 'Community University' mission with half of our intake of HE students being 'mature' students with a large proportion of returning students. We are keen to engage more of our FE learners in HE courses, currently only a third of our 'Young' student intake to HE are students progressing from the college's Level 3 programmes.

This is a key area that has been identified for development by the college. In line with our Vision to ensure 100% of Programmes help people gain skills and experience to be successful in life, we are committed to ensuring that we have offers suitable for all elements of our community and that our student body succeed and progress to the best possible outcomes for them.

As a result our course offer has a big HE Range from Adult Professional Part time to Full Time Accelerated Honours Degrees and Degree Apprenticeships.

Evidence gathering, action planning and evaluation

We have developed over the last few years a system for monitoring and action planning our Access and Participation Plan. The plan is monitored by various committees of the college but we intend to work with the TASO organisation using resources and toolkits to further develop our evidence gathering, action planning and evaluation in order to be certain that we are maximising the impact of our efforts.

Provider fee information 2022-23

Summary of 2022-23 course fees

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

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

| Full-time course type: | Additional information: | Cohort: | Course fee: |
|----------------------------------|-----------------------------|--------------------------------------|-------------|
| First degree | * | Fee applies to entrants/all students | £8,000 |
| Foundation degree | * | Fee applies to entrants/all students | £8,000 |
| Foundation degree | Work Based Learning Degrees | Fee applies to entrants/all students | £6,000 |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | Fee applies to entrants/all students | £5,000 |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | Fee applies to entrants/all students | £9,000 |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

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

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

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

| Part-time course type: | Additional information: | Cohort: | Course fee: |
|----------------------------------|------------------------------------|--------------------------------------|-------------|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | Certificate of Education (Level 5) | Fee applies to entrants/all students | £3,000 |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | Certificate of Education (Level 5) | Fee applies to entrants/all students | £3,000 |

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

| Sub-contractual part-time course type: | Additional information: | Cohort: | 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 | * | * | * |

Provider fee information 2021-22

Summary of 2021-22 course fees

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

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

| Full-time course type: | Additional information: | Cohort: | Course fee: |
|----------------------------------|-----------------------------|--------------------------------------|-------------|
| First degree | * | Fee applies to entrants/all students | £8,000 |
| Foundation degree | * | Fee applies to entrants/all students | £8,000 |
| Foundation degree | Work Based Learning Degrees | Fee applies to entrants/all students | £6,000 |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | Fee applies to entrants/all students | £5,000 |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | Fee applies to entrants/all students | £9,000 |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

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

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

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

| Part-time course type: | Additional information: | Cohort: | Course fee: |
|----------------------------------|------------------------------------|--------------------------------------|-------------|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | Certificate of Education (Level 5) | Fee applies to entrants/all students | £3,000 |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Erasmus and overseas study years | * | * | * |
| Other | * | * | * |

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

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

| | | | |
|-------|---|---|---|
| Other | * | * | * |
|-------|---|---|---|

Access and participation plan

Fee information 2020-21

Provider name: Farnborough College of Technology

Provider UKPRN: 10002412

Summary of 2020-21 entrant course fees

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

Inflationary statement:

We do not intend to raise fees annually

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

| Full-time course type: | Additional information: | Course fee: |
|----------------------------------|-----------------------------|-------------|
| First degree | * | £8,000 |
| Foundation degree | * | £8,000 |
| Foundation degree | Work Based Learning Degrees | £6,000 |
| Foundation year/Year 0 | * | * |
| HNC/HND | * | £5,000 |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| Accelerated degree | * | £9,000 |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

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

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

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

| Part-time course type: | Additional information: | Course fee: |
|----------------------------------|------------------------------------|-------------|
| First degree | * | * |
| Foundation degree | * | * |
| Foundation year/Year 0 | * | * |
| HNC/HND | * | * |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | Certificate of Education (Level 5) | £3,000 |

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

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

Targets and investment plan 2020-21 to 2024-25

Provider name: Farnborough College of Technology

Provider UKPRN: 10002412

Investment summary

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

Note about the data:

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

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

Table 4a - Investment summary (£)

| Access and participation plan investment summary (£) | Academic year | | | | |
|--|---------------|------------|------------|------------|------------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Total access activity investment (£) | £22,000.00 | £26,000.00 | £20,000.00 | £26,000.00 | £26,000.00 |
| Access (pre-16) | £4,000.00 | £4,000.00 | £3,000.00 | £4,000.00 | £4,000.00 |
| Access (post-16) | £8,000.00 | £10,000.00 | £8,000.00 | £10,000.00 | £10,000.00 |
| Access (adults and the community) | £8,000.00 | £10,000.00 | £8,000.00 | £10,000.00 | £10,000.00 |
| Access (other) | £2,000.00 | £2,000.00 | £1,000.00 | £2,000.00 | £2,000.00 |
| Financial support (£) | £53,000.00 | £53,000.00 | £35,000.00 | £35,000.00 | £35,000.00 |
| Research and evaluation (£) | £2,000.00 | £2,000.00 | £2,000.00 | £2,000.00 | £2,000.00 |

Table 4b - Investment summary (HFI%)

| Access and participation plan investment summary (%HFI) | Academic year | | | | |
|---|---------------|-------------|-------------|-------------|-------------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Higher fee income (£HFI) | £388,150.00 | £388,150.00 | £257,683.00 | £257,683.00 | £257,683.00 |
| Access investment | 5.7% | 5.7% | 5.8% | 5.8% | 5.8% |
| Financial support | 13.7% | 13.7% | 13.6% | 13.2% | 13.2% |
| Research and evaluation | 0.5% | 0.5% | 0.8% | 0.8% | 0.8% |
| Total investment (as %HFI) | 19.8% | 19.8% | 20.2% | 19.8% | 19.8% |

Targets and investment plan 2020-21 to 2024-25

Provider name: Farnborough College of Technology

Provider UKPRN: 10002412

Targets

Table 4a - Access

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum) |
|---|------------------|---------------------------------------|---|-------------------------------|--------------------------------------|---------------|---------------|--------------------|--------------------|--------------------|--------------------|--------------------|--|
| To increase the proportion of IMD Q1 learners | PTA_1 | Socio-economic | Increase entry proportion of IMD quintile 1 compared to students from quintile 5. | No | The access and participation dataset | 2017-18 | 2% | 3% | 4% | 5% | 6% | 7% | Unable to change the milestones in j17 and k17 which remain at 2% We have worked hard on this target but have been unable to shift it and remains at around 2% - We are requesting that this target is reset as 3% by 2024-45 |
| To increase proportion of Polar Q1 learners compared to Q5 learners | PTA_2 | Low Participation Neighbourhood (LPN) | Increase the proportion of students starting from Polar4 Q1 which had 11% Access in 17/18 compared to Polar4 Q5 of 27%. | No | The access and participation dataset | 2017-18 | 11% | 12% | 13% | 14% | 15% | 16% | Unable to change the figures in the brown cells left. We have worked hard on this target, it has had a spikey profile with a rise to 15% but then a drop to 6% (using local data) for 2021-22. We are requesting that we are allowed to target a minimum of 13% by 24/25 |
| To increase proportion of BAME learners | PTA_3 | Ethnicity | Increase in access rates for BAME proportion from 13% to 18% | No | The access and participation dataset | 2017-18 | 13% | 14% | 15% | 16% | 17% | 18% | We have done well on this target achieving 17% already in 2021-22 but can't show that as cell is locked. |

Table 4b - Success

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum) |
|--|------------------|---------------------------------------|--|-------------------------------|--------------------------------------|---------------|---------------|--------------------|--------------------|--------------------|--------------------|--------------------|--|
| to reduce the LLDD Success Gap for Good Degrees | PTS_1 | Disabled | To improve attainment of LLDD learners to parity (KPI5), improving 'Good Degree's' achieved by LLDD learners reducing the 7% gap by 2025 | No | Other data source | 2018-19 | 7pp | 6pp | 5pp | 4pp | 2pp | 0pp | We have done well on this target and completely closed the gap, 62% non LLDD students achieved a good degree and 63% of LLDD students |
| To increase the proportion of Polar Q1&2 continuing their course | PTS_2 | Low Participation Neighbourhood (LPN) | Increase continuation rates for Polar4 Quintile 1&2 - To raise the continuation rate to 90% improving by 1% point per year. | No | The access and participation dataset | 2016-17 | 85% | 86% | 87% | 88% | 89% | 90% | 6 of the 57 students from Polar 4 Q1 or 2 withdrew or 10% so a 90% continuation rate from Polar 4 Q1 or 2. We have already achieved this target and will try to maintain it. |
| To reduce the gap of IMD Q1&2 continuing their course compared to Q3-5 | PTS_3 | Socio-economic | There is a 19pp gap between IMD Q1-2 vs Q3-5 continuation. We target to reduce the gap by 2% per year to get down to 9% by 2025 | No | The access and participation dataset | 2016-17 | 19pp | 17pp | 15pp | 13% | 11% | 9% | Our target was to reduce this gap from 19pp to 9pp, we have already exceeded that achieving 7.5pp and will attempt to maintain. |
| To improve the Mature Students attainment rate | PTS_4 | Mature | We are targeting an increase in the attainment rate for mature students to 2pp per year from 60% to 70% | No | The access and participation dataset | 2016-17 | 60% | 62% | 64% | 66% | 68% | 70% | In 2021-22, 83 of 164 (51%) completing full honours degrees were Mature Students 53 of the 83 (64%) achieved a First or Upper Second and so we are on target to improve the outcomes for Mature Students |

Table 4c - Progression

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | 2020-21 milestones | 2021-22 milestones | 2022-23 milestones | 2023-24 milestones | 2024-25 milestones | Commentary on milestones/targets (500 characters maximum) |
|---|------------------|--------------|--|-------------------------------|--------------------------------------|---------------|---------------|--------------------|--------------------|--------------------|--------------------|--------------------|---|
| To improve the Mature students progression rate | PTP_1 | Mature | To improve progression to good employment or higher level study for mature students, improving by 2pp per year from 65% to 75% | No | The access and participation dataset | 2016-17 | 65% | 67% | 69% | 71% | 73% | 75% | |