

# West Suffolk College Access and Participation Plan 2019-20

WEST SUFFOLK COLLEGE

UKPRN: 10007431

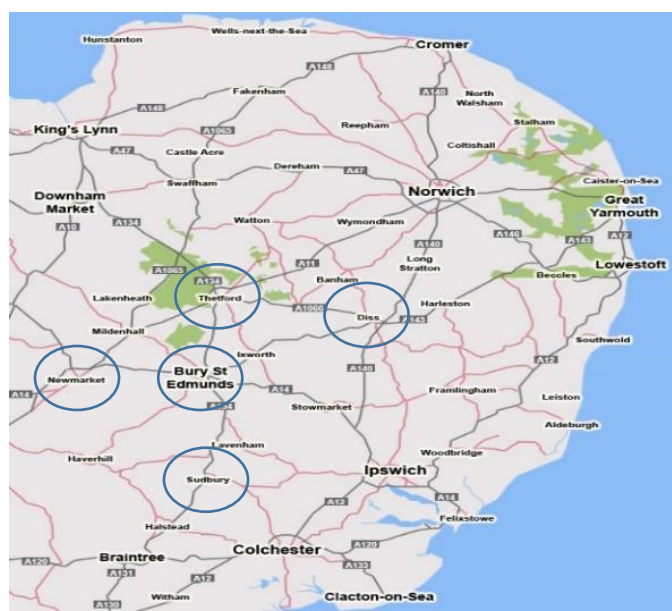
## Introduction and the Local Context

This plan outlines West Suffolk College's (WSC) intentions to provide fair access to all of its HEFCE-funded full-time and part-time undergraduate programmes. The College fully appreciates the importance of supporting students throughout the duration of their studies at the College and this Plan provides reassurance to the students of the College's commitment.

WSC, based in Bury St Edmunds, has been delivering degrees to students for many years but always in partnership with a university. For the last 10 years this partnership has been through the Learning Network Partnership of the University of Suffolk (UoS) and the students studying at WSC are enrolled as UoS students. In 2018, the College was granted direct funding status and is now intending to broaden out its HE opportunities to respond to the needs identified by the regional community and employer network. This Access and Participation Plan will refer only to the students enrolled directly as West Suffolk College HE students.

With the recently acquired direct funding status WSC intends to be a centre of excellence for higher education, providing opportunity for its own level 3 students, those from sixth forms across the region and developing courses to meet the skills gap identified across East Anglia by the region's employers. The College will work closely with regional employers, the LEP and other organisations in order to broaden the opportunities for post-16 education.

The College has made it a priority to focus on recruitment from under-represented communities, providing opportunity for access, success and progression. The catchment area for West Suffolk College spreads from Thetford in the north of the region across to Diss in the east, Newmarket in the west and Sudbury in the south.



## Assessment of Current Performance

Currently at WSC we do not have any direct funded students. We have, however, purchased a management information system, ATR, which is being set up for all direct funded enrolments when we have courses ready to recruit to. It will enable us to undertake data collection to assess students' attendance, progress and achievements. Initially it is thought that the numbers of students on direct funded programmes at WSC will not be significant but by using this software we have ensured that we have suitable systems in place to monitor progress and support students as well as they could expect.

We currently do not have details of success data for care leavers and POLAR, however we are developing opportunity to report on this data with the use of the new software the college is working with and for our direct funded students we will be able to report on this information in the next Access and Participation Plan. Again, because we are only now starting with our own direct funded provision we do not currently have access to disaggregated data for progression for all target groups, for instance DLHE. This will be something that the College will working towards in preparation for reporting on in our next Access and Participation Plan.

All students currently on HE courses at WSC are enrolled on to degrees or HNC/Ds as students of the University of Suffolk and UoS data reports that in 2016-17 39% were studying part-time and 47% were mature (over the age of 21)<sup>1</sup>.

Additionally nine percent<sup>2</sup> of students were from ethnic minority groups, the breakdown of people from these groups in Suffolk as a whole is 4.8%<sup>3</sup>.

The data tables below shows a breakdown of the percentage of students from each characteristic starting and completing/progressing from their course:

### **Student Breakdown by Ethnicity (%)**

Ethnic Group	Start	Completed & Progressed
White: British	90.3	89.98
Black or Black British: Black African	1.94	76.92
Mixed: White and Black African	0.74	66.67
Mixed: Other Mixed	1.2	87.50
Chinese or Other Ethnic Group: Other	0.74	80

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<sup>1</sup> Internal University of Suffolk data

<sup>2</sup> Internal University of Suffolk data

<sup>3</sup> Suffolk Demographic Profile, published January 2014 available at <http://www.suffolk.gov.uk/assets/suffolk.gov.uk/Your%20Council/Plans%20and%20Policies/Equality%20and%20Diversity/2014-12-09%20Suffolk%20Diversity%20Profile.pdf> accessed 26 April 2018

Of the UoS enrolled students studying at WSC, the breakdown in 2016-17 who declared a disability was 14%, and 18 of the full-time undergraduate students were in receipt of the Disabled Students Allowance<sup>4</sup>.

### **Student Breakdown by Disability (%)**

<b>Disability</b>	<b>Starters</b>	<b>Completed &amp; Progressed</b>
A long standing illness or health condition	3.43	85
A mental health condition	4.6	81.48
A specific learning difficulty e.g. dyslexia	2.6	86.96
No disability	85.3	89.50
Other disability	1.04	90
Physical impairment or mobility issue	1.04	100

### **Student Breakdown By Learning Difficulty (%)**

<b>Learning Difficulty</b>	<b>Starters</b>	<b>Completed &amp; Progressed</b>
Dyslexia	4.1	75
Dyslexia and dyspraxia	1.03	85.71
MISSING DATA	1.03	85.71
Other	1.32	66.67

The majority of students studying degrees at WSC were from the eastern region, with 67% from an IP postcode<sup>5</sup>.

### **Student Breakdown By Age Range and Mode Of Attendance**

<b>Age Range</b>	<b>Starter (%)</b>	<b>Completed &amp; Progressed (%)</b>
<b>Full Time</b>		
18-24	54.91	89.08
25-34	21.10	87.50
35-44	13.66	85.96
45-54	7.91	96.97
55-64	2.15	88.89
<b>Part time</b>		
18-24	50.76	90.23

<sup>4</sup> Internal University of Suffolk data

<sup>5</sup> Internal University of Suffolk data

25-34	32.06	94.05
35-44	10.68	75.00
45-54	4.96	84.62
55-64	1.14	33.33

HESA data indicates that of the UoS students, studying at all sites, including WSC, almost all young (18-21 year old) students came from a state school in 2016-17 (99 %)⁶ and 25% were from low participation neighbourhoods⁷. Whilst these statistics report on the whole of the UoS provision it is considered that the data are consistent with WSC experiences and so these figures will be used to set Access and Participation targets at WSC for 2019-20.

For individual courses, EDI data (such as that given above) is reflected on at course committee for individual course teams to consider. This may lead to course teams having specific targets on their course action plan to monitor, for example regarding the achievement or participation or particular groups on their course.

This data is also reported on during end of year review, to ensure that all students are receiving equal opportunity. This allows us to consider any statistically relevant information that appears to show a discrepancy and put measures in place across the provision, or within specific course teams, to address any equality of opportunity issues. This evaluation is compiled in an annual written report and feeds into the Quality Improvement Plan for the provision, which is overseen by the HE management team.

## **Student Success and Progression data**

### **Award Classifications**

The proportions of available classifications awarded are reported; with particular emphasis on the proportion of Honours degrees awarded either a 2:1 or 1<sup>st</sup>.

Year	Honours Degrees					Foundation Degrees		
	% 3 <sup>rd</sup>	% 2:2	% 2:1	% 1 <sup>st</sup>	% 1 <sup>st</sup> or 2:1	% Pass	% Merit	% Distinction
2014-15	2.0	37.0	42.0	19.0	61.0	33.3	57.6	9.1
2015-16	3.1	36.5	41.7	18.8	60.4	33.8	52.9	13.2
2016-17	6.9	25.5	45.1	22.5	67.6	32.5	39.0	28.6

**Figure 5: Honours Degree Classifications**

The latest data available is for 2016-17 where there has been an increase in overall student achievement for honours degrees with 89% achieving an award as opposed to 83% in 2015-

⁶ HESA UKPIs\_2016-17\_Widening-participation.xlsx Table T1a

⁷ HESA UKPIs\_2016-17\_Widening-participation.xlsx Table T1b

16 and 82% in 2014-15. In addition, there has been a similar increase in achievement of foundation degrees with 80% achieving an award in 2016-17 compared to 76% in 2015-16. In 2014-15 89% of those eligible achieved an award although only 9% achieved a distinction as opposed to 28% in 2016-17 or 12% in 2015-16.

Overall in terms of classifications of awards we had a higher percentage of students achieving a 1<sup>st</sup> or 2:1 classification at honours degree, or distinction at foundation degree than the previous years (67.6% and 28.6% respectively).

In 2016-17 10% fewer students achieved a 2:2 honours degree but the number which achieved a 1<sup>st</sup> increased by a similar percentage.

There was an increase by 4% of students who achieved a 3<sup>rd</sup> class degree, however 6% more students achieved awards this year than on previous years.

Course teams have been focusing on the use of academic tutorial support in supporting achievement, collaborating with student support services to enhance this, as well as making good use of the advice and guidance from External Examiners to improve student achievement.

What is evident from the data is that more needs to be done to support Honours Degree students who are on the 2:2 / 3<sup>rd</sup> boundary, as an increased number of these students have been achieving 3<sup>rd</sup> class degrees.

## Student Destinations

Destination data (2016-17) is collected from undergraduate students six months following the successful completion of their studies. Proportions of students progressing to employment and further study are reported.

Year of graduation	% Working only	% Studying only	% Working and studying	% Not working or studying
2013	56.0	14.1	20.9	9.0
2014	58.4	12.1	22.9	6.5
2015	57.0	14.5	20.8	7.7
2016	61.9	8.5	24.3	5.3

**Figure 6: Destination Data Trends**

86.2% of our students progress to either employment or employment whilst studying. This is comparable with the national figure for graduates and post-graduates going into employment (88%).

The number of students going into work only on completion of their studies has steadily increased over the last four years and is now 7% above on 2013 data and nearly 5% better than 2015-16. The number of students both working and studying has also increased by 4% to 24.3% for 2016-17.

A priority for 2016-17 was to support students in finding employment and this effort is shown in the data. Progression from this point is to provide students with opportunities to make

connections with employers, improved preparation for work via course activities and extra curricula services/training, embedding work related live projects/work experience and internships into all programmes across the provision, and Employability forming a larger part of our support services (Student Support, Library and Learning Services, Employability) in order that employment is available for all students.

A decreasing number of students are choosing to 'study only' on completion of their degrees and this needs to be taken into account when considering and designing progression routes.

## Regional Context

It is widely regarded that Suffolk is a professional, middle class county, however the New Anglia region, within which it falls, is recorded as an area (English Indices of Deprivation 2015<sup>8</sup>) in the proportion of neighbourhoods in LEP regions which are in the most deprived 10% areas nationally (21 neighbours). This particularly effects educational and barriers to housing and services within the county, with 52 small areas in Suffolk that fall within the 10% most deprived areas for Education in England<sup>9</sup>.

St Edmundsbury itself has only 1 small area within the 11-20% most deprived areas in England, and generally speaking is not considered a deprived area. Due to the nature of the county, however, students frequently travel long distances to attend Educational institutions<sup>10</sup> and the area from which we recruit our students extends across the county and into Cambridgeshire and Norfolk in some cases.

ACORN data<sup>11</sup> shows that whilst residents within our locale are financially stretched with modest means, unemployment is no higher than average for the UK. Target students tend to hold clerical or skilled manual employment, are frequently working part time. Incomes are below the national average, due to the lack of high skill, high wage employment.

There is a persistent history of non-participation in Higher Education within communities in Suffolk. The map below, taken from the HEFCE young participation area map<sup>12</sup>, identifies that whilst Bury St Edmunds and south have a high percentage of communities falling into Quantile 4 and 5, demonstrating good participation in higher education, across the rest of the region this is not the case, with most areas coming into the Quantile 2 and 3 categories with a typically low HE participation rate. These areas include St Edmunds Bury, Forest Heath, Breckland and South Norfolk.

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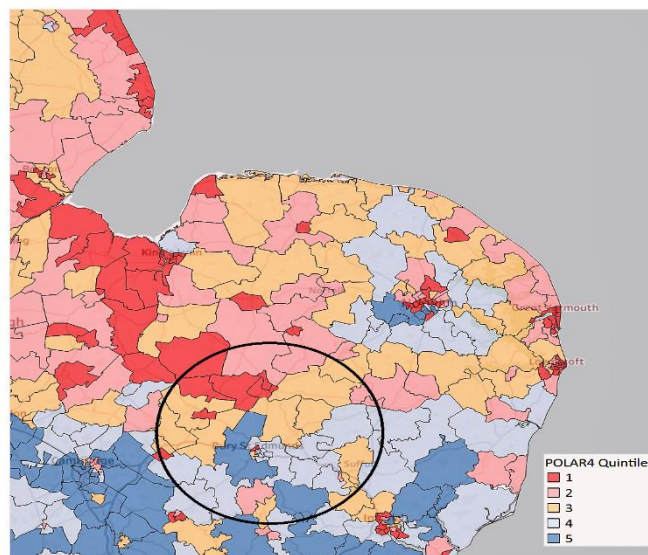
<sup>8</sup> English Indices of Deprivation 2015, available at [file:///C:/Users/rachel.kirk/AppData/Local/Microsoft/Windows/INetCache/IE/N13166MD/English\\_Indices\\_of\\_Deprivation\\_2015\\_-\\_Statistical\\_Release.pdf](file:///C:/Users/rachel.kirk/AppData/Local/Microsoft/Windows/INetCache/IE/N13166MD/English_Indices_of_Deprivation_2015_-_Statistical_Release.pdf) accessed 25 April 2018

<sup>9</sup> <https://www.healthysuffolk.org.uk/uploads/20150215-AMD-Infographics-Indices-of-Deprivation-2015-HR.pdf>

<sup>10</sup> To illustrate this, in Suffolk reasonable travel time is considered to be 45 minutes each way for primary school age children and up to 75 minutes for secondary school (Suffolk County Council Home to School Travel Policy Statement, 2017).

<sup>11</sup> <https://acorn.caci.co.uk/>

<sup>12</sup> [http://www.hefce.ac.uk/analysis/yp/POLAR/Map\\_of\\_young\\_participation\\_areas/](http://www.hefce.ac.uk/analysis/yp/POLAR/Map_of_young_participation_areas/)



Map 2: HEFCE Young Participation Area Map

During the last 18 months the Government has identified 12 opportunity areas across the UK with three out of the 12 being in the Eastern region: Norwich, Ipswich and East Cambridgeshire and Fenland. The Opportunity areas have been identified to help local children get the best start in life, no matter what their background. Ensuring all children can access high-quality education at every stage is critical. The College is actively involved in the LEP and Opportunity Areas. We will focus not just on what we can do to help inside schools, but also create the opportunities outside school that will raise sights and broaden horizons for young people including Higher Education opportunities.

Over recent years it has been identified that our Coastal areas and industrial towns are becoming real social mobility cold-spots. Many of these areas perform badly on both educational measures and adulthood outcomes, giving young people from less advantaged backgrounds limited opportunities to get on.

The more localised boroughs to have a high proportion of 'social mobility cold spots' are Babergh, Breckland, Cambridge East, Cambridgeshire Fenland, Forest Heath, Great Yarmouth, Ipswich, King's Lynn and West Norfolk, North Norfolk, Norwich and Waveney. Opportunity area boards have been set up in Norwich, Ipswich and East Cambridgeshire and Fenland to agree the priorities and develop a social mobility delivery plan. Two consistent objectives across all three plans is the need to equip young people for the transition into post 16 education and beyond including wellbeing and resilience development and the recruiting, training and retaining of exceptional teachers and educational professionals.

The College is aware of the Suffolk and Norfolk Joint Strategy for Gypsy and Travellers and recognises that educational attainment is a priority for both counties. The report indicates that there are approximately 2485 gypsy and travellers across Norfolk and Suffolk, the young people from which are a significant concern to the region educationally. While the activity related to the county council strategy is primarily focussed on school age children, as a HE provider we will continue to engage with schools to offer outreach activities to engage children with Higher Education opportunities.



Despite the significant increase in participation with HE across the East of England in 2017, rising to 32.4%<sup>13</sup> there are still areas of very low participation across the region (HEFCE gaps analysis<sup>14</sup>) and to address this the College is involved in a National Collaborative Outreach Project (NEACO: Network for East Anglian Collaborative Outreach) to raise awareness and increase participation across Suffolk, Norfolk, Cambridgeshire and Peterborough.

As an HE provider in an FE College, the nature of the local community and the provision we offer our student body is made up of mature students and those typically from areas of low participation and so we have developed a programme of support to provide every opportunity for these students to successfully achieve. We offer a range of personalised support from pastoral and welfare support, academic study skills support and personal development including employability. Some of these strategies are further described in the later sections of this document.

In terms of priority areas for this Access and Participation Plan, WSC recognises that approximately 50% of its catchment area (see POLAR 4 map) is in Quantile 2 and 3 with young people believing that they are not suitable for higher education, and often in these communities there are young carers who need to be supported to continue in their own education. In addition, we recognise that there are military families in the area where both partners of military personnel, and those members of the military coming to retirement might be considering retraining. Our existing data, provided by UoS indicates that we have a high percentage of students with learning difficulties or disabilities who currently succeed well but we must ensure support is in place for continued success. The additional data regarding our existing group of students indicates the particularly low engagement of students from ethnic groups.

We will assess our overall performance against our Access and Participation Plan within our end of year annual review, presented as a written evaluative report. This will be reported within the management structure of the provision, and feeds into our HE Quality Improvement Plan (which is monitored throughout the academic year).

The HE Management team (Assistant Principal for HE, Head of HE) are responsible for the monitoring activity, and will report directly into the Senior Management and Governance team at the College throughout the year and with an end of year summary.

The primary purpose of this is the measure the overall impact of measures put into place, and evaluating them for the coming academic year. This document also links to our HE strategy which includes immediate and long term goals for the growth and improvement of participation from our community in Higher Education.

Data is collated from individual courses and for the provision as a whole, so that we can identify specific or more general areas requiring improvement, as well as making comparisons between course areas within our provision. This can help identify areas of good practice to be shared, as well as areas where further focus is required.

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<sup>13</sup> UCAS End of Cycle Report 2016, p. 48

<sup>14</sup> <http://www.hefce.ac.uk/analysis/yp/gaps/>

## Ambition and strategy

As a College of general further and higher, West Suffolk College is ideally situated to support access to HE. It has a history of supporting students from disadvantaged communities, with learning difficulties, disaffected by education and from a typically non-academic background. As a result, it has systems, processes and resources in place to support applicants and students alike to access, succeed and progress from HE. The College works with a range of partners to support the community and widen participation.

In order to meet the need of widening participation groups, West Suffolk College works in collaboration with a range of partners for the purposes of outreach and community engagement. This is an important strategy in supporting learners – particularly from non-standard entry backgrounds – to understand the benefits of Higher Education and to support them during their decision making process.

Through the ongoing Network for East Anglian Collaborative Outreach project we work closely with a number of HEIs and Colleges to deliver targeted outreach and community engagement activities across the East of England. We work closely with University of Cambridge, University of East Anglia, University of Suffolk and Anglia Ruskin University on this project. A large number of local Colleges, Sixth Forms and Schools are also engaged in the activity, supported by a range of Higher Education Champions. In addition, we have historically been involved with NCOP, the local authorities, schools and academies and employers across the region and now the New Anglia LEP.

Through understanding the Industrial strategy documents and the Local Skills Plans we are able to inform our future students through Primary and Secondary outreach work to build interest and aspiration to study and work in those identified fields.

We are very focused on the development of new technologies that are at the forefront of the industries of the future. We want to muster our forces with business, academia and civil society to work together to innovate and develop the best educational offer to meet the demands of this fast changing and potentially growth limiting area of skills knowledge.

An early example of this approach is our shared vision with BT and the Computational Thinking and Robot Programming outreach programme that we are delivering at KS2 – KS4 which is a small part of our programme to build the skills to support our ever growing Artificial Intelligence and Data-Driven Economy.

We endeavour to ensure that our provision has widening participation embedded throughout by monitoring and encouraging engagement in all areas, including teaching and learning, student support services and student voice. This is supported by the College's vision, "to be the centre of a hub of outstanding education and training in East Anglia by working in a wide collaborative network, creating coherent provision across the region", and the College's 3 pillars ethos which includes development of eight character strengths:



Our strategy objectives for University Studies at West Suffolk College can be broken down in to the themes of access, success and progression and the following outlines these objectives, how we have addressed these so far and an outline of work still to do.

### **Objectives for Access and Widening Participation**

- To offer a curriculum for University Studies at West Suffolk College which responds fully to the needs of the local community, regional employers and other stakeholders in support of economic and social growth.
- To ensure all students, from all backgrounds, cultures and traditions are welcome, in a culture of social responsibility and sustainability designed to support students, staff and the local community.
- To nurture our students in an environment which seeks to support their individual needs and well-being, in parallel with their developing personal, academic and practical skills.
- A commitment to renewing tuition fees in line with the limits set by the government
- Continuing external community engagement and outreach activity to widen participation, improve aspiration for and engagement in Higher Education in our community
- A recognised responsibility for a financial commitment in Access and Widening Participation
- To continue to offer a high quality provision to a range of students including those from underrepresented backgrounds, in line with representative entry tariffs for typical entry and clearing
- Continuing efforts to develop student support and learning services to support students to continue their studies. This includes support with academic skills, personal development, peer mentoring, social events to build confidence and feelings of belonging to a student community, welfare and counselling (or other forms of pastoral support).

Target groups for widening participation through access to and success in Higher Education have been identified through our evaluation:

<b>Target Group</b>	<b>Access</b>	<b>Success</b>	<b>Progress</b>
People from communities where participation in higher education is low	X		
Under-represented groups in Higher Education: White British boys from low income backgrounds, BAME Gypsy/traveller background, Young carers, Refugees, Parental occupation / no parental university education	X	X	X
Women (part time) for underrepresented groups (such as those from BAME backgrounds) or subject disciplines (such as STEM)	x	X	x
Military families & personnel	X		
Students with specific learning needs and physical / mental health conditions		x	x
Mature students	x	x	x
Post code origin – other	x	x	x

WSC has a strong history of supporting social mobility through delivery models and targeted outreach work. The College will build on current strengths and through its employer led, innovative curriculum offer it will attract, retain and progress learners from a wide range of backgrounds and socio-economic groups into high value employment.

Recognising that perceptions and aspirations of progressing to HE start at an early age, as per the UCAS ‘through the lens of Students’ study, the college, through its network of feeder schools including primaries and through initiatives such as the WSC Escalator model, ‘Aspire to STEM’, Lloyds Scholars programme, EDF’s ‘The Pod’ and Career Ready will inspire targeted groups by providing information on embedding careers and enterprise into the curriculum.

Existing partner projects such as Accelerate EAST, PLACE 21 and Wisbech 2020 (focussing on Inclusion and Raising Aspirations) will be mapped and aligned to national social mobility programmes such as Opportunity Areas and NEACO and regionally expanded to create clear pathways to HE and professional or higher level technical employment.

Collaborative provision will galvanise initiatives to overcome barriers to learning that particularly impact those from low income backgrounds such as travel to learn distances, rurality, and transport. Focussed outreach events will create opportunities to engage with

more diverse student groups, plus pastoral support will ensure individual students' experiences are positive, thus strengthening success likelihood.

The recently published Careers Strategy and the introduction of the Baker Clause on 2nd January 2018, means all schools must open their doors to FE providers for the first time. This clause will bring a more open approach for 13-18 year olds to discuss all education options including higher and degree apprenticeships and HE in FE.

This brings a welcomed shift towards learner-led careers advice, and means pupils leaving school will now understand all the options available to them and the diverse routes to Higher Education which in turn will help every young person to believe there is a route for them to continue to study to the highest level.

The College engages with a range of schools for outreach work. This includes schools within low participation and deprived areas, as identified by our National Collaborative Outreach partners (NEACO: Network for East Anglian Collaborative Outreach). They have national data (provided by HEFCE previously, now in partnership with OfS), postcode tracking tools and a HEAT tracking system for individual target students within our target communities so we can clearly measure the impact of our outreach work. We work alongside University of Cambridge (lead partner), University of Suffolk, University of Essex, University of East Anglia, Anglia Ruskin University and a range of colleges across the region on this project<sup>15</sup>. The NEACO project works closely with the College and local schools to identify target students and we provide ongoing outreach engagement throughout the academic year. For more information on the outreach project, please visit <https://www.takeyourplace.ac.uk/>.

## **Monitoring and Evaluation to raise attainment**

A vital part of the outreach and enrichment programmes that we offer will be the evaluation and impact measurement.

We have four outputs that we are striving to achieve over the next 5 years which are:

*OUTPUT 1) Improve attainment in English, Maths and Science*

*OUTPUT 2) Create a supportive network for Teaching and Learning professionals*

*OUTPUT 3) ALL pupils to have access to an enrichment and outreach programme*

*OUTPUT 4) Produce a well prepared and personally developed future workforce*

To effectively measure the impact of the outreach and enrichment offer we are developing an assessment tool to look at hard data such as reach (numbers of pupils and teachers) and breath (pupil and teacher demographics).

We have also during the first year been gathering thoughts and feelings feedback through questionnaires and evaluations.

Detailed next is each output and an explanation of the approach to measuring success:

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<sup>15</sup> <https://www.takeyourplace.ac.uk/>

**OUTPUT 1) Improve attainment in English, Maths and Science**

SAT tests results at the end of Key Stage 2 in Year 6 will be used to set a benchmark and measure improvement over the next 5 years for English and Maths. Science will be measured by progress scoring within each school.

**OUTPUT 2) Create a supportive network for Teaching and Learning professionals**

Engagement by a range of teachers and education professionals with the network. Bi-annual feedback through questionnaires will be gathered to measure confidence in teaching Science, opportunities and impact of sharing best practice and the overall sense of belonging to an educator network and how that has supported their teaching year.

**OUTPUT 3) ALL pupils to have access to an enrichment and outreach programme**

Recording the uptake by schools at Primary and Secondary level each year.

**OUTPUT 4) Produce a well prepared and personally developed future workforce**

This will be measured over a 5 year span starting at Year 7 to Year 11. Self-assessment questionnaire will be used.

We commit to recording and engaging in self-evaluation to enable us to monitor the access, success and progression from all groups.

For broader projects such as summer schools, student mentoring etc, we will be developing an evidenced based research programme which will evaluate and make recommendations for our broader outreach work. The aim of the project will be to monitor the long term, mid term and short term goals:

- Long term – to raise attainment and improve access and participation in higher education.
- Mid term – to close the attainment gap between disadvantaged groups and the general school population.
- Short term – to increase student confidence

Our research activity will include:

- Records of reviews with all students at regular progress review meetings throughout the academic year and interventions applied to support continued engagement in Higher Education.
- Monitoring of a RAG rating register of risk to attainment. This is recorded using an online tool to aid reporting and intervention setting.
- Access to notes regarding a particular student's attainment.
- Access to records of academic tutorials, pastoral meetings, study skills or DSA support to give a rounded picture of the student's educational journey and any persisting barriers to attainment and what interventions are in place for each student.

- Attendance monitoring and a direct contact policy for non-attenders (as well as being valuable evidence for the evaluation of our provision, this will be in place to support students with understanding the impact of non-attendance on retention and achievement.)
- We will engage with Peer Review activity at partner HEIs in order that we can improve our own practice based on that of others.

Feedback from each of these activities will be analysed to allow us to establish progress and impact of our Access and Participation Plan activities and strategy. It will provide both qualitative and quantitative data to draw from and analyse the effectiveness of our activities. We will have evidence to show the application rates, enrolment rates, achievement and success rates of students and we will have commentary from course teams to support the progress of students throughout their student lifecycle. This range of data and the approach to undertaking the research will enable us to achieve impact data, demonstrating the progress of students from widening participation areas, as well as evaluation of the process of research, allowing us to modify our approach as we work through it.

The outcome of our evaluation will be included in our annual self assessment report and will respond to the long term, mid term and short term aims set. These will then be shared with students and staff and the outcomes implemented in conjunction with the student representatives.

Monitoring and evaluation of the engagement from widening participation groups is essential in order that we are able to develop recruitment, success and progression from these areas of the community.

In addition, the data available from the range of outreach projects we are involved with will give us opportunity to review reports and literature to gain valuable information in order to recognise that particular groups of students may have lower starting points at entry and require a steeper curve of academic development early on in their programme. Where possible they will be supported prior to entry with scheme such as Get Ahead Summer Schools (designed to foster academic and personal skills require for HE prior to starting their degree) and other pre-entry engagements, such as applicant visit days.

### **Equality, Inclusivity and Diversity**

West Suffolk College actively promotes a culture of equality and diversity through its provision, with the policies and regulations embedded into teaching and learning and all aspects of College life.

As the basis of the College Three Pillars Ethos, incorporating the character strengths, is the fundamental British Values (democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs). The College has considered legislation such as the Equality Act 2010 and best practice in this area in the creation and updating of these policies and procedures. These inform the ethos of the College and are visible and considered in all aspects of activity at the College.

Throughout this plan we have listed a number of strategies in place for students with widening participation characteristics. We will measure the impact of interventions for students with protected characteristics during our normal quality cycle through the year (For example at course committees) and it will be included in end of year evaluative reporting. This is to ensure that the measures in place have a clear, demonstrable impact and consider how to gather and share good practice – both within our own and in collaboration with other HEIs.

### **Student Engagement in Developing an Access and Participation Plan**

At University Studies at West Suffolk College work closely with the students union, particularly with the campus officer, student ambassadors and course reps. In 2019, when we are delivering programmes validated by other HEIs we will extend this to include all students engaged with the College's Student Association. The mechanisms for student representation include a Student Voice Forum which meets three times a year, giving course representatives opportunity to feed back on their experiences. This is chaired by the Student Campus Officer. In addition course representatives are invited to all course committee meetings, termly academic committee meetings and the annual review event, at which they can feedback on course and academic specific experiences. We also commit to holding student focus groups across the whole provision which is a targeted approach to working with identified groups for access, success and progress purposes. At all of these, at certain points in the year we will ensure that discussions draw out areas relevant to the Access and Participation Plan, to monitor and review the effectiveness and we will also be introducing a new focus group aimed at course representatives which will be to review the Access and Participation Plan and update the content accordingly.

All student representatives are given access to training which has been designed and developed by student reps from previous years, this training will include details around the Access and Participation Plan and the key elements from this that are in place and how the students can share their thoughts. This training ensures the reps are confident in their role, are able to discuss and critique the student lifecycle confidently and constructively. Student reps have access to the campus officer, the students union team at UoS and to the Head of HE in order to be able to discuss activities, student engagement, academic opportunity as well as developments to strategies and activities. Currently the UoS Students Union supports the students at WSC, however we will be developing our own Student Association which will be available for all HE students on our campus. This group will be responsible for the broader reach of the Access and Participation Plan and will be invited to be part of the decision making panel with the HE Management team to evaluate and develop, through the means outlined above as well as in specific meetings for this purpose.

We ensure students are aware of how their feedback is being used by posting 'you said we did' posters around the provision, reporting back at Student Voice Forum meetings and through action plans for course management. We use social media with our HE students and this is another platform where progress against our Access and Participation Plan will be shared.



## **Current and Future Developments**

During the last two years University Studies at West Suffolk College has progressed positively with its intentions to grow the HE provision to meet local need for both employers and the community. We have successfully achieved direct funding status in order to broaden our provision and meet the needs of the local community. We will also commit to a continuing engagement with widening participation research to develop and direct our practice in this area.

We have engaged with a national Widening participation project, as major partners in the local initiative in our region (NEACO), delivering targeted widening participation and outreach activity. . We have also reviewed our current curriculum in order to create opportunities that meet the local need and are innovative and inspiring for students.

Sustained activity at University Studies at West Suffolk College, that have been developed to provide access to, success at and progression in HE are extensive and designed to meet all identified target groups. Specifically:

- Marketing to promote and attract people from all under-represented groups, positively promoting diversity and inclusion in our HE provision
- A range of advice and information events for target groups, specifically tailoring advice and guidance to particular anxieties faced by widening participation students and underrepresented groups
- External engagement activity to support local people from underrepresented groups to engage with Higher Education positively, for example a free Public Lecture Series Engagement with schools and sixth forms within target institutions (hard to reach / non-participatory communities and underrepresented groups) for example by: providing taster activities (both on campus and as a roadshow) maths and English workshops to support GCSE revision and achievement, designing events for school age children relating to aspiration for HE and graduate careers, teacher CPD and collaboration, opening our annual academic conferences to the public, summer schools and campus visits, careers fairs for local students.
- All degrees that have been recently reapproved or validated have been designed with embedded work experience to ensure progression into valuable work and further study post-graduation.
- Appointment of an employability advisor has been a key appointment this year in order to support students in making connections with regional employment opportunities and gain work experience
- A careers coach post has been designed, in order that it can lead personal and professional development skills for all level 4 students from Sept 2018 onwards
- A learning support mentor was appointed this year; his priority is to support those students with learning difficulties but has also been supporting students to develop their academic skills through a programme of skills development. Impact of this

appointment is evident in our retention rate, which is an improvement on this same point last year by 6 students.

- The support of students has been developed to include a triangulated approach between the course leader, the learning support mentor and the personal support tutor. All work with an e-ILP recording tutorials and activities with individual students. These notes are transparent and can be reviewed by students and the information has enabled students at risk to progress more positively.
- Progress review meetings have been introduced to ensure that all student facing students have an input into the support plan for students and for students at risk to be identified and appropriate support plans agreed.
- introduced course specific student focus groups to respond proactively to students issues
- we are working closely with other HEIs in the region through which we are able to offer support for student led research projects, access to industry standard facilities such as science labs and engineering facilities
- We are working closely with the New Anglia LEP to be involved in the regional 'New Anglia Youth Pledge', committed to ensuring that all young people have access to opportunities and support to equip them for long-term success, social mobility and contributing to national and local prosperity and higher standards of living.
- Continue to identify staff who are positive role models for widening participation and under representative groups to support aspiration and positive engagement with our student community
- Continue with our dedication to providing smaller group sizes, allowing widening participation students and underrepresented groups a tailored and supportive experience in education, boosting their chances of achieving positive outcomes in the long term.

In terms of developing our provision, focussing on those in hard to reach groups, including all those listed in our target groups we will continue with the activities outlined above, reviewing these regularly in order to improve on the range of activities. Specifically though we will develop the following activities, based on discussions internally, with staff and students, and from research which has informed this plan<sup>16</sup>:

### **Access Strategy**

Students are actively involved in the implementation of our Access Strategy. They are drawn in to work with our level 3 students at the college as Buddies, to support UCAS application writing, give talks about their experiences, work on projects with the level 3 students. Students are also employed by the college as Ambassadors and will work with the schools and level 3 students to share their experiences of HE and promote our provision. This is particularly beneficial with students who have left the College to go away to university and then returned to WSC because it's a better place for them. Regular input by course teams at HE talks at school assemblies, these will be to all ages from year 9 upwards. Students also discuss their experiences through the application stage as level 3/year 13 students and this information informs our Access and Participation Plan.

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<sup>16</sup> Raven, N., (2016), An Investigation into the Factors Determining Low Participation Rates in Three Areas of Suffolk and Norfolk: Ipswich, University of Suffolk

- A series of summer schools for applicants from the local schools and sixth forms to prepare them for starting their degree. There will also be opportunity for those students in year 12, or the equivalent to give them a more in depth taste of HE study and experiences
- We will develop a programme of regular collaboration between the course leaders at WSC and the subject leaders in the schools and sixth forms, providing opportunities for sharing experiences, trips, HE lectures and other activity that might be suitable
- HE students will be encouraged to provide mentoring to internal level 3 students and buddy support for students at the schools and sixth forms.
- Course leaders will be encouraged to talk to families and Parents of level 3 students, at parents evenings, drawing on experiences of current and past students who have achieved, having come from hard to reach communities.
- School-based HE talks (including those held in assemblies), aimed at raising HE awareness will continue, but with HE students being involved.
- Employment of a new Student Finance Administrator who will be responsible for working with students and the Student Loan Company whilst applying for loans, they will also support through advice on bursaries and other sources of financial aid
- Development of a College alumni which will include students from local schools who are able and willing to return to their schools to give talks about their experiences of the HE provision and their progress since leaving
- Development of taster events, both at College and at schools
- Broaden the range of Access to HE courses to include Engineering and Computer Science to attract potential career returners, particularly from the military community
- Develop the Edmunds Lecture Series to incorporate a broader range of lectures to engage with our community
- Develop a series of short courses as taster courses for people in our communities to try out HE style education without a significant financial commitment
- Provide opportunity for level 3 and school teachers to collaborate together on widening participation and outreach activity locally.

### **Success & Progress Strategy**

The activities and strategy to support success and progress are outlined below. These are developed based on feedback from existing students through course committee meetings, internal student surveys, student voice forum meetings and student focus groups. There are numerous opportunities throughout the year for students to inform developments that they would benefit from and we ensure they are fully aware when these are in place. Students will give feedback throughout the year providing evaluative information regarding opportunities made available. Student reps are encouraged to join discussion groups around the development of the Access and Participation Plan and they in turn share the progress with their peers.

- Develop relationships with HEIs further to improve the opportunities of access to university and industry standard facilities
- Continue to develop relationships with local sixth forms to contribute to the teaching of the degrees and links to facilitate widening participation and progression to HE
- The employability advisor and careers coach to develop a full programme internships/work placements and volunteering, as well as links with local and national employers to equip them for long term success, social mobility and contributing to national and local prosperity and higher standards of living

- The triangulated support created between student facing staff to be extended to incorporate electronic monitoring of formative assessments in order to monitor progress against targets for students
- Continue to develop student voice activities including development of a Student Association for all HE students at WSC to develop the student experience and peer support culture.

All activities outlined above have been established, or will be established, based on evidence from data available, including the UoS Equality and Diversity data, retention and achievement data from the WSC RiME report for 2016-17, local data available through NALEP and the non-participation report by Neil Raven. These activities are designed to support achievement of goals set by them being small scale activities led by course leaders where appropriate and otherwise led by identified staff with key knowledge of the targeted groups and communities. Each course team will be required to develop its own recruitment strategy based on these activities, and others they deem suitable. These strategies will be monitored monthly by the HE Management Team.

### **Financial Support for Students**

The College is committed to supporting students in difficulty, especially where this would lead to a significant impact on their ability to remain in study or where widening participation characteristics are having a significant impact on their retention or success in higher education. Students will be able to apply for fee waiver, a bursary to support access to higher education or a contribution from the hardship fund. The amount available to a student will be dependent on their application but will not exceed £250. The total hardship fund is £1500.

The level of bursary for a full time student will be £500 and for a part time student, £250. The total amount of money available for bursaries for full time students is £2000 and for part time students, £1000.

The criteria for fee waiver and bursaries, applicants must:

- Be a new student in 2019-20
- Be in the first year of your course
- Be studying full-time towards a HNC/D or Bachelor degree
- Be paying tuition fees of £6000, (HNC/D, LIBF) or £9,000 (Bachelor)
- Be assessed by Student Loans Company (SLC) as having household income of £25,000 or less as at the bursary closing date
- Be living in the UK (EU/Overseas students are not eligible for this bursary)
- Have made a means-tested Student Finance application by the bursary closing date, with the University of Suffolk as the chosen institution, and given consent to the sharing of financial details. Failure to do this will result in the University of Suffolk being unable to verify students' household income

The students of University Studies at West Suffolk College would have access to the college hardship fund, a fund available to students who are facing financial hardship, which is proving to be a barrier to their continued enrolment and successful achievement. Students are able to draw on funds from the college as a short-term emergency fund if they are having

difficulties with their SLC application as well as during their course. This would be on a short-term basis only with repayment arrangements established and agreed individually. Examples of how this fund might be used include:

- Students who have had their SLC loan delayed and need to pay for food and/or bills for the coming week(s).
- Students who have unexpected expenditure which is outside of their income range and will impact on their ability to access their course, either physically or virtually. This might mean a contribution towards their travel costs.

Applications for the hardship fund must be supported with evidence of the outstanding bill(s) or circumstances.

This fund is in place to support students during their time on their course in order that they can continue without undue, additional worry and progress to a successful outcome. Effectiveness of this is through the interaction with the Personal Support Tutor (PST) who will meet with students regularly to discuss their circumstances and take a measure of their situation and the progress they are making having received this support.

### **Evaluation of Financial Support for Students**

To monitor and measure the impact of the financial support available to students University Studies at West Suffolk College will:

- Use the data collected from the Personal Support Tutors (PST) to monitor attendance of all students but specifically those in receipt of financial support.
- Draw on the qualitative data collected through tutorials and pastoral support meetings to monitor the progress of these students
- Through student focus groups we will monitor the engagement of those students in receipt of financial support
- We will monitor the student progress at assessment boards to establish their success throughout their course/year

To support these monitoring mechanisms, the HE Management team will undertake a literature review to compare bursary recipients and non-bursary recipients from HEIs across the country, particularly, if possible, reviewing experiences of other FE providers of HE, in order to understand the trends in financial support.

2019-20 will be our first year to evaluate financial support for students and so we will endeavour to draw on the information to provide us with a picture of the progress being made by the students receiving financial support and establish whether or not the additional support has impacted on their ambitions. The intention would be to triangulate the quantitative and qualitative data in order to achieve an overview.

### **Investment**

Having reviewed the provision available to students for higher education at West Suffolk College, the College is committed to ensuring high levels of opportunity for all students from

all groups and areas of the community. Therefore, the College is committed to investing 25% of higher fee income on supporting access, success and progression. An element of this fund will be a commitment of 7% towards Access support, through outreach work with schools, employers and other community groups and organisations. The balance will be available for investment in supporting success and progress during and through a student's course at the College. With these funds, the focus will be towards supporting students towards success although we are able to be flexible with these funds and will move them to areas of priority within access, success and progress as is needed during the academic year. The actual investment can be found in the WSC Resource Plan but overall figures are shown below.

The investment funds have been planned to provide flexibility in order that the College can respond to both external policy and funding changes as well as evidence of gaps in performance internally.

### **Investment into Access, Success and Progression**

		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>		<b>2022-23</b>
	<b>% of HFI</b>	<b>£</b>	<b>% of HFI</b>	<b>£</b>	<b>% of HFI</b>	<b>£</b>	<b>% of HFI</b>	<b>£</b>
Higher Fee Income		£132,000.00		£442,650.00		£784,650.00		£983,100.00
Access investment (as % HFI)	7	£9,240.00	7	£30,986.00	£7.00	£54,926.00	7	£68,817.00
Success investment (as % HFI)	9	£11,880.00	9	£39,839.00	9	£70,619.00	9	£88,479.00
Progression investment (as % HFI)	9	£11,880.00	9	£39,839.00	9	£70,619.00	9	£88,479.00
Investment in financial support (as % HFI)	11.4	£15,000.00	8.5	£37,500.00	6.9	£54,000.00	5.9	£58,000.00
<b>Total investment</b>	<b>26</b>	<b>£48,000.00</b>	<b>24</b>	<b>£148,164</b>	<b>23</b>	<b>£250,164.00</b>	<b>23</b>	<b>£303,775.00</b>

### **Provision of Information to Students**

All students will be made aware of the financial support available to them during promotional activities for the courses, during induction and at any point through the academic year through discussion in tutorials, IAG staff, HE management staff or the personal support tutors. Information regarding the course, fees, support arrangements and any other relevant details will be available on the website. Printing information will normally direct applicants towards the website, so that they are accessing the most up to date and current information available at the time of their enquiry.

The Access and Participation Plan will be made available on the College VLE and website for students to access.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Students enrolling in 2019-20 will have fees set for the duration of their course. These fees do not include any increase in line with inflation.

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
First degree		£6,150
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		£6,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	UEA 10025471 -	£4,500
Foundation degree		*
Foundation year / Year 0		*
HNC / HND	Pearsons 10022490 -	£3,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_02	Access	Multiple	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	yr 13 students from low participation areas progressing to first degree, from schools, sixth forms or WSC	No	2016-17	67%	69%	70%	71%	72%	74%	This is the milestone for recruitment of WSC enrolled students only - we intend to prioritise recruitment from internal level 3 and yr 13 at sixth forms for students from low participating areas
T16a_03	Access	Ethnicity	Other statistic - Other (please give details in the next column)	yr 13 all ethnic groups progressing to first degree	No	2016-17	8.80%	9%	10%	10.50%	10.50%	10.50%	This is the milestone for recruitment of WSC enrolled students only - ethnic diversity is low at WSC and there are priority groups which we should be appealing to and attracting to the provision, eg other white
T16a_04	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	mature students, aged 25-44 from range of environments including military	No	2016-17	34%	31%	31%	35%	38%	40%	This is the milestone for recruitment of WSC enrolled students only - there is scope to develop our recruitment and provision to meet the needs of students who have left education and want to return, through employers or community recruitment In 2020 we hope to have significantly increased our STEM provision which will enable us to increase our expectation of part time students
T16a_05	Access	Gender	Other statistic - Gender (please give details in the next column)	part-time females progressing to first degree	No	2016-17	19%	20%	21%	21%	21%	21%	This is the milestone for recruitment of WSC enrolled students only - part time female student numbers are low, the provision needs to be designed to appeal to this type of student across all areas
T16a_06	Access	Part-time	Other statistic - Part-time (please give details in the next column)	raising awareness of degree education with all part time potential applicants	No	2016-17	39%	40%	41%	41%	41%	41%	This is the milestone for recruitment of WSC enrolled students only - most part time students are in two areas and will come into HE from Access courses.
T16a_07	Access	Multiple	Other statistic - Disabled (please give details in the next column)	promoting to students with learning difficulties (in receipt of DSA or not) or disabilities	No	2016-17	23%	24%	25%	25%	25%	25%	This is the milestone for recruitment of WSC enrolled students only - this is the increase in students who either have DSA, are self declared or disabled
T16a_09	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	for better achievement rate within ethnic groups	No	2016-17	7.60%	8%	9%	9%	10%	10%	This is the milestone for recruitment of WSC enrolled students only - this will be activity to increase degree classifications in ethnic groups
T16a_10	Success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	support students with learning difficulties (in receipt of DSA or not) or disabilities to successfully complete their degree	No	2016-17	21%	22%	22%	23%	23%	24%	This is the milestone for recruitment of WSC enrolled students only - this will be activity and support to increase degree classifications for students with disabilities or learning difficulties
T16a_11	Success	Mature	HESA T2a - (Mature, full-time, first degree entrants)	raise success for mature students	No	2016-17	45%	46%	46%	47%	47%	48%	This is the milestone for recruitment of WSC enrolled students only - this will be activity and support to increase degree classifications in mature student groups
T16a_14	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	for better progression rate within ethnic groups	No	2016-17	7.60%	8%	9%	9%	10%	10%	Recruitment of our careers coaches will be targetted with specific outcomes to achieve, including supporting ethnic students in to employment or post grad study

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	to raise awareness and engagement with HE from schools and colleges low participation groups	Yes	Other (please give details in Description column)	will collect from 2019	will collect from 2019	will collect from 2019	will collect from 2019	will collect from 2019	will collect from 2019	There has been no recruitment data for ENCOP so far, the target numbers are new based on current activity. WSC is expected to engage with 43 widening participation students in a quarter (160 a year). We will be working collaborative with other ENCOP teams across the region to support students to understand HE options and opportunities activities and tasters to support aspiration and attainment raising in schools and colleges. The student target numbers included here are 10% of the 160 WSC will engage with in 2019-20 and then onwards
T16b_02	Access	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	to recruit from low participation groups	Yes	Other (please give details in Description column)	160	22%	22%	23%	23%	24%	We will be working collaborative with other ENCOP teams across the region to support students to understand HE options and opportunities activities and tasters to support aspiration and attainment raising in schools and colleges. The student target numbers included here are % of the 160 WSC will engage with in 2019-20 and then onwards



T16b_04	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	to raise attainment and aspirations of school/college students in low aspirational areas	Yes	Other (please give details in Description column)	160	22%	22%	23%	23%	24%	there has been no recruitment data for ENCOP so far, the target numbers are new based on current activity. As part of the ENCOP team in East Anglia WSC will engage 18+ students in approximately 60 activities a year to support students gaining understanding of HE and applying for HE through events such as UCAS application workshops, taster events, campus visits, high flyer events, parent/carer events and master classes including autopsies. We will develop an outcomes focused raising attainment target for the work in schools before 2019-20.
T16b_05	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Other (please give details in the next column)	tu support high level achievement at level 3	Yes	Other (please give details in Description column)	160	22%	22%	23%	23%	24%	there has been no recruitment data for ENCOP so far, the target numbers are new based on current activity. As part of the ENCOP team in East Anglia WSC will engage 18+ students in a mentoring programme to support students progressing successfully through their level 3 qualification and applying for HE.
T16b_06	Progression	Other (please give details in Description column)	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	support students with learning difficulties (in receipt of DSA or not) or disabilities to progress to employment or post grad study	No	2016-17							This is the milestone for recruitment of WSC enrolled students only - this will be activity and support to increase opportunity for progression of students with learning difficulties or disabilities to careers or post grad study. During this year we will be developing an outcomes focussed target and it will be developed fully during 2019-20

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

The baseline data is taken from data reports from UoS. However, the Access and Participation plan for WSC will be based on those students who are direct enrolments to WSC, not UoS enrolled students. Therefore the increase from the baseline data is shown as being the percentage of students that WSC will directly recruit in each category.