

West Suffolk College

Access and participation plan

2020-21 to 2024-25

Introduction and the Local Context¹

This plan outlines West Suffolk College's (WSC) intentions to provide fair access and participation to all of its HE 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 13 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 be relevant 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 in conjunction with the LEP. The College will work closely with regional employers, the LEP and other organisations in order to broaden the opportunities for post-16 education in a region which is acknowledged as a HE cold spot.

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. Whilst the area includes communities which fall in to the Quintile 3, 4 and 5 groups there are areas of the region which have high levels of young people from disaffected communities who do not typically engage in higher education, either as a student or an apprentices. This has been identified by the LEP sectors skills plans, as has the need to grow the number of higher skilled professionals to meet the pending skills gap in specific areas of employment. Suffolk Observaory has also identified that amongst others, Education is a declining domain for Suffolk, Cambridgeshire and Norfolk in the IMD data.

1. Assessment of performance²

WSC currently has a very small cohort of direct funded students, from two HNC courses, one part time, one full time. The College also has a small cohort of Higher Apprentices studying HNCs.

¹ Sector Skills Plans (2018)

² Suffolk County Council, The Economic Challenge, 2017; the Sector Skills Plans, 2018

www.suffolkobservatory.info/deprivation/report/view/18e4c294cd2c47bf95ae8589b78c7b57/E05007163
healthysuffolk.org.uk

Therefore, at this stage, we do not consider that the quantitative data set available to us is suitable to give an indication of need for access to, and participation in higher education or inform our future provision. However to be able to develop our Access and Participation Plan (APP Plan) we have drawn on the data available relating to the UoS, compared with the national data, available from the Office for Students Dashboard (2019), the UoS data available relating specifically to the WSC student body and internal data from WSC.

The College HE provision is primarily vocational HE which has been developed in conjunction with employer demand and informed by data from local sources, eg the Local Enterprise Partnership (LEP) and Suffolk County Council (SCC). A report from SCC (2017), indicates that all employment in 2016 was 1.5 percentage points below the national level, the LEP Sector Skills Groups reports indicate that during the next 10 years there will be a significant need for skills development at level 4 and 5 to meet the skills gaps that will occur due to the aging population in the Eastern Region. The same SCC report referred to above also identified that:

- the level of people employed at level 4 in Suffolk is approximately 4 percentage points below the UK rate for the same level qualifications.
- People who work in Suffolk earn on average £47 per week less than the GB average
- Gross Value Added in 2017 in Suffolk per worker was £5,014 lower than the UK average – improving and increasing the level of qualification achieved will help improve this

Through addressing the need for employment of a high skilled workforce and working with schools to develop this pipeline we will be able to broaden out access to HE for school students who previously might not have considered it, particularly from the groups reported further in this paper.

Through discussions and surveys with students, eg student focus group meetings, via email and Student Voice Forums we have been able to identify areas for development for each stage of the student journey:

Access

- students expressed an interest in taster activity over the summer break to prepare students for the course upon which they will embark;
- Offer a wider range of options for students to choose from;
- Create a more 'university' feel;
- Greater promotion of the provision for recruitment;
- Information of any financial support available;
- Care leaver bursary would be really helpful;

Participation

- Have a central electronic 'common room' on the VLE providing a better online atmosphere, encouraging chat and collaboration across the provision;
- Bursaries helped students stay on track and succeed;
- Support of personal support tutor and learning support mentor helped students continue and succeed;
- Care leavers to have greater interaction with support, so they know they're available whenever needed.

Progression

- Career advice and guidance;

- Planning guidance and next steps guidance for level 6 and beyond – earlier information about progression options would be useful.

These points have all contributed to the design of the aims and objectives for this plan and will become key action points against the targets in order to develop the provision to achieve our aims and objectives.

1.1 Higher education participation, household income, or socioeconomic status ³

Access

The POLAR4 data relevant to WSC indicates that our students come from areas across all quintiles:

- Quintile 1 – 10 areas
- Quintile 2 – 6 areas
- Quintile 3 – 13 areas
- Quintile 4 – 15 areas
- Quintile 5 – 6 areas

A total of 29 areas fall into quintile 1, 2 or 3, over 50 percentage points of the areas from which WSC recruits, including Cambridgeshire, Breckland in Norfolk (Q1 and 2) and mid Suffolk, although four are in St Edmundsbury (Q2 and 3), the most local to WSC.

Further data analysed in relation to the socio economic breakdown of the catchment area for WSC was taken from the Suffolk Observatory website which reviewed and analysed the Index of Multiple Deprivation for England (IMD). It identified that across the region the IMD data indicated that between 2010 and 2015 Cambridgeshire became relatively more deprived in four of the seven domains including income, education, skills and training as did Peterborough. Norfolk levels of deprivation increased in six of the seven domains and these included employment, education, skills and training amongst others. Significantly Suffolk became more deprived in all seven domains. Whilst the Suffolk Observatory acknowledged that Suffolk is relatively affluent its general position is declining and the pockets of deprivation are expanding. There are also indicators of inequalities spreading in smaller market towns in Suffolk and the decline is worse than the nearest statistical neighbours of Cambridgeshire, Norfolk and Essex. The district of Forest Heath is an area of serious concern and is a feeder for HE at WSC. It should be noted that the IMD does not rank rural deprivation. If this was included it could change the data for areas of East Anglia significantly, for the worse. As a result of the release of the IMD data an action for Suffolk is to focus on education, including equality of access to this and other services.

UoS data relating to students at WSC shows that there has been a decline in student numbers from all postal codes (CB, CO, IP and NR) over the last three years. CB covers the Cambridgeshire region and the majority of students from this post code fall in to the quintile 1 and 2 groups, as do the students from the NR post codes.

³ DfE, Widening Participation in Higher Education, (2017)
 The East of England Science and Innovation Audit and the Economic Strategy for Norfolk and Suffolk (2018)
 OfS Data Dashboard, Polar data (2019)
www.suffolkobservatory.info/deprivation/report/view/18e4c294cd2c47bf95ae8589b78c7b57/E05007163
healthysuffolk.org.uk

Engagement with HE ranges from 12.4 percentage points in Breckland to 37 percentage points in St Edmundsbury. The average engagement across these three quintiles is 28.5 percentage points. The DfE report Widening Participation in Higher Education, England 2016/17 identifies that there has been a gap of 16-18 percentage points nationally between those under 19 who enter HE compared to those of the same age but in receipt of free school meals. This figure compares to those students entering HE from quintile 1 and 2 areas and supports suggestions of a gap of 10 percentage points between quintile 1, 2 at the UoS compared to the national population. Closing this gap will be a key commitment for WSC during the next five years. With regular monitor, if it is clear that this gap still exists in five years time we will continue to commit to working towards closing it.

WSC is involved with the regional NEACO partnership which has proved to be extremely successful in the last couple of years and has been working with c80 schools serving communities of target learners. It has engaged c27 percentage points of target learners by its 2018 mid year return to OfS (7 percentage points above OfS requirement) and worked in close partnership with the region's three DfE Opportunity Areas. An outreach hub is being established in close partnership with key agencies in the region (notably the CEC, LEAs, LAs) to ensure that it supports local priorities.

The East of England Science and Innovation Audit and the Economic Strategy for Norfolk and Suffolk identify that there is a need to increase levels of aspiration and attainment across the region. This would fit with the analysis of the Suffolk Observatory which identifies that both IMD domains of income and education have declined since 2010 and a priority focus for Suffolk should now be on education, thereby supporting increase in levels of aspiration and attainment. In order to do this WSC engages with young people from early years to secondary education through WSC projects such as the Escalator project, the Science Box project, Crumble Box and the Big Bang project. It draws on the expertise of regional employers and HEI partners to continue to develop a pipeline to FE and HE, including the University of Cambridge, the UEA, Arm, BT, Bosch, EDF, Treant and Cambridge Science Museum.

Success

Non-continuation

IMD data reports a decline in educational achievement across Suffolk, Norfolk and Cambridgeshire and polar4 quintile 1 and 2 data for UoS shows a minimal gap (below 5 percentage points) between its students continuing with study compared to the same groups in the national picture. This has been roughly consistent over five years. However, the gap between continuation of students at WSC from quintiles 1 and 2, compared to those from quintiles 3, 4 and 5 is 8percentage points (20 percentage points and 28 percentage points respectively). At WSC 96 percentage points of all students continued in their studies compared to 92 percentage points at UoS as a whole.

UoS data suggest WSC has seen a decrease in withdrawals during the last three years with the majority of students withdrawing for personal/financial/health as a reason. A significant issue impacting continuation for students in Suffolk is the rurality of the region. Access to good transport links and roads affects students' opportunities because of the additional associated cost (childcare, loss of earning potential) and difficulties of travel causing students to consider progression to the next level of study.

Attainment

Data on attainment for students from socio-economic groups studying at UoS (OfS, 2019) indicates that attainment rates for students from quintile 1 and 2 has increased by 17 percentage points since 2013. In comparison the national rate shows an increase of 7 percentage points over the same period. In comparison to these data the WSC attainment rate ranges from 22 percentage points down to 20 percentage points between 2015 and 2017. UoS data for WSC demonstrates that 54 percentage points for students from quintile 1 progress within year, as do those from quintile 5.

Progression to employment or further study

From the quintile 1 and 2 groups of students WSC saw 100 percentage points of students in 2015 progress to work or further study, in 2017 this declined to 96 percentage points. Of these students, in 2015, 61 percentage points progressed to professional or managerial roles but 86 percentage points progressed in 2017. This is consistent with the rise seen at UoS, and across other English providers which shows increases from 60 percentage points in 2012 to 70 percentage points in 2017. The difference between those progressing to professional or managerial roles from quintile 1 and 2, compared to quintiles 3, 4 and 5 was 5 percentage points in 2016, this is comparable to the national data shared in the DfE report, Widening Participation in Higher Education, England 2016/17.

1.2 Black, Asian and minority ethnic students⁴

Access

The make up of student numbers on UoS courses at WSC are predominantly white (536 or 94 percentage points) which is typical of the population of Suffolk (97 percentage points) and Norfolk (90 percentage points). The make-up of entrants from black ethnic groups to WSC was below 5 percentage points and had declined by 2 percentage points. Three years of data from UoS for WSC demonstrates a consistent engagement of small numbers (below 5 percentage points) of all entrants being from Asian communities, this is approximately 50 percentage points below the Asian population in both Norfolk and Suffolk, which is also small (below 5 percentage points). Other entrants from ethnic groups to HE at WSC have declined by 50 percentage points between 2016 to 2019 making the mixed population of the provision in 2019 a small percent of the population (below 5 percentage points), however is in proportion to the small percentage of the regional population (below 5 percentage points). This would indicate that recruitment from these groups is in line with the makeup of the regional population.

Success

Non-continuation

Retention rate of BAME students in 2018 was 88 percentage points. This is lower than the WSC overall retention rate, currently at 95 percentage points, leaving a gap of 7 percentage points between retention of BAME students and overall retention. Reasons for withdrawal extend across a range including personal and health circumstances and wrong choice of career.

⁴ Ethnic Breakdown Spreadsheet (2009)
University of Suffolk WSC Data Reports (2019)
NSS Report (2018)
Office for Students Data Dashboard (2019)

Attainment

NSS data shows that BAME students are more satisfied by their experience at WSC. In some cases there is more than a 10 percentage points difference in the level of satisfaction for non-white students, eg learning opportunities (90 percentage points and 76 percentage points respectively), organisation and management (83 percentage points compared to 63 percentage points respectively). This is positive for our students from BAME backgrounds.

In comparison to national and UoS data (national attainment – 68.8 percentage points and UoS attainment – 55 percentage points) in 2017, 77 percentage points of WSC BAME students progressed with their course compared to 60 percentage points in 2015. This is a 17 percentage point increase and nearly 10 percentage points above the national rate for 2017.

At this stage WSC does not have access to data comparing good honours grades of different ethnic groups. This will be data that we will start to collect and analyse over the five years of this APP Plan.

Progression to graduate employment or post graduate study

National data for BAME groups of students shows that there was an increase of 10 percentage points over 5 years from 2013 into undergraduate employment or post graduate study. The OfS data for UoS identifies a similar increase for the same period. During this same period WSC data indicates that for all ethnic groups in 2017 67 percentage points progressed. The progression rate for 2017 is in line with the national (69 percentage points) and UoS (65 percentage points) data.

1.3 Mature students⁵

Access

Data shared by CAVA, based on engagement with HE from Access to HE courses shows that of those students entering HE from disadvantaged areas 23 percentage points have successfully completed an Access to HE course whilst only 11 percentage points have completed another level 3 course. However, the same CAVA report shows that in 2017 only 67 percentage points of Access to HE students from the Eastern region progressed to HE, compared to the national figure of 77 percentage points, making the Eastern region the second lowest progression in the country. Therefore there is a gap in accessing HE of 10 percentage points between the Eastern region and nationally. WSC will make a key commitment to close this gap over the next five years. If we do not achieve this we will continue to work towards closing this gap between regional and national progression.

Typically the majority of students accessing HE at West Suffolk College are in the 19-21 age range and the 22-30 age range (29 percentage points and 24 percentage points respectively). The 22-30 age range has typically been the largest age group of students accessing the College but has declined in recruitment by 35 percentage points during the three year period from 2016 to 2019.

⁵ University of Suffolk WSC Data Reports (2019)
CAVA Key Statistics (2019)
Office for Students Data Dashboard (2019)
NSS Report (2018)

This contrasts with UoS as a whole but is in line with the national rate. However, this is a significant decline causing a gap in access of mature students in the region.

WSC will establish a key commitment to reversing the decline of students from the 22-30 age range progressing to HE. We will develop recruitment campaigns and work with appropriate regional groups to provide IAG and access to HE as well as review our curriculum to ensure accessibility for students from this group and other mature age ranges.

Success

Non-continuation

Continuation of students aged 21-25 at UoS over the last five years has increased from 83 percentage points to 86 percentage points. National continuation for mature students has remained steady in five years at 85 percentage points to 84 percentage points. At WSC, in this same age range there was retention of 88 percentage points of students, 2 percentage points above the UoS rate and 4 percentage points above national rates.

In the age range, 25-30, UoS retention has remained at around 83 percentage points for five years whilst nationally retention has declined by 5 percentage points. Over the same period retention at UoS for the 31-40 age bracket rose by 2 percentage points and nationally it declined by 2 percentage points. In the 41-50 category retention of UoS and nationally has seen a significant decline of 8 percentage points and 3 percentage points respectively and in the 51+ category UoS has increased retention from 80 percentage points to 85 percentage points since 2013 whilst national retention has declined by 2 percentage points. Whilst WSC data reports from UoS do not breakdown data by so many categories, they do show data for 21-25 and over 25. Retention for this latter group has increased by a very small amount (less than 5% percentage points) year on year for three years, in contrast to the UoS and national trends.

Attainment

At WSC, based on UoS data, 44 percentage points of all mature students (over 21) achieved their award in 2017, showing a positive increase from 2015 when achievement of an award was at 30 percentage points. Compared to UoS at 57 percentage points achievement in 2013 rising to 68 percentage points in 2017 and nationally, 66 percentage points to 70 percentage points. This indicates a gap of 22 percentage points between WSC and UoS and a gap of 26 percentage points between WSC and national attainment.

Over the three year period 2016-18 at WSC, it is evident that satisfaction of mature students dipped during 2017 in all areas by as much as 17 percentage points (assessment and feedback). However, satisfaction for mature students has improved in the last year with most areas on a par with younger students' levels of satisfaction at 84 percentage points and comparing well with the results of 2016 (83 percentage points). Although satisfaction in the use of technology, e-resources is consistently lower than the satisfaction rate of younger students.

At this stage WSC does not have access to data comparing good honours grades of students with disabilities. This will be data that we will start to collect and analyse over the five years of this APP Plan.

Progression to graduate employment or post graduate study

UoS reports for WSC show that progression to employment or further study for mature students in the 21-25 category has increased from 90 percentage points to 98 percentage points since 2014 and 2016 and of this 55 percentage points progressed into graduate jobs or post graduate study in 2014 and 66 percentage points in 2016. Similarly there has been a rise in progression to employment or further study for those in the over 25 category from 92 percentage points in 2014 to 96 percentage points in 2016 and of this 56 percentage points progressed to graduate employment or post graduate study in 2014 rising to 76 percentage points in 2016. Nationally progression to employment or further study has increased by 5 percentage points to 75 percentage points between 2012 and 2017 whilst UoS progression has declined (72 percentage points to 69 percentage points). WSC progression to employment or further study therefore is approximately 20 percentage points up on national data and 26 percentage points up on UoS.

1.4 Disabled students⁶

Access

The range of disabilities that have been considered include cognitive/learning difficulties, mental health, sensory, medical or physical, multiple impairments and social communication difficulties (OfS 2019).

Generally the data for UoS is on a par, if not better than national rates in all areas and has been consistently so through the five years of data available. The range of comparison in each area has remained low (below 5 percentage points) either way. In comparison, locally, at WSC, students enter with a range of disabilities although 86 percentage points did not declare a disability or difficulty in 2018. This is consistent with previous years when 84 percentage points in 2017 did not declare a disability or difficulty and in 2016 it was 85 percentage points. Comparing to 2016 the number of students declaring a disability or difficulty was consistent in all areas except those with specific learning difficulties. There was a reduction in declaration by 50 percentage points in 2018-19, reducing the already small number of student population down further (both previous population and the reduction in 2018 are below 5 percentage points). However, this leaves a gap below both the national and UoS rate which are also below 5 percentage points.

Success

Non-continuation

Continuation of disabled students nationally has remained consistent at around 90 percentage points since 2012, at UoS the data shows an increase from 82 percentage points in 2012 to 85 percentage points in 2016. At WSC data shows that retention of all disabled students in 2015 was 84 percentage points, declining to 82 percentage points in 2017. This is in the range of UoS retention rates, but is 11 percentage points below the retention rate of non-disabled students at WSC (93 percentage points).

The highest numbers of students with disabilities at WSC are in the categories of long standing illness and mental health condition or specific learning difficulty. This has been the case from 2015.

⁶ Office for Students Data Dashboard (2019)
University of Suffolk WSC Data Report (2019)
NSS Report (2018)

Comparing WSC with national data for the category, long standing illnesses (sensory, medical or physical impairment), WSC remains consistent with UoS which has seen an increase in retention from 76 percentage points to 80 percentage points. National retention of this category was constant over five years at approximately 89 percentage points.

Of those students at WSC with mental health illnesses 36 percentage points were not retained in 2017-18, however in 2016-17 and 2015-16 non retention was approximately 50 percentage points. However, the 2017-18 percentage point rate is still 14 percentage points below the WSC retention rate of 50 percentage points of students with no mental health difficulty.

The retention rate for specific learning difficulties does not compare well with national and UoS rates for cognitive and learning difficulty. Nationally retention was consistent over five years at 91 percentage points. At UoS the retention for this category saw a rise from 86 percentage points to 92 percentage point retention in the same period. At WSC retention for this group has been approximately 50 percentage points in both 2015-16 and 2016-17 but declining to 34 percentage points in 2017-18, giving a gap against UoS of 48 percentage points and nationally of 55 percentage points.

Attainment

NSS results show that disabled students are consistently satisfied with the provision they experience at WSC with overall satisfaction in 2018 increasing to 92 percentage points from 83 percentage points in 2017.

Progression from one year to the next for students with disabilities shows a decline from 53 percentage points in 2015 to 40 percentage points in 2017. UoS data shows that attainment for those with disabilities was 46 percentage points in 2012, rising to 64 percentage points in 2017. Nationally in the same group there was a rise in retention rate from 70 percentage points to 76 percentage points over the five year period. This shows a significant gap between WSC progression and UoS of 24 percentage points in 2017. Attainment of students with disabilities and learning difficulties at WSC is indicated to be 35 percentage points and 37 percentage points respectively, compared with those students without a disability or learning difficulty at 40 percentage points and 41 percentage points respectively, giving a fair comparison.

At this stage WSC does not have access to data comparing good honours grades of different ethnic groups. This will be data that we will start to collect and analyse over the five years of this APP Plan.

Progression to graduate employment or post graduate study

Nationally, progression for students with disabilities to employment or further study has risen from 64 percentage points to 72 percentage points since 2013, this has been a consistent rise. At UoS over the same time period it has remained consistent at 60-62 percentage points. At WSC the data is broken into specific disabilities and for most progression over the three years 2014-17 is good at 95 percentage points or above. However, in 2016 the mental health category fell to 88 percentage point progression to employment from 100 percentage points. There is a 10 percentage point gap between students at WSC with no disabilities progressing to employment and those with mental health difficulties (98 percentage points and 88 percentage points respectively). Students with learning difficulties progressing to graduate employment or post

graduate study in 2016-17 was 33 percentage points compared to 67 percentage points of students with no learning difficulty, giving a gap of 34 percentage points.

Progression to employment for students with no disability also ranged from 95 percentage points to 98 percentage points over the three years, showing favourable comparisons between the groups.

1.5 Care leavers⁷

Access

A report by Suffolk County Council, Suffolk Sufficiency Strategy for Children in Care and Care Leavers, 2018-21 identifies that young people leaving care want better opportunities to go to university. It identifies that across Suffolk the number of young people in care has risen by over 11 percentage points in the last five years, that there is a close association between the most deprived sectors of the County and the number of young people in care. At WSC local data shows that a very small group of students (below 5 percentage points) aged 16-18 were young care leavers in 2018-19. It is not known how many of these progress to HE at WSC, however data for 2014-15, 2015-16 and 2016-17 for the HE provision only shows a very small number of students (below 5 percentage points) who are care leavers enrol for a HE course at the college. This suggests that this group of students at WSC are not being supported effectively to access HE. During the period of this APP Plan, WSC will investigate the possibility of monitoring the progress of care leavers into HE following their time at WSC as an FE student.

Success

Non-continuation

Of the group of care leavers identified as having enrolled at WSC all were retained during their courses. This has been consistent since 2015.

Attainment

Despite all being retained in each year, 2015, 2016 and 2017, 60% of the original number enrolled progressed to the following level of study. Course completion data shows that in 2015 40 percentage points of the original enrolled students successfully completed their course, in 2016 only 20% completed and in 2017, 100 percentage points completed their course).

Progression to employment or further study

In 2014 there is no evidence of progression to employment for care leavers studying at WSC but in 2017 100 percentage points gained employment but there is no evidence to support this being graduate employment or post graduate study. Therefore, there is a need to support care leavers into graduate employment or post graduate study.

WSC will include in its action plan a key commitment to monitoring the progression from study to graduate employment or post graduate study of care leavers, we will work with appropriate regional and internal agencies to support progression of this group of students.

⁷ Suffolk County Council, Suffolk Sufficiency Strategy for Children in Care and Care Leavers (2018-21) University of Suffolk WSC Data Report, 2019

1.6 Intersections of disadvantage⁸

Intersection of deprivation quintile and all ethnicity except white

Intersections of disadvantaged groups, for UoS data shows that recruitment for quintiles 1 and 2 non-white students has remained below 10 percentage points of national rates since 2013 (7.4 percentage points in 2013 compared to national rate 17 percentage points and 15.2 percentage points in 2017 compared to national rate 20 percentage points in 2017). However it is above the population rates for Suffolk and Norfolk. Part time entrants in the same category was an extremely small group (below 5 percentage points) in 2013 and whilst it has increased it was still below 5 percentage points in 2017. However, this compares well to regional population rates. WSC and UoS work closely with Suffolk County Council to reach applicants from this group, supporting the Council's commitment to support low aspiration and achievement amongst Quintiles 1 and 2.

Intersection of deprivation quintile and sex

Evidence indicates that the intersection across quintile 3, 4 and 5 and male entrants (full time) is consistent with the national data: UoS 20.9 percentage points in 2013 and 18.5 percentage points in 2017 compared to national rates of 28.2 percentage points in 2013 and a similar decline to 26.4 percentage points in 2017. For part time entrants in this same category data shows an increase for UoS since 2013 (45 percentage points) to 65 percentage points in 2017, compared to national – 24.1 percentage points in 2013 and 26 percentage points in 2017 putting the UoS entrants above national rate.

In the same quintile groups, UoS saw a decline in female full time entrants from 40 percentage points in 2013 to 38.1 percentage points in 2017. This was in contrast to the rise in national rate of 10 percentage points in 2013 to 32 percentage points in 2017, putting UoS 6 percentage points above national rate. Data on part time female students in quintile 3,4,5 shows that in 2013 UoS had 31 percentage points of entrants in this category, declining to 16 percentage points in 2016. The national rate for this same category shows a consistent rate of entrants across the five year period of 35.7 percentage points in 2013 and 33.4 percentage points in 2017, leaving a gap of 17 percentage points between UoS and national rate. This is data that WSC should consider in planning.

In 2013 at UoS 13 percentage points of full time male entrant were from quintiles 1 and 2, increasing to 16 percentage points in 2017. There has been a decline of entrants from this group nationally with 21 percentage points of entrants in 2013 moving to 17.7 percentage points in 2017. Part time entrants in the same group made up 12 percentage points of entrants in 2013 at UoS declining to 11 percentage points in 2017. The national rate for this group was 15.6 percentage points in 2013, staying consistent at 15.8 percentage points in 2017. However, at WSC there has been a decline of young, white male students of 64 students (16 percentage points) between 2016 and 2019. With 8 percentage points not continuing in 2017 this is an improvement on non-continuation in 2015 (12 percentage points) but significantly higher than national rate of non-continuation at 2 percentage points. WSC will make a commitment to work with external agencies,

⁸ University of Suffolk WSC Data Report, 2019
Office for Students Data Dashboard, 2019
Suffolk County Council, The Economic Challenge, 2017
Ethnic Breakdown spreadsheet, 2009

schools and colleges to engage with white males from quintiles 1 and 2 to raise awareness of HE opportunities and encourage engagement.

Females (full time) in this same group at UoS have made up a similar percentage of entrants between 2013 (26.1 percentage points) to 2017 (27.5 percentage points). Part time female entrants in this category were 12 percentage points in 2013 to 8 percentage points in 2017. National rates for this group were 24.6 percentage points in 2013 and 24.8 percentage points in 2017. Locally there is not only a decrease in recruitment from this group of people but the numbers are not consistent with the national numbers or in line with the national numbers, leaving a gap of 16 percentage points in 2017.

2. Strategic aims and objectives

2.1 Overview

In order to establish robust aims, objectives and targets for our Access and Participation plan we have drawn on the following data sources and information:

- Data provided by the OfS to inform our assessment of performance which enabled us to identify the gaps in our recruitment and support for accessing HE;
- Consideration of the strategic aims of HE at WSC with focus on addressing the widening participation needs of the community as well as recognising the employer needs for the coming generations. Data and research by the LEP and county councils;
- Reflections on our long-term curriculum aims and recognising the need to review this to establish a dynamic and responsive curriculum in order to meet the demands of the region over the next five years;
- Awareness of the contribution WSC makes to closing skills gaps and recruitment gaps from widening participation communities and maintaining an evidence base in order to review this regularly and identify where WSC needs to focus;
- The outcome of internal and national student surveys in order to understand the experiences and progression patterns across all courses delivered at WSC;
- Student voice feedback.

2.2 Target groups

WSC is aware that there are students from a broad range of groups who are all priority areas for supporting access to higher education. However, we have identified specific target groups as the focus of this five year plan. This will be reviewed on an annual basis and if evidence shows a need to change to prioritise different groups we will address this accordingly.

Target groups for access, participation and progression for September 2020 will be students from areas of social deprivation and limited engagement with HE, with a particular focus on white males; mature students, providing access and support for moving into a second career, addressing the skills gaps identified across the region, eg STEM, teaching and care; students with mental health difficulties and specific learning difficulties and. The latter has always been a group that we have supported well but numbers have declined in the last two years. Additionally this Access and Participation Plan will prioritise improving retention of BAME students and encouraging engagement with HE for care leavers. This strategy has been informed by the data analysed regarding engagement with HE across East Anglia and the concerning increase in deprivation across Cambridgeshire, Norfolk and Suffolk for both income and education. In addition local

research from Suffolk County Council and the NALEP indicate engagement with education as a priority for development of local and regional workforce and care leavers.

2.3 Aims and objectives - 2020-2025

Below are our aims for this APP Plan for the next five years. Each aspect of the plan has identified aims with supporting objectives. The objectives are fully outlined in our Targets and Investment plan giving outcomes and impact targets over the five year period of this plan. We will monitor achievement of these aims and objectives through our action plan as explained in section 3 of this APP Plan.

Access Aims

- To broaden opportunities for students from low participation neighbourhoods and groups to engage in higher education
- To increase proportion of students from quintile 1 and 2 communities, particularly white males; mature students, particularly from the 22-30 age range; students with learning difficulties mental health difficulties and care leavers at WSC.

Objectives

	Objective	By When
1	To develop and continually review a programme of courses which are designed to provide flexible approaches to learning to enable access by students from widening participation communities	2020-2025
2	To work in partnership with schools, sixth forms and local community organisations through a programme of evidence based outreach work to widen engagement with HE across underrepresented groups	2020-2025

Participation Aim

- Enable successful achievement whilst ensuring a positive student experience.

Objectives

	Objective	By When
1	Ensure access to a robust programme of wider academic support for students with mental health and specific learning needs in order to close the attainment gap.	2020
2	To support achievement of higher class degrees for male students from quintile 1 and 2.	2021
3	To improve the retention of students from BAME communities	2021

Progression Aim

- To provide all students with positive opportunities for progressing to graduate employment or post graduate study.

Objectives

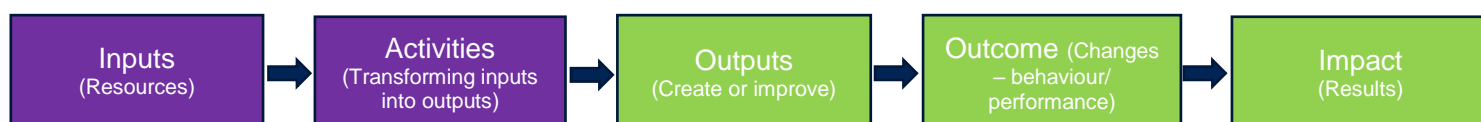
	Objective	By When
1	To work collaboratively with local authorities, the LEP and other agencies to meet the employment and skills gaps across the region.	2022
2	To increase positive progression of students from priority groups, eg care leavers and students with disabilities, into post graduate study and/or graduate jobs	2023

3. Strategic measures⁹

3.1 Whole provider strategic approach

Overview

The strategy for monitoring the activities set to achieve the targets, aims and objectives established in this APP Plan will be based on a Results Chain, to review the objective, identify inputs (resources), implement, review outputs, identify outcome and establish the impact:



It will require the college to consider the resources needed for an objective to be achieved effectively, for action to be taken against the objective, for review of the activities and to establish the outputs, identify the change and the impact of this against the objective.

West Suffolk College will ensure that we share data and collaborate on activities for widening participation into HE, endeavouring to match activities against our objectives whilst working collegiately with our partners appropriately in order to promote the broader opportunities available in HE.

West Suffolk College has excellent connections with primary and secondary schools, sixth form colleges and has its own level 3 provision with over 1000 students. We are actively involved in projects at all stages of education from reception upwards, working in partnership with universities and businesses across the region. For example, Accelerate East with the University of Cambridge, ARM and BT. We will be drawing on all of our partners and our teaching teams to be involved with this Plan to broaden the understanding of what HE is and how it can be achieved locally.

WSC is involved with the regional NEACO partnership which has proved to be extremely successful in the last couple of years. It has been working with around 80 schools serving communities of target learners, it has engaged approximately 27 percentage points of target learners by its 2018 mid year return to OfS (7 percentage points above OfS requirement) and worked in close partnership with the region's three DfE Opportunity Areas and an outreach hub is being established in close partnership with key agencies in the region (notably the CEC, LEPs, LAs) to ensure that it supports local priorities.

⁹ <http://winderl.net/resultschain/>, accessed: 14.5.19

Teaching and support teams at WSC are all involved in recruitment through visits to groups and schools, pre application IAG and assessments for specific needs. All staff working in the community are aware of our Access and Participation targets and endeavour to work with associated groups to raise awareness and aspirations across the region.

WSC will recruit Student Ambassadors to work with the curriculum teams to promote and support access to HE from across the target groups. Students will be involved in monitoring the progress of the outcome of objectives and APP Plan as a whole through ongoing student voice activity, including forums, course committee meetings, academic boards and student surveys. These students will be taken from those representing the target groups of this APP PLAN.

The college prides itself on an inclusive approach for all students. Students will be involved in course design; their opinions will be sought on accessibility, facilities, approaches to teaching and learning, all with the purpose of ensuring that students have a sense of belonging and ownership.

The APP Plan and its progress will be monitored as a KPI by the Senior Management Team of the college, reported on three times a year by the Assistant Principal Higher Education. It will also be reviewed by the HE Governors Group on behalf of the College Corporation. The KPIs associated with this APP PLAN can be found in the table in the section Strategic Measures (KPIs).

Alignment with other strategies¹⁰

The APP PLAN strategy is aligned to the policies and procedures in some instances of our HEI validating partners, for instance assessment regulations, appeals and complaints. However in terms of equality and diversity this strategy works in alignment with the policy of the college, ensuring that the requirements of this policy are considered and reflected by all levels of study at the college, including the HE provision. Equality objectives are established in our HE Strategy for 2019-22 and are prioritised as a KPI for the HE department, challenged and monitored by the HE Governors Group. The objectives have been established following consultation with students representing the relevant groups through student voice forums and focus groups and the subject of E&D is always addressed when reviewing student profiles and experiences at course committee meetings.

The HE department at WSC has a teaching and learning strategy designed to address TLA specifically for this level of study. The TLA strategy has been designed to provide opportunity for flexible learning, meeting the diverse needs of individuals and ensuring accessibility for all students. This approach is reflected through the APP PLAN and the associated targets. Both of the above mentioned documents support interaction between students of all groups and characteristics, they are designed to promote inclusion and underpin the design and development of any programme in the provision.

¹⁰ NALEP Sector Skills Plans (2018)

Suffolk County Council, The Economic Challenge, 2017; the Sector Skills Plans, 2018
www.suffolkobservatory.info/deprivation/report/view/18e4c294cd2c47bf95ae8589b78c7b57/E05007163
healthysuffolk.org.uk

Suffolk County Council, Suffolk Sufficiency Strategy for Children in Care and Care Leavers (2018-21)

The College has also developed a strategy for financial support for students on its direct funded courses. Evidence to justify this level of support comes from guidance from our partner HEI, the UEA. The purpose of this strategy is to support access for students from the identified target groups and to support them through progression to successful achievement of a qualification. The criteria for being eligible for a bursary can be found through the College website (www.wsc.ac.uk/find-a-course/university-studies-at-west-suffolk-college/university-policies). The investment from WSC will be £163,780 over the next five years. This is broken into:

- £109,376 available to students from different widening participation groups each year for five years for access to and continuation in HE. This will be in the form of bursaries, fee waivers and hardship funds;
- £32,404 for Access to HE over the next 5 years for activities to recruit from target groups and build a pipeline to HE at WSC;
- £22,000 for evaluation and research over the next 5 years through an uplift for one member of staff to take on this responsibility as an on-going project.

Strategic measures

Key measures of the objectives for this APP Plan are outlined below. In order to evaluate the impact of these measures on the aims of this APP Plan we will establish the evaluation strategy explained in section 3.3 of this APP Plan and the measures will be reviewed at regular intervals by the senior management team and the College Corporation, via the HE Governors Group.

Operationally they will be managed by the HE management team using the Results Chain model outlined above. The measures will be evaluated regularly throughout the five year period and the impact reported on to the SMT and Governors. These measures include our approach to:

The curriculum, pedagogic and student support

Strategic Measure	Stage (APP)	Link to Aim and Objectives	Evidence
Increase retention by 2 percentage points over the next five years Particular focus on students with disabilities, specific learning needs and mental health conditions and those from BAME backgrounds.	Participation	Participation Aim and objectives - 1, 2	Improved retention in line with institutional and national rates through referral by academic staff to robust programmes of academic and pastoral support, including encouraging greater use of SpLDD assessments. All referrals and support will be recorded on the ILP (Promonitor).

<p>Increase number of students with learning difficulties and/or mental health difficulties and white males from quintiles 1 and 2 accessing learning support by 5 percentage points over next five years</p>	<p>Participation</p>	<p>Participation Aim and objectives – 1, 2</p>	<p>Increased attainment – progression from one level of study to the next – from mature students and those with mental health and learning difficulties through greater levels of referral to student welfare and academic and pastoral support. All referrals and support will be recorded on the ILP (Promonitor).</p>
<p>Provide fully accessible, electronic learning, assessment and feedback to 100 percentage points of students within five years.</p>	<p>Participation</p>	<p>Participation Aim and objectives - 2</p>	<p>Increased attainment through flexibility of access for all students, including white males in part time study through use of the VLE. Usage will be tracked through the VLE analytics</p>

Employability

Strategic Measure	Stage (APP)	Link to Aim and Objectives	Evidence
<p>Develop the programme of employability and professional skills development so that 100 percentage points of all students are accessing this by year 5</p>	<p>Participation Progression</p>	<p>Participation Aim and Objectives – 1, 2 Progression Aim and Objectives – 2</p>	<p>A record of attendance at the employability and professional skills programme will be compared against those who gain graduate employment or progress to post graduate study.</p>

by year 5 100 percentage points of courses will have connections to employers and opportunities for work experience or work related projects	Progression	Progression Aim and Objectives – 1, 2	All students with skills set for making connections to increase opportunity of employment
By year 5 the HE provision will have increased its progression into graduate employment or post graduate study by 5 percentage points	Progression	Progression Aim and Objectives – 1, 2	Monitoring and reporting on graduate destination

Collaboration

Strategic Measure	Stage (APP)	Link to Aim and Objectives	Evidence
In year 1 the HE provision will work collaboratively with the two leading sixth form colleges in Suffolk for IAG on HE progression and recruitment to HE. Recruiting 10 students in year 1 and 20 in year 2, increasing to 100 students in year 5.	Access	Access Aim and Objectives – 1, 2	Increased number of students progressing to HE at WSC through sixth form colleges in Suffolk
By year 5 the HE provision will have increased its pipeline by 50 percentage points	Access	Access Aim and Objectives – 2	Continued development and growth of engagement activity with schools and colleges to growth the existing pipeline to WSC
By year 5 the HE provision will have a robust pipeline in to HE at WSC through partnership with the NEACO, LEP, DWP, county councils, schools and sixth forms.	Access	Access Aim and Objectives – 1, 2	Continued and extended participation in community projects, showing increase in applications through pipeline to WSC
WSC will develop its work with funding partners such as NEACO and its HEI partners to increase access to HE for people from disadvantaged backgrounds by 10 percentage points by year 5	Access	Access Aim and Objectives – 1, 2	Increased engagement of applicants from disadvantaged communities

Financial support (where applicable)

Strategic Measure	Stage (Access, Participation, Progression)	Link to Aim and Objectives	Evidence
WSC will make £109376 available to students from different widening participation groups each year for five years, in the form of bursaries, fee waivers and hardship funds.	Access Participation	Access Aim and Objectives – 1, 2 Participation Aim and Objectives – 1, 2	Increased number of students accepting financial support to enable access to HE or continuation of their studies
WSC will invest £32,404 in Access to HE activity for recruitment from target groups.	Access	Access Aim and Objectives – 1, 2	Increased activity in different groups to support growth of the pipeline to HE
WSC will invest £22,000 in evaluation and research over the next 5 years	Access, Participation, Progression	Access Aim and Objectives – 1, 2 Participation Aim and Objectives – 1, 2 Progression Aim and Objective	One member of HE staff will lead on monitoring and reporting on widening participation to inform, evaluate and update the APP Plan as required.

3.2 Student consultation¹¹

For the development of this APP Plan HE students at WSC were consulted both through the Student Voice Forum meetings in semester two and through an online survey, encouraging feedback on each element of access and participation. The responses to this survey, together with comments from the Student Voice Forum meetings have been analysed and used to inform the aims and objectives of this Plan. They will form key actions against which targets will be monitored in order that we meet the objectives set.

Specifically the feedback from students has supported the inclusion of the aims for Access to HE through providing opportunity to access activity through the summer break and reinforced the need for objective 1 in this section regarding continual review of the curriculum plan and objective 2 to widen access to understanding and engaging with pre-course workshops and activities as taster events.

¹¹¹¹ What works? Student Retention and Success Programme (2017)

With regard to Participation the feedback has influenced the aim for this aspect of the Plan through suggestions of the electronic 'common room' encouraging peer support and also to strengthen the existing provision of peer and academic support.

The student feedback also influenced the aims and objectives for Progression with their interest in career guidance and guidance for next steps from level 5 to level 6.

Student consultation will continue to take place formally at intervals throughout the academic year to encourage discussion around a variety of themes, including the direction and priorities in the APP Plan. The plan for this future consultation includes:

- The APP Plan being a standing agenda item for Student Voice Forum;
- Focus groups throughout the year by subject, disability and learning difficulty, ethnic group, sex and age to inform the decisions for objectives and targets for the APP Plan and the progress against our existing APP Plan. Students will be encouraged to have ownership of their experiences and our provision.
- An online student qualitative survey asking a short number of very specific questions about access, participation and progression.
- Inclusion as part of the course rep feedback at course committee meetings throughout the year.

In addition to those points outlined above informal opportunities for feedback are available to students through:

- Meeting with the Head of HE or the Assistant Principal HE at any time, either in groups or individually.
- Standing for the Student Governor post at WSC every year and representing the student body.

All course reps are provided with opportunity for online training as a course rep and meet regularly with the Head of HE to review their role and expectations. They and all students generally have responded to the opportunity to engage in the APP Plan development positively, contributing experiences in order that the plan can be developed to meet widening participation needs. Students have been offered the opportunity to review the plan and provide feedback before publication.

3.3 Evaluation strategy

Strategic context

WSC is a small HE provider, within a college of general further education. It is led by a member of the Senior Management team and overseen by a group of Governors with extensive HE experiences themselves. The majority of the provision is vocational and our priority and focus is to support students in achieving employment. By completing the OfS evaluation self assessment we have been able to identify where evidence is sourced in order to evaluate progress against our strategic measures for this APP Plan:

- quantitative data is obtained from our partner HEIs databases as well as our own internal databases, providing information on participation and progress of current students. This data is used throughout our annual quality cycle.
- Qualitative and quantitative data is available through student voice and student feedback throughout the year as well as the national student survey.

- Data informing access is drawn from local sources, eg the LEP and county councils as well as the OfS dashboard, UCAS and qualitative reports from local and national bodies supporting change and development of specific groups, eg care leavers.

All data is used throughout the year to inform and evaluate practice through our risk based quality cycle. This cycle includes regular opportunities for analysis of data and for actions to be set as a result of the analysis by course and by department.

In order to evaluate activities to ensure that they are having the desired impact on our aims and objectives we will regularly update the self assessment tool and review the outcomes. At this stage, for us to successfully achieve the objectives of our APP PLAN we have identified that we must:

- Have focus groups with level 3 students across the college to understand, meet and manage their expectations. This will be broadened out in this new plan and by year five we will aim to also meet with students from the feeder sixth form colleges.
- Review the current activity in place for engagement with students across our level 3 provision, drawing on feedback from the NEACO team, course leaders and students themselves.
- Develop existing activity to support students both academically and pastorally through reviewing our strategies for support and implementing changes as identified in the review. This is despite WSC seeing a general increase in retention of 3 percentage points and an increase of 12 percentage points in achievement of higher classifications of degrees.
- Implement a new programme of career preparation with workshops and one to one IAG support as well as developing all courses to have connections with relevant employers.

Programme and Evaluation Design and Implementation¹²

The programme design for ongoing evaluation will be based on Pawson and Tilley's model of Realistic Evaluation. In simple terms, this model is based on identifying what works, in which circumstance does it work, and for whom does it work. It draws on both qualitative and quantitative data and will provide opportunity for robust evaluation of all activities. It will be used for establishing and measuring the impact of aims and objectives at departmental level and will work in conjunction with the Results Chain process to monitor and review progress against activities.

This approach to evaluation will be led by the APP Evaluation group, comprising the senior manager for HE, members of the HE Management team, teaching representatives and student representatives. This group will meet three times a year, it will work with the OfS self assessment tool to review progress and report to the Department's academic committee, the Senior Management Team and the Board of Governors. Annually the group will evaluate progress against our APP PLAN aims and objectives and these will be adjusted as needed based on the self evaluation activity.

To ensure progress against the objectives by courses we will be developing a simplified version of the self assessment tool and course teams will be expected to review their course against this three times a year. This will be introduced in the summer so that course teams can undertake an initial self assessment at the start of the academic year. This will inform their action plan for the

¹² Pawson, R and Tilley, N (2004), Realist Evaluation, Sage

course. It will be monitored by the HE Management Team and Heads of curriculum departments at course committee meetings.

Financial investment

Through completion of the self assessment tool and research into the priority groups for widening participation we have been able to identify the financial investment required in order to support development of our WP activities.

It is essential that the financial commitment for the APP Plan is impactful and equally proportionate. Through the annual review of our APP Plan we are able to establish the financial needs and enhancements required by potential students to access HE at WSC. This review will be used to inform the financial commitment for the following year.

In order to maintain a good picture of the provision for HE at WSC and evaluate it against other providers as well as internally there needs to be financial support for funding a member of staff to lead on this activity. This role will include:

- Ongoing horizon scanning and research into the sector at each stage of APP PLAN
- Review, research and development of our activities at each stage
- Review and research into the effectiveness of activity across pre 16, post 16, work with adults and communities
- Ongoing monitoring against objectives
- Review of achievement of objectives and analysis of actions to be taken where objectives are not being met.

At WSC we promote the funding opportunities for accessing HE at WSC, and to support continuation of study at WSC through our website and VLE. The college is committed to ensuring that the funding available for an applicant is £500 in each year of study dependent on meeting the eligibility criteria and successful progression through the course levels. Eligibility criteria for an applicant is that they should be:

- a new student at WSC HE provision
- in the first year of a course
- studying full time or part time towards a Foundation degree, Bachelors degree or HNC
- paying tuition fees of £3,600 (HNC) or £8,500 (full degree)
- assessed by the Student Loans Company as having household income of £25,000 or less
- living in the UK
- made a means tested student finance application by the closing date for application for funding

3.4 Monitoring progress against delivery of the plan

This plan will be monitored by the Senior Management Team of WSC, the student voice and the Board of Governors. Students will have the opportunity to monitor the plan through both student voice forums and student focus groups. Course reps will also have opportunity for further discussion at course committee meetings and academic committee meetings. Governors will monitor progress against it at regular HE Governor meetings and through the Corporation meetings three times a year. The senior management team will monitor actions against the plan through its schedule of KPIs. The APP Plan and progress against objectives and targets will be reviewed at SMT meetings regularly throughout the year.

Monitoring of the plan will be embedded across the provision through operational monitoring including as a standard agenda item at all course committee meetings and as a standard agenda item at all academic board meetings.

All of the above monitoring events will inform the ongoing, live action plan which will be maintained and reviewed by the Assistant Principal Higher Education. If progress is worsening, then the specific areas of the provision will be identified as being at risk and support from the Head of HE will be put in place to work closely with the identified area in order to support improvement, this might include actions such as working in collaboration with our partner HEIs to develop strategies based on their experiences of good practice.

4. Provision of information to students

Prior to starting a course at WSC students will be informed of fees for the duration of their course, financial support, eg bursaries, hardship funds and fee waiver opportunities, timetables and course contact details and student welfare facilities and staff. We recognise the importance of this information being easily available for all students but particularly those from some of the groups identified as priority in this plan. Therefore, information will be sent out as part of an offer letter, it will be available via our website and in hard copy information leaflets. It will also be possible to have it available in other sources if needed, eg audio. Both applicants and existing students will have access to financial guidance from the IAG team at the College, this is promoted across the HE common areas and on the VLE.

Details of fees for the duration of a course, student participation plans, tutorial policy and appeals and complaints procedures will be published via our website for all applicants and students to access (www.wsc.ac.uk/find-a-course/university-studies-at-west-suffolk-college/university-policies). At interview students will have the opportunity to discuss fees and funding support and the duration of their course.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Summary of 2020-21 entrant course fees

*course type not listed

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		£6,150
First degree		£8,500
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND		£6,360
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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		£4,100
First degree		£4,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND		£4,240
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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: West Suffolk College

Provider UKPRN: 10007431

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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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 (£)	£4,000.00	£6,332.00	£7,088.00	£7,704.00	£8,320.00
Access (pre-16)	£1,000.00	£1,583.00	£1,772.00	£1,926.00	£2,080.00
Access (post-16)	£1,000.00	£1,583.00	£1,772.00	£1,926.00	£2,080.00
Access (adults and the community)	£1,000.00	£1,583.00	£1,772.00	£1,926.00	£2,080.00
Access (other)	£1,000.00	£1,583.00	£1,772.00	£1,926.00	£2,080.00
Financial support (£)	£13,500.00	£21,371.00	£23,926.00	£26,005.00	£28,084.00
Research and evaluation (£)	£4,000.00	£4,500.00	£4,500.00	£4,500.00	£5,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HF1)	£38,400.00	£73,500.00	£103,900.00	£108,350.00	£112,800.00
Access investment	10.4%	8.6%	6.8%	7.1%	7.4%
Financial support	35.2%	29.1%	23.0%	24.0%	24.9%
Research and evaluation	10.4%	6.1%	4.3%	4.2%	4.4%
Total investment (as %HF1)	56.0%	43.8%	34.2%	35.3%	36.7%

Targets and investment plan 2020-21 to 2024-25

Provider name: West Suffolk College

Provider UKPRN: 10007431

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To close the gap in participation in HE for students from underrepresented groups	PTA_1	Care-leavers	Progression to HE at WSC to increase from 1 percentage point of the HE population to 2.25 percentage points (from 6 to 12 students). Measure: internal recruitment data	Yes	Other data source	2016-17	1%	1.29%	1.58%	1.87%	2.16%	2.45%	To achieve the milestones WSC HE will work with the FE provision and NEACO to identify target students and support them to progress to HE. This will include work with Personal Support Tutors, level 3 course leaders, the care leavers support team and local authorities. This target will be reviewed annually and adjusted as necessary. If it is not achieved by 2024-25 the College is committed to continuing with its activity to meet this target.
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the non-continuation gap for students with disabilities	PTS_1	Disabled	Close the 11 percentage point gap between continuation of disabled students compared to non disabled students. Measure: internal retention data and withdrawal reports.	No	Other data source	2017-18	11	9	7	4	2	0	These milestones will be met through investigating the development of a student association at WSC for Sept 2020. Developing an extensive programme of student focus groups, drawing more on students from identified target groups starting in Sept 2019. We will also be focussing on developments in, and improving accessibility to DSA advice, academic skills advisor, individual personal support based on RAG rating and electronic ILP monitoring.
To reduce the non-continuation gap of male students, from quintiles 1 and 2	PTS_2	Disabled	Close the retention gap of 14 percentage points between students with mental health difficulties and those with no mental health difficulty. Measure: internal retention data and withdrawal reports.	Yes	Other data source	2015-16	14	11	8	6	3	0	Milestones will be met through creation of closer relations with WSC student welfare and local authority teams to develop promotion of direct, self-referral route to accessing student welfare for all students but particularly those with mental health difficulties. These students will also have access to the improved student support services. To be established during 2019-20 and promoted and fully in place by Sept 2021.
to reduce the non-continuation gap of students with mental health difficulties	PTS_3	Low Participation Neighbourhood (LPN)	close the on course progression gap of 8 percentage points between students from quintile 1 and 2 (20%) compared to those from quintile 3, 4 and 5 (28%). Measure: internal retention data and withdrawal reports	Yes	Other data source	2017-18	8	6	5	3	2	0	Milestones will be achieved by strengthening existing student voice activity and support to improve on-going student experience. To investigate the development of a student association at WSC for Sept 2021. We will be focussing on developments in, and improving accessibility to DSA advice, academic skills advisor, individual personal support based on RAG rating and electronic ILP monitoring.
To reduce the non-continuation gap for students from quintile 1 and 2	PTS_4	Ethnicity	close the 7 percentage point gap of progression on course for BAME students (88%) compared to students from white groups (95%). Measure: internal retention and withdrawal reports.	No	Other data source	2017-18	7	6	4	3	2	0	Further developing our existing programme of student focus groups to include groups for students from identified characteristics, eg BAME, starting in Sept 2019. to increase retention by steady rise of up to 2% each year over five years by developing existing student voice activity and targetted support.
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	

