City College Norwich

2019-20 access and participation plan

Assessment of current performance

1. City College Norwich (CCN) is a large general further education college serving Norfolk and Suffolk. Of its 8000 students, around 1000 are on Higher Education courses. Following guidance from the OfS, students studying Foundation and undergraduate Bachelor degrees as part of Higher or Degree Apprenticeships have been excluded from consideration in this Access and Participation Plan and its accompanying resource plan. These apprentices account for around 30% of the College's HE students in 17/18.

2. **Access:** The College has continued to focus its key delivery of HE provision on serving its local community. 98% of CCN HE students come from Norfolk and Suffolk, an area with many wards of low HE participation, providing challenges in social mobility (as evidenced by Norwich being one the of the first Opportunity Areas announced for the country). The College has continued to develop services and programmes that widen participation of under-represented groups and we perform strongly in recruiting students from these groups as is indicated in Table 1.

Table 1 – Students on HE provision at CCN in 2017/18

Under-represented groups	CCN 2017/18 performance	Sector data *
Low Higher Education participation	% students from Polar 1 areas = 24% (all ages combined)	% students from Polar 1 areas = 12% (all ages combined)
BAME	% of BAME students = 9%	% of BAME students = 29%
Mature	% mature students on entry =44% (first degrees)	% mature students on entry =26% (first degrees)
Disabled	% of students self-declaring disability = 15%	% of students self-declaring disability = 12%

*source https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he#

3. Whilst BAME access levels are significantly below the Sector average, we recruit 98% of our HE students from Norfolk and Suffolk where the resident population is 96% white (ONS census data) meaning that BAME students are already significantly "over-represented" in our provision compared to the population we are recruiting from. We are proposing to retain an ethnicity access target in the 19/20 plan to further increase this figure. It is acknowledged that this is ambitious but achievable considering our current success with this group.
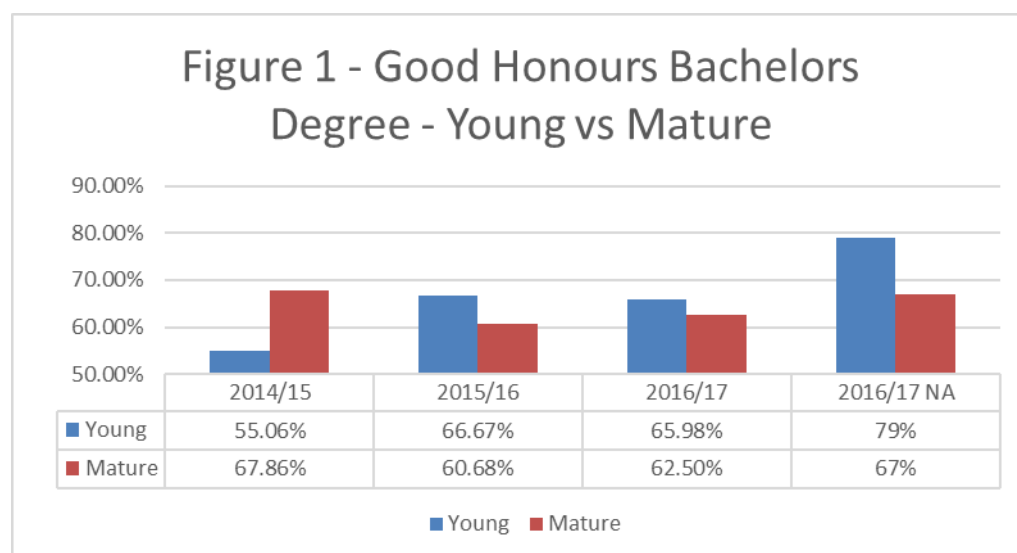
4. **Success:** We utilise a range of measures of retention / continuation to analyse engagement of students post enrolment with their chosen programme. Retention rates are reviewed weekly within the college and every student withdrawal reported individually to the College's Senior Management Team for review. Table 2 indicates current retention levels combined across all three years of study.

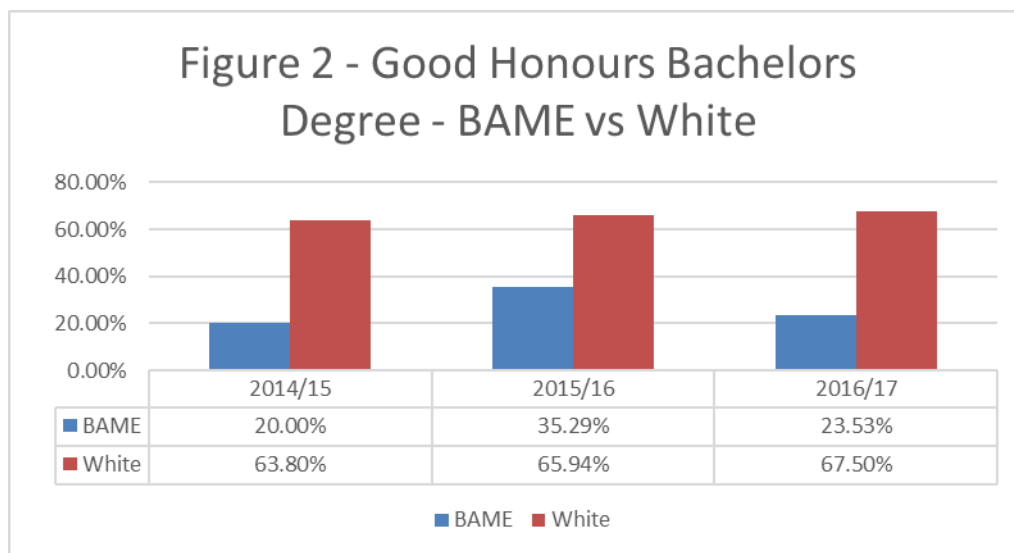**Table 2 – Retention rates by underrepresented groups**

Under-represented groups retention	CCN 2017/18 performance		Gap
Low Higher Education participation	Students from Polar 1 = 89.4% (all ages combined)	Students from Polar 2-5 = 90.1% (all ages combined)	0.7%
BAME	BAME students = 85.7%	White students = 90.0%	4.3%
Mature	Mature students (on entry) = 90.3%	Young students (on entry) = 89.1%	1.1%
Disabled	Students self-declaring disability = 88.1%	Students self-declaring no disability = 89.9%	1.8%

Analysis of this performance has led to the identification of a new target for 2019/20 relating to BAME retention rates.
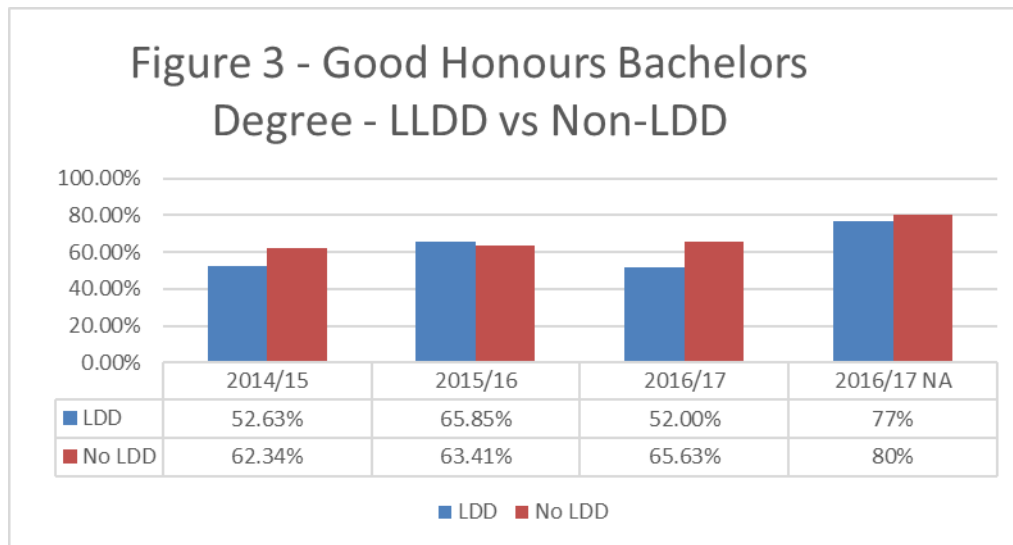
5. Student Success measures continue to be analysed to ensure we understand patterns of student outcomes. The use of the "good honours" measures provides a useful method of analysis, although care must be taken on some measures regarding the very small cohort sizes involved.

Figure 1 - Good Honours Bachelors Degree - Young vs Mature

	2014/15	2015/16	2016/17	2016/17 NA
Young	55.06%	66.67%	65.98%	79%
Mature	67.86%	60.68%	62.50%	67%

6. Figure 1 indicates that the CCN "gap" between the young and mature good honours outcome is around 3%, considerably smaller that national data at 12%. It should also be noted that this gap has been inconsistent over the preceding 3 years, so no strong "pattern" of mature underperformance has developed. However further analysis of the performance of young students from low participation neighbourhoods indicates that a pattern of underperformance may need addressing and a new target for 2019/20 is proposed to address this.

Figure 2 - Good Honours Bachelors Degree - BAME vs White

	2014/15	2015/16	2016/17
■ BAME	20.00%	35.29%	23.53%
■ White	63.80%	65.94%	67.50%

7. Figure 2 indicates that only 24% of BAME students at CCN achieve a good or better outcome compared to 68% of white students. This "gap" has been reasonably consistent over several years and therefore is a key one for us to focus attention on. For CCN, it should be noted that the cohort of BAME students on undergraduate degrees is reasonably small, making any further interventions tightly targeted. To illustrate this in 2016/17 the BAME cohort in Figure 2 consisted of 17 students. This smaller data set means that there has been no subgroup analysis of BAME data at this time. Development of subgroup analysis is planned through detailed tracking of BAME students in programme level reporting, subsequently aggregated to School level reporting. From 2018/19 Annual Monitoring Reports, all programmes will be required to report BAME students by subgroup (in effect this will be by student in many cases, although anonymised). As this reporting develops a deeper understanding of performance across BAME subgroups will be established in the College to enable targeted action.

Figure 3 - Good Honours Bachelors Degree - LLDD vs Non-LDD

	2014/15	2015/16	2016/17	2016/17 NA
LDD	52.63%	65.85%	52.00%	77%
No LDD	62.34%	63.41%	65.63%	80%

■ LDD ■ No LDD

8. Figure 3 indicates that 52% of students self-declaring with a disability (learners with learning disabilities or difficulties – LLDD) get a good or better outcome compared to 66% of non-disabled students. This gap is greater than the national average but has not been consistent across three years. As with the BAME measure, some caution must be taken from the small cohort size of the LLDD (n=25 in 2016/17).

9. Whilst Good Honours analysis provides one measure of student outcomes and success, we have also analysed achievement levels of qualifications. This allows us to fully reflect that a number of our students will be on foundation degrees and therefore not captured in "good honours" analysis. A thorough review of the achievement rates of different socio-economic groups (including intersectional analysis of the impact of a combination of socio-economic factors) reveals that socio-economic disadvantage appears to impact negatively of qualification achievement. Moreover, when combined with analysis of ethnicity, white socioeconomically disadvantaged students perform more poorly that white students from more affluent backgrounds. This analysis has led to new targets for 2019/20 to be proposed.

10.   Care leavers information is a gap in our HE dataset at present and therefore we are not able to analyse access, success or progression of students leaving or with experience of care. The College has a strong and effective system of supporting Looked After Children (LAC) and Care Leavers within our FE provision, including holding the Quality mark for support of Care Leavers from Buttle UK. Further work to analyse this under-represented group within our HE provision will be a target from 2018/19 academic year. Initial actions to develop this dataset draw on the effective systems noted above, building on excellent working relationships with Social Services and broader local authorities. CCN will work with these stakeholders to develop systems to record(anonymised) care leavers within our HE provision and tracking through the stages of the student lifecycle. Data collected will include both care leavers and those students who have

experienced care at any stage of their lives. Student groups will be consulted in the development of methods for data collection. This dataset will be added to our HE Data Dashboard, developed over the last year to support our understanding of Access and Participation data.

11.   Data collected and presented above will be developed further over the 18/19 academic year (for inclusion in the 17/18 Academic Monitoring Review process) to provide data to Course teams, HE Leaders, College Executive and Governors on intersections of disadvantage. Although data is collected which will allow this analysis, it is not yet available in an appropriate format. The HE Dashboard will be developed to enable those staff noted to 'pivot' data by multiple characteristics and deepen understanding of where intersections of disadvantage impact on our students.

12.   Progression data for CCN, recorded in DHLE data, is reflective of the evolving structure of our provision. Although in 15/16 only 56.8% of all leavers progressed into UK work (9.9% below the all HEI figures), this balanced by the 20.7% of students progressing to further study (against an all HEI figure of 14.9%) and 16.3% of students progressing to Work and Further Study (against an all HEI figure of 5.6%). The impact of the number of employed students (some of these students were employer-sponsored through Foundation Degrees prior to the implementation of Higher Apprenticeships) is notable here as well as the structure of programme design, which at the time consisted of more Foundation Degrees with Top-ups. There is further work to do as an institution to ensure that progression data is analysed in a way which allows for appropriate targets to be set against differing students characteristics and intersections of disadvantage. This is reflecting in the lower level of APP funding allocated to these measures in the 2019-20 plan. There is a commitment to develop such data to allow more nuanced targeting for the 2020-21 plan.

13.   The low number of students unemployed at the end of study (1.7% in 15/16 against an all HEI figure of 4.9%) is a reflection of the student demographic CCN primarily works with. DHLE data is analysed by type of award (FdA/FdSc, HNC/D, BA/BSc) but not at course level. Analysis of the impact of socio-economic disadvantaged in progression has identified the need for a new target to support greater number of students from disadvantaged backgrounds to access positive progression outcomes.

Ambition and strategy

14. City College Norwich is committed to being an inclusive and diverse institution that represents the community that it serves and provides opportunities for all to succeed. This is reflected in our strong position with regards to participation of under-represented groups, but we continue to be ambitious to ensure students succeed to their fullest potential. Strategically, CCN is committed to improving

the identification and understanding of under-representation in our HE provision at any stage of the student life-cycle and including intersectional under-presentation. The Access and Participation plan, and the underpinning School level action plans which support it, form a structure for oversight and management of actions designed to reduce under-representation from Students through to College Governors. Continued development of both data collection and analysis, combined with monitoring of both local and national trends will inform the evolving Access and Participation plan to become increasingly nuanced and targeted.

15. We have developed our strategic approach to Access and Participation considerably in the preparation of this plan and in light of the OfS priorities. We are ambitious to build upon our strong record of inclusive access to higher education provision and address areas of disparity as they relate to success and progression. Whilst the relatively small cohort sizes of some of the key groups, especially at the level of intersectional analysis, requires consideration, we have identified a significant number of emerging areas for attention and these are reflected in the increased number of targets we are proposing in 2019/20 compared to previous OFFA plans.

16. This plan provides a clear set of strategic actions that we will take forward in the work of the college and of our School of HE. Whilst the actions will address a number of areas of work, it is possible to suggest that the 2019/20 plan will have 3 key priority groups:

   - BAME students
   - LDD students
   - Students from socio-economically disadvantaged backgrounds

17. Whilst some intersectional analysis has further nuanced these target groups, our focus will be predominately on the success of these groups compared to their peers, whilst continuing to give due consideration to both Access and Progression considerations. It is clear that the identification of these priority groups aligns strongly with the OfS target groups.

18. The College aligns to the Transforming Education in Norfolk (TEN Group) Equality and Diversity Policy and has an institutional level Equality Statement which states that :
   "City College Norwich aims to be:
   - A College where everyone benefits from the wide diversity of staff and students.
   - A College we can all access with equal ease and dignity, enjoy a sense of belonging, and where learning and working have been designed with all of us in mind."
   The E and D Policy and Statement ensures that the College gives due consideration to the impact of decisions on individuals from protected characteristics groups and the requirements of the Equality Act 2010. Indeed,

the very act of creating this Access and Participation Plan requires considerable analysis and consideration of the work of the College with respect to those different groups. Clearly there is alignment with this statement and work undertaken through our Access and Participation Plan although it is important to note that this statement covers the full activity of the College, not simply its HE related work. The statement is reviewed annually with objectives set by the Executive team of the College (which includes student representation). Whilst there are no dedicated teams leading either the Equality and Diversity or Widening Participation work at the College, alignment of the two sets of objectives and their associated work is achieved via this Executive team monitoring.

19. Evaluation of the effectiveness and impact of the Access and Participation plan will be built into the annual cycle of quality assurance in which CCN HE delivery takes place. This will include, but not be limited to;
   - Tracking of performance against course based targets in Course Committees and through updates of Course level Improvement and Action Plans
   - ½-termly updating of the School Improvement and Enhancement Action plan. This will be reported to Student representatives, delivery staff, College Executive and College Governors.
   - Continued development and enhancement of the College's HE data dashboard to identify under-representation at different stages of the student life-cycle
   - Use of the above evaluation in creation of the annual School Monitoring Report

20. Each target identified in the Access and Participation plan will be reported against as above, using live data at each stage of the academic year. This represents an evolution of the existing arrangements for evaluation which remained focused on recruitment of students until the development of the proposed plan included with this document. Responsibility for evaluation of the performance against the Access and Participation plan at a headline sits with the Deputy Principal and College Governors. This evaluation is informed by evaluation of Course level targets by the Director of Higher Education.

21. At present, evaluation of activities to impact on under-represented students is undertaken within the processes outlined above. In a practical sense this means that responsible Managers and Leaders
   - Use live data to determine level of current gaps in performance
   - Compare current and historical gaps to determine movement
   - Explore the impact of specific actions undertaken in reducing these gaps to determine the efficacy of these actions. This provides a mechanism for informing future practice as well as a more effective means of justifying money spent.
   - Set new targets and actions based on updated data and understanding of efficacy of previous actions. These actions will

outline the desired outcome, potential barriers to achievement, costs and staff responsibilities.

22. The processes for evaluation of the current plan (2019/20) will be reviewed in the forthcoming year to ensure that an appropriately clear methodology is outlined to all stakeholders.

23. CCN will develop mechanisms to explore and understand the impact of specific financial support. Use of HE networks, particularly through the Association of Colleges and the Mixed Economy Group will assist in the development of these mechanisms which will serve to make sure that financial support is having a demonstrable impact.

24. The targets included in the Resource Plan which accompanies this document are shown in the table below

Stage of the lifecycle	Main target type	Description	Baseline data	Commentary on your milestones/targets or textual description where numerical description is not appropriate
Success	**Gender**	**To increase the retention of male students to eliminate the gap in retention between the genders. Calculated using retention in all three years of undergraduate study combined.**	**Male retention -4.0% to female (overall 3 years combined)**	Gender target update to be a retention orientated target.
Access	**Socio-economic**	**Proposed rebased to Polar 1 participation of CCN students (Higher / Degree Apprentices excluded)**	**24%**	As our performance is currently double national average we are not proposing to increase further as that would be disproportionate, but we will monitor maintenance of our good performance
Access	**Disabled**	**Rebased to 2017/18 levels of self declared students on entry with LDD (Higher / Degree Apprentices excluded)**	**15%**	As our performance is currently above national average and at levels comparative to the communities we recruit from (based on census data) we are not proposing to increase further as that would be disproportionate, but we will monitor maintenance of our good performance

Stage of the lifecycle	Main target type	Description	Baseline data	Commentary on your milestones/targets or textual description where numerical description is not appropriate
Access	**Mature**	**Rebased to 2017/18 levels of mature students at point of entry**	**44%**	As our performance is currently 10% above national average we are not proposing to increase further as that would be disproportionate, but we will monitor maintenance of our good performance
Access	**Ethnicity**	**This is the % of students who self-declare to be from non-white British ethnic group on entry to our HE provision.**	**BAME = 9%**	98% of our HE students are from Norfolk and Suffolk where the BAME resident population is 5% (ONS census data). Therefore, whilst modest compared to the national picture for recruitment of BAME students, if achieved the 2022/23 target would represent a position where representation of BAME students on our provision was double that of the representation in our resident population.
Success	**Ethnicity**	**To increase the retention of BAME students to eliminate the gap in retention between the BAME and White students. Calculated using retention in all three years of undergraduate study combined.**	**BAME retention - 4.3% to White (overall 3 years combined)**	Intend to close gaps across the 5 years of this plan
Success	**Disabled**	**To increase the good honours outcomes of disabled students to eliminate the gap in good honours between the disabled and non-disabled students . First degrees only, self declared disability.**	**Disabled Good Honours 14% below non-disabled Good Honours**	Intend to close gaps across the 5 years of this plan

Stage of the lifecycle	Main target type	Description	Baseline data	Commentary on your milestones/targets or textual description where numerical description is not appropriate
Success	**Ethnicity**	**To increase the good honours outcomes of BAME students to eliminate the gap in good honours between the BAME and White students. First degrees only, self declared ethnicity.**	**BAME Good Honours 44% below White Good Honours**	**Whilst the current baseline data gap is large, some caution must be used given that the total population of BAME students in the data is 7 students. However there is a 3 year trend of BAME Good Honours being lower than White and coupled with lower retention of BAME students is an area we think we should target.**
Access	**Ethnicity**	**This is the % of students who self-declare to be from non-white British ethnic group on entry to our HE provision.**	**BAME = 9%**	98% of our HE students are from Norfolk and Suffolk where the BAME resident population is 5% (ONS census data). Therefore, whilst modest compared to the national picture for recruitment of BAME students, if achieved the 2022/23 target would represent a position where representation of BAME students on our provision was double that of the representation in our resident population.
Socio-economic	**Multiple**	**Increase % of IMD decile 1-2 graduates moving into employment in DLHE SOC 1-3 categories**	**IMD deciles 1-2 8.2% below students from deciles 3-10**	
Success	**Socio-economic**	**To increase the % of students from IMD Decile 1-2 group achieving their qualification**	**IMD Deciles 1-2 15.1% below deciles 3-10**	**Intend to close gaps across the 5 years of this plan**
Success	**Socio-economic**	**To increase the % of young full-time students from POLAR quintiles 1-2 achieving Good Honours outcomes.**	**Young POLAR1-2 with Good Honours 14% below**	**Intend to close gaps across the 5 years of this plan**

Stage of the lifecycle	Main target type	Description	Baseline data	Commentary on your milestones/targets or textual description where numerical description is not appropriate
			students from POLAR 3-5	
Success	**Multiple**	**Increase % of Non-BAME undergraduates from disadvantaged backgrounds (IMD decile 1-2) attaining qualification**	**Non-BAME disadvantaged students 17.5% below non-BAME students from IMD deciles 3-10**	**Intend to close gaps across the 5 years of this plan**

25. The Access and Participation Plan sits within a wider set of initiatives funded through other sources. Most significantly, our Higher Education offer is evolving to incorporate significant and growing levels of Higher and Degree Apprenticeships. As OfS note, Higher and Degree Apprenticeships help to overcome a major barrier to participation in that participants have jobs and are not required to pay their own fees. Whilst the data associated with our Higher and Degree Apprentices has been removed from this plan following OfS advice, they nevertheless represent a considerable commitment by the College to ensure our Level 4 and above provision is accessible to all, whilst meeting the needs of the community we serve.

26. The College is an active partner in the Network for East Anglian Collaborative Outreach (NEACO), led by University of Cambridge. This initiative, focussed on the targeted engagement with young people in low participation wards is leading to considerable outreach activities, some of which would have previously been completed under our OFFA agreement plan. However, there is strong complementarity between our proposed approach for this agreement and the NEACO work, driven mainly by the limited and targeted nature of the NEACO project. As can be seen from Table 1, young students make up only 56% of our HE entrants and many of those students already study with the College at Level 3. As the College is the largest provider of FE education to NEACO target students in East Anglia, we can tightly focus our NEACO activities on this group and avoid overlap with Access and Participation Plan activity. It should also be noted that at time of writing there is no certainty that any NEACO activity will be remaining in the 2019/20 academic year.

27. The College is an active participant in local education both in terms of our outreach activity and in membership of local networks. Over the course of an academic year College Advice and Guidance staff visit the significant majority of

local high schools to raise awareness of our local offer as well as provide advice on progression more generally. In the period of the academic year from September through to early November a total of 33 secondary schools were visited. The nature of these visit range from assemblies and timetabled sessions to drop-ins and parent/carer orientated events, depending on the schools careers advice and guidance strategy. We are members of the Norfolk Schools Heads of 6th Form group, run through Norfolk County Council, which seeks to improve the numbers of Norfolk students progressing to HE. The College holds 3 Open Events per annum with two specific HE events held at our Norfolk House HE Centre with all local 6th forms receiving targeted invitations to this event.

28. Members of the College Executive work actively with the New Anglia Local Enterprise Partnership to engage with both the public and private sector to develop appropriately targeted provision to meet local economic needs.

29. Norwich is a DfE Opportunity Area, one the first 6 announced in the country. The College works strongly with the initiatives developed by the opportunity area that are focussed mainly on 4-16 year old education, with some 16-18 focus. The overarching goal to drive up educational attainment in Norwich, which in turn will increase opportunities for progression to HE, is again tightly targeted on young participants and therefore whilst welcomed, has little potential overlap with Access and Participation Plan activity.

30. In our 2019/20 Access and Participation Plan, we are proposing to refocus our targets, de-emphasising access targets (given our strong performance as noted in Table 1) and prioritising targets relating to the retention and success of students on programme.

31. We will ensure that the Access and Participation Plan targets are assessed and monitored via our internal reporting mechanisms and our regular HE focussed meetings and governance. This governance, both at College Management and Governing Body level includes student representation. The Students' Union of the College has 2 full time sabbatical officers, with the President being a formal member of the College's Executive Team, attending all meetings and being fully part of decision making and monitoring of plans. In addition, they are a full Governor on the Governing Body of the College, where they are also joined by an elected Higher Education Student Governor and a FE student governor. This ensures that there is strong student representation at decision making structures within the College to ensure plans are scrutinised and challenged by the student body. We accept that further work to ensure student involvement with implementation and evaluation of the plan is possible and will be developing this further in 2018/19 via our HE Student Forum which contains representatives of a full range of college provision.

32. Considerable work has been undertaken in the preparation of this plan to rework existing data reporting on HE to exclude the higher and degree apprentices as

required, but that has provided an opportunity to ensure the reporting mechanisms we have are fit for purpose going forward. The only exception to this is the progression data where the national dataset from DLHE currently does not support the exclusion of Higher and Degree Apprenticeship students and we are not proposing to duplicate this survey.

Access, student success and progression measures

33. This plan builds upon the current practice of the College in widening participation and supporting students from all backgrounds to succeed. As can be seen from our access statistics, the College is an inclusive institution attracting students from the full breadth of our local community. This inclusive approach is fully embedded in our approach to recruitment and admissions and links to the work we do to encourage progression from Further Education provision, which also has a strong widening participation focus. Examples of work include specific progression events for our Access to Higher Education students to ensure they see the opportunities for progression and can overcome perceived barriers such as financial issues.

34. The College has well-established financial support advice in place for students and a range of sources of direct financial support is available. Dedicated Finance Advisors work alongside students to remove barriers to participation and success

35. Following consultation with the OfS Registration team during the preparation of this plan, the targets included in it have been reviewed and overhauled. This is partly due to the exclusion of the Higher and Degree Apprentices who have previously been included in OFFA agreements and partly as we have taken the opportunity to thoroughly update the baselines on most targets to more recent academic years, therefore rebasing the targets and requiring the development of new measures to address the emerging priorities.

36. Our approaches to addressing our priority areas is built upon our experience to date and acknowledge that in terms of access, some of our targets require maintenance of current good performance, as opposed to additional targeted activities above historic levels. We continue to actively review the evidence based approaches that demonstrate effective practice in this area of work, and will continue to utilise that in shaping our 2019/20 actions.

37. We will continue to support extensive outreach into schools and community settings to ensure Access levels continue to be strong. We will particularly target community groups where engagement with the BAME community maybe enhanced and will continue to fund posts specifically targeted to support

students from different backgrounds and particularly those who may have migrated to the UK in the recent past.

38. Our extensive Curriculum Services team which support student with LDD across the college will continue to enhance services to support HE students remain on programme and succeed fully. We have over 20 students actively supported to access DSA support mechanisms and we will seek to ensure all eligible students can access support services. We will also work with academic staff within the School of HE to further enhance their understanding of support services.

39. For students of a BAME background we will undertake extensive work in 2018/19 to better understand the barriers they face both in terms of retention and good honours outcomes. Whilst acknowledging the relatively small number of these students within our cohorts (evidenced by the suppression within TEF metric of some of our BAME results), it is important to work with the student population to target interventions. Current analysis indicates that academic writing skills in a second language may be one barrier and therefore we will pilot some targeted interventions in 2018/19 alongside further research work to ensure interventions are firmly evidenced based.

40. For students who self-declare as disabled we will undertake work in 2018/19 to better understand the barriers faced in terms of good honours outcomes to enable appropriate actions to be put into place to reduce the attainment gap for this cohort. Current analysis, which requires development, indicates that early identification and support for student needs is required to ensure that a gap does not form at the outset of the programme. Additionally there is a requirement to make sure that accessibility to assessment is appropriate for all students.

41. Analysis of data shows that students from Indices of Multiple Deprivation deciles 1-2 both attain less well and progress less well than their counterparts. This is even more pronounced with Non-BAME students in this cohort. In a similar vein, there is a Good Honours attainment gap for those students from Polar 1 and 2 quintiles. Whilst this is reflective in some ways of a national picture there is a requirement for work to be carried out to determine the most appropriate type and level of support to reduce this gap over the coming years. Work will be completed in 2019/20 to develop further this understanding and to set appropriate targets in the 2020/21 plan. This will include, but not be limited to, interviews and focus groups with current and former students as well as exploring learning gain methodologies, projects and data to develop appropriately focussed solutions.

42. The Hardship fund work will continue to prioritise targeted groups and allow for individualised support to overcome key financial barriers if and when they occur.

43. To meet our Access and Participation Plan target for raising attainment in schools the College will continue its proactive role as a local leader in

educational development. This includes, but is not limited to, work with the previously outlined Opportunity area and collaborative work to meet Local Enterprise Partnership targets.

Investment

44. The extensive review and rebasing of this plan compared to previous OFFA plans, which for the first time excludes Higher and Degree Apprentices, has led us to propose a change to our investment levels. It is clear on many of the previously set Access targets our performance is significantly above national average levels, with the College making a very strong contribution to widening participation. In addition, the College's strong and productive relationship with other local HEIs including our validating partner UEA ensures that we maintain our strong strategic focus that our HE is predominantly an offer for our local community and targeted at providing opportunities for all. This compliments other local providers whose focus on a narrower and more academically challenging set of entry points provides the regions with a strong range of provision.

45. For 2019/20 we are proposing to invest:
    - £95,000 in Access related activities
    - £95,000 in in Success related activities
    - £25,000 in Progression related activities
    - £25,000 in Financial Support activities
    - Total = £240,000 (20.8% of the total predicted 2019/20 Higher Fee Income)

46. It is challenging for a College to effectively separate out wider investment in access, success and progression services as they are integrated into wider College provision which is not solely HE focussed.

47. We believe that this investment level is consistent with the OfS guidance for a provider such as ourselves within our current strong levels of performance on Access and Participation of targeted groups.

Provision of information to students

48. The College is committed to providing clear information to students at all stages of their engagement with the College. This Access and Participation Plan will be published on our website for ease of access to prospective and current students and on our internal VLE. This will be alongside clear and transparent information about fees, to ensure students can make good

decisions and understand how we are dealing with higher fee income. We have a dedicated web-page to provide clear guidance about fees and funding (https://www.ccn.ac.uk/support-and-advice/finance/higher-education-funding/) and this also provides access to the dedicated staff we have to advise prospective and current students about financial matters. Printed material such as Prospectus' reproduces this information and such support forms part of both application and induction activities.

* 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.		
It is not our intention to increase fees by inflation for the 2019-20 entrants		

Full-time course type:	Additional information:	Course fee:
First degree	All BA/BSC programmes with the exception of BSc Professional Aviation Engineering Practice	£7,500
First degree	BSc Professional Aviation Engineering Practice	£9,000
Foundation degree		£7,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND	City College Norwich (10004772) -	£4,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Success	Gender	**Other statistic** - Gender (please give details in the next column)	To increase the retention of male students to eliminate the gap in retention between the genders. Calculated using retention in all three years of undergraduate study combined.	No	2017-18	Male retention - 4.0% to female (overall 3 years combined)	3.2% gap	2.4% gap	1.6% gap	0.8% gap	0% gap	Gender target update to be a retention orientated target.
T16a_02	Access	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	Proposed rebased to Polar 1 participation of CCN students (Higher / Degree Apprentices excluded)	No	2017-18	24%	24%	24%	24%	24%	24%	As our performance is currently double national average we are not proposing to increase further as that would be disproportionate, but we will monitor maintenance of our good performance
T16a_03	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Rebased to 2017/18 levels of self declared students on entry with LDD (Higher / Degree Apprentices excluded)	No	2017-18	15%	15%	15%	15%	15%	15%	As our performance is currently above national average and at levels comparative to the communities we recruit from (based on census data) we are not proposing to increase further as that would be disproportionate, but we will monitor maintenance of our good performance
T16a_04	Access	Mature	**Other statistic** - Mature (please give details in the next column)	Rebased to 2017/18 levels of mature students at point of entry	No	2017-18	44%	44%	44%	44%	44%	44%	As our performance is currently 10% above national average we are not proposing to increase further as that would be disproportionate, but we will monitor maintenance of our good performance
T16a_05	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	This is the % of students who self-declare to be from non-white British ethnic group on entry to our HE provision.	No	2017-18	BAME = 9%	9%	9%	10%	10%	11%	98% of our HE students are from Norfolk and Suffolk where the BAME resident population is 5% (ONS census data). Therefore, whilst modest compared to the national picture for recruitment of BAME students, if achieved the 2022/23 target would represent a position where representation of BAME students on our provision was double that of the representation in our resident population.
T16a_06	Success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	To increase the retention of BAME students to eliminate the gap in retention between the BAME and White students . Calculated using retention in all three years of undergraduate study combined.	No	2017-18	BAME retention -4.3% to White (overall 3 years combined)	3.2% gap	2.4% gap	1.6% gap	0.8% gap	0% gap	Intend to close gaps across the 5 years of this plan
T16a_07	Success	Disabled	**Other statistic** - Disabled (please give details in the next column)	To increase the good honours outcomes of disabled students to eliminate the gap in good honours between the disabled and non-disabled students . First degrees only, self declared disability.	No	2017-18	Disabled Good Honours 14% below non-disabled Good Honours	12% gap	8% gap	5% gap	1% gap	0% gap	Intend to close gaps across the 5 years of this plan

Reference Number	Select stage of the lifecycle	Main target type	Target type	Description	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary
T16a_08	Success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	To increase the good honours outcomes of BAME students to eliminate the gap in good honours between the BAME and White students . First degrees only, self declared ethnicity.	No	2017-18	BAME Good Honours 44% below White Good Honours	40% gap	32% gap	20% gap	10% gap	0% gap	Whilst the current baseline data gap is large, some caution must be used given that the total population of BAME students in the data is 7 students. However there is a 3 year trend of BAME Good Honours being lower than White and coupled with lower retention of BAME students is an area we think we should target.
T16a_09	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	This is the % of students who self-declare to be from non-white British ethnic group on entry to our HE provision.	No	2017-18	BAME = 9%	9%	9%	10%	10%	11%	98% of our HE students are from Norfolk and Suffolk where the BAME resident population is 5% (ONS census data). Therefore, whilst modest compared to the national picture for recruitment of BAME students, if achieved the 2022/23 target would represent a position where representation of BAME students on our provision was double that of the representation in our resident population.
T16a_10	Progression	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	Increase % of IMD decile 1-2 graduates moving into employment in DLHE SOC 1-3 categories	No	2016-17	IMD deciles 1-2 8.2% below students from deciles 3-10	7.5% gap	6.5% gap	5% gap	3.5% gap	<1% gap	
T16a_11	Success	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	To increase the % of students from IMD Decile 1-2 group achieving their qualification	No	2016-17	IMD Deciles 1-2 15.1% below deciles 3-10	12% gap	10% gap	7% gap	5% gap	2.5% gap	Intend to close gaps across the 5 years of this plan
T16a_12	Success	Socio-economic	**HESA T1b** - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	To increase the % of young full-time students from POLAR quintiles 1-2 achieving Good Honours outcomes.	No	2016-17	Young POLAR1-2 with Good Honours 14% below students from POLAR 3-5	12% gap	10% gap	7% gap	5% gap	2.5% gap	Intend to close gaps across the 5 years of this plan
T16a_13	Success	Multiple	**Other statistic** - Other (please give details in the next column)	Increase % of Non-BAME undergraduates from disadvantaged backgrounds (IMD decile 1-2) attaining qualification	No	2016-17	Non-BAME disadvantaged students 17.5% below non-BAME students from IMD deciles 3-10	17.5% gap	14% gap	11% gap	9% gap	7% gap	Intend to close gaps across the 5 years of this plan

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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Long term collaborative school work	Yes	2016-17	12	14	14	14	14	14	Number of high schools (outside of NCOP funded activity) visited
T16b_02	Access	Attainment raising	Other (please give details in Description column)	Identify and work with targeted schools to support their raising of their OFSTED grade from "requires improvement" to at least good	Yes	2017-18	2	2	3	4	5	6	