

Bury College

2019-20 access and participation plan

Assessment of current performance

Introduction / Context

Bury College is a large tertiary college in Greater Manchester. The College attracts students from a wide geographical area including Bury, Rochdale, Manchester and Lancashire. The College has, for many years, offered a wide range of full and part-time higher education qualifications that meet the needs of students who want to enhance their career prospects, are looking for a career change or simply wish to continue their education to a higher level.

Bury College's University Centre works in partnership with a range of Higher Education providers including the University of Bolton, University of Cumbria and Pearson. The Higher Education curriculum portfolio reflects the College's tertiary and community nature with qualifications available at HNC, HND, Foundation Degree, Bachelor of Arts and Bachelor of Science in both full and part time modes of delivery.

Bury College's mission statement is:

Serving the community through education and training

The four key higher education strategic aims for achieving this mission statement are:

- To develop Bury as a university town through the co-ordinated development of new higher education programmes with key partners
- To ensure that Bury College's higher education offer remains relevant to the needs of the community and employers as identified through the external needs analysis report
- To provide opportunities for progression onto vocationally relevant higher education programmes
- To ensure continued high quality provision and further improve the higher education experience for learners.

Access, Success and Progression

Access

The profile of students studying at Bury College on university programmes between 2013/14 and 2017/18 is detailed as follows:

Profile of students studying on University Programmes 2013/14 – 2017/18

Category	2013/14	2014/15	2015/16	2016/17	2017/18
Age:					
18-20	85	127	143	166	116
21+	196	144	174	193	175
Disability:					
Student has a learning difficulty or disability	40	39	50	61	42
No learning difficulties or disabilities	233	230	260	287	240
No information provided	8	2	7	11	9

Gender:					
Female	211	223	247	270	235
Male	70	48	70	89	56
Students with a widening participation postcode:					
Yes	119	138	150	157	145
No	162	133	167	202	146
Largest Ethnicity Category:					
White British	216	210	222	276	233
Other:	65	61	95	83	58
Total Number of Students	281	271	317	359	291

These figures have been analysed against national trends, particularly Higher Education Statistical Agency findings, to detail current performance against key Access and Participation drivers. These show many positive elements as a result of our activities, and identify areas for further work. This is detailed below:

Analysis of current performance - Socioeconomic

The table below shows Bury College performance against national data on HE enrolment data in terms of success in targeting and engaging learners from low participation areas.

Year	Bury College Widening Participation Postcode	National HE enrolments Low participation neighbourhood (POLAR3)	Gap
2013/14	42%	11%	31%
2014/15	51%	11%	40%
2015/16	47%	11%	36%
2016/17	44%	11%	33%
2017/18	50%	N/a	N/a

HESA Source: <https://www.hesa.ac.uk/news/01-02-2018/widening-participation-summary>

In terms of Socioeconomic factors, this data confirms that Bury College is performing ahead of national trends.

Analysis of current performance - Gender

The table below shows Bury College performance against national data on HE enrolment data taken from the Higher Education Statistics Agency

Year	Bury College Male	National HE enrolments Male	Gap
2013/14	25%	44%	-19%
2014/15	18%	44%	-26%
2015/16	22%	43%	-21%
2016/17	25%	43%	-18%
2017/18	19%	N/a	N/a

HESA Source: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

In terms of Males, analysis confirms that Bury College needs to continue targeting activities on this cohort.

Year	Bury College Female	National HE enrolments Female	Gap
2013/14	75%	56%	19%
2014/15	82%	56%	26%
2015/16	78%	56%	22%
2016/17	75%	57%	18%
2017/18	81%	N/a	N/a

HESA Source: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

In terms of Females, this data confirms that Bury College is performing ahead of national trends.

Analysis of current performance - Ethnicity

The table below shows Bury College performance against national data on HE enrolment data taken from the Higher Education Statistics Agency

Year	Bury College Non-White (BME)	National HE enrolments Non-White (BME)	Gap
2013/14	23%	20%	3%
2014/15	23%	21%	2%
2015/16	27%	22%	5%
2016/17	23%	23%	0%
2017/18	20%	N/a	N/a

HESA Source: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

In terms of Ethnicity, whilst falling over the past few years, this data confirms that Bury College remains broadly in line with national trends and delivering above borough demographics (10.9% of local population is non-white), however there is some work required to ensure continued targeting on this cohort.

Analysis of current performance – Mature Learners

The table below shows Bury College performance against national data on HE enrolment data taken from the Higher Education Statistics Agency

Year	Bury College Age 21+	National HE enrolments Age 21+	Gap
2013/14	70%	62%	8%
2014/15	53%	60%	-7%
2015/16	55%	59%	-4%
2016/17	54%	58%	-4%
2017/18	60%	N/a	N/a

HESA Source: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

In terms of Mature Learners, this data confirms that Bury College is improving targeting of this cohort, with figures broadly in line with national trends.

Analysis of current performance – Disability

The table below shows Bury College performance against national data on HE enrolment data taken from the Higher Education Statistics Agency

Year	Bury College Known Disability	National HE enrolments Known Disability	Gap
2013/14	14%	10%	4%
2014/15	14%	11%	3%
2015/16	16%	11%	5%
2016/17	17%	12%	5%
2017/18	14%	N/a	N/a

HESA Source: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>

In terms of Disability, this data confirms that Bury College is performing ahead of national trends.

Analysis of current performance – Care Leavers

Bury College is currently reviewing processes to allow capturing of data for students who are Care Leavers, as current analysis suggests one current learner has identified as being a Care Leaver. This equates to 0.3%. This is lower than available national data, e.g. from Higher Education Policy Institute, whose online document 'New Insights on WP: Care leavers and their paths to higher education' suggested that 1% of care leavers were in higher education. This is supported from UCAS report '*Looked after Children & Care Leavers*', which detailed that in 2013, only 4,925 out of 561,985 UK domiciled applicants indicated that were or had been in care. This equates to 0.8%

HEPI Source: <http://www.hepi.ac.uk/2017/08/18/new-insights-wp-care-leavers-paths-higher-education/>

UCAS Source: <https://www.ucas.com/file/4996/download?token=YI9B1Wwh>

Summary of current performance

There is much to celebrate in terms of Access and Participation within Bury College's HE provision, where activities are resulting in rates ahead of national trends, including in relation to engagement of those from low participation neighbourhoods, females and those with a learning difficulty or disability. However, analysis also highlights areas where activities are running similar to or below national trends, e.g. mature learners, BME learners, male learners and care leavers and these will form the basis of the access elements within the ambition and strategy, and targeting sections of our Access and Participation Plan.

Success

The profile of students success and performance at Bury College on university programmes between 2013/14 and 2017/18 is detailed as follows:

	2013/14	2014/15	2015/16	2016/17
Cohort size (number of students)	281	271	317	359
In-year retention rates	88%	93%	94%	93%
Non-continuation rates of entrants who are no longer in HE the year after they entered	22%	20%	21%	17%
Achievement rates	91%	88%	91%	97%

Analysis of current performance – non-continuation rates

The table below shows Bury College performance

Year	Bury College Non-continuation rates
2013/14	22%
2014/15	20%
2015/16	21%
2016/17	17%

Please note that these rates cover both full-time and part-time courses, and for students aged up to 21, and mature learners aged over 21.

This shows that the positive steps being taken by the college are successfully bringing non-continuation rates in line with national trends, e.g. HEFCE analysis, which show that for learners progressing to HE with a BTEC background have a non-continuation rate between 10 and 21 per cent (majority of Bury College HE learners enter with BTEC / equivalent background).

Source: <http://www.hefce.ac.uk/analysis/transfers/nc-rates/>)

Progress

Full Time, First Degree Students

Higher Education Statistical Agency data on UK graduate employment and destinations (First Degree, Full-time) show that for 2015/16:

- 65% progressed to UK Work
- 2% progressed to Overseas Work
- 5% progressed to Work and Further Study
- 17% progressed to Further Study
- 5% progressed to Unemployed
- 4% progressed to Other

This shows that 89% progressed to an outcome other than Unemployed/Other. By comparison, the aggregate percentage of graduates from full-time programmes progressing onto employment or further study at Bury College was 94.8%.

This confirms that positive student progress at Bury College is ahead of national trends.

Part-Time, First Degree Students

Higher Education Statistical Agency data on UK graduate employment and destinations (First Degree, Part-time) show that for 2015/16:

- 72% progressed to UK Work
- 2% progressed to Overseas Work
- 7% progressed to Work and Further Study
- 7% progressed to Further Study
- 4% progressed to Unemployed
- 8% progressed to Other

This shows that 88% progressed to an outcome other than Unemployed/Other. By comparison, the aggregate percentage of graduates from part-time programmes progressing onto employment or further study at Bury College was 98.3%

This confirms that positive student progress at Bury College is ahead of national trends.

Source: <https://www.hesa.ac.uk/data-and-analysis/graduates>

Analysis of current performance - under-represented groups

The profile of success and performance at Bury College on university programmes for 2016/17 for under-represented groups is shown below.

Retention

- Overall college in-year retention rate – all students = 93%
- In-year retention rate among under-represented groups = 88%

This data confirms that Bury College needs to continue targeting activities at this cohort, with particular focus placed on:

- those living in a widening participation area
- those aged 21 and over
- those whose ethnicity is other than White British
- those with a learning difficulty and/or disability

This has been addressed through the target setting section of this plan, which has highlighted non-continuation rates as a key priority.

Success

- Overall college achievement rate = 97%
- Achievement among under-represented groups = 100% (everyone who completed their course successfully achieved)

This data confirms that Bury College is performing well against this measure across all cohorts.

Progression

- Overall college progression rate = 96%
- Progression rate among under-represented groups = 96%

This data confirms that Bury College is performing well against this measure across all cohorts.

Ambition and strategy

Assessment of current performance confirms that many areas of existing Bury College HE provision supports the ambitions of Office for Students across different stages of the student lifecycle, including:

Access Females, those with a Disability and those from lower participation neighbourhoods
Progress Full-time learners progressing to employment and / or further study, and part-time learning progressing to employment and/or further study

These provide reassurance that much of the work undertaken by the college is having a positive impact. Further assessment of current performance also identifies a number of areas where there are gaps / room for improvement to support Office for Student ambitions at different stages of the student lifecycle, including:

Access Males, BME learners, Mature learners and Care Leavers
Success Non-continuation rates of entrants who are no longer in HE the year after they entered

Whilst Access and Participation activities will continue to be targeted to all Office for Student priority groups, particular focus will be placed on those cohorts.

The following section provides examples of the type of activities that Bury College currently delivers to support Access and Participation, together with examples of additional work that will be delivered to help the college to improve their situation.

Access

Examples of existing activities delivered by Bury College in support of Access ambitions include:

Pre-16 outreach activity

Bury College works in partnership with over 50 local high school partners, where we offer a wide range of supportive activities to help school staff, their pupils and parents to make an informed choice when planning their future education and career. The sessions have been developed over a number of years to allow for specific targeting of key groups, including those in schools who have the potential to progress onto higher education but come from backgrounds with little or no higher education experience. Examples of activities delivered include

- wide-ranging presentations on HE to help raise awareness among younger learners of the opportunities available to them
- follow-up 1-2-1 sessions which allow students to ask questions relevant to them / their aspirations
- delivery of taster sessions with curriculum staff to help engage students / realise how what they are learning at school can provide a platform to higher education and a career

The college also offers a range of activities within the college setting (masterclasses, taster sessions and workshop sessions) where pupils can experience college life and gain a greater understanding of how their school work can enable them to progress to post 16 study programme, and progress lead on to studying at a higher level. The range of activities delivered in partnership with local high schools include a music summer school, a performing arts summer school, a debating challenge, maths challenge, and a range of taster sessions, e.g. in computing, hardware and networking and web design.

GM Higher activity

Bury College is also an active member of Greater Manchester Higher, the local version of the National Collaborative Outreach Programme. This has enabled the College to develop and deliver a range of activities aimed at learners and teachers in schools and colleges within the local area, with particular attention on pupils and students from wards with low higher education participation rates. As part of this project, Bury College has appointed a Higher Education Outreach Advisor who works with the targeted high schools and internal college students to raise awareness of Higher Education and co-ordinate events and activities. Recent examples of activities available through this initiative include:

- On-campus activities, such as student experience days, including campus tours, workshops and practical activity
- In-school activities, such as IAG to promote higher education to Years 7-11 learners, information on progression routes and Student Life, Interview Skills, Revision Skills and support for Parents

- Year 10 Mentoring activities, such as intro to HE, life after Year 11, Post-16 options, decision making, student life

Internal progression activity within Bury College

As part of the planning of the transition process for post 16 students, a range of activities take place throughout the academic year to promote progression into Higher Education. Activities include:

- Presentations from Higher Education staff on the wide range of programmes available
- IAG on how current study programmes will enable them to progress to relevant HE courses, and support their future career
- Support writing UCAS applications
- Tours of the new University Centre
- Promotion of the bursary that is available for internal students who progress directly on to a Bury College programme (subject to satisfactory attendance and performance)

Students also have the opportunity to access follow-up Information Advice and Guidance sessions facilitated by the Higher Education Outreach Advisor where they have additional / on-going questions / queries / support needs.

Transition activity

In order to support applicants with the transition into higher education at Bury College, a series of online materials have been developed which enable applicants to access information on a range of matters, including:

- Study guides
- Academic referencing
- Subject reading lists
- Financial and learner support

These materials can be accessed through a dedicated Higher Education website and enable applicants to become familiar with the academic and practical aspects of their programme prior to enrolling.

Post-16 outreach activity

Bury College has had noticeable success in recruiting mature learners on to its Higher Education provision, e.g. where 60% of all learners were aged 21+ in 2017/18. Examples of approaches that have supported this position include:

- Growing our Access programme, providing opportunities for mature learners to re-engage with learning and develop a solid platform from which to progress to Higher Education
- Delivering the Access programme within the college's University Centre, which helps students feel part of the environment recognition of their aspirations to study at a higher level
- Detailed IAG, which includes provision of information and awareness raising on entry qualifications and criteria for mature learners, and how these can be flexed according to individual circumstance / experience
- Flexible delivery methods that have been designed to accommodate different needs of mature learners, e.g. part-time jobs, families and caring commitments

To build on these activities and address gaps within access and participation and support Office for Students ambitions, the College will prioritise Access activities to learners with the following characteristics:

- Students from BME backgrounds
- Males
- Those in Care / Care Leavers

Examples of how this will be achieved include:

- Deliver more targeted masterclasses and workshops to support college students pupils raise achievement (with particular emphasis on male engagement, those from BME backgrounds, and those in care / care leavers) so that they are able to successfully transition to HE
- Greater work on targeting of internal Bury College students to ensure that they have the opportunity to participate in awareness raising events. This will include through continued close liaison with the GM Higher project and our allocated HE Outreach Advisor to ensure that activities are more effectively designed to target and support Males, students from BME backgrounds and those in Care / Care Leavers. This will include increased provision of subject-specific activities so that potential HE students

are able to access taster sessions / workshops / advice and guidance briefings on areas of interest to help inform their decision making

- Expanding outreach activities targeted at mature learners, providing more / additional information on areas such as programmes available, course content, tuition fees, entry criteria, progression opportunities to Higher Education. This will also include improved communication around pathways to HE, such as through Access courses; and awareness raising on Adult Learning Loans to provide financial support to mature learners. Use of Case Studies will support this activities, e.g. by showcasing members of the community who have gone through the Access – HE journey successfully
- Improved partnership working, including with other Adult Learning Provider in the borough / locality, such as Bury Council, who deliver a wide range of courses for adult learners / returners
- Delivery of Open Events targeted at mature learners, e.g. adults looking to return to learning / those looking to gain a Higher Education qualification to improve their employability / career progression
- Review of courses and delivery models to ensure that they remain accessible and attractive to a wide range of demographics and backgrounds

Financial Support - Bury College University Bursary

Those Bury College students who enrol onto Bury College University Centre directly from an eligible Level 3 full-time course can benefit from a bursary which will be paid each academic year of your course.

Additional information is provided at: <http://www.burycollegeunicentre.co.uk/supporting-you/financial-support/>

Success

Assessment of current performance shows that Bury College needs to prioritise activities to address non-continuation rates of entrants who are no longer in HE the year after they entered.

Examples of existing activities delivered by Bury College in support of Access ambitions include:

Tutorial System

The College has developed a standardised tutorial schedule, which is implemented on each Higher Education course. The range of tutorials include

- sessions in the Learning Resource Centre at 'beginner', 'intermediate' and 'advanced' levels
- presentations from Additional Learner Support
- presentations from Counselling representatives in semester 1
- career planning sessions
- student representative led sessions prior to Student and Staff Liaison Committees which are held each semester

Students now have access to one to one tutorials throughout their studies which provides an opportunity for students to gain a greater understanding of their progress to date and to receive further feedback on their assessments.

The 2017 internal survey results indicate that 81% of YR 1 and YR 2- YR3 students agreed that they had sufficient advice and support with their studies and 81% of YR 1 students also agreed that they had been able to contact staff when they needed to. 88% of YR 2 and YR 3 students indicated that they had been able to contact staff when they needed to.

Student Engagement Process

In addition to its tutorial system, Bury College has established a Student Engagement process that enables student representatives to take an active role in the management of Higher Education. Specifically, the role of a HE representative is:

- To be the voice of students studying on their course.
- To be actively engaged with how decisions are made
- To liaise with their tutors on a regular basis.
- To represent their peers' opinions and interests and address issues that impact on the quality of the educational experience at Bury College by attending various meetings and activities.

- To work with Bury College to develop policies and educate students about important issues regarding their education.
- To keep abreast of student issues regarding their course, through actively engaging the opinion of their peers.
- To feedback information to the University staff as appropriate.

Students engage with Personal Development Planning via the tutorial system during which students are encouraged to discuss their career aims and what they must do in order to achieve their goals. During the work experience module, students complete an assignment which embeds employability skills including interview techniques and CV writing.

This process provides a range of benefits to students, and to the college, including:

- Providing students with named points of contact with which to raise any questions / queries / issues
- Providing multiple link points between the student population and college staff
- Ensuring that students are able to input and steer decisions across the college’s HE provision
- To provide continuous feedback on student learning experience / resources / support mechanisms etc.

Study Skills

In response to student feedback, compulsory study sessions were delivered throughout the 2016/17 first semester and were broadly successful in enabling YR1 students develop a greater understanding of the academic skills required on a Higher Education course. In 2017 the College was successful in its bid to HEFCE to secure funding for an innovative project which aims to enhance academic study skills. This project builds on achievements to date, with interdisciplinary teams of HE teaching staff, together with library staff, and undergraduate students working to create curriculum innovation through delivery of Enhanced Academic Study Skills to support the development of skills, knowledge and application across teaching professionals and undergraduates. The project has the following objectives:

- Build on experimental innovation delivered by Bury College by supporting interdisciplinary professional practice in the field of academic study skills – enhancing existing approaches
- Take innovative learning and teaching practices which delivered encouraging results in FE and test them on an undergraduate population (prescribed programmes only)
- Deliver appropriate training and support to HE teaching staff to enable them to better adapt and embed enhanced academic study skills within their teaching pedagogies
- Add to the ‘what works’ evidence base for specific cohorts of learners, including use of learner analytics, e.g. collecting and measuring data relating to library usage pre/post project.

The Enhanced Study Skills project has been delivered to approximately 100 YR 1 students and has been extended to include YR 2 cohorts where a particular need has been identified. In total 150 learners will have benefitted from this project against an initial target of 50. The 2017/18 autumn term internal survey indicated that 79% of YR 1 and targeted YR 2 students found the project useful and informative. The table below illustrates the difference between the 2016/17 and 2017/18 internal survey results which compared results from the pilot group in 2016/17 with all YR 1 and targeted YR 2 students in YR 2:

2017/18	I found the study skills project useful and informative	79% of all YR 1 and targeted YR 2 students
2016/17	I found the study skills project useful and informative	80% of pilot group

Self-Efficacy Survey

A key aspect of the Higher Education Learning, Teaching Policy to support students is the implementation of a Self Efficacy survey, introduced in 2014/15. The survey, which has been developed as part of a European wide Leonardo Transfer of Innovation project with partners from Portugal, Turkey, Romania and Italy, identifies student’s perception of their own performance in terms of their academic goals, confidence in achieving higher grades and ability to access the curriculum. Results from this 2014/15 survey indicated that:

- The majority of students felt that they were on the right course and at the right institution
- Most students had aspirations for achieving high grades
- Most students felt confident about working together and understanding the course requirements

- There were some concerns regarding the ability to afford the course, preparing for assessment and making new friends.

This tool helps help early identification of any students at risk of dropping behind / dropping-out, and for organising appropriate / targeted support.

Enhanced student experience, engagement and support services

A range of additional activities take place throughout the academic year to support student success, including:

- Annual focus groups with each cohort of students in semester 2 to review progress against the Continuous Improvement Plan and to ensure the continued enhancement of the students' learning experience. The discussions in each of the sessions centre on the key areas of:
 - Teaching on the course
 - Assessment and feedback
 - Organisation and management
 - Learning resources
 - Overall satisfaction levels
- Access to GCSE English and maths classes where required
- Supports students to make claims, such as Disabled Student Allowance
- Support for those experiencing financial hardships, such as via the Students' Opportunity Fund
- Provision of and access to a free morning and afternoon coach service that runs from/to a number of destinations across Greater Manchester and Lancashire
- Presentations, workshops and research projects with partner universities to support final-year students and facilitate their progression onto Level 6 programmes

Throughout the programme of study, student's skills are developed to help them understand the roles they may undertake within the workplace they are studying. In the first year of the programme, students focus on making links between their academic and professional experiences whilst in the second year students are encouraged to develop their wider skills. The final year students consider the development of their leadership and management skills.

Academic teams are also expected to make relevant and up to date research available to their students via the VLE. This includes academic journals that relate to the wider application of the academic subject matter.

Continuous review of resources / student feedback, which has seen additional resources installed in the University Centre's Social Learning Zone and additional IT rooms made available in the main campus. In addition, further library stock, both physical and electronic, has been purchased and the loan period has been increased to 2 weeks. The 2017 internal survey indicated that 79% of YR 1 students and 75% of YR 2 and YR 3 students felt that the IT resources and facilities supported their learning well.

These will be supported through the following range of additional activities

- In order to further improve student engagement and success, it is intended that nominated student representatives will be provided with the opportunity to attend accredited leadership training in 2018/19. This will help improve the status and standing of the Student Representative role, and provide them with sufficient skills and capacity to achieve the objectives of their role and ensure that future policies are developed in full consultation with the student body
- In response to student feedback gained through the internal student focus groups and as a continuation of a pilot study skills project, all students entering the College's Higher Education programmes in the academic year 2018/19 will be able to access and benefit from a more contextualised approach to the delivery of academic study skills
- Improving opportunities for targeted groups of students (those most at risk of non-continuation), such as providing opportunities for those with additional commitments, e.g. mature students who have caring responsibilities and/or part-time employment to meet up with other students in similar circumstance (as identified within MillionPlus 2018 research paper Forgotten Learners) to ensure that adequate support is available and does not act as a barrier to completion

Progress

Assessment of current performance shows that Bury College is performing ahead of national trends in terms of student progression. The aggregate percentage of graduates from full time programmes progressing onto employment or further study is 94.8% and 98.3% of graduates from part time programmes

In order to secure a positive destination outcome, the College undertakes a range of activities at programme level to ensure that students are fully prepared for progression into employment or further training. Detailed below is a range of examples:

- Students engage with Personal Development Planning via the tutorial system during which students are encouraged to discuss their career aims and what they must do in order to achieve their goal. During the work experience module, students complete an assignment which embeds employability skills including interview techniques and CV writing
- Throughout their programme of study, student's skills are developed to help them understand the roles they may undertake within the workplace they are studying. In the first year of the programme, students focus on making links between their academic and professional experiences whilst in the second year students are encouraged to develop their wider skills.

The College has also introduced Themed Industrial Advisory Panels to ensure that the College's links with employers enhances the students' learning experience and ensures that all higher education programmes continue to reflect current developments and skills requirements within industry. Membership of the panels consist of the senior representatives from the relevant industry from both the public and private sector, the University Centre's academic staff and management team.

These will be supported through the following range of additional activities

Continuous evaluation of the Personal Development Planning aspect of the tutorial system to ensure that students have sufficient opportunity to discuss and develop their career ambitions

Develop closer links with employers to improve work experience modules of programmes, including activities that facilitate these modules are developmental pathways into employment for students following completion of their course

Ensuring that HE Representatives include progression planning within their roles, and provide students with sufficient opportunity to raise any questions / queries / issues

Work to enhance the scope and reach of the Themed Industrial Advisory Panels to achieve the following:

- Promote closer academic and industry collaboration that enables undergraduates to engage in real world learning experiences and enhance their employability prospects
- Ensure that the curriculum remains relevant and continues to meet the needs of the industry sector(s)
- Identify new trends and innovations which need to be reflected in existing and new higher education provision
- Provide independent external employer and professional perspectives on curriculum structure and module content
- Participate in regular industry liaison events including guest lectures, presentations, masterclasses and work experience opportunities.

Collaborative Working

Bury College has considerable experience of working collaboratively to ensure that our activities deliver the best results for all our communities. This includes with Bury Council and Greater Manchester Combined Authority / Local Enterprise Partnership.

As part of Bury College's commitment to widening participation, it is an active member of Greater Manchester Higher, a National Collaborative Outreach Programme, which enables the College to develop and deliver a range of activities aimed at learners and teachers in schools and colleges within the local and regional area. As part of this project, Bury College has appointed a Higher Education Outreach Advisor who works with the targeted high schools and internal college students to raise awareness of Higher Education.

As part of the planning for transition process for post 16 students, a range of activities take place throughout the academic year to promote progression into Higher Education. Activities include presentations from Higher Education staff on the range of programmes available, support in writing UCAS applications, tours of the new University Centre and a bursary for internal students who progress directly on to a Bury College programme, subject to satisfactory attendance and performance. Students also have the opportunity to access Information

Advice and Guidance sessions which will be held twice weekly and facilitated by the Higher Education Outreach Advisor.

Bury College also works with its partner high schools to promote progression into Higher Education. Activities include taster sessions and master classes that align with the current portfolio of programmes. Parents are also actively engaged in order to raise the awareness of the benefits of Higher Education and the financial support available.

Monitoring and Evaluation of Our Plan

Bury College aims to help individuals and businesses achieve their potential and has an overarching mission of:
‘Serving the community through education and training’

In order to achieve our vision and mission, Bury College works within a framework of continuous improvement and critical self-evaluation towards a culture of excellence which:

- Promotes and implements a student and client focus in all activities.
- Welcomes people from all sections of the community.
- Demonstrates flexibility and diversity in college activities.
- Promotes collaborative and partnership activities within and beyond Bury College.
- Values staff, promotes team work and actively encourages continuing professional development.
- Demonstrates the importance of internal and external communications.
- Celebrates success
- Strives for continuous improvement and excellence in all activities.
- Anticipates and responds to change and new challenges.
- Supports students to maximise their potential.

Continuous Evaluation of our Access and Participation Plan will support the college to:

- Better understand what works well and what could be improved within Access, Success and Progression activities
- Develop our knowledge of whether and how activities are effective
- Test new and innovative approaches
- Inform future practice and support year on year improvements
- Demonstrate impact and justify the money invested, including to students
- Contribute to the wider HE sector’s knowledge on Access and Participation

Effective evaluation within our access and participation strategy will be monitored through the existing college Higher Education Quality and Standards Committee. Student representatives are invited to attend these meetings and fully participate in that agenda item. The remit of this group is identified as:

- Oversight and direction of matters relating to the quality of the student experience including :
 - Admissions
 - Annual monitoring and review
 - Periodic subject reviews
 - Analysis of progression and completion statistics
 - Mitigating Circumstances
 - Feedback from and to students and stakeholders
 - Teaching and Learning
 - Learning resources
- Oversight and direction of matters relating to academic standards including:
 - The assessment process
 - External examiners
 - Academic unfair mean
 - Assessment Boards

Widening participation activities and the impact on student retention are also reported annually through the College’s Higher Education Strategy. The remit of the group is detailed below:

- To oversee the strategic curriculum developments which meet the needs of the local, sub regional and national priorities and contribute to the College’s Higher Education strategic objectives

- To have oversight of academic matters relating to programme content development and compliance with the relevant Quality Code of, Framework for Higher Education Qualifications(FHEQ) and the Foundation Degree Qualification Benchmark (FDQB)
- To have oversight of changes to legislation, external regulatory frameworks or codes
- To ensure that student recruitment, support and progression activities contribute to the widening participation targets
- To monitor the impact on attendance and subsequent attainment of students in receipt of financial support

The targets for Access and Participation require year on year improvements in relation to reducing gaps in access, success and progression. Examples to demonstrate how the college will our approach to improving practice include:

- Continued partnership working with GM Higher and targeting key cohorts, complete with analysis of effectiveness
- Continued student involvement and feedback, e.g. through HE Representatives, on different activities such as transition activities, tutorial system, personal development planning and financial support
- Improving the collection, accuracy and evaluation of information on key target cohorts, with particular attention on care leaver data for both pre-entry students and those on-course
- Evaluation of financial support, e.g. Bury College Bursary and its impact on areas such as access, continuation and attainment rates

Monitoring and evaluation tools to be used will include:

- Data analysis and comparison, e.g. via ILR / HESA database
- Face to face questioning and interviews
- Surveys (staff and student)
- Focus groups
- Using local and national data set to allow for analysis of own performance when compared with wider sector

Additional information of relevant committees who will contribute towards continuous evaluation and improvement:

Higher Education Quality and Standards Committee

The terms of reference for this committee is concerned with the development, implementation and review of the Higher Education quality policies and their alignment to the relevant Quality Code, Framework for Higher Education Qualifications(FHEQ) and the Foundation Degree Qualification Benchmark (FDQB). The committee also oversees the adoption and implementation of strategic quality enhancement processes to support a culture of continuous improvement.

Higher Education Strategy Committee

The terms of reference for this committee is to oversee the strategic curriculum developments which meet the needs of the local, sub regional and national priorities and contribute to the College's Higher Education and Apprenticeship strategic objectives. The committee also has oversight of academic matters relating to programme content development and compliance with the relevant Quality Code of Framework for Higher Education Qualifications(FHEQ) and the Foundation Degree Qualification Benchmark (FDQB).

Higher Education Programme Leaders Committee

This was identified through a previous review as being an effective tool for managing the quality assurance process at an operational level. The committee's primary remit is to share, discuss and contribute to quality enhancement processes to support a culture of continuous improvement.

Equality and Diversity

Bury College is committed to pursuing excellence in the services it provides and staff are a crucial factor in helping achieve this. The college upholds the advancement of Equality, Diversity and Inclusion as essential to ensuring all students have access to a high quality learning experience and staff to a high quality work environment.

In support of this, the college Vision "*Excellent outcomes and positive futures*" applies to both staff and students.

Bury College holds the Two Ticks Disability Scheme accreditation and the Matrix award for Information, Advice and Guidance. In October 2014, the college was successfully awarded the Investors in Diversity Standard Stage II with the Advisor reporting that “*There has been compelling evidence about the value that Bury College places on inclusivity together with details provided as to the support that staff and students get*”

This plan has, therefore, been developed in direct support the Equality Act 2010 and Office for Student’s Statutory Duty for due regard of the need to promote equality of opportunity in access to and participation in higher education. Many of Office for Students target cohorts align with those of protected characteristics within the Equality Act 2010, e.g. BME people, those with disabilities, those with lower socioeconomic groups.

Examples of activities by staff that enables the college to deliver on its responsibility to support students from underrepresented groups and contribute towards reducing gaps in terms of access to, success within and progression from higher education include:

- Being responsible to the learning needs of individuals
- Challenging sexist, racist or other discriminatory language or behaviour
- Using appropriate opportunities to raise staff and student’s awareness of equal opportunity issues.
- Avoiding stereotypical expectations in recruitment, teaching and assessment of students.
- Recognising and praising staff and students’ achievements.
- Showing sensitivity to staff and students experiencing difficulties.
- Working constructively in teams, towards college objectives.
- Responding positively to change.
- Co-operating with staff across the whole college.
- Working within a framework of continuous improvement to update skills, knowledge and experiences.
- Undertaking training and development

Bury College has systems in place to consult with a wide range of students, staff and other stakeholders to ensure that our services are developed and delivered in an effective and accessible manner. We are also committed to working in partnership with students and staff in the development, implementation and on-going review of our equality objectives. Communication and involvement will focus on awareness raising, identifying what is working well, what improvements need to be made and where there are barriers to inclusion and access. This includes, for university students:

- Internal Surveys issued to all students with results analysed, issues identified and actioned and feedback provided to students
- Rigorous data monitoring relating to participation, attendance, retention and achievement by gender, ethnicity and learning difficulty and disability to identify and action any gaps in performance
- Student representatives at curriculum meetings
- Student focus groups held in all curriculum areas
- Student representatives on Board of Corporation and College committees
- Equality and diversity calendar of events relating to local/ national/international events
- Student Action Group identifies issues and works with college staff and students to plan and promote events and activities
- Student Contract
- Equality and Diversity Steering Group
- Annual Equality and Diversity Reports to Governors and Leadership Team

The college will align work between our Access and Participation Plan and Equality and Diversity work to maximise impact on those with protected characteristics. The college will also engage with Advance HE from August 2018 to further support development of equality and diversity.

Student Consultation and Involvement

Bury College has a Higher Education Student Engagement Policy already in place that helps to secure student involvement. This policy details how the College interacts with students on a formal basis at an individual course level and as a collective student body of the University Centre. The policy describes the implementation of the student representative process, the mechanisms used for collecting feedback and the management, staff and student responsibilities.

The student representative process includes all Higher Education students on full and part time courses. It is a requirement for each programme and each level within that programme to have a Student Representative who will attend both the course committees with the academic team and the wider College management team.

Meetings at course level focus on the operational issues including programme performance in terms of data reports, student feedback at both module and programme level.

Annual focus groups are held with each cohort of students in Semester 2 to review progress against the Continuous Improvement Plan and to ensure the continued enhancement of the students' learning experience. The discussions in each of the sessions centre on the key areas of:

- Teaching on the course
- Assessment and feedback
- Organisation and management
- Learning resources
- Overall satisfaction levels.

As a result of these focus group findings, the College prepares an action plan which addresses the specific issues identified at course level and the cross cutting themes relevant to all courses. The findings are disseminated from each of the focus groups to the relevant curriculum teams and their Directors and agrees actions with specific reference to identifying additional resource and CPD requirements. The final action plan is validated by the Higher Education Quality and Standards Committee, and the action is disseminated to all students via the VLE and through the established student representation communication channels

Effective dialogue between the student body and the college has facilitated the early identification of any concerns and enabled the College to provide an effective resolution. Examples of these concerns include:

- Variations in teaching and styles
- Difficulties surrounding referencing and academic skills
- Requests for course related trips and enhance the learning experience
- IT issues
- Access to learning resources
- Awareness of financial and emotional support.

Subsequent to identification of these concerns, an action plan was prepared, discussed at the Higher Education Quality and Standards Committee and disseminated to the Student Representatives indicating the actions that were taken to address, including:

Introduction of compulsory study skills sessions

- Dedicated booking slots for Higher Education students in the Learning Resource Centre work rooms
- Amendments to the welcome booklet
- Additional PCs ordered for the Social Learning Zone
- Installation of a food service counter
- Access to the partner HEI resources
- Regular Student Loan Company advice slots during the autumn term
- Upgrade to the WiFi Network

The 2017/18 autumn internal survey results indicated that 81% of YR 1 students agreed that they have had the right opportunities to provide feedback on their course and 83% of YR 2 and 3 students also agreed with this statement. The internal survey results also indicated that 79% of YR 1 students felt that staff valued students' views and opinions about the course whilst 83% of YR 2 and 3 students agreed with this statement. The table below an overview of 2017/18, 2016/17 and 2015/16 internal survey results show a significantly improving trend between 2016/17 YR 1 students and the 2017/18 YR 1 cohort 2% points There is also a 4% point increase between the 2016/17 YR 1 cohort and YR 2 & 3 cohort in 2017/18.

2017/18	I feel that I have the opportunities to put forward my views and opinions about the course	81% (YR 1) 83% (YR 2 & 3)
2016/17	I feel that I have the opportunities to put forward my views and opinions about the course	79% (YR 1) 91% (YR 2 & 3)
2015/16	I feel that I have the opportunities to put forward my views and opinions about the course	79% (YR 1) 88%(YR 2 & 3)

At an individual course level a number of examples of effectively responding to student engagement demonstrate the flexible nature taken by the college to deliver alternative delivery models that meet student /

employer needs. For example, the FdA in Early Years Childhood Studies incorporated a Saturday morning lecture was incorporated to improve accessibility.

BA (Hons) Working with Children and Families was developed in response to student feedback from the existing part time FdA Early Years Childhood Studies programme, some of whom had progressed directly from a Level 3 full time programme and struggled to balance full time work commitments with the demands of a part time programme. It was identified that a number of these students would benefit from a greater amount of contact time with tutors, therefore providing more structure to their learning than a part time programme would offer. BA (Hons) Working with Children and Families offers opportunities for placement within a chosen field but with increased contact with tutors for those students who need greater levels of support to make the transition from Level 3 to Level 4.

Feedback from the student cohort on the BA (Hons) Professional Development in Teaching Assistants (top up) indicated that whilst they were satisfied with the programme they felt that the Philosophy of Education module would be better delivered as a 'long and thin' model over two semesters as opposed to a single 'short and fat' delivery model they had experienced. As a consequence, this module was altered via the minor modification process with the validating HEI.

Access, student success and progression measures

Our approach to delivering the planned 2019-20 activities so that we achieve our goals and contribute towards the priorities we have identified for access and participation includes:

Ensuring that activities are targeted on those areas where evidence and analysis of our current performance is showing at or below national rates, e.g.:

- Access Males, BME learners, Mature learners and Care Leavers
- Success Non-continuation rates of entrants who are no longer in HE the year after they entered

Delivery of sustained, co-ordinated partnership working with those organisations who will support achievement of our goals, including:

- Secondary Schools, providing access to young people still developing their ambitions (and their parents) – will involve specific targeting of those schools providing opportunities to address under-performance, e.g. those within low participation neighbourhoods
- Colleges, including our own college providing access to students to raise awareness, ambition and pathways on to higher education (will also provide contact to Access students)
- Local community organisations, providing access to mature learners and routes to engage those looking to return to education to improve their employment prospects
- Local employers, providing access to mature learners and routes to engage those looking to return to education to improve their career prospects

Delivery of a range of appropriate activities and support measures that enables each party to provide their unique expertise and resources to enhance existing provision, including:

- Presentations – close liaison with partner schools
- Information, Advice and Guidance sessions
- Open Events
- Masterclasses and workshops
- Campus visits and taster sessions
- Transition Activities
- Partnership working with GM Higher
- Partnership working with other organisations / referral agencies
- Joint working with employers
- Study Skills training
- Promotion of HE Representatives role
- Promotion of Student Finance support
- Continued investment in staff training and development

Basing delivery of these activities on detailed research, discussion and evidence across a range of sources, including:

- Detailed analysis of key target cohorts for Office for Students and identification of where Bury College is currently under-performing
- Comparison work, e.g. with Higher Education Statistics Agency, to identify where the college is performing well / needs to improve
- Partnership working with schools, who have been instrumental in identifying most effective areas to cover as part of presentations, and follow-up IAG / 1-2-1 support
- Feedback from school / college/ HE students on approaches that help engage / motivate them to progress to higher education
- Close liaison with GM Higher to identify good practice when working with young people, college learners and adults
- Feedback from those students who have accessed Study Skills sessions (and their teaching staff) on benefits gained from improving their academic study skills
- Feedback from focus groups on student learning experience and progress towards the continuous improvement
- Staff and student satisfaction surveys

Investment

Planned expenditure in 2019/20

Access

In order to improve access to Higher Education and the attainment of the identified widening participation targets for 2019/20, 43 percent of the additional revenue secured through higher tuition fees will focus on targeted activities that raise awareness of the benefits of higher education (£99,644)

Success

In order to continue with the improvements in student success and to ensure that students from non-traditional Higher Education backgrounds are sufficiently supported, 24 percent of the additional revenue secured through higher tuition fees will focus on targeted activities that support students whilst on programme (£54,942)

Progress

In order to maintain the high level of student progression in 2019/20, 12.5 percent of the additional revenue secured through higher tuition fees will focus on targeted activities that support students to make a successful transition into employment or further training (£28,869)

In line with guidance / good practice advice, investment will support the following:

- Direct costs associated with delivering access, success and progression activities and support measures, e.g. staff costs, staff learning and development costs, travel costs, research and evaluation costs, monitoring and evaluation costs
- Indirect costs associated with delivering access, support and progression activities, including costs of academic staff apportioned to widening participation work
- Infrastructure costs apportioned to strategic projects
- Direct costs of delivering financial support

Access investment will support work to target potential students, their families and communities about entry to higher education, such as outreach work with schools, young people, adults with no prior experience of higher education, communities and disabled people.

Success and progression investment will support:

- Induction activities, including those embedded within students' courses
- Pre-entry (post-enrolment) interventions and activities for students, such as transition support, induction and bridging programmes for currently registered students
- Training and induction for academic and professional support staff
- Study skills programmes offered by libraries and study support teams
- Subscriptions and memberships, e.g. of collaborative networks / academic journals

Financial support will be directed at under-represented groups, with particular targeting of those cohorts where the college is under-performing.

Additional investment beyond the access and participation plan will also take place, covering activities such as delivery of the National Collaborative Outreach Programme and other widening participation activities, including to non-priority student cohorts covered under the access and participation plan.

Provision of information to students

Bury College provides prospective students with information on the fees for the duration of their course and prospective and current students' information on the financial support available to them as follows:

Student research and application stage

Bury College provides prospective students with material information, including about the courses we offer, the structure of each course, and all associated fees / costs. This is made available before students are required to make a decision about which courses and HE providers to apply to.

Offer stage

Bury College provides prospective students on-going information to inform their decisions about which offer(s) to accept, including:

At pre-contract stage

- Drawing prospective students attention to the college's full terms and conditions, with particular attention made to important terms
- Providing prospective students with any pre-contract information, e.g. where there have been any changes to courses, and securing agreement to these changes before or at the time of making the offer
- Ensuring that pre-contract information is provided on a durable medium, e.g. as an email attachment that can be printed
- Identifying where the college understands that there may be a change after the offer is accepted, detailing what these could be, when, and how, so that the prospective student is able to agree to this

At contract stage

- Providing confirmation of acceptance of a place on a course, and that this constitutes a contract between the college and student
- Advising the student that they have 14 days right to cancel
- Advising that the contract for educational services is for the full duration of the course, with milestones to be achieved in order to progress to the next year or other period of study
- Ensuring that the contract information is provided on a durable medium, e.g. as an email attachment that can be printed

Student Enrolment Stage

- Providing information to students where it has been necessary to make any changes that affect material information
- Drawing students attention to the college's full terms and conditions and any other rules and regulations, with particular attention made to important terms

This covers key information, including:

- the aggregate amount of fees that the college will charge students for the completion of their course
- financial support that students are entitled to, together with how students can apply for financial support
- a clear statement on whether or not the college expects any increase in fees for 2019-20 entrants in subsequent years
- additional information where the college will or may increase students' fees annually, and to what extent, e.g. in line with inflation such as the Retail Price Index, so that students are able to understand how their fees will or may change

This approach helps to ensure that prospective students are provided with

- full information before they commit themselves to undertake a higher education course
- sufficient information that allows prospective students to foresee possible changes to the level of tuition fees and how these could affect them
- reassurance that continuing students will continue to receive the financial support that was advertised to them when they applied

Communication with prospective students takes place throughout the application cycle and includes detailed information on course content, tuition fees, entry criteria and progression opportunities and is made available in

a variety of formats including prospectus, a dedicated Higher Education website, course leaflets and open evenings.

Bury College will continue to ensure that the Access and Participation Plan is easily accessible to both current and prospective students through making it available:

- In Writing, e.g. through the college's University prospectus (available at: <http://www.burycollegeunicentre.co.uk/>)
- Visually, such as through the college's University Centre website (available at: <http://www.burycollegeunicentre.co.uk/>) and UCAS course search facility (available at: <https://digital.ucas.com/search>)
- Verbally, i.e. through face to face presentation and discussion at our open events

* 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.

Bury College will not be inflating fees for 2019-20 entrants in subsequent years

Full-time course type:	Additional information:	Course fee:
First degree		£7,500
Foundation degree		£7,500
Foundation year / Year 0		*
HNC / HND		£7,500
CertHE / DipHE		£7,500
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	- Early Years Childhood Studies	£3,800
Foundation degree	- Teaching Assistants (Primary)	£3,800
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE	- Education and Training	£3,300
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	Other statistic - Socio-economic (please give details in the next column)	students from WP participation postcode gain access to HE	No	2014-15	51%	55%	56%	60%	65%	65%	
T16a_02	Access	Attainment raising	Other statistic - Applications (please give details in the next column)	Increased enrolments from internal students onto first year of programmes	No	2014-15	52%	55%	56%	60%	65%	65%	
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Students from ethnic groups who enter in HE programmes	No	2014-15	23%	23%	24%	24%	25%	25%	Reviewed to more accurately reflect community / college populations
T16a_04	Access	Mature	Other statistic - Mature (please give details in the next column)	Learner over the age of 21 gain access onto HE programmes	No	2014-15	53%	54%	55%	56%	56%	57%	Reviewed from 2021/22 to reflect impact of greater targeting of internal conversions, which will lead to greater numbers of u21 learners
T16a_05	Access	Part-time	Other statistic - Part-time (please give details in the next column)	Students entering part time programmes	No	2014-15	32%	36%	37%	40%	42%	42%	
T16a_06	Student success	Attainment raising	HESA T1b - State School (Young, full-time, undergraduate entrants)	Improved in year retention of full and part time undergraduates	No	2015-16	94%	96%	97%	97%	97%	97%	
T16a_07	Student success	Attainment raising	HESA T1a - State School (Young, full-time, first degree entrants)	Non-continuation rates of entrants who are no longer in HE the year after they entered	No	2015-16	21%	16%	15%	14%	13%	12%	
T16a_08	Access	White economically disadvantaged males	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase the percentage of white males from socio-economically disadvantaged backgrounds entering HE as a proportion of the total HE cohort	No	2017-18	9%	12%	14%	16%	20%	20%	Working with referral agencies to identify and support potential applicants to apply for enter higher education
T16a_09	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Increase the percentage of students declaring a disability accessing Additional Learner Support	No	2017-18	20%	25%	30%	35%	40%	40%	
T16a_10	Progression	Multiple	HESA T1a - State School (Young, full-time, first degree entrants)	Increase the percentage of full time students progressing into employment or further study	No	2017-18	94.80%	94.80%	94.90%	94.90%	95%	95%	Aggregate percentages based on three years worth of data - with small revisions to update
T16a_11	Progression	Part-time	Other statistic - Part-time (please give details in the next column)	Increase the percentage of part time students progressing into employment or further study	No	2017-18	98.30%	94%	94.50%	95%	95.50%	96%	Aggregate percentages based on three years worth of data - with small revisions to update

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Sustained outreach working with partner high schools and primary schools to raise awareness of the benefits of Higher Education (individuals engaged)	Yes	2014-15	2000	2040	2080	2122	2165	2208	Revised to more accurately reflect partner school demographics
T16b_02	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Provide high quality outreach activities for local schools (secondary schools engaged)	Yes	2014-15	53 secondary schools	54 secondary schools	55 secondary schools	56 secondary schools	57 secondary schools	58 secondary schools	Revised to more accurately reflect partner schools in low participation neighbourhoods, and ensure better targeting of activities
T16b_03	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Targeted activities to support school and college students raise attainment, including through collaborative working with GM Higher partners (Mentoring, masterclasses and workshops held)	Yes	2017-18	5	7	9	10	10	12	Revised to help ensure delivery of targeted attainment activities

Optional commentary on milestones.

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