**DN Colleges Group**

**Access and participation plan 2020-21 to 2024-25**

**Introduction**

The DN Colleges Group was formed in November 2017 following the merger of North Lindsey College in Scunthorpe and Doncaster College. Each had established University Centres with a reputation for providing access to higher education in areas where progression rates into HE and social mobility are very low. The Group has around 2,500 higher education students. The average travel to study range is 6 miles for Scunthorpe and 15 miles for Doncaster. The Destinations of Leavers survey data inform that most remain in their local communities. In 2018-19, 68% of our HE students are drawn from widening participation neighbourhoods, POLAR4 Q1+2. 77% are mature students.

Our University Centres adopt an integrated approach towards access participation and success in which all academic, administrative and professional support staff play their roles, working in partnership with students in our *Learning Community.*

## 1 Assessment of performance

The following sources of evidence have informed the assessment: OfS access and participation dataset; the institution's internal datasets; OfS trend data provided during the Registration process; NOMIS data; TEF4 metrics, including the IMD and comparative data with larger College-based higher education providers. The historic data provided through the OfS datasets and TEF metrics represent the combining of the data of the two predecessor institutions, North Lindsey College and Doncaster College, which merged on 1 November 2017. The recent track records and trajectories for each presented contrasting scenarios in relation to performance levels.

The DN Colleges Group has students at the University Campus North Lincolnshire (UCNL) and University Centre Doncaster (UCD). Where relevant, or statistically significant, comparisons are made between the two locations.

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

**1.1.1 Access -** In 2017-18, 34% of our full-time 18-19-year-old new entrants came from the POLAR4 Quintile 1 in comparison with the sector average of 12%; 7% came from the POLAR4 Quintile 5 in comparison with the sector average of 30.3%. Considerably more students from the lowest participation group access our Higher Education provision than students from the highest participation group. In 2017-18 there was a 27pp difference between Quintile 1 and Quintile 5. The difference between Q1 and Q5 has narrowed by 6pp since 2013-14.

In 2017-18, 30% of our full-time student population came from IMD Quintile 1 in comparison with the sector average of 21.6%; 11% came from IMD Quintile 5 in comparison with the sector average of 21%. Considerably more students from the highest deprivation group access our Higher Education provision than from the lowest deprivation group. In 2017-18 there was a 19pp difference between Quintile 1 and Quintile 5. The difference between Q1 and Q5 has narrowed by 1pp since 2013-14.

For each year since 2013-14, the highest proportion of our students has been drawn from Quintile 1 for both POLAR4 and IMD. This reflects the College's commitment to a widening participation mission and there is no gap that needs to be addressed. We will continue to invest in our established outreach activities and delivery patterns which enable students to study locally and work part-time.

**1.1.2 Continuation -** In 2016-17, the continuation rate for full-time students with a POLAR 4 Quintile 1 characteristic was 84% in comparison with the sector average of 89.2%. There is no reportable data for Quintiles 5 or 4 because the population is too small. The continuation rate for Quintile 3 was 80% in comparison with the sector average of 91.7%. There was a gap of 4pp between Q1 and Q3, and despite an oscillating trend the gap has widened by 2pp since 2012-13. There is no reportable data for part-time students in any of the POLAR4 quintiles. The continuation rate for full-time students in IMD Q1 was 81% against the sector average of 85.9%; for IMD Q5 it was 84% against the sector average of 93.8%. There was a gap of 3pp between Q1 and Q5, and the gap has narrowed by 1pp since 2012-13.

In 2015-16, the continuation rate for part-time students in IMD Q1 was 70% against the sector average of 59.9%; for IMD Q5 it was 85% against the sector average of 68.4%. There was a gap of 15pp between Q1 and Q5, and the gap was widened by 14pp since 2011-12. **We have set a target to reduce the 15pp gap in the continuation rate between part-time students from IMD Q1 and Q5 to 5pp by 2024-25 [PTS_1]**

Our intersectional analysis reveals an increasing trend in the continuation rate for males from POLAR4 Q1&2 (from 71% in 2013-14 to 90% in 2016-17). In contrast, our analysis also reveals a decreasing trend in the continuation rate for females from POLAR4 Q1&2 (from 90% in 2012-13 to 77% in 2016-17). Analysis has shown that the gap between females POLAR4 Q1&2 and Q3,4,5 is not significant however this will continue to be monitored through our reporting systems for managing student performance..

**1.1.3 Attainment -** In 2017-18, the attainment rate for full-time first-degree students from POLAR 4 Q1 was 35% in comparison with the sector average of 74.6%. There is no reportable data for any of the other quintiles for comparison of gaps in attainment or identification of the trend because the population is too small. The attainment rate for full-time first-degree students from IMD Q1 was 56% in comparison with the sector average of 67.1%. There was a gap of 21.4pp below the 77.3% attainment rate for IMD Q5, and this gap is 3.4 pp wider than the sector average. Between 2013-14 and 2017-18, the attainment rate between IMDQ1 and Q5 widened by 10.6pp, and in 2017-18 the gap widened by 20.1pp from the previous year. There is no reportable data for attainment for part-time students because the population is too small. **We have a set a target to reduce the 21.4pp gap in the attainment rate between IMD Quintiles 1 and 5 to 5pp by 2024-25 [PTS_4].**

In 2017/18 there was a 20pp gap between the attainment rates between males from IMD Q1&2 (45%) and males from IMD Q3,4,5 (65%). There was also a 12pp gap between the attainment rates for males from IMD Q1&2 (45%) and females from IMD Q1&2 (57%). There is also a 15pp declining trend in the attainment rate for males from IDM Q1&2 between 2013-14 (65%) and 2017-18 (45%). **We have a set a target to reduce the 20pp gap in the attainment rate between males from IMD Q1&2 and males from IMD Q3,4,5 to 5pp by 2024-25 [PTS_3].**

**1.1.4 Progression to employment or further study - I**n 2016-17, the progression rate for students in POLAR4 Q1 was 60% against the sector average of 68.8%. There is no reportable data for Q5 or Q4 for comparison of gaps in progression or identification of the trend because the population is too small. However, between 2012-13 and 2016-17 there has been a 10pp increase in the progression rate for students in POLAR4 Q1. The progression rate for students in IMD Q1 was 53% against the sector average of 68.9%; for students in IMD Q5 it was 45% in comparison with the sector average of 76%. The proportion of students from the highest deprivation group progressing to employment or further study was 8pp higher than the lowest deprivation group, and the proportion has widened by 5pp since 2012-13.

**1.2 Black, Asian and minority ethnic students**

**1.2.1 Access -** In 2017-18, 9% of our full-time new entrant students were recorded as BAME in comparison with the sector average of 31.2%. There was a gap of 82pp between our White and BAME populations. Of the students recorded as BAME, 4% were Asian, 3% were Black and 2% were Mixed. We have no reportable data on Other beyond 2015-16. The proportion of full-time new-entrant BAME students has remained the same over the 5-year period from 2013-14 by comparison with the sector performance in this period which has seen the gap between BAME and White students narrow by 4.9pp. Over the same 5-years, the year-by-year breakdown of our BAME population has remained consistent; the largest population each year has been Asian, followed by Black, then Mixed and finally Other. This reflects the breakdown of BAME students across the sector.

There is a notable difference across our two study locations. The BAME population at UCD in 2018-19 was 8.44% in comparison to the Doncaster region population statistics of 4.64%. [UK Office for National Statistics]. In comparison the BAME population at UCNL was 4.69% against a Scunthorpe population statistic of 6.46%. This represents an intra-organisational difference which we will continue to monitor.

In our intersectional analysis, we have identified a very low access rate for BAME new entrants from IMD Quintiles 1 and 2 (7%) and POLAR4 Quintiles 1 and 2 (7%). We have also identified a very low access rate for BAME new entrants from IMD Quintiles 3, 4 and 5 (3%) and POLAR4 Quintiles 3,4 and 5 (9%).

Therefore, we conclude that there is no significant gap between BAME students from all IMD and POLAR 4 categories that needs to be addressed in relation to this particular intersection.

Our approach to this intersection is that low participation by BAME new entrants from IMD Quintiles 1 and 2 and POLAR4 Quintiles 1 and 2 should be addressed through continuing our outreach activities to increase participation from BAME populations generally rather than through targets for access based on socio-economic characteristics. However, we will continue to monitor this particular intersection of disadvantage through our commitment to increasing BAME participation more generally. One specific intervention is the recent introduction of the Interfaith Diversity Group which welcomes external members of the community as part of its membership.

**1.2.2 Continuation -** Over the five-year period from 2012-13 to 2016-17, we have no reportable data for Black, Mixed or Other populations in our BAME community. In 2016/17, the continuation rate for Asian students was 80% by comparison with the sector average of 90.3%. There was a gap of 3.7pp below the 83.7% continuation rate for our White students, and this gap is 3pp wider than the sector average. This gap has widened by 17.2pp from the previous year. Due to the low number of students in our Asian population, the performance gap in 17/18 is not statistically significant. Likewise, the small size of the Asian population is liable to produce fluctuations in the continuation rates of the Asian population, as is evidenced in the 5-year dataset from 2012/13 to 2016/17. **We have set a target to eliminate the 3.7pp gap in the continuation rate between Asian students and white students by 2022-23 [PTS_5].**

**1.2.3 Attainment -** Over the 5-year period from 2013-14 to 2017-18, we have no reportable data for any of our BAME populations other than an attainment gap of 20pp in 2016-17 between White and all ethnicities except white, by comparison with the sector average of 13.8pp gap. In the absence of reportable data across the five-year period, it is not possible to identify any trends with regard to attainment gaps between ethnicities. We will continue to monitor the attainment rate for this population.

**1.2.4 Progression to employment or further study -** Over the 5-year period from 2013-14 to 2017-18, we have no reportable data for any of our BAME populations other than a progression gap of 5pp in 2016-17 between BAME and white students, by comparison with the sector average of 3.8pp gap. In the absence of reportable data across the five-year period, it is not possible to identify any trends with regard to progression gaps between ethnicities. We will continue to monitor the progression rate for this population.

**1.3 Mature students**

**1.3.1 Access** - In 2017-18, 76% of our full-time new entrants were mature students, by comparison with the sector average of 27.8%. Considerably more mature students access our Higher Education provision than Young students. In 2017-18, there was a 52pp difference between mature and young. Between 2013-14 and 2017-18, the difference between full-time mature and young students widened by 26pp.
In 2017-18, 74% of our part-time new entrants were mature students, by comparison with the sector average of 87.4%. As with our full-time students, considerably more mature students access our part-time Higher Education provision than young students. In 2017-18, there was a 48pp difference between mature and young. Between 2013-14 and 2017-18, the difference between part-time mature and young students widened by 2pp.

**1.3.2 Continuation -** In 2016-17, the continuation rate for full-time mature students was 85% by comparison with the sector average of 84.8%. There was a difference of 6pp above the 79% continuation rate for our full-time Young students, and this difference is 1.4pp narrower than the sector average. Between 2012-13 and 2016-17, the continuation rate between full-time mature and young students widened by 5pp.

In 2015-16, the continuation rate for part-time mature students was 73% by comparison with the sector average of 61.8%. There was a gap of 13pp below the 86% continuation rate for our part-time young students, and this gap is 0.3pp wider than the sector average. Between 2011-12 and 2015-16, the continuation gap between part-time mature and young students widened by 5pp.**We have set a target to reduce the 13pp gap in the continuation rate between part-time mature students and part-time young students to 2pp by 2024-25 [PTS_2].**

**1.3.3 Attainment -** In 2017-18, the attainment rate for full-time mature students was 59% in comparison with the sector average of 70%. Considerably more full-time mature students achieve a First or Upper Second-Class degree than Young students do (39%). In 2017-18 there was a 20pp difference between Mature and Young, and this difference is 9.8pp wider than the sector average. Between 2013-14 and 2017-18, the attainment difference between full-time mature and young students widened by 8pp. Between 2013-14 and 2017-18, there is insufficient data to report on gaps in attainment rates for part-time mature and young students due to low number of students in our part-time populations. However, there is attainment data for part-time mature students for 2013-14 and 2016-17 which indicates an increased attainment rate of 15pp from 55% to 70% for this population.

**1.3.4 Progression to employment or further study -** In 2016-17, the progression rate for full-time mature students was 55% against the sector average of 75.7%. There was a gap of 10pp below the 65% progression rate for full-time Young students, and this gap is 1.6pp wider than the sector average. Between 2012-13 and 2016-17, the progression gap between full-time mature and young students narrowed by 5pp. The progression rate for part-time mature students was 44% against the sector average of 75.8%. There was a gap of 1pp below the 45% progression rate for part-time Young students, and this gap is 10.6pp narrower than the sector average. Between 2012-13 and 2016-17, the progression gap between part-time mature and young students narrowed by 14pp. **We have set a target to eliminate the 10pp gap in the progression rate between full-time mature and full-time young students by 2024-25 [PTP_2].**

**1.4 Disabled students**

**1.4.1 Access -** In 2017-18, 15% of our full-time new entrant students were recorded as disabled in comparison with the sector average of 14.4%. Of those recorded as disabled, 6% declared cognitive or learning difficulties, 4% declared sensory, medical or physical impairment, 3% declared mental health conditions, 1% declared social or communication impairment, and 1% declared multiple impairments. Between 2013-14 and 2017-18, the proportion of full-time disabled students has increased by 6.4pp. In comparison, the gap between full-time students with and without a known disability across the sector in the same period increased by 2.7pp.

In 2017-18, 6% of our part-time new entrant students were recorded as disabled in comparison with the sector average of 14.6%. Of those recorded as disabled, 5% declared cognitive or learning difficulties and 1% declared sensory, medical or physical impairment. There is no reportable data for the other categories. Between 2013-14 and 2017-18, the proportion of part-time disabled students has decreased by 1pp. In comparison, the gap between part-time students with and without a known disability across the sector in the same period increased by 4.3pp.

**1.4.2 Continuation -** In 2016-17, the continuation rate for full-time disabled students was 89% by comparison with the sector average of 89.4%. There was a difference of 7pp above the 82% continuation rate for our full-time not known to be disabled students, and this difference is 6.1pp wider than the sector average. Between 2012-13 and 2016-17, the difference in continuation rate between full-time disabled and Not Known To Be Disabled students widened by 4pp.

There is no reportable data on continuation rates for part-time Disabled students in the period from 2011-12 and 2015-16 due to the small size of this population, and there is insufficient data to report on gaps in continuation rates by Disability Type for either full-time or part-time Disabled students in the period from 2012-13 to 2016-17.

**1.4.3 Attainment** - In 2017-18, the attainment rate for full-time disabled students was 50% by comparison with the sector average of 76%. There was a gap of 7.5pp below the attainment rate for full-time not known to be disabled students. Between 2014-15 and 2017-18, the attainment gap between full-time disabled and not known to be disabled students narrowed by 6pp. **We have set a target to eliminate the 7.5pp gap in the attainment rate between disabled and not known to be disabled students by 2024-25 [PTS_6].**

There is no reportable data on attainment rates for part-time disabled students in the period from 2013-14 to 2017-18, and there is no reportable data on gaps in attainment rates by Disability Type for either full-time or part-time Disabled students in the same period. As the gap in attainment in this category is narrowing, we will not set a target; however, through continued enhancement of professional services and

resources for students with disabilities, we will continue to monitor our performance with respect to this population.

**1.4.4 Progression to employment or further study** - In 2016-17, the progression rate for full-time disabled students was 40% against the sector average of 71.5%. There was a gap of 20pp below the 60% progression rate for full-time Not Known to be disabled students, and this gap is 18.2pp wider than the sector average. Between 2015-16 and 2016-17, the progression gap between full-time disabled and not known to be disabled students widened by 18pp. **We have set a target to reduce the 20pp gap in the progression rate between full-time disabled and not known to be disabled students to 5pp by 2024-25 [PTP_1].**

**1.5 Care leavers** - there are no significant data to draw upon in relation to care leavers. During 2018-19 there were only 18 students in total across the two college campuses, 8 of whom were higher education students. Those students on further education or apprenticeships programmes identified as care leavers will be identified and discretely targeted to access higher education with the support of the financial bursary. The APP 2019-20 included a commitment to 12 bursaries of £500 for students identified as care leavers; this will continue into the APP 2021-25. 3 applications were received in 2017-18.

The DN Colleges Group will commit to strengthening the data collection processes to capture this characteristic within the overall institutional commitment to the business intelligence strategy to strengthen the systematic analysis and proactive engagement with access, success and progression articulated in section 3 of this plan. All students who have disclosed will be communicated with. There are currently no local tracking mechanisms for care leavers within the 2 NCOP network partners.

## 2. Strategic aims and objectives

Our overarching strategic aim is: **to challenge the social, cultural, dispositional and accessibility barriers that may restrict progression into higher education**.
We are committed to raising the aspirations and transforming the lives of college leavers and returners to study within North Lincolnshire and South Yorkshire including for those from:

- low participation neighbourhoods
- lower socio-economic groups
- families with no tradition of higher education
- minority ethnic groups and EU migrants
- individuals with caring responsibilities for children/adult dependents
- students with disabilities
- adult returners, including work-based learners
- vocational pathways such as Apprenticeships

The DN Colleges Group central aim for: **providing equal opportunities for all to access and succeed in higher education, achieving their potential in the pursuit of academic and professional outcomes will remain our core driving value.** We will continue to develop our practices of engaging with applicants from the first point of enquiry through to completion of the student life cycle to eliminate gaps in equality of opportunity.

Our University Centres adopt an integrated approach towards access, participation and success. Given the fundamental strategic principle of a widening participation mission, all higher education academic, administrative and professional support staff play their part. The provision has been built on the principles of social justice and providing ‘second chance’ opportunities for many who had not contemplated higher education as possible for them.

There is a long-standing commitment towards welcoming students into **‘our learning community’.** We will continue to develop those communities of practice, building on our ‘student as producer’ and strengthening outward facing community focused initiatives in relation to access and progression with measurable impacts evident within the local communities.

From our Assessment of Performance we have identified groups across the student life cycle stages where we have set specific targets and our ambitions to realise equal outcomes for all students.

**Access**
Our recruitment into higher education from under-represented groups based on household income or socioeconomic status is above the sector average, reflecting our long-standing widening participation mission. Many of these students juggle the competing demands of working and family commitments whilst studying. We will aim to: **continue to focus our recruitment strategy on providing accessible opportunities for those in all of the under-represented groups within our region**. We have invested in outreach and engagement programmes and pre-entry activities which will continue to develop to provide equal opportunities for those who wish to achieve a higher education qualification whilst studying locally.

**Success – Continuation and Attainment**
We will aim to: **increase overall continuation and achievement rates as a drive to improve equal outcomes for all students.**
**We will invest in evidence-led research and evaluation through the work of our Head of APP Analysis and Evaluation unit to develop our evidence base and continually review our support arrangements.**
Key sub-groups where continuation and attainment have been identified as an area for continuous development include:

- Part time students from IMD Quintile 1 – Continuation
- Part time mature students – Continuation
- Low participation neighbourhoods (IMD Q1) - Attainment
- Male students from IMD 1&2 – Attainment
- Asian students – Continuation
- Disabled students - Attainment

While supporting all students to succeed and progress, specific initiatives will be implemented between 2020-25 that will identify performance at individual student level. The **integrated student support and progression model** which has been piloted at both University Centres will be expanded through the creation of additional Academic Support and Progress Mentor roles created to make targeted interventions for students who present as achievement risks due to attendance, participation or performance issues.

We will develop our business intelligence strategy during 2019-20 as we aim to: **extend the measures for recording and monitoring attainment rates, using our evidence-based dashboards, for the whole higher education provision across the student life cycle**. The aim is to capture each individual student characteristics including age, ethnicity, socio-economic background and declared disability and to track their progression through the years of study to completion. The overall ambition is to: **manage student performance in the most timely, proactive and effective way through management information systems that align with the OfS and HESA datasets.**

**Progression**
We will aim to: **increase progression rates into employment or higher levels of study for all students as continuous improvement of professional outcomes** for all. We will achieve this through expanding our post-graduate provision and engaging in the development of regional economic strategic partnerships (Section 3 of this document). We have identified some groups which we will specifically target. These are:

- Full-time disabled students
- Full-time mature students

**Section 2.4 of this plan describes some of the approaches we will build on to support the following aims and objectives.**

### 2.1 Target Groups

Our evaluation of performance has identified the target groups presented in Table 1.

| Target Reference | Target Groups | Lifecycle Stage | Priority Type |
|---|---|---|---|
| PTS_1 | Local Participation Neighbourhood | Success- Continuation | Local Gap |
| PTS_2 | Mature | Success - Continuation | Local Gap |
| PTS_3 | Multiple | Success- Attainment | Local Gap |
| PTS_4 | Local Participation Neighbourhood | Success - Attainment | Local Gap |
| PTS_5 | Ethnicity | Success - Continuation | Local Gap |
| PTS_6 | Disabled | Success - Attainment | Local Gap |
| PTP_1 | Disabled | Progression | Local Gap |
| PTP_2 | Mature | Progression | Local Gap |

Table 1. -Key target groups identified from assessment of performance

**2.2 Targeted Aims and Objectives**

**Low Participation Neighbourhood**

**Aim:** We will develop our contextual understanding to improve support for part-time students from Low Participation neighbourhoods in order to maximise continuation rates.

**Measurable Objective:** To increase continuation rates of part-time students from IMD quintile 1 by 10pp and reduce the 15pp gap between Part Time students from IMD quintiles 1 and 5 by monitoring continuation rates at individual and programme level, as part of our integrated student support and progression model. We will continue to monitor the continuation rates of Part Time IMD Q5 students, disaggregated by IMD quartile.

**Identified Timescale:** Continuation gap of 15pp between Part Time IMD quintile 1 and 5 students to be reduced to 5pp by the end of the 2024-25 academic year, with intermediate milestones. (see PTS_1 Target Investment Plan)

**Aim:** We will continually enhance our integrated student support approaches for students from low participation neighbourhoods to achieve their qualifications and academic outcomes

**Measurable Objective:** To increase attainment rates of students from IMD quintile 1 through closer targeting of 'at risk' students (using the OfS set of characteristics) as part of our integrated student support and progression model. Reduction of -21.4pp gap between students from IMD quintiles 1 and 5. We will continue to monitor the attainment rates of IMD Q5 students.

**Identified Timescale:** Attainment gap of 21.4pp between IMD quintile 1 and 5 students to be reduced to -5.0pp by the end of the 2024-25 academic year, with intermediate milestones. (see PTS_4 Target Investment Plan)

Reference to the OfS datasets show that 68.3% of students were drawn from POLAR Q1-2 in comparison to a sector level of 27.7%. This remains the central target group for the DN Colleges Group, within which one or more intersections may apply.

Targeted financial support from the anticipated additional income above basic fees will be specifically directed towards the provision of £500 bursary payments during Year 1; these will be linked to academic progression throughout the year. This initiative has worked effectively at the University Centre Scunthorpe as an incentive for level 3 students from households where residual income is below £25,000. This relates to the IMD and POLAR Q1 and 2 postcodes. Further filters can be applied for STEM subjects where demand exceeds the supply of bursaries.

**BAME**

**Aim:** We will improve our contextual understanding, drawing on the evidence collected in our internal dashboards, to ensure that Asian students are supported to maximise their continuation rates

**Measurable Objective: To** increase Continuation rates of Asian students and eliminate the Continuation gap with white students through further development of our integrated student support and progression model

**Identified Timescale:** Continuation gap of -3.7% to be eliminated by 2023 (see PTS_5 Target Investment Plan)

Within the targeted financial support, provision will be made for up to 10 positive action bursary payments for entrants from Asian backgrounds.

The Business intelligence-Higher Education strategic development of internal dashboards will ensure that data records the continuation and attainment rates of students from ethnic backgrounds and capture intersections of characteristics, including IMD and gender.

**Mature**

**Aim:** We will continually review our academic and professional support approaches to maximise the continuation rates for mature students

**Measurable Objective:** A 11pp increase to continuation rates of part-time mature students. A reduction of the 13pp gap between the continuation rate of mature and young part-time students. We will continue to monitor the continuation rates of Part Time Young students. The development of our integrated student support and progression model will be informed by robust and reliable data through the internally developed dashboards which will be completed by June 2020. The dashboards will align with the academic tutorial processes commencing during 2019-20.

**Identified Timescale:** Reduction of the 13pp Continuation gap between PT Mature and PT Young students to 2pp by the end of the 2024-25 academic year, with intermediate milestones. (see PTS_2 Target Investment Plan)

**Aim:** We will, through expanding external regional partnerships, aim to maximise progression into highly skilled employment for mature students

**Measurable Objective:** A 10pp increase in the progression rates of full-time mature students. Elimination of 10pp progression gap between full time young and mature students. Internal data will be aligned with the APP dataset by June 2020 and will be continually developed,

**Identified Timescale:** Eliminate the progression gap between full time mature and full-time young students before the end of 2024-25 with intermediate milestones starting 2020 (see PTP_2 Target Investment Plan)

**Disabled**

**Aim:** We will, through the enhancement of our integrated student support approaches, enable disabled students, particularly those on full-time programmes, to complete their studies and achieve their academic outcomes

**Measurable Objective:** Elimination of the 7.5pp Attainment gap between disabled and not known to be disabled students. Students in this category will be clearly identifiable and progress tracked through the integrated student support and progression model which will align the internal dashboards with academic tutorials.

**Identified Timescale:** Eliminate the Attainment gap between disabled and not known to be disabled students before the end of 2024-25 with intermediate milestones starting 2020(see PTS_6 Target Investment Plan)

**Aim:** We will, through expanding our external regional partnerships and professional support arrangements for disabled students, aim to maximise progression into highly skilled employment

**Measurable Objective:** A 15pp increase to Progression rates of Full Time Disabled students. Reduction of -20pp gap with Full Time Not known to be disabled students to -5pp.

**Identified Timescale:** 15pp reduction of gap between progression levels of disabled and non-disabled students to -5pp. Intermediate milestones starting at 2020 (see PTP_1 Target Investment Plan)

**Multiple**

**Aim:** We will seek to increase our contextual understanding to support male students from IMD quintiles 1&2 to complete their studies and achieve their academic outcomes

**Measurable Objective:** A 15% increase to the attainment rates of IMD Q1&2 Male students. Reduction of 20pp gap between Males from IMD Q1&2 and Q3,4&5 to 5pp. We will continue to monitor the attainment rates of IMD Q3,4&5 Male students. The internal dashboards being developed during 2019-20 are reflective of the OfS datasets and will align with the academic tutorial process throughout the year.

**Identified Timescale:** 15pp reduction of Attainment gap between Male IMD Q1&2 students and Male IMD Q3,4&5 students to 5pp by the end of the 2024/25 academic year, with intermediate milestones. (see PTS_3 Target Investment Plan)

### 2.3 Care Leavers

The APP 2019-20 included a commitment to 12 bursaries of £500 for students identified as care leavers; this will continue into the APP 2021-25. 3 applications were received in 2017-18. The DN Colleges Group will commit to strengthening the data collection processes to capture this characteristic within the overall institutional commitment to the business intelligence strategy to strengthen the systematic analysis and proactive engagement with access, success and progression articulated in section 3 of this plan.

### 2.4 Activity to support the aims and objectives

Some specific interventions will be introduced into the APP 2020-25 to enhance our existing successful arrangements. These will be longer-term initiatives, designed to address identified structural gaps and to reinvest in the local economy, with impact being assessed and evaluated on a longitudinal basis.
The APP will aim to link with **regional imperatives** to address structural gaps in the economy, particularly in relation to addressing skills shortages and increasing the number of the population employed in professional jobs. (Section 3 provides specific regional data) Education and Health related sectors experience recruitment and retention difficulties. Strategically, the DN Colleges Group is working with public sector organisations to develop strong regional partnerships which will nurture and grow the talent pipelines to increase the pool of professional expertise for re-investment into the local communities.

The development of the portfolio to include Higher and Degree Apprenticeships represented a strategic opportunity to increase graduate-level skills in the local economy. The formation of the DN Colleges Group has presented the economies of scale to increase opportunities for progression into postgraduate study for those in under-represented groups. Working in partnership with the University of Lincoln and the University of Hull, this deliberate step aims to improve the Highly Skilled Employment metric in the Graduate Outcomes survey and directly relates to the targets for reducing the progression gaps. [**PTP_1 and PTP_2]**

The assumptions informing the measures and targets remain as in our 2019-20 APP, the underpinning evidence coming from our previous initiatives focused largely on students from underrepresented groups. Many of these have been recognised or commended through external sources including the Quality Assurance Agency for Higher Education or partner University approvals panels.

**Access**

Reflecting the WP mission upon which the provision is historically predicated, 28% of full-time students and 25% of part-time students come for POLAR Groups 1 and 2. In Humanities and particularly Social Sciences students enter from non-traditional backgrounds with differing motivations. Many are mature students looking for a 'second chance', longer term career change whilst working in low-skilled jobs or have a general interest in learning or deferred employment gratification whilst raising young families. The College has a sustained reputation for demonstrating learning gain as these students progress to graduation; this is gathered through cohort analysis.

'Bite-size' pre-entry courses are particularly targeted at non-traditional entrants to HE with the aim of increasing levels of confidence and preparedness for success. Applicants are made aware of these pre-entry programmes as part of the application and interview process, especially where individuals are returning into education after a significant gap. The DN Colleges Group will continue to resource such pre-entry activities to reflect the WP Agenda with strengthened focus on the key target groups:

- Progression Pathways extending across the College level 3 provision to increase the number of young entrants into higher education locally. Building innovative progression is a senior leadership team sponsored project for the wider College Middle Management programme during 2019-20
- Bite-size pre-entry activities will target disabled students through promoting the benefits of early disclosure of additional support needs prior to commencement
- 'Introduction to HE' workshops and activities for adults to target mature students
- Developing an Inter-Faith Group, including external community representation. This will particularly reinforce the Asian student group commitment
- 6th Form College master classes to enhance and enable students to engage in a 'higher level' experience
- Master classes in subject disciplines for year 9, 10 and 11 to provide pupils with a higher education experience and build aspiration (relates to increase young student target)

**Progression**

Many graduates enter non-graduate roles that they would not previously have deemed themselves capable of. Most mature students are, however, geographically restricted and make deliberate choices to work within the local community in roles which do not fall into SOC 1-3 but achieve satisfaction through reinvesting skills into the community and contributing to the local economy.

The Office for National Statistics (2016) NOMIS Official Labour Market Statistics data reported the percentage of people in occupations **SOC 1-3** as **29.3%** for Scunthorpe and **32.1%** for Doncaster against 40.5% for the Yorkshire & Humber region and **46.4% for the UK**. The ONS Employment by occupation (Oct 2017-Sep 2018) shows an increase of 5.6% to **34.9%** against 41.4% for Yorkshire & Humber. It is anticipated that some of this increase may be attributable to longitudinal factors as graduates have been promoted. 7.7% of the North Lincolnshire workforce and 7.6% in South Yorkshire are self-employed in comparison with 10.6% across the UK.

The DLHE 2016 show the percentage of students gaining **'highly skilled'** employment was **32.2%** which is 2.9% above the statistics for the Scunthorpe area. An additional 11.7% of students continue on to further study, resulting in a combined figure of **43.9%.** The WP profile is reflected in that 61.2% of the DLHE sample were 'mature' students, most of whom are geographically constrained.

In Scunthorpe, the ONS 2016 data showed only **25.7%** of the population **qualified to Level 4 and above**; 4.9% below the Yorkshire and Humber region and **11.4% below the national average.** By December 2017, this increased to **27.2%.** This will reflect the continued number of students achieving sub-degree and degree qualifications. For Doncaster the current figure is **23.6%** with 33% for South Yorkshire.

The achievement of a higher-level qualification and securing employment or further study is considered to be a success for students within this area **(91% of them do so).** This has a positive impact on the local economy. 14,800 are unemployed in North Lincolnshire (economically inactive) with 73.5% claiming that 'they do not want a job'. [ONS 2016] DLHE responses show that **80%** of the College's students either remain in or enter employment following completion. A further 11% continue on to further qualifications (the combined figure into work/study is **91%**). Doncaster's economy is recognised as being relatively low-skilled and low-waged; 25% of Doncaster residents are economically inactive compared to 23% for the region and 22.7% nationally. The borough has low levels of social mobility (ranking 298 out of 324 local authorities), and was declared an Opportunity Area by the Department for Education in 2016

Highly skilled employment has been identified as a target area, particularly for full time Mature students and Disabled students. The DN Colleges Group demonstrates sustained commitment and success towards local workforce development needs and growth. The region is, however, below the national average for the number of jobs in SOC Groups 1-3. (see data in Section 3) The vast majority of Engineering students are in skilled roles which aim to serve the manufacturing hinterland but may not be classed as 'highly skilled' at the point of survey but become so through career development.

There has been a slight improvement for Scunthorpe based DLHE respondents:

- an increase of £1,000+ in average salary 2015-16 to 2016-17
- an increase from 22-55% for English and History graduates
- a 10% increase in Social Science graduates moving to PG studies

For Doncaster based respondents:

- an increase from 48% to 62% of all graduates in SOC 1-3
- 90% of all post-graduates in SOC 1-3

The **Employability Bursary Scheme** encourages students to take a 'pro-active' approach towards their own professional and personal development. Eligible students apply for funding to support their own employability and challenges them to 'identify opportunities and take ownership'. This will be extended to include students in the target groups. A more structured approach towards careers development will included the introduction of jobs fairs.

## 3. Strategic measures

### 3.1 Whole provider strategic approach

The DN Colleges Group Higher Education provision is predicated on a long-established foundation of widening participation. The key elements of the **Higher Education Strategy** reflect the stages of the student life cycle and have, since 2003, been to facilitate:

- **Entry**: through engagement with local 6th form and FE feeders, community groups, business and non-commercial organisations
- **Progression and performance** enhancement: through approaches to teaching, learning and support systems to reflect the diverse needs of our HE students
- **Employability and growth**: through provision of routes for lifelong learning, career and skills development

Our deeply embedded values were reflected in many of the findings and were influenced further by the research evidence in *WhatWorks1? Building student engagement and belonging in higher education at a*

*time of change* (Thomas 2012). We are proud of our track record in sustaining high levels of student satisfaction, retention and success rates and student engagement. We also acknowledge, however, that as a learning organisation we can achieve much more to enhance both student outcomes and organisational outcomes.

A **whole-institution approach** towards enabling access, support, progression and achievement ensures that all students are welcomed into and nurtured throughout their experiences as part of our learning community. The integration of academic, administrative and professional support staff in partnerships with students is a strength which our APP aims to build on with the continuous enhancement for all students whilst also taking decisive action to support those specified target groups for whom we aim to close the gaps. The *WhatWorks2?* research evidence (Thomas *et al* 2017) was identified as most closely aligning with our values and for the ongoing development of our systems and behaviours to embed reflection and evaluation across all layers of the organisation.

The DN Colleges Group Strategic Objectives for Higher Education which were progressed in 2018-19 included the establishment of:

- Group level academic structures for ensuring the effective oversight of performance metrics and portfolio growth **[Strategic objective 4.1]**
- Strategic approaches towards expanding access to, participation in and progression through and beyond higher education as a whole life cycle approach **[Strategic objective 4.4]**
- Qualitative and quantitative outcomes as part of the APP to commence progress towards and exceeding benchmarks through to 2022 **[Strategic objective 4.1]**

The whole institution approach will continue to build on these objectives throughout the duration of the current Strategic Plan 2019-2022 as we seek to:

- Develop our evidence base to inform evaluation and decision-making through staff-student research collaborations as part of the Learning Teaching and Scholarship strategy **[Strategic objective** 4.2]
- Embed a strategic focus on metrics and evaluation of performance within the deliberative structures at all levels **[Strategic objective 4.1]**
- Develop in house dashboards for reporting from programme to strategic level at the key points in the academic year for managing student performance **[Strategic objective 4.4]**
- Strengthen the connections between evaluative approaches towards Access Success and Progression with the Learning Teaching and Scholarship strategy to demonstrate impact on student performance levels and progress towards APP targets **[Strategic objective 4.4]**

The APP was developed through meetings of key Higher Education academic and professional support staff and using student engagement mechanisms. The APP was presented for discussion and then approval by the Higher Education Performance and Quality Committee (HEPQC), a sub-committee of the governing body which includes two HE student governors. It was approved by the Senior Leadership Team. Our approach towards identifying and addressing gaps across access, success and progression was based on the analysis through the Higher Education Board of Studies and other programme reporting mechanisms throughout the levels of deliberative structures.

Ongoing discussions at the HE Strategic Committee during 2018-19 resulted in Access, Success and Progression (ASP) and Learning Teaching and Scholarship (LTS), being identified as the two strategic integrating strands which would ensure institutional oversight, through deliberative structures, of the effectiveness of initiatives and actions taken throughout all stages of the student life cycle. This deliberate step is designed to ensure that evaluation becomes embedded in the formal reporting structures, focusing on continuous improvement across all areas of the University Centres, thereby informing practices.

The Executive Director for Higher Education has overall responsibility for the implementation of the APP Plan along with one of the 2 Directors of Higher Education assuming responsibility for its monitoring and review through the ASP committee. The ASP and LTS committees, each chaired by a Director, will be sub-committees of the Higher Education Academic Board which reports to the Higher Education Performance and Quality Committee (HEPQC) of the Board of Governors. The terms of reference and standing agenda items of ASP, LTS and Academic Board all include Evaluation.

The Governors on the HEPQC receive thrice yearly reports on academic quality and standards, which include analysis of access, student success and progression. These are being developed to provide greater granularity into the profiles of target groups, reflecting the range of differential characteristics. The College's Business Intelligence strategy, led by the Director of Digital Technologies, is driving these developments. Phase 1 focused on FE dashboards has been completed. Phase 2, due to be completed in early November 2019, will see the introduction of bespoke HE dashboards which reflect the OfS data presentation formats. 'End use testing' is being undertaken during 2019-20 as we move towards a fully operational comprehensive system for 2020-21. Governor training sessions are routinely planned before each formal meeting of the HEPQC; for 2019-20 these are scheduled to provide demonstrations, interactive discussion and interrogation of the data in relation, not only to our APP targets, but for the performance of all student groups. The Senior Leadership Team oversees project governance relating to strategic capital developments and externally funded projects.

Key Performance Indicators for HE students are routinely set and monitored throughout the academic year in relation to: recruitment, retention, achievement, attainment, continuation, destinations and NSS scores. These are considered from programme committee level upwards through to University Centres' HE Quality Standards and Performance Groups, Boards of Studies, Senior Leadership Team feeding into the HEPQC which reports through to the full DN Colleges Corporation Board. An internal business partnership with the Head of Registry to rebuild the OfS datasets during 2018-29 resulted in the disaggregation of many of these metrics into full-time, part-time, undergraduate degree, other undergraduate and postgraduate. The ongoing development of Phase 2 Business Intelligence during 2019-20 will see the further disaggregation to reflect the whole range of student characteristics, including those covered in our assessment of performance. The DN Colleges Group, under the leadership of the Director of Finance, is implementing a holistic approach to business partnering. For higher education, the outcomes and impact of targeted APP activities and interventions will be evaluated as an integral part of the partnership strategy and reported through Senior Leadership Team and Corporation Board mechanisms.

These steps are designed as part of the whole-institution approach to performance evaluation and evidence-based decision-making.

### 3.1.1 Key institutional approaches

Business Intelligence became a strategic priority across the whole DN Colleges Group during 2018-19. The HE phase of the strategy focuses on developing dashboards and datasets for for all staff to access, drawn from the internal data warehouse. This will ensure data being provided to inform strategic discussion and decision making translating down to subject levels which capture student characteristics. These developments have been approved by the Senior Leadership Team and will form part of the Business Intelligence project during 2019-20, under the leadership of the Director of Digital Technologies.

'Improving retention and success is central to teaching excellence and is a policy priority across the UK for moral, economic and legal reasons' [Thomas *et al* 2017]. Our whole institution approach will seek to follow the full student lifecycle, from pre-entry, for individuals at programme level, enabling current and retrospective analysis of performance from Day 1 of a cohort, capturing admissions profiles, through to the end of the programme, capturing final classifications, and beyond. This builds on the recent work for the Transparency Return. The dashboard will 'synch' with the personal tutorial model of academic advocacy to trigger early interventions to maximise retention, continuation and success which will produce that wider range of positive outcomes and improvements in the student experience. The HEA publication '*Supporting student success: strategies for institutional change'* (Thomas *et al* 2017) research is our primary reference point for the ongoing development of strategies to achieve institutional change.

Student success, demonstrated through **continuation rates,** will be strengthened throughout the **life cycle** aiming to embed support for all across the full student population whilst maintaining focus on the

specific target groups. [PTS_1, PTS_2, PTS_5] More robust APP approaches, building on existing practices, and closing the continuation gaps will link the academic advocacy model (student-staff personal academic tutor) to the dashboard collating assessment details, attendance and personal development targets.

Drawing upon the work and research findings of Andrews and Clark (2011) a more structured approach towards **peer mentoring** and learning from Beaty (2003), **action learning sets,** will be transmitted across the University Centres, once again reflecting the commitment to collaborative learning communities**.** [Jarvis *et* al2016] Peer mentor schemes will be extended. The resulting impact is envisaged to be on the development of employability and transferable skills, enabling existing students to present representative images to peers and model the characteristics of the target audiences. This initiative reinforces the targets [PTS_1, PTS_2, PTS_5] to improve continuation as well as linking to evaluation approaches building on student research projects. There are currently a range of informal approaches which have emerged, often as students themselves discover different ways of working together and supporting each other. Previous initiatives, such as the Subject Enhancement Scheme**,** will be re-introduced and piloted during 2019-20 for evaluation and extension during 2020-21.

Aspects of the *What Works* research evidence for student retention and success, support the development and management of evaluative tools for ensuring the effectiveness of initiatives designed to enhance the student experience and outcomes, with robust reporting through the deliberative structures deliberate step taken by the Higher Education Strategic Committee and Senior Leadership Team towards coherent ASP and LTS approaches for embedding systematic implementation, review and evaluation. ['*What Works?,*2012, Thomas *et al* 2017]

We embrace the philosophy which underpinned the original **'learning organisation'** concept as it developed during the 1990s that learning is an essential ingredient for organisational survival needing to be consciously and continuously integrated at operational, policy and strategic levels. [Garvin 1993] The learning organisation is one 'where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together'. [Senge 1990] The research from *WhatWorks2?* provides a reference point and framework for us to wrap our strategic measures around as we develop our capacity building.

Other reference points for change models to underpin the development of the Access and Participation Plan 2020-25 have focused on those situated around community focused values and commitments. These reflect the fundamental principles of our mission and embrace our learning community ethos. (Bourdieu 1979, Boliver and Gorard 2017) There is a long-standing strategic commitment to situating practices within the stages of the student life cycle (Higher Education strategy). This has recently been updated to align with the '*Enabling student achievement'* advice and guidance of the UK Quality Code 2018 (Quality Assurance Agency for Higher Education 2018). The revised model, which adopts the Sigmoid Curve approach [Handy 1995], shows the integration between the academic, administrative and professional support infrastructures throughout the life cycle.

Progression **into** Higher Education initiatives have been emphasised at the pre-entry stage of the student life-cycle over recent years. Outreach and engagement posts, supported by student internships and a highly effective information and advice function ensure effective relationships are built from a potential student's very first enquiry. Progression **through** is being assured for consistency across the University Centres as part of the institutional strategic investment in business intelligence. Progression **from** Higher Education will become the driving imperative with strengthened arrangements in place ready for 2019-20; this reinforces the targets PTP_1 and PTP_2.

The logic diagram at the end of this document summarises the key strategic aspirations of the DN College Group APP. The University of Lincoln Impact Evaluation Framework (LIEF) [Sharp *et al* 2019] will be embraced as our guiding approach towards evaluating the range of initiatives. LIEF is the theory of change model that we are embracing to develop our evaluative strategies and will be adapted to reflect the DN Colleges Group context. It is a step by step approach intended to measure outcomes and impact, providing an evidence base for evaluation and critical review that will inform practice. The College has a long-standing partnership with the University and training, led by University colleagues at the Lincoln

Higher Education Research Institute, will take place during 2019-20 for staff and student interns in understanding and using the LIEF model.

The DN Colleges Group has a range of strategic partnerships which will inform future curricular developments which align with regional priorities to increase highly skilled job opportunities. North Lindsey College has entered into a partnership with the Competence Assessment Training Centre Humber (CATCH), strategically placed on the Humber bank, an employer led organisation with over 200 members including the blue-chip chemical companies, to deliver apprenticeship training. This is expanding into Higher Level and Degree Apprenticeships. This relationship has been central to the College obtaining several contracts including the Siemens Wind Turbine Apprenticeship. The College has led the ***University Campus North Lincolnshire*** which builds upon North Lincolnshire Council's regenerative economy strategy. This is a strategic partnership with the Council and the University of Lincoln which has attracted capital funding from both the Great Lincolnshire LEP and as part of the Lincolnshire Institute of Technology. A portfolio of Degree Apprenticeships, professional development, innovation short courses and business start-up enterprises has developed around the vision to achieve vertically integrated education pathways from Level 4 to Level 7 and flexible study options based on a lifelong learning model.

***The University City Doncaster*** has a similar vision with significant capital investment planned in subject areas aligned to regional growth and inward investment projections. DN Colleges Group is part of the Steering Group which includes the National College for High Speed Rail and Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust to promote occupational pathways from FE into and through HE as part of a 'growing your own' regional skills strategy. The College is leading a project to deliver a workforce development plan in partnership with the three local NHS Trusts, using experience and partnerships across both our localities to come together in a 'Health Academy' and progressing the development of a Nursing model and Social Work model for the recruitment, development and retention of professionals locally; this will contribute towards closing the gap in progression outcomes, particularly the HSE performance metric, as recognised by target PTP_1 and PTP_2. Drawing on Bourdieu's 'Theory of Practice' and conceptions of social, cultural, financial and economic capitals, a central strategic APP strand will be on **re-investing intellectual wealth** which will develop deliberate steps to nurture and retain highly skilled and qualified individuals within the region.

There are excellent employer relationships which see a range of teams working with large public and private sector organisations on curricular re-design to expand the Higher Level Apprentice/Degree Apprenticeship portfolio. The LEP funded element of the *University Campus North Lincolnshire* includes working in partnership with the University of Lincoln to engage the **SME sector** and encouraging **enterprise skills to promote more self-employed with graduate skills.** Research published as part of the Greater Lincolnshire LEP Area Review (2016) for higher level generic skills concluded that 97% of employees are employed in small businesses. This reinforces the validity of targets PTP_1 and PTP_2. This is enabling knowledge exchange through the collaboration which brings businesses, universities, the College and public sector together to enhance the impact on regional workforce development and support economic growth.

Our success with Student internships (the SchiP programme) will see the number of interns grow over the 5-year plan. The SchiP programme developed as a whole institution approach through our involvement as a lead College in the AoC Scholarship Project. SchiP provides the opportunity for students to be active partners in learning and producers of knowledge, contributing towards increased continuation levels and developing those graduate skills to progress into highly skilled employment of further study. Our internally generated research findings have been widely disseminated across the College-based Higher Education sector. Staff-student research collaborations have made a significant contribution towards student engagement and will continue to inform the whole institution approach towards the evaluation of the Access and Participation Plan. The publicly accessible link is available here: https://www.thescholarshipframework.co.uk/resources/toolkit-intro.

The whole institution approach towards **evaluation** will seek to ensure:

- The embedding of evaluation into all meetings through the deliberative structures, from programme to governing body level
- Internal communications networks amongst all staff and students, continuously strengthening our student engagement processes

- Dissemination through the Higher Education Symposia
- Training programmes and staff development to raise awareness of and engagement with reflection and evaluation, using partner University staff and the newly appointed Head of APP Analysis and Evaluation
- Reporting through the ASP Committee and Learning Teaching and Scholarship Committees of Higher Education Academic Board to Senior Leadership Team and the Corporation Board, promoting learning to inform wider polices and developments

### 3.1.2 Alignment with other strategies

The Doncaster Learning, Teaching & Scholarship strategy and the Scholarship Engagement and Employability (SEE) model at North Lindsey have both operated over several years. The research findings of Neary (2010; 2014) and our close partnership with the University of Lincoln enabled us to develop the 'Student as Producer' values into our reporting structures and practices, this was the foundation for SEE. SEE encourages students to appreciate the value of their scholarship (studies) and seek opportunities to engage in activities and experiences which aim to develop their employability profile and become active producers of knowledge. The initiatives support all students, including sub-groups identified as part of the target and investment plan. From 2019-20 these will all be revised to become the DN Colleges Group Higher Education Learning, Teaching & Scholarship Strategy.

The DN Colleges Group *Equality, Diversity and Inclusion Policy* was approved by the governing body in June 2019. This is designed to demonstrate the Group's commitment to ensuring that the interests of all students, staff and public stakeholders are observed under our Public Sector Equality Duty as mandated by the Equality Act 2010. All College policies are required to be accompanied by Equality Impact Assessments. The analysis of entry profiles from all under-represented groups will support Outreach and Engagement teams in understanding levels of recruitment, enabling comparisons to local area demographics and targets to be monitored. Some specific targets have been identified for closing some performance gaps relating to students with disabilities or from ethnic minority backgrounds.

### 3.1.3 Collaboration

The DN Colleges Group is involved in the National Collaborative Outreach Programme (NCOP), working in partnership with HEPPSY (led by the University of Sheffield and Sheffield Hallam University) and FORCE (led by the University of Hull). This ensures engagement with a range of outreach and progression activities across the Humber, North Lincolnshire and South Yorkshire regions. Specific goals and success criteria include increasing: aspiration levels and applications from those in targeted wards; the attainment of learners; the application rate from BAME backgrounds and the number of young males participating in higher education from targeted wards. The NCOP objectives and activities compliment the Access and Participation Plan as both target under-represented groups in higher education. Outreach activities are measured, monitored and evaluated through a range of mechanisms including the NERUPI framework. The staff involved in NCOP are developing awareness of evaluation measures and will become models for sharing practice amongst peers within the DNCG University Centres and provide training on the NERUPI framework during 2019-20 through the staff symposia events.

At the time of producing the APP (June 2019), it is too early to provide collaborative models as strategic relationships are developing with **schools, employers. local enterprise partnerships (LEP) and third sector organisations**. By 2020-21, however, these will have been formalised into specific projects with measurable milestones in alignment with the targets expressed in the assessment of performance section. The emerging programmes fall into categories including:

- Integrated pathways for skills development from Level 2 to Level 7, including Higher and Degree Apprenticeships (school, FE college, University Centres, partner Universities)

- Tackling the 'hour glass economy' and the 'squeeze middle' to increase skills and professional qualifications levels as identified in the Working Futures 2014-24 report (LEP funding)
- Developing our own teachers of tomorrow (schools and partner University)
- Education pathways into recruitment and retention of nurses and health professionals (NHS Trusts, College, University)

The North Lincolnshire Economic Growth and regeneration plan identifies 10 key ideas which include: idea 7 'Lifelong integration of skills and development' (with specific reference to 'creating higher level skills' and 'higher level jobs' and idea 8 'University Campus North Lincolnshire' https://investinnorthlincolnshire.com/news/economic-growth-plan

The Economic Growth Plan focuses on the next five years and lays the foundations for continued growth from 2023 and beyond. If fully realised, the ideas in the plan could see 14,000 new jobs created and £721m more feeding into North Lincolnshire's economy.

North Lindsey College is an anchor partner in the Lincolnshire Institute of Technology, led by the University of Lincoln. This will drive the increase in Higher and Degree Apprenticeships and curricular developments in new areas including Renewables Engineering, Intelligent Automation and Digital Technologies and Industry 4.0. The College has led the investment into the creation of the University Campus North Lincolnshire. This strategy involves a partnership with North Lincolnshire Council and University partners to drive a step change in the provision of and demand for higher education. In addition to traditional undergraduate programmes this facility will include incubator spaces, the development of entrepreneurship and increasing the post graduate provision. The University of Lincoln will establish an enterprise centre, delivering a range of activities to attract small and medium size enterprises. An Enterprise Award will be developed for students. Strategic conversations are underway with NHS Trusts, the local education authorities and University partners to provide workforce development initiatives.

A key strategic priority for Doncaster Metropolitan Borough Council is to increase the number of people with a Level 4 qualification by 22,500. The proportion of working-age people who are qualified to Level 4 and above is currently 23.6% which is 10% lower than regional comparators and 15% below the national average. The need for a more highly qualified workforce is driven by local economic priorities as set out in the Doncaster Inclusive Growth Strategy 2018-21. This articulates the objective of creating 13,000 more jobs in Doncaster by 2034 and to increase the proportion of highly-skilled jobs which is currently 6.4% below regional comparators and 12.1% below national average. Key growth sectors include Engineering and Technology, Future Mobility, Digital Creative, Business Administration, Health and Social Care, and Education. The college has long-standing higher education provision in vocational qualifications to support the borough's growth objectives.

#### 3.1.4 Curriculum, pedagogic and student support

The DN Colleges Group is an anchor partner in the Lincolnshire Institute of Technology (LIoT). The driving principles informing the curricular programmes portfolio are currency in Engineering, including Industry 4.0, Renewable Energy and Digital Technologies.

The University of Hull Learning Enhancement and Academic Practice Office led a 3-year institution-wide review and revalidation of curricula between 2016 and 2019, known as **Curriculum 2016.** This required all programme structures to demonstrate engagement with the development of employability skills. Degree revalidations presented the opportunity to introduce an employability strand embedded throughout the levels of a degree: Academic and Professional Development; Academic and Professional Practice; Academic and Professional Progression

The adoption of digital pedagogies is a central theme of the LIoT given the geographical sparsity of Greater Lincolnshire; blended learning models will continue to be popular. The University Centre Doncaster has a portfolio of distance learning programmes which complement the on-campus equivalents.

### 3.2 Student consultation

Students from both University Centres participated in activities associated with the development of the 2019-20 Access and Participation Plan and again for the 2020-21 to 2024-25 Plan including attendance at workshops, focus groups, participation in discussion at The Student Society to gather student feedback on the plan and associated targets. The focus groups convened were representative of the student body and included students from all under-represented groups. The two Higher Education Student Governors are members of the Higher Education Performance and Quality Committee of the Corporation Board. We do not have a formal Students' Union but do have an active HE Student Society at North Lindsey College and HE Student Experience group at University Centre Doncaster. Student Representatives engage actively at programme committee and QSPG level, HE Student Experience Group and University Centre Board of Studies. All students are invited to participate in The Student Society, which has the aim of enhancing the overall student experience. NSS (2019) shows students have the opportunities to provide feedback and that staff value student views with 87% and 84% agreeing, against a sector average of 84% and 76% respectively. Discussion related to the APP has taken place at the Higher Education Board of Studies, with Student Representatives present and the plan and targets were discussed at the June HEPQC, with HE Student Governors present.

The APP with its targets and aspirations have been received as being representative in serving the interests of students and therefore no changes have been made as a result of consultation, although students will remain active in the monitoring and evaluation activities. Early interactions with student representatives confirmed that the focus of the APP will broaden the student horizons and concluded that the Logic Model is 'very in-depth and well thought out and makes sense for the region that we live in'. [BA (Hons) Early Childhood Studies Focus Group, 2019] As a result of further consultation related to revisions to the APP, The Student Society members have also shown an interest in key areas and will be choosing one group per year to explore, across the DN College Group, as part of their workplans.

Our University Centres are committed to maintaining a culture of students as partners, individually and collectively, in the quality of their educational experience. This culture of partnership and many of the recent initiatives implemented to engage students outside of their formal curriculum with the intention of increasing achievement, such as The SEE Award and Schip, are a direct result of student engagement.

Students will continue to be active partners in the implementation, monitoring and evaluation of the plan, through student representation at all levels through the deliberative structures up to and including Corporation Board. This starts at programme committee level, followed by departmental meetings, Quality Standards and Performance Groups, Board of Studies, Academic Board and the HEPQ Committee of the governing body. The ASP Committee, a sub-committee of Academic Board, will have student representatives to ensure effective engagement throughout the new deliberative structures. It will be at this forum that staff and students will develop and review the evaluation of interventions, using the evidence generated, to contribute towards the effectiveness of the institutional approaches.

### 3.3 Evaluation strategy

The DN Colleges Group ambition is to ensure a **learning golden thread** throughout the higher education deliberative structures. The 'capacity' for continuous individual and organisational learning has informed the thinking around processes and structures to permeate the APP values as we seek to embed critical reflection and evaluation throughout, from individual performance appraisal to the annual reports discussed at governing body level. We are working towards an evaluation strategy that is evidence-led to understand the impact of the interventions and critically review our targets focused on the underrepresented groups identified in our assessment of performance. (Thomas *et al* 2017)

#### Programme design

The key priorities for the APP have been informed by a range of information sources including OfS data, TEF4, internal data sources, Local Market Intelligence data (LMI), LEP generated data and reports, NOMIS data, Annual Monitoring Reviews and dialogue with health, education and local authorities. This has created a programme design that targets the underrepresented groups and those for whom the

largest gaps in access, success and progression are evident. The programme design comprises suitable interventions and activities that are fit for purpose and capable of addressing the changes and outcomes required as outlined in the Targets and Investment Plan *and* ***Enhancing Our Learning Community Logic Model*** which is provided on page 21. The logic model summarises our key priorities, based on analysis of theories of change, agreed interventions and desirable outcomes for student success and outcomes which have informed the development of the APP.

We have collaborated with university partners, through the sharing of good practice, to begin the creation of a robust programme design and evaluation framework. The University of Lincoln Higher Education Research Institute (LHERI) Impact Evaluation Framework (Sharp *et al* 2019) will form the basis of the evaluation framework. The Lincoln Impact Evaluation Framework (LIEF) model will be shared and developed for the DN Colleges Group context during 2019-20 through a series of CPD workshops which will be facilitated by peers from LHERI. (The LIEF model is located at Appendix 1)

The DN Colleges Group version and adaptation of the model will be introduced for 2020-21 to evaluate the effectiveness of interventions and to continuously monitor the performance of underrepresented groups. If there is little or no improvement in performance across the student life cycle, appropriate improvement plans will be developed. As with all development and improvement plans, these would be reported on and monitored through the deliberative structure to Academic Board, Senior Leadership Team and, through the HEPQC to Corporation.

The programme design will be an iterative process with existing evidence being considered, the intervention being tested and process undertaken being continuously refined and improved within the context of the Higher Education landscape. As the programme design develops we expect continuous reflection and adaptation in the spirit of the learning organisation. [Garvin 1993; Senge 1990] This will enable us to monitor, understand and evaluate the impact and critically review our targets along with the cost effectiveness of interventions. Data will be collected on outcomes and reported through the deliberative mechanisms, most crucially the Access Success and Progression (ASP) Committee of the Academic Board. Theory of change is a ‘process of thinking’ rather than solely developing a range of activities and interventions. A combined approach has, therefore, been adopted whereby different elements of theories have been considered, dependent upon whether it is the strategic overview or specific intervention level being reviewed to develop the programme design.

**Evaluation design**

The evaluation strategy has been informed by the OfS Self-Assessment Tool, a collaborative internal working group and discussion with external partners. The Self-Assessment Tool helped to identify areas of good evaluation practice and also where there is little or no robust evidence to show the benefits of the intervention in relation to the targets. The evaluation design will be developed utilising the LIEF model (Sharp *et al* 2019), to enable the testing of the effectiveness and impact of the activities conducted in relation to the outcomes identified. We aim to foster a culture of continuous improvement that will influence practice and identify appropriate action/measures to be taken and/or modification of the access, success and progression targets, following the Project Planning Cycle diagram. [OfS standards of evidence document] This will be of particular importance if there is a reversing trend in reducing the gaps of access, success and progression.

Specific areas of responsibility for the evaluation process will be allocated to key team members who have the necessary knowledge and expertise to develop action plans and monitoring reports. The reports will be considered through the deliberative structures of the ASP, Higher Education Academic Board and Corporation Board sub-committees.

The DN Colleges Group embraces the philosophy of a ‘learning organisation’ and over the period 2019-20 onwards commit to embedding systematic implementation, review and evaluation to ensure the effectiveness of the initiatives to enable access, success and progression. All findings and outcomes of the evaluation undertaken will be disseminated to higher education staff, student representatives and student interns through the deliberative mechanisms and CPD events to influence practice. The OfS Self-Assessment Tool presented the opportunity to review the current evaluation processes and identify the areas requiring development which included:

- To conduct an audit of current initiatives in relation to the 2019-20 APP to inform emerging practice to achieve the aims and objectives. This will be led by the Head of APP Analysis and Evaluation and completed by September 2020
- Introduction of appropriate evaluation strategies for different types of intervention to be developed, led by the Head of APP Analysis and Evaluation, during 2019-20 and agreed for implementation in 2020-21

These augment the recent steps to create specific roles to focus on APP from senior levels, including the appointment of the Head of APP Analysis and Evaluation through to student interns focused on evaluation projects along with the responsibility for monitoring and review through the ASP committee, chaired by one of the Directors of Higher Education.

The proposed evaluation framework will be multi-layered with priorities and timescales for evaluation across the whole student lifecycle. The framework will identify the different projects to be evaluated each year, broken down into short-term, medium-term and longitudinal interventions and the outputs will inform subsequent planning. An illustrative example of activities being included in the framework is located at Appendix 2.

The methodologies of Sharp et. al. (2019) *Lincoln Impact Evaluation Framework,* Pawson and Tilley (1997), *The Realistic Evaluation Framework* and Kirkpatrick (1950) *Evaluation Model* informed the evaluation framework thinking. Within the education sector the evaluation models of Pawson and Tilley and Kirkpatrick are frequently utilised amongst widening participation practitioners, as the models helps to identify outcomes at different levels. Furthermore, the evaluations will be underpinned by theory of change to ascertain how an intervention is to work and achieve impact. The Head of APP has also been involved in NCOP evaluation project work which utilises the NERUPI framework [Hayton and Bengry-Howell, 2016]

It is planned to introduce the NERUPI in 2020-21 as this is becoming a reference point for WP practitioners. The DN Colleges Group will seek membership of NERUPI during the current academic year which will provide professional development opportunities for key staff to inform the design of our evaluation approaches. This framework is closely related to Bourdieu's 'Theory of Practice' and consideration of social, cultural, financial and economic capitals which is particularly apposite for our student population. [Bourdieu 1986]

A Mixed Methods research approach using both quantitative and qualitative approaches will be utilised, to complement each other and to overcome the limitations associated with a single evaluation design. Furthermore, triangulation will help identify and explain the conditions under which the theory of change and the LIEF adaptation is operating. This provides an opportunity to explore and interpret the work by addressing an enquiry from different perspectives and levels. The quantitative approaches will capture the numbers of outcomes achieved, and improvements in continuation and progression monitored, through the use of surveys/e-surveys, analysis of OfS data, internal data through the use of the DN Colleges Dashboard, ProSolution and Markbook and local evaluation evidence. Qualitative methods such as focus groups, discussions, semi-structured interviews and round table discussions, will help gain a deep and clear understanding of the underlying reasons, opinions and motivations for particular views and behaviours and the change/intervention required. This aligns with the practice-based approaches advocated by the Centre for Evaluation Research, 2019.

The self-assessment ratings will be monitored to provide an indication of the progress being made towards achieving higher standards of evaluation and evidence. During 2019-20 we will test the evaluation framework and potential evidence of short, medium and long term interventions, theory of change models and evaluation methodologies. The outputs of evaluation would be monitored and shared through the deliberative structures, ensuring that the outcomes are utilised to influence practice. Should the performance of under-represented groups not be improving, or falling behind target milestones, actions would be progressed through additional improvement plans. Alignment with the Learning Teaching and Scholarship strategy will ensure that outputs are achieved in the form of scholarly articles and conference papers. Sharing with external partners at the University of Lincoln and University of Hull would be ensured through existing academic structures and collaborative networks.

The OfS financial support tool has not been utilised in the development of this plan as the DN Colleges Group has only a small number of direct financial bursaries. The whole institution strategic approach towards Finance Business Partnering and the business intelligence development, however, will include the development of a discrete financial evaluation model in relation to the Targets and Investment plan to monitor the progress from baseline data through the yearly milestones. This will also encompass a robust evaluation of all of the investments committed towards success and progression measures. A revised financial model is being developed during 2019-20, under the senior leadership portfolio of the Director of Finance, to enable the Group to track expenditure and activities to gain insights into the cost of interventions and their impact. This will provide the baseline against which future years activity will be monitored. Evaluation of outcomes and impact is to be embedded into any intervention by design. The DN Colleges Group has a comprehensive annual workplan with its internal auditors into which assurance of compliance with the conditions of OfS Registration would be considered. The evaluation of the key strands of the APP in progressing towards desired impact on the aims and objectives be considered in agreeing the internal audit workplan during each year; this will provide assurance of the effective allocation of resources with formal reporting to the Senior Leadership Team and to the Governing Body.

The ambition is that by 2020-21 a resource will have developed that gathers the evidence on effective practice and to promote across all areas of the DN Colleges Group learning community. Along with producing on-going evidence of the impact of the interventions, the main priority of the evaluation strategy, will be to ensure that data and evidence are systematically utilised to inform and enhance the strategic approach towards access, success and progression.

### 3.4. Monitoring progress against delivery of the plan

The monitoring of performance will be through: the Access Success and Progression Committee (ASP); the Higher Education Academic Board (HEAB) and the Senior Leadership Team. Student engagement is well-embedded across the academic community and student membership is ensured. In addition, the HEPQC is the established governing committee of the DN Colleges Group Corporation Board which receives the formal reports, both of which have Higher Education Student Governors membership.

The approved Access and Participation Plan's objectives, targets and their outcomes will be monitored thrice yearly through these formal mechanisms. Should the monitoring show worsening performance falling behind target milestones, the ASP group will have responsibility for agreeing improvement actions. The progress report will be escalated to the Senior Leadership Team and a comprehensive investigation would be undertaken, led by members of the senior team and governing body. A formal report with agreed action plan would be rigorously monitored through these formal structures.

At programme level the key performance indicators referred to earlier are routinely reviewed through personal tutorials, programme committee meetings and other reporting mechanisms such as the Programme Area Reviews and Annual Monitoring Reports. Action plans feed into the institutional level annual monitoring cycle. The development of the dashboards will see the further disaggregation to reflect the range of student characteristics to provide a more comprehensive and robust approach which will strengthen the review of our APP targets.

In line with the OfS expectation for 2019-20 for audited financial statements to include information relating to expenditure on the APP activities, the College would ensure adherence to relevant regulatory requirements.

## 4. Provision of information to students

Prospective students are provided with information on financial support arrangements through a range of media including college websites and institutional/programme level handbooks. Students can also receive information in person via their personal tutors and the University Centres' Information and Advice Offices. The Access and Participation Statement is located on the website along with headline fee information. Our commitment to engaging with prospective students from the very first point of contact in the pre-entry phase of the student life cycle ensures that the more detailed information is provided through ongoing interaction with the outreach and engagement teams during the admissions process and preparation for

entering into higher education. This continues throughout the life cycle through the integrated approach towards enabling student success and achievement.

**Headline financial support and eligibility criteria for students from under-represented groups:**

**Care Leavers bursaries**
Bursaries of £500 will be made available to students identified as care leavers. Currently, the number of care leavers across the institution is very low and expected numbers will be monitored on an annual basis. The revised DNCG Higher Education enrolment form will capture this and all of the characteristics to contribute towards the systematic analysis and proactive engagement with access, success and progression identified at the beginning of this Plan.

**Low participation neighbourhood bursaries**

Targeted financial support from the anticipated additional income above basic fees will be specifically directed towards the provision of £500 bursary payments during Year 1; these will be linked to academic progression throughout the year. This initiative has worked effectively at the University Centre Scunthorpe as an incentive for level 3 students progressing from FE into HE within our institution from households where residual income is below £25,000. This relates to the IMD and POLAR Q1 and 2 postcodes. Further filters can be applied for STEM subjects where demand exceeds the supply of bursaries.

**BAME bursaries**

We have identified 10 positive action bursaries for students entering from BAME backgrounds, primarily from Asian backgrounds.

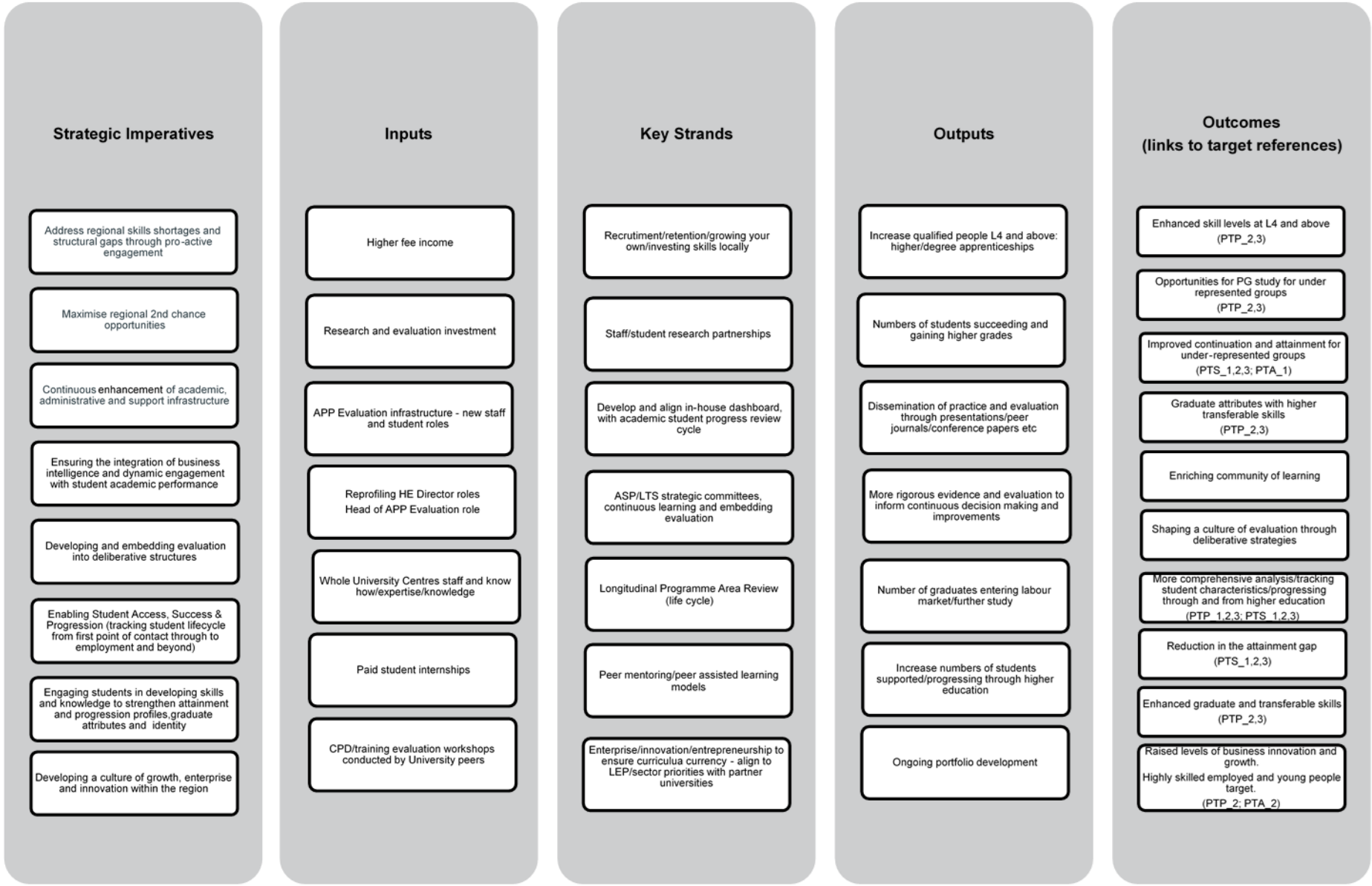
**Hardship Funds**

The Student Opportunity Fund is available to qualifying students who face financial hardship and difficulty. Applications to the non-repayable fund can be made at any time throughout the academic year. Following a standard assessment, students may qualify for a termly payment based upon their attendance.

In the instance of unexpected large expense students may alternatively qualify for a short term repayable loan.

Appendix 1 - The LIEF model for evaluation
Appendix 2 - An example of activities within the evaluation framework

## ENHANCING OUR LEARNING COMMUNITY – ENRICHING OUR REGIONAL COMMUNITY – RE-INVESTING INTELLECTUAL WEALTH



# Access and participation plan
# Fee information 2020-21

**Provider name: DN Colleges Group**

**Provider UKPRN: 10004695**

## Summary of 2020-21 entrant course fees

*course type not listed

**Inflationary statement:**

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

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

| Full-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | BA with EYITT - Years 2 & 3 | £9,000 |
| First degree | DNCG - Year 2 progression | £7,250 |
| First degree | DNCG - new entrants | £7,400 |
| First degree | Doncaster - Level 6 | £7,400 |
| First degree | Doncaster - Year 3 progression | £7,000 |
| First degree | Doncaster - Year 3 progression - NI | £3,023 |
| First degree | North Lindsey - Year 3 progression | £7,250 |
| Foundation degree | DNCG - Year 2 progression | £7,250 |
| Foundation degree | DNCG - Year 2 progression (Employability Scheme) | £7,500 |
| Foundation degree | DNCG - new entrants | £7,400 |
| Foundation degree | DNCG new entrants (Employability Scheme) | £7,650 |
| Foundation year/Year 0 | * | * |
| HNC/HND | DNCG - Year 2 progression | £7,250 |
| HNC/HND | DNCG - new entrants | £7,400 |
| HNC/HND | NL - Year 2 progression | £3,750 |
| HNC/HND | NL - new entrants | £3,825 |
| CertHE/DipHE | * | * |
| Postgraduate ITT | DNCG - new entrants | £7,400 |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

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

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

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

| Part-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | | £3,700 |
| First degree | NL - Humanities & Social Science | £4,925 |
| Foundation degree | | £3,750 |
| Foundation degree | NL - Engineering & Biosciences | £5,125 |
| Foundation year/Year 0 | * | * |
| HNC/HND | | £2,750 |
| CertHE/DipHE | * | * |
| Postgraduate ITT | | £3,700 |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

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

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

# Targets and investment plan 2020-21 to 2024-25

**Provider name: DN Colleges Group**

**Provider UKPRN: 10004695**

## Investment summary

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

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

**Table 4a - Investment summary (£)**

| Access and participation plan investment summary (£) | Academic year | | | | |
|---|---|---|---|---|---|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Total access activity investment (£) | £115,000.00 | £125,000.00 | £137,000.00 | £151,000.00 | £166,000.00 |
| Access (pre-16) | £20,000.00 | £21,500.00 | £23,000.00 | £25,000.00 | £27,000.00 |
| Access (post-16) | £30,000.00 | £32,500.00 | £35,000.00 | £38,000.00 | £42,000.00 |
| Access (adults and the community) | £65,000.00 | £71,000.00 | £79,000.00 | £88,000.00 | £97,000.00 |
| Access (other) | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 |
| Financial support (£) | £110,000.00 | £123,000.00 | £136,000.00 | £150,000.00 | £165,000.00 |
| Research and evaluation (£) | £80,000.00 | £88,000.00 | £97,000.00 | £106,000.00 | £116,000.00 |

**Table 4b - Investment summary (HFI%)**

| Access and participation plan investment summary (%HFI) | Academic year | | | | |
|---|---|---|---|---|---|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Higher fee income (£HFI) | £2,646,316.00 | £2,933,241.00 | £3,211,300.00 | £3,534,800.00 | £3,890,350.00 |
| Access investment | 4.3% | 4.3% | 4.3% | 4.3% | 4.3% |
| Financial support | 4.2% | 4.2% | 4.2% | 4.2% | 4.2% |
| Research and evaluation | 3.0% | 3.0% | 3.0% | 3.0% | 3.0% |
| Total investment (as %HFI) | 11.5% | 11.5% | 11.5% | 11.5% | 11.5% |

Office for Students

# Targets and investment plan 2020-21 to 2024-25

**Provider name: DN Colleges Group**

**Provider UKPRN: 10004695**

## Targets

**Table 2a - Access**

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | Yearly milestones | | | | | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| | PTA_1 | | | | | | | | | | | | |
| | PTA_2 | | | | | | | | | | | | |
| | PTA_3 | | | | | | | | | | | | |
| | PTA_4 | | | | | | | | | | | | |
| | PTA_5 | | | | | | | | | | | | |
| | PTA_6 | | | | | | | | | | | | |
| | PTA_7 | | | | | | | | | | | | |
| | PTA_8 | | | | | | | | | | | | |

**Table 2b - Success**

| Aim (500 characters maximum) | Reference number | Target group | Description | Is this target collaborative? | Data source | Baseline year | Baseline data | Yearly milestones | | | | | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| To reduce the continuation gap of 15pp between part-time students from IMD quintiles 1 and 5. | PTS_1 | Low Participation Neighbourhood (LPN) | Percentage difference in non-continuation rates between part time students from IMD quintiles 1 and 5. | No | The access and participation dataset | 2016-17 | 15% | 13% | 11% | 9% | 7% | 5% | |
| To reduce the identified continuation of 13pp between part time mature and part time young students | PTS_2 | Mature | Percentage difference in non-continuation rates between part-time mature and part-time young students. | No | The access and participation dataset | 2015-16 | 13% | 11% | 9% | 7% | 5% | 2% | |
| To reduce the attainment gap of 20pp between male students from IMD quintiles 1 and 2 with male students from IMD quintiles 3,4 & 5 | PTS_3 | Multiple | Percentage difference in attainment between male students from IMD quintiles 1 and 2 with male students from IMD quintiles 3,4 & 5. | No | The access and participation dataset | 2017-18 | 20% | 18% | 16% | 13% | 9% | 5% | |
| To reduce the attainment gap of 21.4pp between IMD quintiles 1 and 5 | PTS_4 | Low Participation Neighbourhood (LPN) | Percentage difference in attainment rates between IMD quintiles 1 and 5. | No | The access and participation dataset | 2017-18 | 21.4% | 18% | 15% | 12% | 9% | 5% | |
| To eliminate the 3.7pp continuation gap between Asian students and white students | PTS_5 | Ethnicity | Percentage difference in continuation between Asian students and white students. | No | The access and participation dataset | 2016-17 | 3.7% | 2.5% | 1% | 0% | 0% | 0% | |
| To eliminate the 7.5pp attainment gap between disabled students and not known to be disabled students | PTS_6 | Disabled | Percentage difference in attainment rates between disabled and not known to be disabled students. | No | The access and participation dataset | 2017-18 | 7.5% | 6% | 4.5% | 3% | 1.5% | 0% | |
| | PTS_7 | | | | | | | | | | | | |
| | PTS_8 | | | | | | | | | | | | |

**Table 2c - Progression**

| Aim (500 characters maximum) | Reference number | Target group | Description | Is this target collaborative? | Data source | Baseline year | Baseline data | Yearly milestones | | | | | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| To reduce the 20pp progression gap between full time disabled students and not known to be disabled students | PTP_1 | Disabled | Percentage difference in progression outcomes for full time disabled students compared with not known to be disabled students. | No | The access and participation dataset | 2016-17 | 20% | 18% | 16% | 13% | 9% | 5% | |
| To eliminate the 10pp progression gap between full time mature students and full time young students. | PTP_2 | Mature | Percentage difference in progression outcomes for full time mature students and full time young students. | No | The access and participation dataset | 2016-17 | 10% | 8% | 6% | 4% | 2% | 0% | |
| | PTP_3 | | | | | | | | | | | | |
| | PTP_4 | | | | | | | | | | | | |
| | PTP_5 | | | | | | | | | | | | |
| | PTP_6 | | | | | | | | | | | | |
| | PTP_7 | | | | | | | | | | | | |
| | PTP_8 | | | | | | | | | | | | |