

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

### 1. Assessment of Performance

This plan has been created following a strategic review of our current access arrangements and taking into account our performance against the targets we set to measure the impact of access and participation measures, as described in Access and Participation Plans covering the period 2017-2020.

The cohort characteristics of our current student body indicate that we have been successful in addressing barriers to Access and Participation, we are also well above the national average for students entering higher education from Quintile 1 (40% of students in 2017/18 compared to the national average of 12%). This is based on students entering our provision from regions and from wards classed as key target wards through the University Connect Programme (Bransholme East, Bransholme West, Drypool, Longhill, Marfleet, Newington, Orchard Park and Greenwood, Pickering, Southcotes East and Sutton) that are local to the campus being classed as key target areas to mobilise students to study and achieve a HE programme. This is in line with data from the English Indices of Deprivation findings from 2015 that identified Kingston-upon-Hull as the third highest authority with highest proportion of neighbourhoods in the most deprived regions in the UK (Department for Communities and Local Government, 2015). The number of our students declaring complex needs, including disabilities, has increased as a proportion of the cohort as a whole over the last three years (See Fig 1.1).

Factors which have contributed to difficulties with academic progression and completion for the student body have included ill health, financial hardship, lack of parental support and homelessness. Opportunities to increase the effectiveness of key measures to help us understand the problems underrepresented groups experience whilst studying at Hull College will form part of this Access and Participation Plan.

**Figure 1.1: Internal FT and PT Student Number Data**

Group	Entrants (Number of students)			Continuation (%)		Destinations (%)			
	2017	2018	2019	2018	2019	Positive Destination		Highly skilled	
						2016	2017	2016	2017
<b>BAME</b>	43	74	105	88	N/A	87.5	87	65	58
<b>Age</b>	306	291	374	86	N/A	88.3	90	59.3	57
<b>Disabled</b>	101	80	135	74	N/A	85.2	87	60.9	55
<b>Disadvantaged</b>	293	198	256	78	N/A	89.7	89	57.1	54
<b>Care Leavers</b>	9	5		84	N/A	N/A	N/A	N/A	N/A
<b>All</b>	521	438	522	82	N/A	89	90	60	55

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; TEF4 metrics, including the IMD and comparative data with larger college based higher education (CBHE). Figure 1.1 has used our own internal datasets, the data is combined between both full-time and part-time students so there may be variances with the data and illustrations provided below.

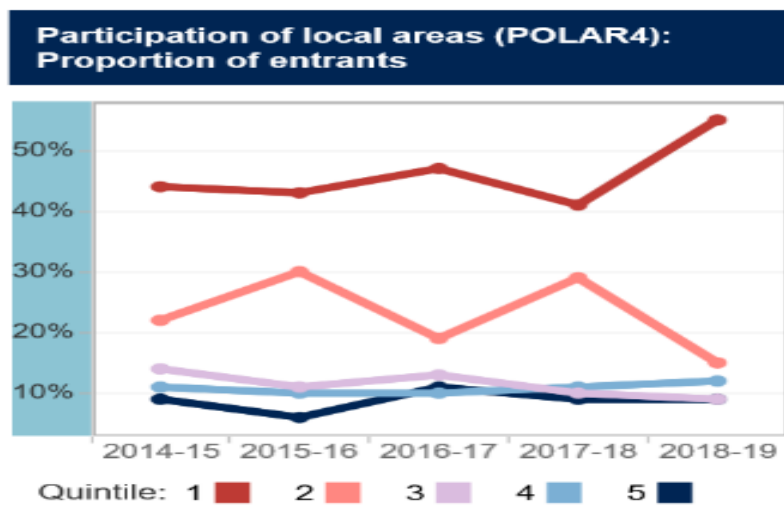
Early in 2020, the appointment of both a new Recruitment and Progression Manager and a Schools Liaison Coordinator has taken place due to the previous incumbents both leaving their posts at the end of 2019. We conduct activities and tasters for a number of local schools, which include Boulevard Academy, Kelvin Hall and Winifred Holtby. The proportion of pupils at these schools exceeds national averages for Pupil Premium, for example the Boulevard Academy has 65% of students registered for free school meals and Winifred Holtby has 46%, therefore most of the schools that we liaise with are in key target Humber Outreach Programme wards and have pupils from disadvantaged areas. The activities that have taken place with these schools have included curriculum taster days at both the FE and HE level, we have also delivered HE 'inspirational' talks from students that have previously completed or are completing a HE programme at Hull College that attended these schools for their secondary studies.

## 1.1 Higher Education Participation, Household Income or Socioeconomic Status

**1.1.1 Access (Participation of local areas – POLAR 4)** – In 2018/19, this figure of our FT student population was 55% (See Fig 1.2) for students from Quintile 1 and 15% for FT students from Quintile 2. Considerably more students access our higher education from the lowest participation areas (Quintiles 1 & 2) than students from the highest participation groups (Quintiles 4 & 5). In comparison to students from Quintile 5, only 9% of students from this quintile accessed our higher education in 2018/19. This proportionate gap has been significant since we began to offer higher fees, and this reflects the College's commitment to widening participation as there is no gap that needs to be addressed in line with the **OfS Key Performance Measure 2** and higher tariff providers disproportionate gap between the most and least represented groups.

In relation to access of students from **IMD 2015 groups**, again these are very similar to the assessments made above, with 51% of FT students accessing from Quintile 1, 17% from Quintile 2, in comparison, those students entering from Quintiles 4 and 5 was a combined 18%.

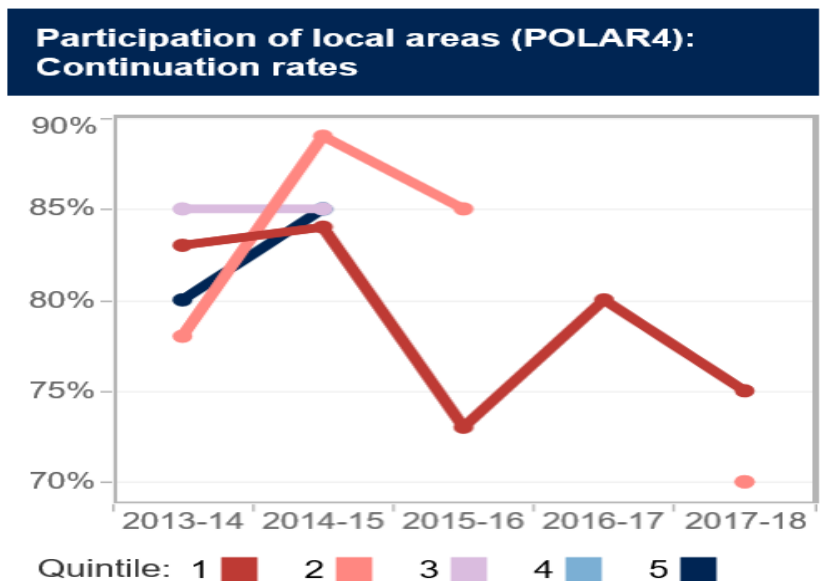
**Figure 1.2: Participation of Local Areas (POLAR4) FT Students**



**1.1.2 Continuation (Participation of Local Areas – POLAR4)** – In 2016/17, the continuation rate for FT students from Quintile 1 was 80% (Source: Access and Participation dashboard), this figure declined in 2017/18 to 75% and there is also data for FT students from Quintile 2 in 2017/18 that shows 70% of FT students continue with their studies (See Fig 1.3). As a result, using the POLAR4 data for students from low participation areas as our measure, we have set ourselves a target of ending that decline and instead we are setting an ambitious target of improving continuation by 2 percentage points in the first year, then 3 percentage points covered until the end of this plan (**See Targets Investment - PTS 1**). This ambitious target relates to the **OfS Key Performance Measure**

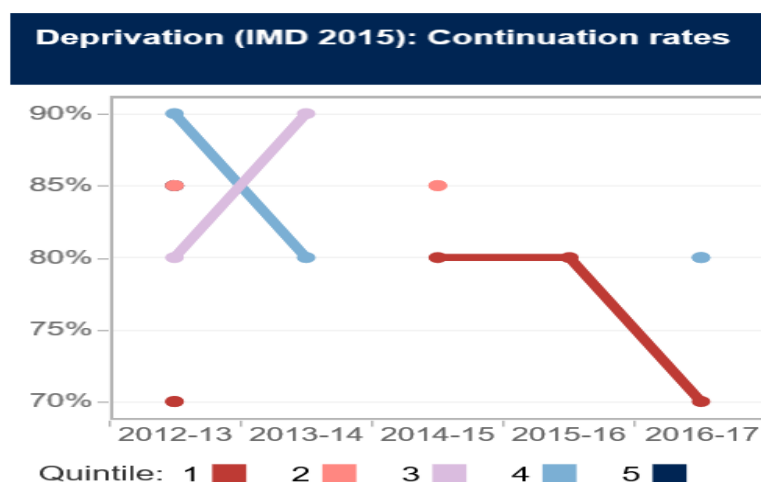
3 the gap in non-continuation between most and least represented groups, and also relates to our own internal key performance indicators to improve retention and achievement.

**Figure 1.3: Participation of Local Areas (POLAR4): Continuation Rates FT Students**



There are no comparisons to be made for PT students from low participation neighbourhoods as there is no data for these students in the Access and Participation Dashboard, however, in relation to the **Deprivation IMD (2015) group**, the continuation data from the 2015/16 for our part-time student cohort was 80% of those students continuing with their studies, but again there is a decline in this data in 2016/17 with 70% of PT students from Quintile 1 continuing with their studies (See Fig 1.3a). The College has performed well at attracting a diverse body of students, the key focus now is to ensure that we support disadvantaged students to improve continuation which forms a key part of our milestones and targets.

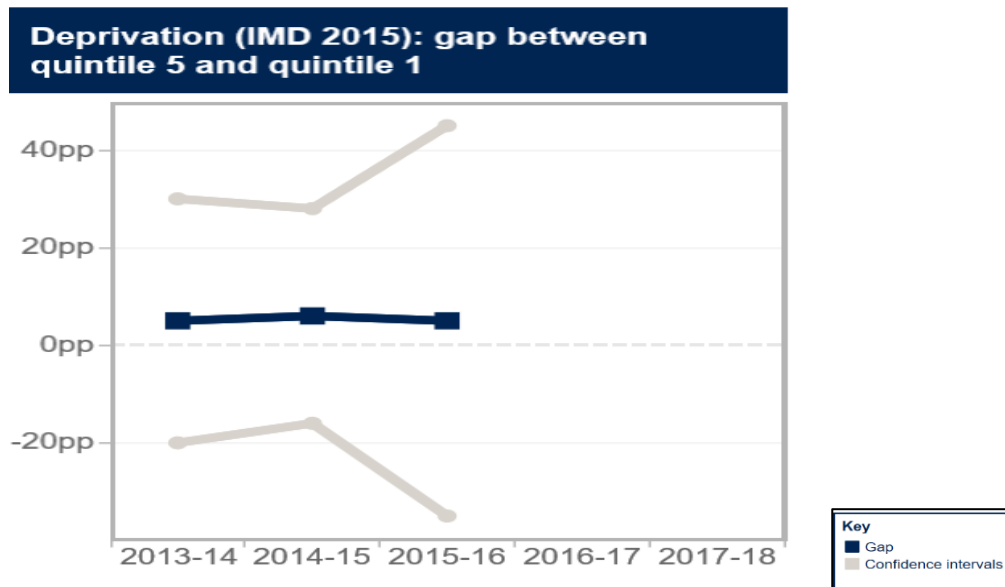
**Figure 1.3a: Deprivation (IMD 2015): Continuation Rates PT Students**



It is difficult to ascertain from the Access and Participation data dashboard where there are some absolute gaps due to the lack of data and that last known data dating back to 2015 for some intersections (See Fig 1.3b), however there was a gap in 2015 between quintile 5 students and quintile 1 of five percentage points (See Fig 1.3b) for those students in **Deprivation (IMD 2015)**. We do only have a very small proportion of students from quintiles 4 and 5, which will be the reason for the lack of data over the last two years, however we are proposing to remove this gap by the end of this plan (**See Targets Investment – PTS3**). We have had a very recent change to the MIS suites across the College (Using Prosolutions from 2018) so all new entrants are now tracked through this

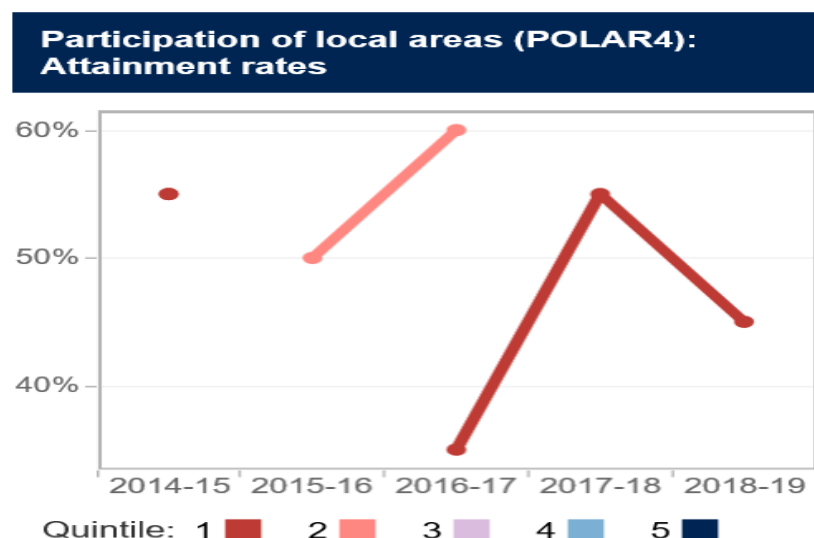
student records system. As part of the life cycle of this plan, we will be looking to invest in upgrades to the current systems to ensure that we can rely on data to verify the milestones of this plan and ensure that we can verify data alongside the data from the Access and Participation Dashboard.

**Figure 1.3b: Deprivation (IMD 2015): Percentage Gap Between Quintile 5 and Quintile 1: FT Students.**



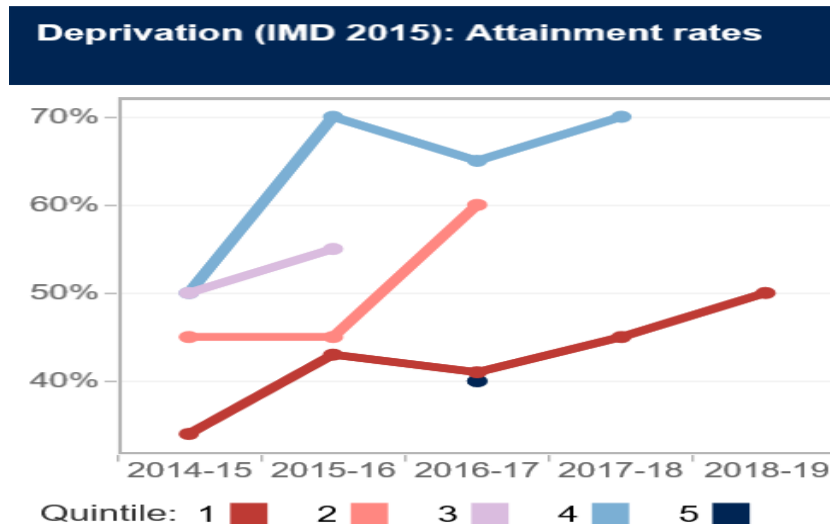
**1.1.3 Attainment (Participation of Local Area – POLAR4)** – In 2017/18, the attainment rate for full-time students from Polar 4 Quintile 1 was 55%, decreasing to 45% in 2018/19 (See Fig 1.4). There is a significant gap to be addressed here for FT students falling into the lower quintile, even though there is no data to draw upon from the higher Quintiles in recent years (Source: Access and Participation Dashboard). It is important to note this data does relate to students primarily on our three year programmes back in 2018, since then, we have a 2+1 (Foundation Degree onto a top-up programme) model for both of our HE Faculties so we are already seeing from our own internal datasets improvements in the continuation of students studying our own approved Foundation Degrees (we only have data for the first year of these programmes currently, so attainment has not taken place).

**Figure 1.4: Participation of Local Areas (POLAR4) Attainment Rates: FT Students**



Attainment for FT students in the Deprivation (IMD 2015) groups is a key performance measure that has shown improvement in 2018-19 since 2016-17 (See Fig 1.4a). It is difficult to ascertain from the Access and Participation data dashboard where there are some absolute gaps due to the lack of data and that last known data dating back to 2016/17.

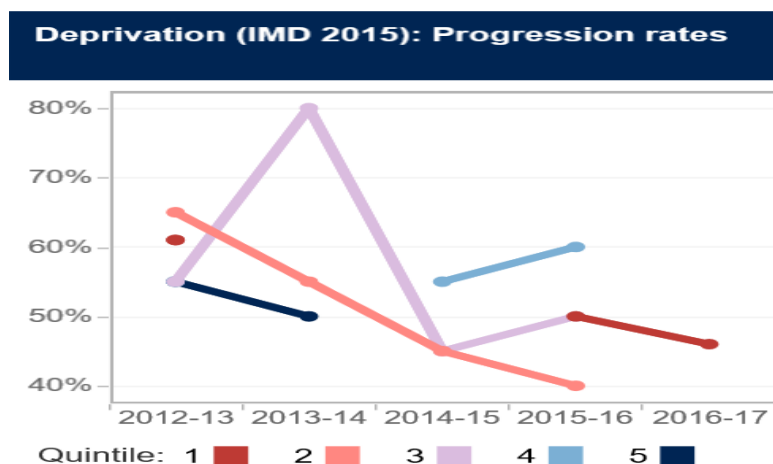
**Figure 1.4a: Deprivation (IMD 2015) Attainment Rates: FT Students**



**1.1.4 Progression to Employment or Further Study (Deprivation IMD 2015)** – Due to the comparable data, the Deprivation IMD group data will be used here for FT students. There has been a 15% decrease for our FT students from 2013 to 2017 from Quintile 1 in the number of students (Deprivation IMD) progressing into highly skilled employment or further study with 46% of students showing on the Access and Participation dashboard (See Fig 1.5) in 2016/17. Were the national average has increased over time, the College has seen a decline over the same period of time. Our internal data used for the formerly known DLHE does suggest a difference in positive destinations for students graduating from the Faculty of Arts and Creative Industries in comparison to the students from the Faculty of Management, Health and Technology, with the latter Faculty having a higher percentage of positive destinations and entry into highly skilled work. This is why a curriculum review was conducted in November 2017 to look at the offer of the Faculty of Arts and Creative Industries and how those programmes can be designed to be more industry and design based, which was completed in 2018.

There is a lack of assessment that can be offered here, largely due to the lack of data from the Access and Participation Dashboard, and due to the changes to graduate outcomes in recent years with the last set of data tracking back to 2016-17. Nevertheless, a target to improve this has been set for 4% in the first year of the plan, rising to 5% year on year until the end of this plan (**See Targets Investment Plan – PTP 1**). The data for graduates from 2018/19 will be available from Cohort D capture on the Graduate Outcomes Survey in the autumn of 2020, once the analysis has taken place this will feature as part of the monitoring returns for this plan.

**Figure 1.5: Deprivation (IMD 2015) Progression Rates: FT Students**



## 1.2 Black, Asian and Minority Ethnic Students

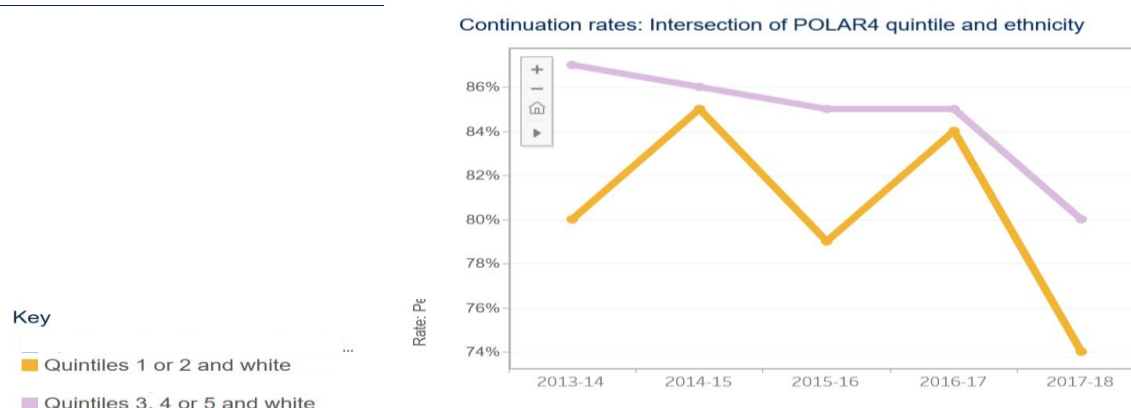
**1.2.1 Access** – Our own internal data source shows for 2019/20, 80% of enrolled students were White, 20% were students from Black and Minority Ethnic Groups (BAME) for all students, both full and part-time. These figures do not tend to correlate with the information from the last available Census, as of the 2011 Census, the population of Hull was mostly White British, comprising 89.7% of the population. 4.1% of the population identified as Other White, followed by 2.3% Chinese and Other Races, 1.3% Mixed Race, 1.2% Black, and 1.1% South Asian, and 0.3% White Irish. The census also found that just 3% of the residents in Hull were born outside of the United Kingdom. Hull College does have a very healthy recruitment to our FE ESOL programmes, often recruiting in excess of 400 students. In recent years, a growing number of these students are accessing the degree provision we offer, hence the reason for the increase in number over the last five years..

The last set of available data from the Access and Participation dashboard (2014/15) does show there is a -5% gap in access to Asian students. As there is a lack of available data for this underrepresented group in terms of access, the college does ensure that there is a fair admissions policy and that all students can apply for our courses. However as mentioned earlier, the local demographics are representative of the access trends so we will be keen to explore the data from the next census as this will guide us in terms of access plans for Black, Asian and Minority ethnic groups. We will continue to monitor our performance in this area closely, ensuring we maximise the opportunity of all students to engage within HCG and should we note any reduction in our access performance in line with local trends, we will intervene to address.

**1.2.2 Continuation** – For all ethnicities, except White, in 2015 the continuation rate was 85% which was exactly the same as the students classified as White. From our own internal data, in 2018 there was a continuation rate of 88% for all other ethnicities, except White, which aligns with the sector wide average for 2017 (88%). The continuation rate for White students, using the A&P dashboard data for 2017/18 was 79%, so there is a gap here of 9% in favour of students from BAME groups. As there is no gap here for the underrepresented group, there is no target to be reviewed, however we will continue to monitor the data using both the A&P dashboard and our own internal data.

A key intersection which has seen some decrease in continuation is White students from POLAR 4 Quintiles 1 & 2 (See Fig 1.6) with a decrease of 6% between 2017-18 and 2013-14. The gap has also widened to 6% from POLAR 4 White students in Quintiles 3, 4 & 5 (80%) and White students in Quintiles 1 & 2 (74%).

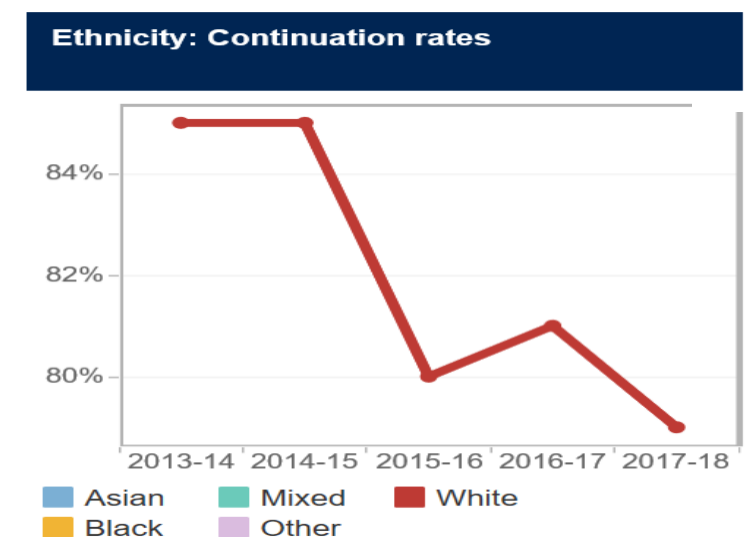
**Figure 1.6: Ethnicity: Continuation Rates FT Students**



The data for part-time cohorts from the Access and Participation Dashboard does highlight that 84% of White students were continuing, this is significantly higher than the sector-wide average of 65%. Due to small numbers, there is no part-time data for BAME students up to this period.

As a result of the lack of data in relation to continuation, and some very small cohort sizes (see Fig 1.6a) across other BAME Groups, we do not propose to target 'Continuation' for specific intervention. We will continue to monitor our performance in this area closely, ensuring we maximise the opportunity of all students to succeed within HCG and should we note any reduction in our performance we will intervene to address.

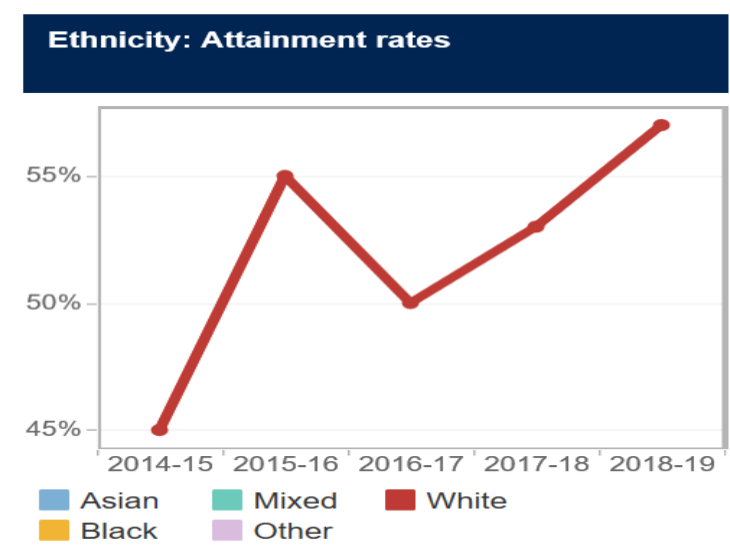
**Figure 1.6a: Ethnicity: Continuation Rates FT Students**



**1.2.3 Attainment** – Over the five year reporting period from 2014-15 – 2018-19, there is no reportable data for any BAME students. In the absence of reportable data from the Access and Participation Dashboard, it is not possible to identify any trends with regard to attainment gaps. The Access and Participation Data Dashboard does show 57% of White students in the 18/19 academic session attained in their studies (See Fig 1.7).

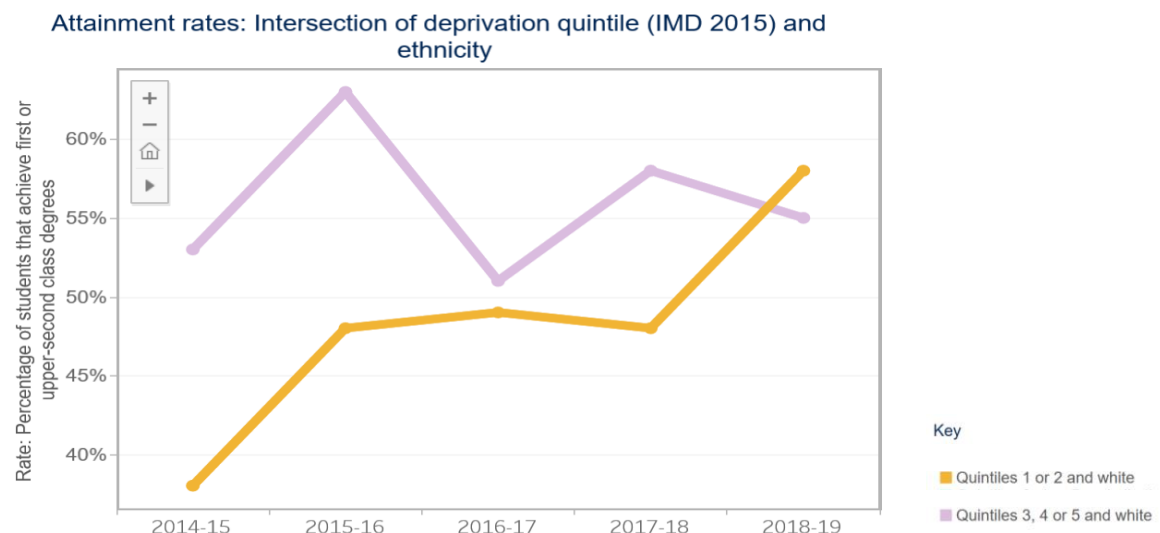


**Figure 1.7: Ethnicity: Attainment Rates FT Students**



A key intersection which has seen some significant increase in attainment is white students from Quintiles 1 & 2 from the Deprivation (IMD 2015) group with an increase of 20% between 2014-15 and 2018-19. In 2018-19, 58% of students from this intersection, compared to only 38% in 2014-15 attained a first or upper second class degree (See Fig 1.7a). With the small cohorts of BAME students, it is not possible to consider a target in line with the **OfS Key Performance Measure 4** gap in degree outcomes (1<sup>st</sup> or 2:1s) between white students and black students.

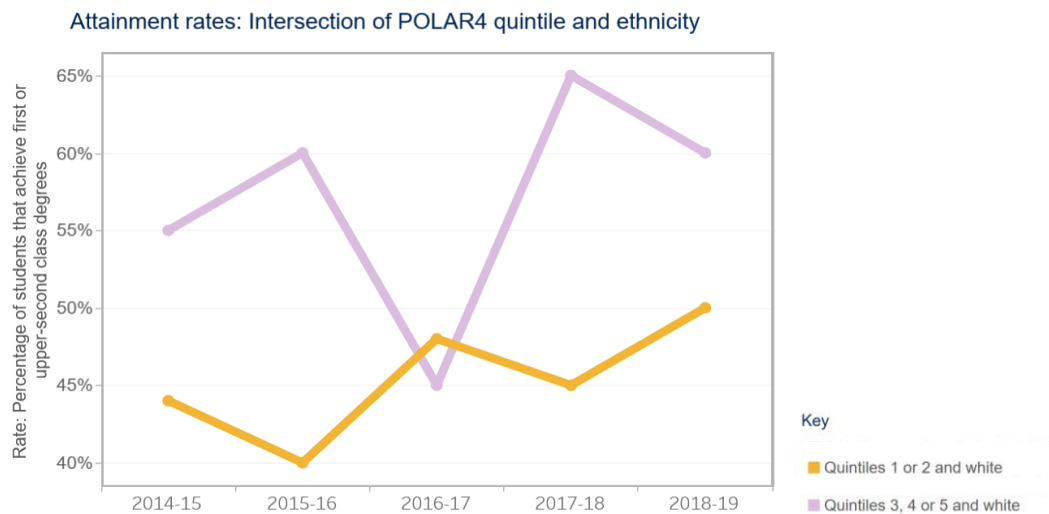
**Figure 1.7a: Ethnicity: Attainment Rates for FT Students between the Intersection of Deprivation (IMD) Quintile and Ethnicity - White**



We will continue to monitor our performance in this area closely, ensuring we maximise the opportunity of all students to attain positive degree outcomes within HCG. What we will pursue is an increase in positive outcomes for White students from POLAR 4 low participation neighbourhoods as this makes up the majority of our student profile and there is a 10% gap between lower quintiles (1&2) in comparison to Quintiles 3, 4 & 5 (See Fig 1.7b) by setting a 2% reduction in this gap year on year throughout the Plan (**See Targets Investment Plan – PTS 5**).

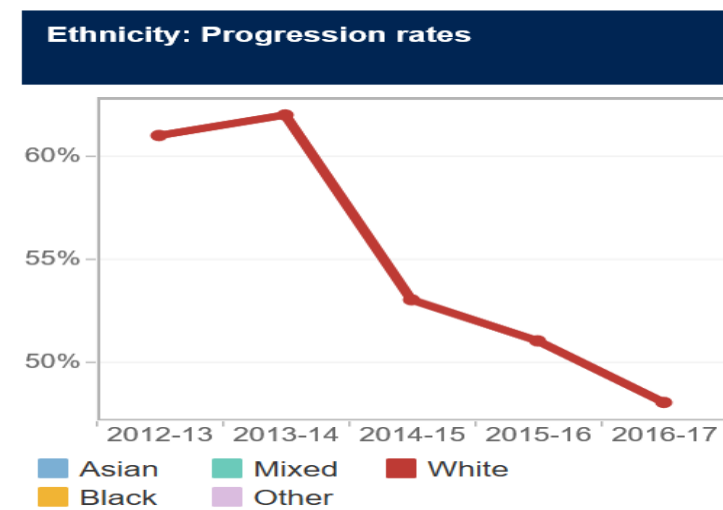


**Figure 1.7b: Attainment Rates for FT Students and the Intersection of Polar 4 and Ethnicity - White**



**1.2.4 Progression** – Over the five year period from 2013-14 – 2017 – 18, there is no reportable data for any BAME populations. In the absence of any reportable data, it is not possible to identify any trends within this area. There is also no internal data to be able to report into this detail from the DLHE analysis that we have. The data for graduates from 2018/19 will be available from Cohort D capture on the Graduate Outcomes Survey in the autumn of 2020, once the analysis has taken place this will feature as part of the monitoring returns for this plan. A key intersection which has seen some significant decrease in progression is White students with a decrease of 13% between 2012-13 and 2016-17. In 2016-17, 48% of students progressed into highly skilled employment or further study, compared to 61% in 2012-13 (See Fig 1.8). We will continue to monitor our performance in this area closely, ensuring we maximise the opportunity of all students, particularly BAME students, if there is sufficient data to analyse, to progress into employment or further study.

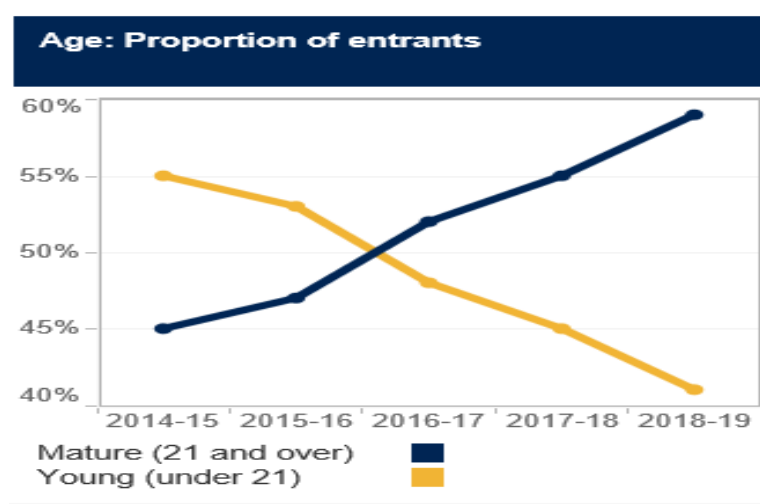
**Figure 1.8: Ethnicity: Progression Rates FT Students**



## 1.3 Mature Students

**1.3.1 Access** – In 2017/18, 55% of our student population were mature students (21 and over), this number has increased in 2018/19 to 59%. In 2019/20, 71% of our students were categorised as mature students according to our internal datasets, this does relate to both full and part-time entrants. The Access and Participation Dashboard does show that our part-time students in 2018/19 were 90% of the intake, therefore considerably more mature students access our degree provision than across the HEI sector, and as such there are no gaps that need to be addressed. Fig 1.9 does show that overtime there has been a significant increase in the number of mature entrants accessing our higher education provision, with a 14% increase from 2014/15. As a result of this, we do not propose to target access for specific intervention. We will continue to monitor this area closely to see how we can maximise opportunities for mature entrants and how we can support mature students to succeed in their studies. The identification of a Mature Student bursary has played a key part in the significant increase in this underrepresented group in recent year.

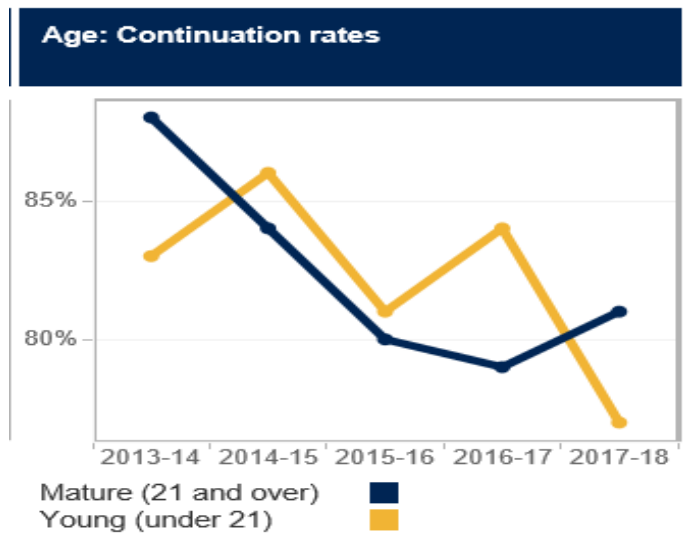
**Figure 1.9: Age: Proportions of Entrants**



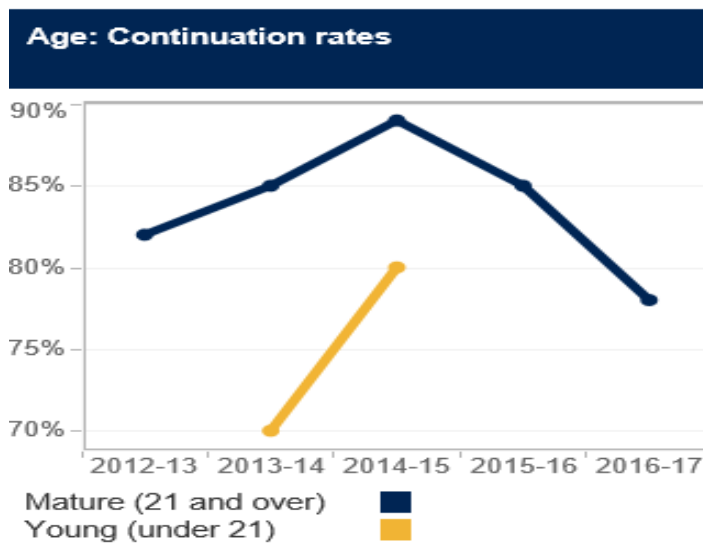
**1.3.2 Continuation** - In 2012-13, the continuation rate for our full-time mature students was 87%. Compared to the latest data available on the Access and Participation Dashboard, this figure has steadily declined over a six year period to 81% in 2017/18, however there was a 3% increase in this indicator from the 2016/17 data (See Fig 1.10). In relation to part-time mature students, in 2012-13 the continuation for our students was 82%, this has declined by 4% up to 2016/17 (See Fig 1.11).

In relation to younger students (students under the age of 21), the continuation in 2013/14 was 83%, this has declined to 77% in 2017/18. The data for younger students does show a rather spiky profile ranging from 86% to 77% over the five years. In comparison, the part—time continuation for younger students was 80% in 2014/15 (last data available on the A&P Dashboard) which was a 10% increase on the previous year.

**Figure 1.10: Age: Continuation Rates for FT students**



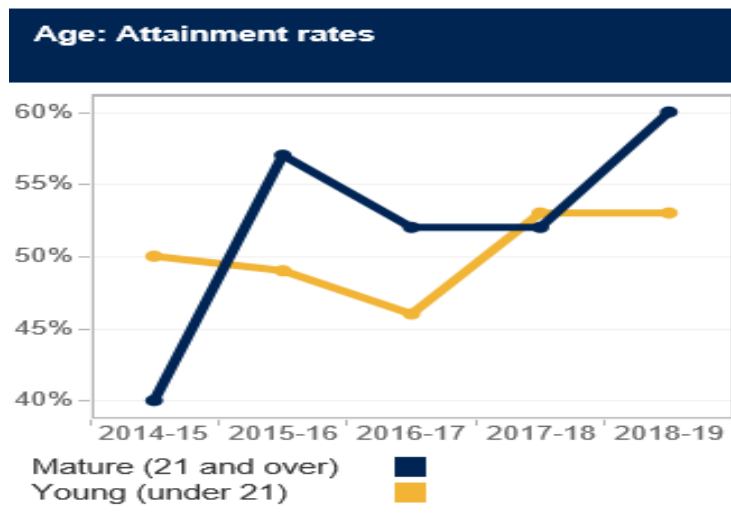
**Figure 1.11: Age: Continuation Rates for PT students**



**1.3.3 Attainment** - In 2018/19, attainment for full-time mature students was 60%, increasing 20% over the five year period from 2014/15. More full-time mature students achieve a first or upper second-class degree than young students do (See Fig 1.12), in 2018/19, 53% of young students achieved a first or upper second class degree, therefore a -7 percentage point gap exists between young and mature.

Attainment for part-time mature students in 2018/19 was 70%, a 25% increase from 2014/15, there is no comparable data for young part-time students.

**Figure 1.12: Age: Attainment for FT Students**

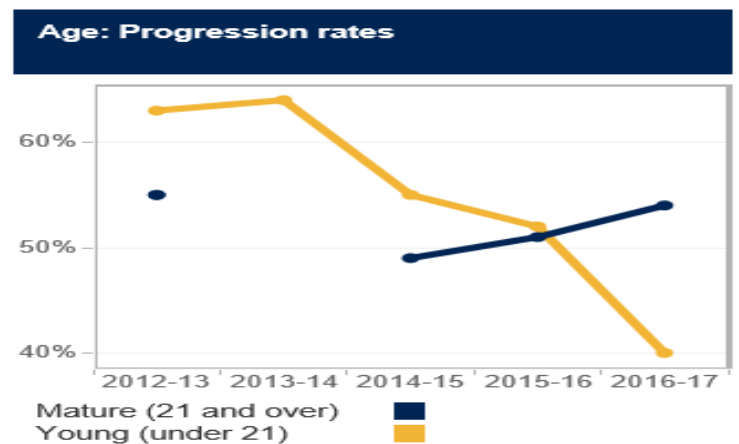


**1.3.4 Progression** - In 2016/17, A&P Dashboard data indicates a 14% gap between full-time mature students (54%) and full-time younger students (40%) progressing into highly skilled employment or higher level of study. This is a key target area for us, aiming to improve this performance indicator for Mature FT students to 70% by the end of the Plan (**See Targets Investment Plan – PTP 2**).

The only data available for part-time students is mature students, in 2013/14, 71% of graduates progressed into highly skilled employment or higher level of study, compared to 66% in 2016/17.

The data for graduates from 2018/19 will be available from Cohort D capture on the Graduate Outcomes Survey in the autumn of 2020, once the analysis has taken place this will feature as part of the monitoring returns for this plan.

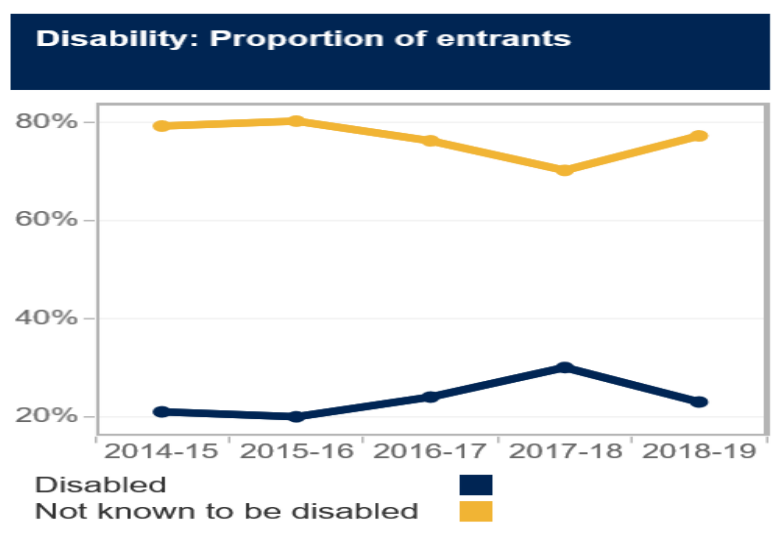
**Figure 1.13: Age: Progression Rates for FT Students**



## 1.4 Disabled Students

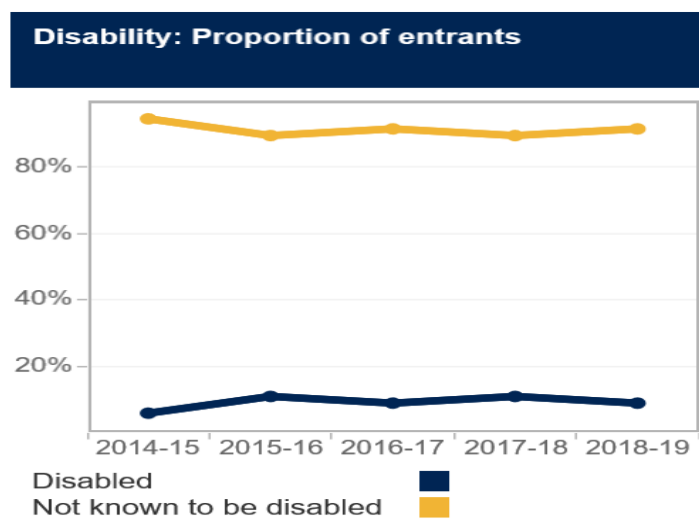
**1.4.1 Access** – In 2018/19, 23% of our full-time students were recorded as disabled (See Fig 1.14). Of those recorded as disabled, 10% declared cognitive or learning difficulties, 7% declared sensory, medical or physical impairment, 6% declared mental health conditions, 4% declared social or communication impairment. Between 2013/14 and 2018/19, the proportion of full-time disabled students steadily increased by 9% in 2017/18, however the last reported data saw a 7% decrease. There are no Access targets to be set in this area.

**Figure 1.14: Disability: Proportion of Entrants: FT Students**



In 2018/19, 9% of our part-time students were recorded as disabled. Of those recorded as disabled, 3% declared cognitive or learning difficulties and 3% declared sensory, medical or physical impairment. There is no reportable data for the other categories. Between 2014/15 and 2018/19, the proportion of disabled students studying part-time with us has increased by 3% (See Fig 1.15).

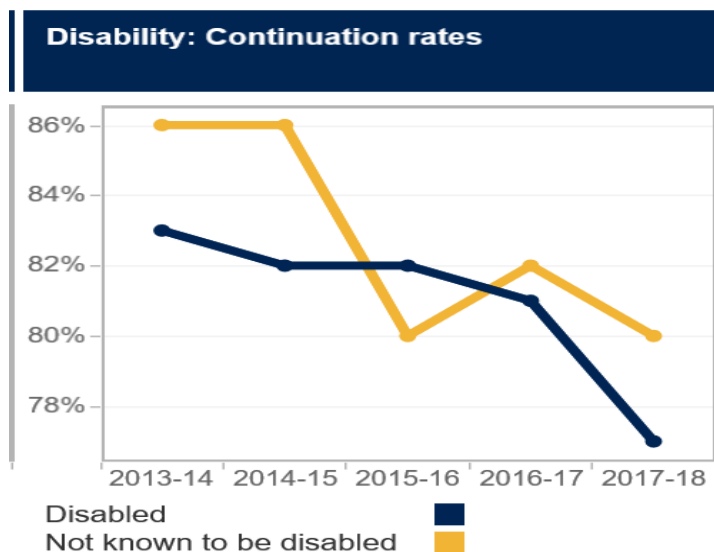
**Figure 1.15: Disability: Proportion of Entrants: PT Students**



**1.4.2 Continuation** – In 2017/18, the continuation rate for full-time disabled students was 77%. In the same year, FT students not known to be disabled was 80% (See Fig 1.16). Between 2013/14 and 2017/18, the difference in continuation rate between full-time disabled students decreased by 6%, for students not known to be disabled, over the same time period, this also decreased by 6%. For FT students, there is a 3% percentage gap between students not known to be disabled and

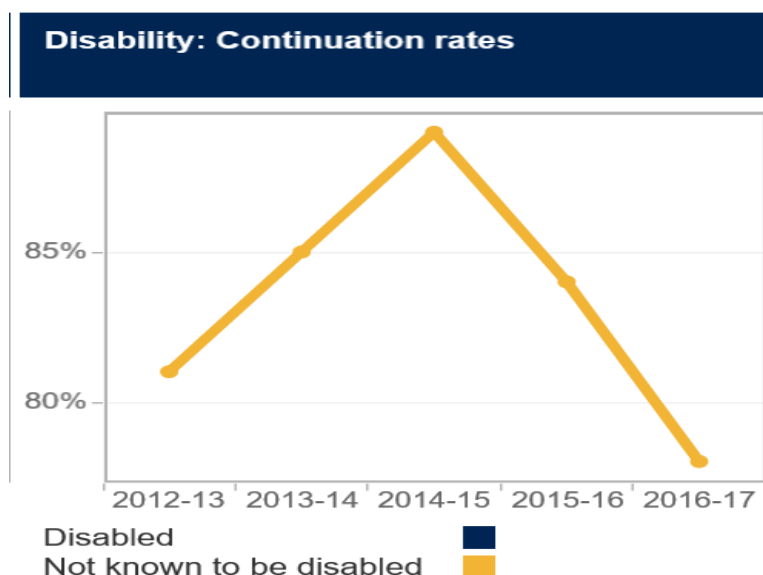
disabled students. We are aiming to improve the continuation of FT Disabled students to 89% by the end of this Plan from a baseline of 77% **(See Targets Investment Plan – PTS 2).**

**Figure 1.16: Disability: Continuation Rates FT Students**



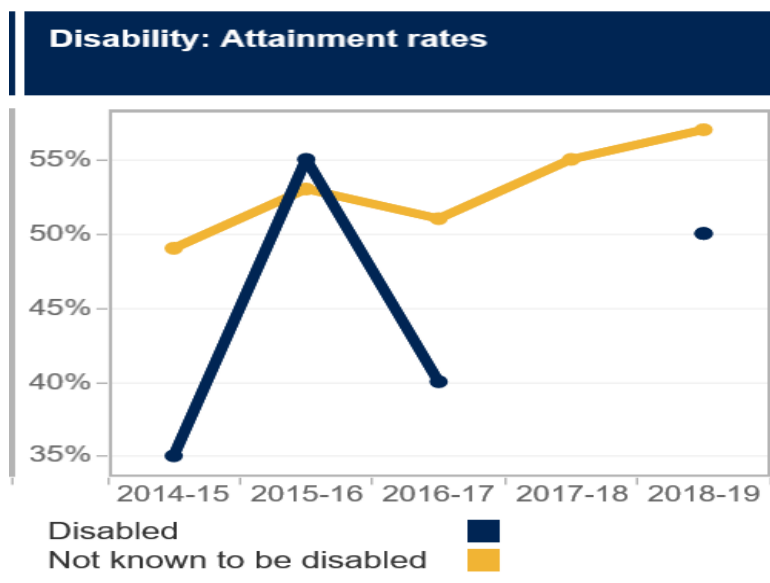
There is no reportable data on disabled part-time students and continuation in the period from 2012/13 – 2016/17 due to the small size of the student numbers. There is reportable data on part-time students not known to be disabled, 78% of these students continuing with their studies in 2016/17 which was an 11% decreased in continuation from the 2014/15 continuation for PT students not known to be disabled.

**Figure 1.17: Disability: Continuation Rates PT Students**



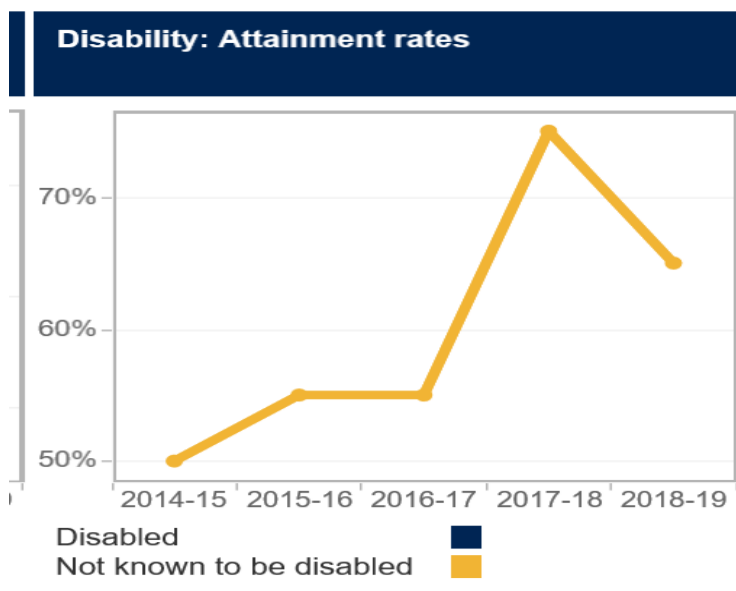
**1.4.3 Attainment** – in 2018/19, the attainment for full-time disabled students was 50%. There was a gap of 7% below the attainment rate of our disabled students in comparison to students not known to be disabled (57%). Between 2014/15 and 2018/19, the attainment gap for full-time disabled students saw a 15% improvement in attainment compared to 2014/15, there was also a smaller improvement in students not known to be disabled of 8%, in 2014/15 the attainment for students not known to be disabled was 49%. To align to the **OfS Key Performance Measure 5** gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students, we have set a target to reduce the gap between students that are disabled and not known to be disabled to ensure there is no gap by the end of this plan **(See Targets Investment Plan – PTS 4).**

**Figure 1.18: Disability: Attainment Rates FT Students**



There is no reportable data on attainment rates for part-time disabled students in the period from 2014/15 to 2018/19, and there is no reportable data on gaps in attainment rates by disability type for part-time students in the same period (See Fig 1.19). For part-time students not known to be disabled, the attainment increased from 50% in 2014/15, to 65% in 2018/19. Although this is an encouraging improvement in attainment for students not known to be disabled over the five year period, there was a 10% attainment decrease from 2017/18 to 2018/19.

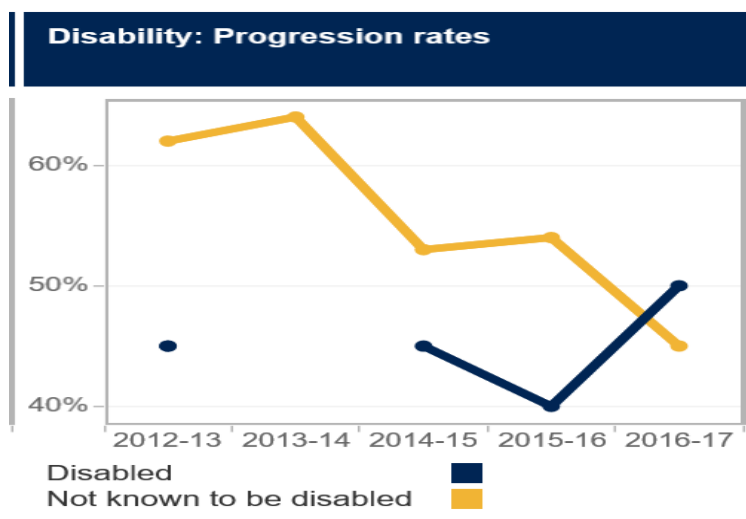
**Figure 1.19: Disability: Attainment Rates PT Students**



**1.4.4 Progression** – In 2016/17, the progression rate for full-time disabled students was 50%, and 45% for FT students not known to be disabled, so a percentage point gap of -5%. Nevertheless, we have set a target to increase FT Disabled students progression by the end of this plan to 70% (**See Targets Investment Plan – PTP 3**). Between 2015/16 and 2016/17, the progression gap between not known to be disabled students and disabled students widened by 15%, but recently as shown by Fig 1.20, that gap now shows that disabled students have slightly better opportunities to progress into employment or further study. This decrease does not appear with PT students not known to be disabled, there is only a 2% decrease in the same reporting timeline and 68% of these PT students' progress into highly skilled employment or further study.



**Figure 1.20: Disability: Progression Rates FT Students**



The data for graduates from 2018/19 will be available from Cohort D capture on the Graduate Outcomes Survey in the autumn of 2020, once the analysis has taken place this will feature as part of the monitoring returns for this plan.

## 1.5 Care Leavers

This number has decreased from nine in 17/18, to only a small number in the 2019 enrolment numbers, therefore we have not included that data in Figure 1.1 due to GDPR reasons.

**1.5.1 Access** - The College is committing to increasing the number of care leavers entering its higher education, one of the steps we have taken is the creation of the Wilberforce bursary to this underrepresented group. We will be able to monitor in real time the impact of any financial support on particular cohorts of students as they progress through their studies. Success will be an increased number of entrants who are Care Leavers.

**1.5.2 Continuation** - There have been too few students studying on a higher education programme at the College to be able to include any continuation data. In 2018, 84% of students progressed onto L5 of their programme.

**1.5.3 Success** - The data for success is not reliable and includes data for students numbering less than five. There is also no national data of trends that can be considered to make any strategic objectives.

**1.5.4 Progression** - There are currently few students who are care leavers studying on a higher education programme at the College to make judgements about progression. The data for graduates from 2018/19 will be available from Cohort D capture on the Graduate Outcomes Survey in the autumn of 2020, once the analysis has taken place this will feature as part of the monitoring returns for this plan.

There are no graphs to be included for Care Leavers in this plan.

## 2. Strategic Aims and Objectives

Our 'ambition and strategy' for Access and Participation are based on an assessment of our effectiveness in retaining and supporting students to achieve who may have experienced disadvantage in higher education opportunities, or require support to reach their potential.

The aims of the 2020 - 2025 Plan are:

- To provide financial support measures for students, making it easier for them to meet the initial costs of study and progress more easily through their study award;
- To set out the College's commitment to invest in resources and staff development to enhance the quality of the student experience to retain students;
- To improve our understanding of the challenges faced by different groups of students and prospective students, including those pupils from KS3 and upwards, when preparing to study and studying on their programmes by developing academic and support staff;
- To engage students as partners in the design of impact measures to assess the effectiveness of the Plan and to review the effectiveness of the operations of the plan.

The creation of challenging targets contributes to a strategic approach to the continuous improvement of performance in the areas of Continuation, Progression and Success. Monitoring and intervention will be reviewed by key staff and representatives of the student body and received within the Higher Education Committees (Student Engagement and HE Academic Board). These will be reviewed by the Recruitment and Progression Manager to ensure that underrepresented group outcomes are being continually reviewed across the College and that activities associated with this plan are having an impact and making improvements in the targets set.

### Impact Measures

We will monitor the impact of the plan by gathering comparative data from each cohort and reporting progress through our committees to HE Academic Board. The Access and Participation Monitoring Group, established in 2019, authorises activities that take place and reviews the impact of those activities over the student life cycle. This Group consists of the Head of HE Quality and Registry, the Recruitment and Progression Manager, the Finance Business Partner for HE Quality and Registry, School Liaison Coordinator, two Senior Student Representatives and the Student Engagement Officers. From September 2020, this Group will also include the Assistant Principal of HE, and the Director of Funding and Information Systems to ensure accountability throughout the duration of the Plan.

To create a stronger focus on student engagement in strategic decision making, the Student Experience Committee leads the enhancement of our HE provision offered and will also be fundamental into the monitoring of the impact of this Plan. Utilising confirmed baseline data, realistic targets for increased participation and planned growth in under-represented areas, the targets and milestones of this Plan will be monitored at three points throughout each academic year. Through our networks and partnerships, and by working in partnership with members of our student body the Group will develop a set of impact measures which will assess the effectiveness of support measures aimed at addressing potential disadvantage for students in each of these circumstances.

If there are no improvements in progress or data is worsening for the targets set, this will be reviewed at the above Committee and actions developed. This will include a development of an action plan for the target, a review of the activity or measures that have taken place so far, and a redirection of financial support from the Investment Summary to ensure progress with the target.

## 2.1 Target Groups

Lifecycle Stage: Success (see Targets Plan in the Appendix for key data and targets):

1. Increase continuation for FT students from **Quintile 1 POLAR 4** (PTS\_1) to 89% in 2024/25 from a baseline in 2017/18 of 75%.
2. Increase continuation for students with **Disabilities** (PTS\_2) to 89% in 2024/25 from a baseline in 2017/18 of 77%.
3. Reduce the Gap in Continuation between Quintile 5 and **Quintile 1 FT Students** (IMD Deprivation – 2015) from 5% in 2015/16 to 0% by 2025 (PTS\_3)
4. Reduce the gap in degree outcomes (1sts or 2:1s) between **Disabled** students and non-disabled students (PTS\_4) from 7% in 2018/19 to 0% by 2024/25.
5. Reduce the attainment gap of **White students from Quintiles 1 and 2** and those students from Quintiles 3, 4 and 5 (**POLAR4**) (PTS\_5) to 0% in 2024/25 from a baseline in 2018/19 of 10%.

Lifecycle Stage: Progression (see Targets Plan in the Appendix for key data and targets):

6. Increase positive destinations to highly skilled employment for **Quintile 1** students from **Deprivation IMD** (2015) (PTP\_1) from 46% in 2016/17 to 70% in 2024/25.
7. Increase positive destinations to highly skilled employment or further study for **Mature** students (PTP\_2) from 54% in 2016/17 to 70% in 2024/25.
8. Increase positive destinations to highly skilled employment for **Disabled** students (PTP\_3) from 50% in 2016/17 to 70% in 2024/25.

## 2.2 Aims and Objectives

We have selected our target groups based on our assessment of evidence. We have identified the gaps which are significant or which we believe that we can have the biggest impact on closing. We have discounted some smaller gaps or those gaps that have not been sustained over a number of years. We propose to target the following groups in our access and participation work:

### 2.2a Success

Target Group 1: **Students living in areas with low participation in Higher Education (Polar 4 Quintile)**

Target: Increase continuation for FT students from **Quintile 1 POLAR 4 (PTS\_1)** to 89% in 2024/25 from a baseline in 2017/18 of 75%

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
75%	77%	80%	83%	86%	89%

Target Group 2: **Disabled Students**

Target: Increase continuation for students with Disabilities (PTS\_2) to 89% in 2024/25 from a baseline in 2017/18 of 77%.

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
75%	77%	80%	83%	86%	89%

Target: Reduce the gap in degree outcomes (1sts or 2:1s) between Disabled students and non-disabled students (PTS\_4) from 5% in 2018/19 to 0% by 2024/25.

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
7%	5%	3%	2%	1%	0%

### Target Group 3: **Quintile 1 FT Students (IMD Deprivation – 2015)**

Target: Reduce the Gap in Continuation between Quintile 5 and **Quintile 1 FT Students** (IMD Deprivation – 2015) from 5% in 2015/16 to 0% by 2025 (PTS\_3)

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
5%	4%	3%	2%	1%	0%

### Target Group 4: **Multiple**

Target: Reduce the attainment gap of White students from Quintiles 1 and 2 and those students from Quintiles 3, 4 and 5 (POLAR4) (PTS\_5) to 0% in 2024/25 from a baseline in 2018/19 of 10%.

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
10%	8%	6%	4%	2%	0%

## 2.2b Progression

### Target Group 1: **Quintile 1 students from Deprivation IMD (2015)**

Target: Increase positive destinations to highly skilled employment for Quintile 1 students from Deprivation IMD (2015) (PTP\_1) from 46% in 2016/17 to 70% in 2024/25.

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
46%	50%	55%	60%	65%	70%

### Target Group 2: **Mature Students**

Target: Increase positive destinations to highly skilled employment or further study for Mature students (PTP\_2) from 54% in 2016/17 to 70% in 2024/25.

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
54%	62%	64%	66%	68%	70%

### Target Group 3: **Disabled Students**

Target: Increase positive destinations to highly skilled employment for Disabled students (PTP\_3) from 50% in 2016/17 to 70% in 2024/25.

Timescales and yearly milestones:

Baseline Data	Yearly Milestones				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
50%	54%	56%	58%	60%	70%

## 3. Strategic Measures

### 3.1 Whole Provider Strategic Approach

The College's mission is to support the local economy through the promotion, development and delivery of excellent higher education programmes, and, as such, provides an alternative to university. We seek to promote social inclusion and personal advancement in the local communities. To achieve this mission the College needs to attract under-represented groups, particularly those who are mature students, carers, students with disabilities, ethnic minorities and people from non-traditional Higher Education backgrounds. Across the provision there are key performance measures that need focus, currently our outcomes are below benchmarks across three underrepresented groups (Disabled, Mature and Quintile 1 Students – Deprivation IMD) student groups for highly skilled employment and amongst some groups this is declining, compared to the national increases seen by all other HEIs.

The Higher Education Strategy is based upon the College's proven capacity to deliver excellent vocational education at levels two and three preparing students for progression to higher-level study, or employment with training at level four and above. Our curriculum offer is a very diverse one, delivering a number of programmes across the STEaM portfolio and with a UCAS points tariff that ensures that students can access higher education at levels four and five. As one of the largest Further and Higher Education Colleges in the UK (10th according to the ILR data, May 2019), Hull College is an established provider of College Based Higher Education (CBHE) with robust systems, procedures and infrastructure to support the delivery of a broad and flexible curriculum.

### 3.1a Alignment with Other Strategies

Hull College implements a robust policy of equality of opportunity in order to ensure a diverse student population. This policy is informed and guided by the College's legal obligations under the Equality Act 2010. The College operates a Single Equality, Diversity and Inclusion Scheme, which complements the Equality, Diversity and Inclusion Policy, and reflects our commitment to working in partnership to create an inclusive environment for all. A strong focus on equality is maintained across the College and training events regularly reinforce good practice such as use of images, language and in-course examples/scenarios that challenge stereotypes and promote positive ethnic, gender, disability and age characteristics.

The Admissions (HE) Policy promotes transparent processes that seek to minimise barriers to applicants and ensure all applicants receive clear and accurate information that will support them in making an informed decision about their course of study. Once on course, the Student Charter supports an inclusive approach to learning that enables all individuals to reach their academic potential.

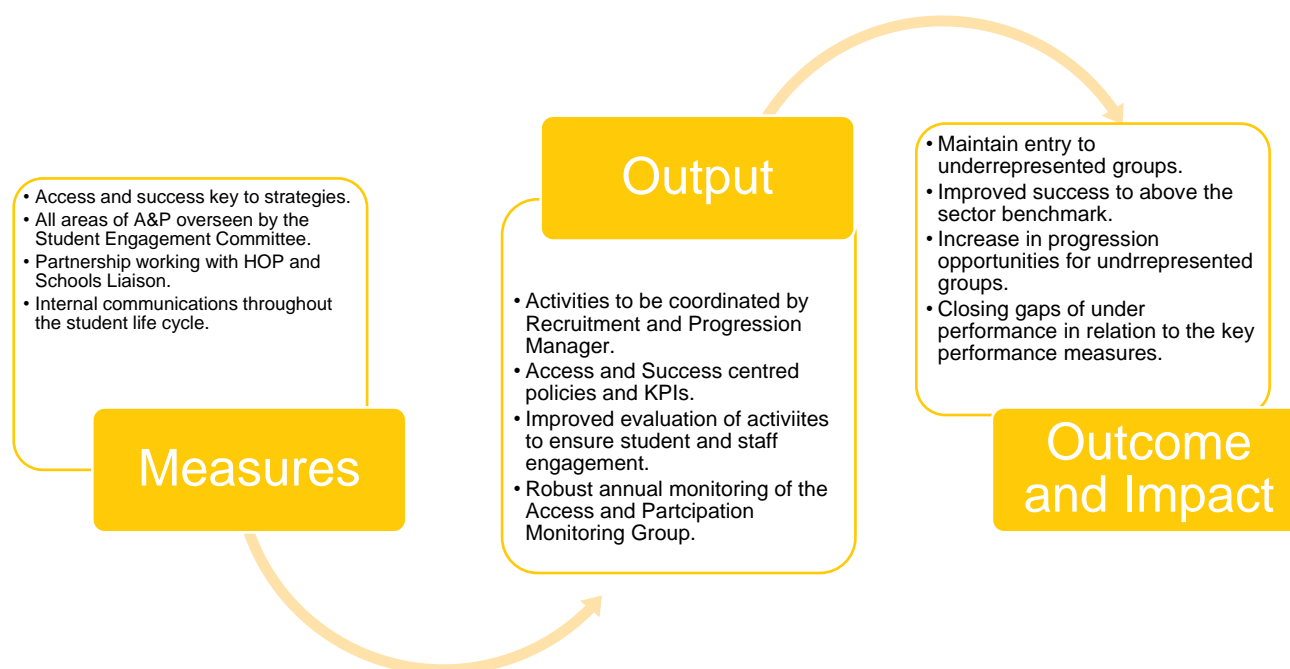
Progression to employment or further study is covered within the Enhancement Policy and ensures all HE students are provided with guidance and opportunities to further their learning or gain employment within their chosen sector.

To coordinate this activity and ensure complementarity between the activities of the Humber Outreach Programme, we have a Recruitment and Progression Manager to review the work of our Schools Liaison Team and activity with partner schools and academies, students and staff. They will also be working to ensure the theory of change model measures, output and impact is being delivered across the provision (See Fig 3.1).

The College will further develop its own initiatives to support the attainment of compulsory age pupils at Key Stage 3 and above. This will take the form of engagement in the National Saturday Clubs initiative [National Saturday Club - Explore exciting subjects on Saturday mornings for free \(saturday-club.org\)](https://www.national-saturday-club.org/). The College will build on the current Saturday Art and Design Club offer by exploring developing Fashion and Creative Writing offers. The initiative provides opportunities for pupils to explore a range of curriculum related activities that enhance their understanding and relevance of the core curriculum offered in their school. Wherever possible, links to maths and English are incorporated. Families are also engaged with the work of the College and have the opportunity to engage with the College's wider offer. This brings potential for widening participation of under-represented groups.



**Figure 3.1: HCG Whole Provider Approach Theory of Change Model**



The strategic measures we will use are described below and are aligned with the above theory of change model in terms of how they will be reviewed.

### 3.1b Strategic Measures

We have recognised that as part of our assessment indicators there is under performance in employability and students going onto positive destinations, particularly for some underrepresented groups. Employability and the skills required to be economically active in a range of settings, including business start-up, self-employment and a portfolio approach to career development will be embedded within each undergraduate learning programme, particularly through students working with employers in the Faculty of Arts and Creative Industries. We are also developing a range of master classes across both of our HE Faculties to focus on transferable skills and ensuring that all students graduating from our programmes feel confident to enter work and highly skilled employment. We will provide students with opportunities to engage with enhancement activities, such as volunteering with the many festivals that occur in Hull and the East Riding, and also as part of their work-related learning modules which will develop their transferable skills and their positive futures.

Employability and the skills required to be economically active in a range of settings, including business start-up, self-employment and a portfolio approach to career development, will be embedded within each undergraduate learning programme and supported by collaborative partnerships with local employers, client-based assessment opportunities and work placements.

These measures will have an impact on the targets set for Progression, **PTP 1, 2 & 3 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan

Improving the continuation for students from low participation neighbourhoods, students with disabilities and reducing the gap in continuation for students from lower quintiles (Deprivation IMD 2015) compared to students from higher quintiles across all of our programmes remains a priority for us. We will be targeting financial support towards this area and setting up Progress Review Panels on our own Foundation Degrees to ensure that students can progress between semesters, and that assessment opportunities provide robust formative and summative feedback that provide

students with motivation and confidence to continue with their studies. To provide support for the pastoral side of studies, this will be achieved through a broad range of new staff development opportunities that will upgrade the role of the Student Engagement Officers and their engagement with mental health training and awareness, and also developing academic staff to develop their pastoral awareness of their students. These measures will have an impact on the targets set for Continuation, **PTS 1, 2 & 3 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan.

By working with key target groups of students, we will continue to identify potential barriers to study and put in place a range of support mechanisms to minimise the risk of poor attainment. This will include extra delivery of additional academic study skills to students identified with continuation targets, the offering of proofreading services for students and the purchasing of assistive technology for students with disabilities. These measures will have an impact on the targets set for Attainment, **PTS 4 & 5 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan.

We will aim to investigate any barriers to learning students may encounter which will then be monitored through student meetings with the Student Engagement Officer and the At Risk Register. Any targeted outreach activities will be clearly mapped towards the outcomes set out in this plan and monitored to ensure that the impact originally devised can be reliably measured. These measures will have an impact on the targets set for Continuation, **PTS 1, 2 & 3 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan.

We have noted an increase in the number of non-traditional students requiring special circumstances in assessment and will develop more supportive approaches to help them progress through their award. Students are now making their applications for any student support early into the academic year as the Student Engagement Officers explore student needs during the initial tutorials conducted in the induction period during Semester One. The supportive work the SEOs have completed since the role has created does have a huge impact on the Students they support. The feedback conducted with students that have accessed the SEOs suggests that 90% of students report that students have continued with their studies due to the support of the SEO and the ILP put in place. These measures will continue to have a positive outcome on Continuation and the targets **PTS 1, 2 & 3 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan.

Students declaring a disability at point of offer will be supported via a range of specialist services to ensure they are able to benefit fully from their programme of study and achieve their full potential. We also aim to inform all students as part of our Applicant Days (introduced in 2019) to apply early to ensure that any disability entitlements can be in place before students begin their programmes of study. There has been an increase in extenuating circumstances applications attributed to mental health, therefore in 2018/19 we are keen to ensure staff are well prepared for assisting students by sending staff to external conferences/staff development session to ensure specialist input. This is one of the reasons why we have trained staff in mental health understanding, we have also recently joined the Time to Change programme which is a growing social movement working to change the way people think about mental health. This is linked to achieving our aims for both Continuation and Attainment for **PTS 2 & 4 (See the Targets Investment Plan)**.

There will be a programme of staff development, underpinned by a renewed investment into staff and student scholarship to research evidence and sector best practice whereby staff and students can collaborate on scholarship, enhancement and employability. Staff development will include a focus on care leavers and will utilise resources developed by the National Network for the Education of Care Leavers (NNCEL), there will also be a focus on supporting students with mental health issues, to continue on from the staff development delivered in September 2019 (Mental Health First Aid training for 11 of our staff). These measures will have an impact on the targets set for Attainment, **PTS 4 & 5 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan.

An MIS update to the system will be used by staff to identify students in the target groups who need additional support. Establishment and evaluation of an evidence-based approach to ensure that resources and activities are focused on the areas required and that students identified in the key target groups can benefit from support. Retention and progress of students will be monitored at monthly Quality and Curriculum meetings conducted by the HE Quality and Registry. These will also be supported by Progress Reviews at the end of Semester One to monitor the progress and engagement of all students at the end of January. Non-continuation, attainment, employment and student satisfaction measures of the target groups will be reviewed annually as part of the annual monitoring activity, the A&P Dashboard will be consulted for key reporting periods. We need to ensure that we continue to deliver provision that sits within an inclusive curriculum and inclusive pedagogic practice context and that we remain as a key widening participation institution in the area. These measures will have an impact on the targets set for Continuation, **PTS 1, 2 & 3 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan.

The College is looking to further develop the number of employers it works with to enable a wider range of work experience or volunteering to take place from September 2020, this will be done by creating Employer Liaison Meetings (ELMs). We anticipate this will enhance student employability skills with a focus on those underrepresented groups who are currently less likely to gain higher employment. This is a relatively new initiative and will need to be monitored for its impact via the number of students from priority groups who engage with this activity. Our expectation is that this will also enhance knowledge exchange and transfer with the employers, which in turn should increase the range of opportunities for students. This will also be supported by the Highly Skilled Employment bursary created in 2019 to support students to improve their chances of highly skilled employment or access to further study. These measures will have an impact on the targets set for Progression, **PTP 1, 2 & 3 (See the Targets Investment Plan)** and the improvements we are targeting over the course of this Plan.

### 3.1c Financial Support

We will provide a financial package to support students on programme and ensure that we can support students to make applications for financial help before enrolment onto programmes. This package will also include subsidised travel scheme for visits forming part of programmes, scholarships for funded study, and student bursaries. All of these recognise our low participation demographic and aim to provide our non-traditional students with a financial incentive to study and to stay engaged once on programme.

Realignment of the bursaries and scholarships towards access and progression through awards, in conjunction with a combination of academic and support measures was introduced from 2019. This was a result of feedback from the Office for Students in the registration process, and also some bursaries that did not have currency in 2017 (some were aligned to Degree Apprenticeships, and we no longer deliver those types of awards). The aim of the changes to bursaries is to support continued improvement in continuation rates. Our recent introduction to an online application for bursaries and scholarships created an increase in the number of students awarded financial support at the start of the 2019 teaching session.

In essence, the aim of the financial support available to students is to widen participation, and improve the chances of success for students on our Higher Education courses. Its over-arching purpose is to support students who had a sound financial plan in place before they started their studies but owing to a low threshold of disposable income are unable to fund resources and/or opportunities that would enhance and ensure their student experience.

The range of bursaries and scholarships available to students for 2020 entry are as follows:

Type	Amount and Duration	Eligibility Criteria
Highly Skilled Opportunities Bursary	£500 awarded to students in the final year of their studies.	<p>Providing additional £500 bursaries for students to improve their positive progression. The aim of this bursary is to increase positive destinations for those students identified in the A&amp;P Plan.</p> <p>Targeted towards underrepresented students from Mature, Disabled and Quintile 1 and 2 IMD) groups in the final year of a top-up degree or foundation degree to support opportunities into highly skilled employment.</p>
Wilberforce Bursary	£1,000 per year for a maximum of two years of continuous study	<p>Providing additional £500 bursaries for care leavers. The aim of this bursary is to increase the number of students who disclose that they are care leavers so that additional support can be provided. All applicants and students who provide evidence of being a care leaver will be eligible for this bursary. Eligible students will receive this bursary each year for a maximum of two years of continuous study.</p>
Progression Bursary	£1000 per year for a maximum of two years of continuous study	<p>Providing £500 progression bursaries for our own FE students progressing onto our Foundation Degree programmes. Eligibility for this will be for students from Deprivation IMD (2015) Quintiles 1 &amp; 2. Eligible students will receive this bursary per year for a maximum of two years of continuous study.</p>
Mature Students Bursary	£1500 per year for a maximum of two years of continuous study	<p>To be eligible, students should be above the age of 21 and be from Quintile 1 and 2 (Deprivation-IMD). Eligible students will receive this bursary per year for a maximum of two years of continuous study. This includes support for postgraduate opportunities.</p>

Eligibility for the awards above are predicated on criteria that students must have to be considered for the awards. Payments of the awards are at two points during the year, students must have satisfactory attendance and be making satisfactory progress to ensure they receive the full bursary awarded. Students must complete an application form to be submitted by early October with a Panel determining the eligibility for awards later that month.

The hardship fund is available for all students. Applications are assessed on a case by case basis according to need. Discretionary hardship bursaries will be awarded where a student demonstrates exceptional hardship which may be a barrier to learning and participation. This hardship bursary is set aside for those in greatest financial hardship; to support them with the ongoing costs of being at College. To be eligible for hardship, students must have been in receipt of the maximum support available from the Student Loans Company, course attendance must be a minimum of 87%, and they must not have arrears with the College.

## 3.2 Student Consultation

Student feedback is valued and occurs at regular intervals including at institutional and individual programme and module level. There is provision for student representation on a wide range of HE Committees including Academic Board, its sub-committees, faculty level and individual Course Committees. The HE Student Engagement Committee has a particular role in terms of student participation and engagement and the student's perspective of the student experience as part of the HE community. Student representatives and the Student Union (SU) have been particularly helpful in supporting NSS initiatives and participating in the development of processes and documentary guidelines regularly contributing to each edition of the institutional HE Student Handbook. Students produced a Student Evaluation for HE Quality and Standards Review in September 2019, and contributed to the TEF submission. The President of the SU plays a valuable and proactive role in representing and gaining student feedback and more generally promoting student representatives to maximise their role within the academic governance and course management structures.

In 2016, the role of Senior Student Representative (SSRs) was introduced to support student engagement in policy and strategy. The SSRs are appointed by the SU and receive an honorarium to support 'student to student' activities, including communicating change and providing feedback to groups and committees, attending committees, taking a significant role in the delivery of a student conference and advising on student matters. Those students who have taken up the role of Senior Representative have significantly increased the quality and frequency of student engagement, and we are seeking ways of encouraging more students to consider putting themselves forward for the role. Senior Student Representatives have to attend our higher education committees as part of their commitment so they play an integral role in the design of access arrangements and the activities we deliver as part of the plans.

The SSRs and student members from the Student Engagement Committee participated in activities associated with the development of this Plan including contribution to activities that are devised through previous plans and discussions to gather student feedback on the targets set as part of the milestones and targets. The Committee is representative of the student body and includes students from all underrepresented groups. The Student Union President, who is also a Governor, also attends this Committee. We have a very active Student Union across that serves both our higher and further education students. This Plan and former plans have been received as representative in serving the interests of students, and although students have commented that our progress has been stable in some of the key areas of focus, students did not suggest any changes as result of these feedback sessions.

Students will continue to be active partners in the implementation, monitoring and evaluation of the Plan through student representation at all levels up to and including Corporation Board. We are committed to maintaining a culture of students as partners, individually and collectively, in the quality and value of the provision we offer.

## 3.3 Evaluation Strategy

Hull College is continually developing its approach to evaluation and monitoring. We are confident that we have strong systems in place that enable initiatives to be developed and delivered in line with our overarching strategy for both HE itself, and the opportunities for whole institutional approaches that are particularly relevant for our strategy for widening participation for those students from underrepresented groups. Our current evaluation methods utilise student surveys, focus groups and one to one interviews for those students that have accessed financial support from the College using internal survey templates which have highlighted support had maximum sustained impact when focused towards the success investment. This evaluation has informed our change of investment from previous broad financial support to be more focussed on Access and Success investment in this Access and Participation Plan, whilst still ensuring the Hardship funding remains as this is a key asset for our range of students.

The OfS self-evaluation tool has been a useful prompt to help us recognise where we have developmental work to undertake within the organisation over the coming months ahead of the implementation of this 2020-21 to 2024-25 Access and Participation Plan. The focus is on embedding established strategic priorities within a community of practice and culture that will enable us to take forward, and meaningfully evaluate a suite of programmes to address access, student success and progression. The tool does suggest that we are in the emerging stage of our Access and Participation Plans for all of the areas assessed, therefore we would aim to be in a developed stage by the end of 2022. As with all FE colleges delivering higher education, there is no distinct team of Access and Participation operating with a number of personnel within that team. The aim for us is to ensure that the key roles that are supported through this plan can meet regularly (they work under different directorates, Marketing, HE Registry, Customer Services) to ensure there are shared aims and that robust evaluation takes place upon the delivery of programmes and activities.

We will evaluate the activities and investment via reports detailing the progress being made with each of the activities and the impact at the HE Student Engagement Committee. Throughout the duration of the APP, we will review the quality of these reports and the underpinning data. Impact will be measured using participant feedback and the targets set in the targets and investment plan. The HE committees all have annual reviews to evaluate the effectiveness of the information and subsequent decisions made. It is our intention to allocate 'action research' projects that will seek to provide narrative, empirical and causal impact evaluations when considering activities and plans through the Access and Participation Monitoring Group.

### **3.3 Monitoring Progress against the Delivery of the Plan**

The College monitors the impact of the Access and Participation Plan by gathering comparative data amongst groups, and will track the improvements that exist in percentage point gaps to ensure that performance in improving in the key performance measures. Progress is reported through the committees to our HE Academic Board.

To create a stronger focus on student engagement in strategic decision making, the Student Engagement Committee leads the monitoring of the impact looking to benchmark with sector 'best practice' at each stage of the student journey. Budget reviews are monitored through the Planning and Resources Committee and ensure that activities targeted as part of the Access and Participation are making an impact.

If there are no improvements in progress or data is worsening for the targets set, this will be reviewed at the above Committee and actions developed. This will include a development of an action plan for the target, a review of the activity or measures that have taken place so far, and a redirection of financial support from the Investment Summary to ensure progress with the target.

## **4. Provision of Information to Students**

Hull College publishes full information on its fees and the financial support offered to under-represented group on its website, through the prospectus and through individual communications to students during the application process. This includes highlighting that fees may be subject to inflationary increases and we also provide details for the eligibility criteria and awarding processes

for financial support. The Access and Participation Plan will be published on the website within the Office for Students field of the HE section along with other relevant documents.



# Access and participation plan

## Fee information 2020-21

Provider name: Hull College

Provider UKPRN: 10003200

### Summary of 2020-21 entrant course fees

\*course type not listed

#### Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree		£7,500
Foundation degree		£7,500
Foundation year/Year 0	*	*
HNC/HND		£7,500
CertHE/DipHE	*	*
Postgraduate ITT		£7,500
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	Business and Management and YCLD programmes offer a ONE YEAR fast track PT to-up programme for the FT variant.	£5,625
First degree	For two of our BSc and BENG top-up programmes, students complete the programme over 18 months/three semesters. The fee varies for the number of credits per semester.	£5,000
Foundation degree	Normal three year PT programmes exist for our Foundation Degree programmes within our Engineering, YCLD and Health provision.	£5,000
Foundation year/Year 0	*	*
HNC/HND	For our HNC/HND Engineering and Construction provision, we offer 18 month options for completion.	£5,000
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Provider name: Hull College

Provider UKPRN: 10003200

## 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
<b>Total access activity investment (£)</b>	£60,000.00	£66,000.00	£70,000.00	£75,000.00	£82,000.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£20,000.00	£22,000.00	£24,000.00	£24,000.00	£27,000.00
Access (adults and the community)	£30,000.00	£33,000.00	£38,000.00	£41,000.00	£43,000.00
Access (other)	£10,000.00	£11,000.00	£8,000.00	£10,000.00	£12,000.00
<b>Financial support (£)</b>	£177,500.00	£195,250.00	£207,000.00	£221,875.00	£241,500.00
<b>Research and evaluation (£)</b>	£50,000.00	£50,000.00	£50,000.00	£50,000.00	£50,000.00

Table 4b - Investment summary (%HFI)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HFI)</b>	£720,900.00	£792,990.00	£838,380.00	£901,125.00	£981,225.00
<b>Access investment</b>	8.3%	8.3%	8.3%	8.3%	8.4%
<b>Financial support</b>	24.6%	24.6%	24.7%	24.6%	24.6%
<b>Research and evaluation</b>	6.9%	6.3%	6.0%	5.5%	5.1%
<b>Total investment (as %HFI)</b>	39.9%	39.3%	39.0%	38.5%	38.1%

## Table 2a - Access

Table 2a - Access

[illegible]

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		
Increase continuation for FT students from Quintile 1	PTS_1	Low Participation Neighbourhood (LPN)	Increase progression from L4 into L5 for those full-time students from low participation neighbourhoods.	Yes	The access and participation dataset	2017-18	75%	77%	80%	83%	86%	89%	As with most HEIs, we do see our biggest continuation issues between L4 and L5, that mostly relates to students from low participation neighbourhoods. We have introduced a range of interventions, including Progress Panels at the end of assessment periods, the introduction of in-course retrievals and also supported repeat years for students to support students in these measures.	
Increase continuation for students with disabilities	PTS_2	Disabled	Increase continuation for students with disabilities	No	The access and participation dataset	2017-18	77%	82%	83%	85%	87%	89%	The Access and Participation Dataset does show a small decline in the continuation rates of students with disabilities over a five year period to 2018 and a 3% gap between students not known to be disabled.	
Reduce the Gap in Continuation Between Quintile 5 and Quintile 1: FT Students.	PTS_3	Socio-economic	Decrease the gap between students from Quintile 5 and Quintile 1 using Deprivation (IMD 2015) data	No	The access and participation dataset	2015-16	5%	4%	3%	2%	1%	0%	The Access and Participation Dataset shows a 5% gap Gap Between Quintile 5 and Quintile 1: FT Students in the baseline data, therefore we are proposing to eliminate this gap by the end of the plan.	
Gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students	PTS_4	Disabled	Remove the percentage point gap in performance between disabled and students not known to be disabled.	Yes	The access and participation dataset	2018-19	7%	5%	3%	2%	1%	0%	Throughout the duration of this Plan, remove the gap in attainment between disabled students and students not known to be disabled. This aligns to OFS Key Performance Measure 5.	
Reduce the attainment gap of White students from the lower quintiles in POLAR 4	PTS_5	Multiple	Improve the attainment of White students from low participation neighbourhoods (therefore multiple Target Groups) by reducing the gap between students from Quintiles 1 & 2 and White students in Quintiles 3, 4 & 5.	No	The access and participation dataset	2018-19	10%	8%	6%	4%	2%	0%	Attainment is a key performance measure that has shown improvement since 2015 for some groups, however there is an identified gap in POLAR 4 data and students in lower quintiles compared to quintiles 3, 4 & 5.	
	PTS_6													
	PTS_7													
	PTS_8													

Table 2c - Progression

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