

## **Kirklees College UKPRN 10003189**

### **Access and Participation Plan 2019-20**

#### **1. SUMMARY**

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This Access and Participation Plan sets out how Kirklees College plans to widen access to Higher Education for students from under-represented groups and support such students during their studies. In 2019-20 the College will commit to spend 7% of the tuition fee income above the basic fee on access, 5% on student success, 3% on progression measures and 31% on financial support to underpin its commitment to widening participation.

Overall monitoring and evaluation of the Access and Participation Plan will be undertaken by the Higher Education Committee which reports to the Quality, Performance and Standards Committee.

This Access and Participation Plan and associated support measures aim to widen and increase participation in Higher Education in general, with particular focus on the individual groups identified in this plan, which continue to be under-represented in Higher Education.

#### **2. CONTEXT**

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The College firmly locates its Higher Education provision at the core of its mission. Our mission is simple; "Creating Opportunity, Changing Lives". This is underpinned by the following Strategic Objectives.

##### **2.1 STRATEGIC OBJECTIVES**

- To deliver enterprising, responsive and efficient education and training;
- To provide an inclusive, student-centred learning environment focussed on development, success and progression;
- To provide modern, safe, estate and resources;
- To promote effective communications and customer services;
- To attract, nurture and develop a highly skilled, efficient and professional workforce;
- To ensure the solvency of the College and generate resources to continuously invest in learning and staff;
- To deliver creative and effective decision making, learning and risk management.

These translate into the following aims for our Higher Education provision at Kirklees College.

##### **2.2 AIMS FOR HIGHER EDUCATION AT KIRKLEES COLLEGE**

- To provide a coherent range of Higher Education and Higher Levels Skills which is both efficient and effective, offers appropriate progression routes, and widens participation.
- To be responsive and flexible in response to employer demands and higher level skills gaps to support the regeneration of Kirklees, with employer satisfaction and employment outcomes high on the criteria for success.

- To engage in partnerships that adds value to the experience of the students and improves their ability to become economically active.
- To offer teaching staff opportunities for research and scholarly activity that directly relates to improvements in teaching and learning and the vocational relevance and currency of the curriculum offer.
- To provide high quality teaching and learning which effectively utilises ILT and provides enterprise opportunities for our students, which will enhance their employability skills.
- To strive continuously to improve student satisfaction, retention, pass and overall completion rates.

The College recognises that it has a key role to play (within the communities it serves) in the achievement of national targets for HE participation.

Kirklees College is the only general further education in the Kirklees district. There are two sixth form colleges both judged by Ofsted as outstanding and together their 16-18 student numbers equal those of Kirklees College.

There are significant concentrations of deprivation in Kirklees. One in five young people live in poverty in Kirklees. Youth unemployment (18-24) remains high (24%), with a claimant rate of 12%<sup>1</sup>. Kirklees is a relatively low wage economy (second lowest in the Leeds City Region), 60,000 households are classed as being in poverty (one in three households) with one in four households having an annual income of less than £10,000.<sup>2</sup> Overall, in Kirklees 9% of the population live within Lower Super Output Areas which rank in the worst 10% in England; lower than the average for England.<sup>3</sup>

Although the proportion of the workforce with no or low qualifications is reducing, 22% of the population of Kirklees (60,700 individuals) have a level one or no qualification. Kirklees is above the Yorkshire and Humberside regional average but below the national average in terms of the percentage of the 16-64 who are qualified to level 3 and 4. Kirklees has 32.6% of its population qualified to Level 4 and 54.9% qualified to Level 3 (NOMIS – National Office of Statistics 2015).

The vast majority of our students enrol at 16 without a grade C or above in English and maths. Whilst the average A\* to C English and maths pass rate was 58.9% in Kirklees schools, the College recruits only 14% of those students (379). Only 24.8% of 16 year olds in 2015-16 had GCSE A\* to C in both English and maths, **putting the College in the bottom 25% of colleges nationally and in the bottom 20% of colleges regionally for English and maths starting points**. For Higher Education at the College, this is reflected in our entry qualifications (TEF Metrics) and prior educational attainment of our Higher Education cohort.

The College has a long history of providing high quality vocationally related Higher Education in North and South Kirklees and seeks to address the need to provide higher level courses and qualifications for the local community and employers. It recognises the advantages to some students of studying near to home, reducing the costs of accommodation and travel, making Higher Education a viable option. In some circumstances there are domestic or cultural

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<sup>1</sup>Kirklees Council (2014) *Kirklees Economic Strategy 2014-20*

<sup>2</sup> Kirklees Council (2016) *Tackling Poverty in Kirklees: Strategy and Action Plan 2016-2018*

<sup>3</sup> Kirklees Council (2015) *Kirklees Social Profile*

reasons for studying locally. Higher Education within a Further Education setting supports vocational progression and access in this context. Within the Leeds City Region 82% of higher education students studying in Further Education Colleges grew up in the area (2012-2013 to 2013-2014).

The nature of HE provision at Kirklees College is distinct from that provided by traditional HEI's in that it raises the aspirations of those who would not normally consider higher education as part of their career path. By making such provision available to aspiring learners, Kirklees College plays an important role in contributing to the economic development of the local community, the widening participation agenda and the achievement of national targets for HE participation. Within Kirklees, the majority of wards fall under Quintile 2 with respect to participation in Higher Education, Adult HE Qualification falls under Quintile 2 and the Participation Gap (by GCSE) Quintile 1.

### **2.3 STUDENT PROFILE**

In 2017-18 there were approximately 270 students studying both full-time and part-time prescribed Higher Education programmes. Our current provision ranges from Higher National Certificates and Diplomas to Foundation Degrees and Honours Degrees, including top-up awards. The College is a Partner College with Teesside University for the validation of our Foundation Degree and Honours Degrees, but this partnership is ending and the College has opted to deliver only Higher Nationals with a firm focus on developing technical and vocational skills up to Level 5. The College also delivers PGCE and Certificates in Education under a franchised arrangement with the University of Huddersfield.

Of entrants to Higher Education programmes at the College in 2017-18:

- **33% were mature (21+); 13% were very mature (30+);**
- **30% were from ethnic minority groups;**
- **15% had a declared disability or identified learning support need;**
- **42% were studying on a part-time basis;**
- **52% of entrants were male.**

### **3. ASSESSMENT OF PERFORMANCE**

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Kirklees College has traditionally been strong regarding widening participation and will continue to offer flexible programmes and support to give students from all backgrounds the opportunity to study and succeed in Higher Education.

Kirklees College has assessed current performance by ethnicity, disability, age and POLAR quintile. Our priorities in these areas are the continued focus on increasing the proportion of entrants from the lowest participation areas, care leavers, full-time carers and mature students returning to education.

Kirklees College acknowledges the need to further develop our data capability in terms of analysing the relationships between equality and access characteristics and making use of multiple measures of deprivation. We have a very small number of students who are full-time carers, and currently no care leavers, but we will need to develop our assessment of these

groups throughout the student lifecycle. The College currently captures this information at enrolment and tracks progression via bursary support.

### 3.1 ACCESS

**a) Ethnicity**-The proportion of Black and Minority Ethnic (BME) students enrolling at the College has remained steady at 29% (2015-16) then 27% (2016-17) and is currently 30% of our current HE cohort (HESA average for UK HE 22%).

**b) Disability**– The proportion of students at the College who declare a disability, has remained steady over the last three years at 15% (2015-16), 17% (2016-17) and 15% (2017-2018), above the HESA average for UK HE (12%).

**c) POLAR1 & 2 Quintiles**- The proportion of our students from the lowest participation areas (POLAR 1 and 2) was 53% of our 2015-16 full-time cohort and 46% of the part-time cohort. In 2016-17 this has slightly risen to 55% of the full-time cohort, remaining at 46% of the part-time cohort.

**d) Mature Entrants** – The proportion of mature entrants to the College has fallen over the last three years at 45% (2015-16) then 45% (2016-17) and is currently 33% of our current HE cohort.

In 2017/18, the following bursaries were eligible to students:

- 24 Local Student Bursaries
- 38 Internal Progression Bursaries
- 1 Access Progression Bursary
- 1 Carer Bursary
- 1 STEM Bursary

### 3.2 SUCCESS

Overall continuation of our students is 85.4% (0.5% below our TEF3 benchmark).

**a) Ethnicity** -Black and Minority Ethnic (BME) students continuing at the College is 84.2%, 5% above our TEF3 benchmark.

**b) Disability** – Students who declare a disability continuing at the College is 86.3%, 0.4% above our TEF3 benchmark.

**c) POLAR1 & 2 Quintiles** - Students from the lowest participation areas (POLAR 1 and 2) continuing at the College is 85.5%, 1% below our TEF3 benchmark.

**d) Mature Entrants**–Mature students continuing at the College is 83.5%, 1.5% below our TEF3 benchmark.

When looking at performance relating to intersections of characteristics, 87% of our students from the most deprived areas (indices of deprivation Deciles 1-3) with a declared disability or difficulty completed their studies at the College, compared to 95% of students with a declared disability or difficulty from all other postcodes (2016/17 data). This represents a 3% improvement on the previous year. During the same time period, 89% of white males from the

most deprived areas completed their studies, compared to 88% of white males from all other postcodes. This also represents a 3% improvement on the previous year.

### 3.3 PROGRESSION

Progression to employment or further study and progression to highly skilled employment or further study are both below benchmark on our TEF3 Metrics, with no negative split metrics. With respect to our supplementary LEO metrics, the College is above benchmark for sustained employment or further study, with no split metrics.

From our Destinations of Leavers from Higher Education survey, - 88% of students progressed successfully either into work or further study on completion on their higher education study programme. 32% of students had progressed to highly skilled employment. 2.5% of students reported that they were unemployed and currently looking for work.

The College acknowledges that this data hides indicators of inequality and needs develop its understanding of its graduates employment and further study outcomes with respect to inequality. It will investigate obtaining disaggregated DLHE data or develop its own measures. This will be used to inform future planning and targeting.

### 3.4 GO HIGHER WEST YORKSHIRE

Kirklees College is committed to the Go Higher West Yorkshire partnership, an established consortium of twelve HE providers in West Yorkshire (comprising FE colleges with HE provision, and universities). The partner members represent a diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by Go Higher West Yorkshire.

- **Identification of underrepresented student groups / subgroups:** GHWY's outreach work engages looked-after young people and care leavers, as well as those living in areas of low HE participation (may also include people estranged from their families); national data has been used to identify these groups.
- **Assessment of performance** - Through GHWY's work with looked-after young people, the data we collect evidences that the majority feel their confidence has increased through exposure to different forms of higher education through their experiences with us. Further, evaluation of our annual collaborative Y10 summer school via the Learning Gain tool<sup>2</sup> demonstrates that the overwhelming majority of the target group of young people from low-participation neighbourhoods leave the residential experience feeling that HE is for people like them, feel more confident about their future and have a good plan for progressing into HE.

## 4. AMBITION AND STRATEGY

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The College wishes to improve access to Higher Education in areas where participation is low and to provide support to enable students from these areas to achieve.

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<sup>2</sup><https://research-toolkit.co.uk/#learning>

Kirklees College has a strong performance with internal progressing students from Level 3 vocational programmes and students with a declared disability or identified learning support need. The College will continue to increase participation from appropriate Access to Higher Education programmes, Carers and Care Leavers and also to increase participation from low participant neighbourhoods.

Our ambition is that our student body is representative of the Kirklees Metropolitan District in terms of ethnicity and socio-economic background, and that when outcomes and experience by student group at programme level are compared, there are no significant differences.

Our key target groups are:

- Mature students
- Students with a disability or declared learning need
- BME students
- Students from Low Participation Neighbourhoods
- Care leavers
- Carers

The College will focus on:

- Increased recruitment from these target groups
- Reducing gaps in student retention and success in our target groups
- Improving graduate level outcomes for our target groups
- Ensuring that care leavers and carers receive additional support to enable them to succeed, from the point of application

## **ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES**

### **4.1 ACCESS**

In order to maintain / improve access from our target groups, the College will:

- Work with further education students within the College at all levels to promote progression options to vocational Higher Education programmes including Higher Apprenticeships.
- Develop attainment raising workshops for our Level 2 and 3 students, with commitment develop this as an outcomes focused target in 2018-19.
- Provide internal progression events across the College which utilise student curriculum area ambassadors.
- Utilise and promote the College's Progression Guarantee with all internal applicants.
- Provide support for students researching HE opportunities, completing UCAS applications and interview preparation (via Progress Coaches as part of the PAD programme).
- Provide support for students researching job opportunities, compiling CVs and interview skills (via Progress Coaches as part of the PAD programme).
- Jointly market HE programmes, with other providers in the local area with low HE participation.
- Interview all applicants meeting the entry criteria, providing an opportunity to discuss programme suitability, individual support needs and associated plans.
- Provide appropriate pre-entry support to potential students.
- Offer "extended induction" and mentoring for late applicants.

- Promote smaller class sizes aiding continuation and completion rates.
- Offer additional study skills support throughout their studies.
- Continue to developing Progression Agreements (where needed) with appropriate institutions to enable progression to level 6 study.
- Offer appropriate advice and support regarding progression to other institutions (for example, APL if needed).
- Provide additional employment–related support to all final year students.

These activities have been informed from student feedback via programme surveys, NSS feedback and the Student Consultative Committee. Additional findings have resulted from an internal review of our PAD (tutorial) programme.

#### **4.2 OUTREACH ACTIVITIES, RAISING ASPIRATIONS AND AWARENESS – GO HIGHER WEST YORKSHIRE**

Our raising attainment work and evaluation is undertaken in conjunction with Go Higher West Yorkshire. Go Higher West Yorkshire’s mission is to work in partnership to act as a single point of contact for information on our Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through the consortium’s internal structures: each of the twelve partners has representation on our Governing Board and in our two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

The Board comprises senior members of staff from each institution, to help drive the strategic direction of the partnership, as well as co-opted members from the Leeds City Region LEP and West Yorkshire Consortium of Colleges, to ensure a joined-up approach and to maximise opportunities for partnership working.

- a) The **Business Engagement Planning Group** has a remit to work in partnership to open up higher education options to underrepresented groups, with a particular focus on employers and their employees, including prospective mature and part-time students. Our partners have worked together to develop higher and degree apprenticeships which aim to appeal to a wide range of students, and seeks to investigate the social mobility potential of this emerging area of work.
- b) The **Widening Participation Planning Group** has a focus on working with specific target groups which have been identified using national data, and contributes towards the meeting of our collaborative access and participation plan targets. The work covers: looked-after young people and care leavers, Estranged Students, former NNCO schools (which do not form part of NCOP) in HE cold-spot areas, and current students from non-traditional backgrounds.

We are proud that our partnership has worked together to develop and sign the first collaborative Care Leaver Covenant, showcasing the commitment across our partnership to this group of students (<http://www.gohigherwestyorks.ac.uk/care-leaver-covenant/>). Our work in this area covers the student lifecycle and includes access work such as collaborative Foster Family Fun Days and engagement with foster carer networks/Children in Care and Care Leaver Councils, as well as progression work such as a pilot Professional Mentoring project we are developing to support care leavers currently in higher education to progress into graduate-level employment. Our partnership is also working towards the development of a

collaborative Stand Alone pledge, to showcase the commitment we have towards this equally vulnerable group of students. Other activities include our collaborative Y10 summer school, where young people from low-participation neighbourhoods gain exposure to multiple HE providers to aid informed choices, and a series of workshops to share good practice across the partnership in areas such as supporting current students from non-traditional backgrounds.

We measure our success through assessment of the data we collect; this evidences that the care-experienced students with whom we work feel their confidence has increased through their experiences with us. Further, evaluation of our annual collaborative Y10 summer school via the Learning Gain tool<sup>3</sup> demonstrates that the overwhelming majority of the participants leave the residential experience feeling that HE is for people like them, feel more confident about their future and have a good plan for progressing into HE; this is combined with continuous improvement in practice through feedback from teachers and student hosts who are present throughout the event, and debrief of staff from across the partnership who run the event. Monitoring of this work takes place termly and is reported to the GHWY Board.

Our strong partnership work supports complementarity between the work of our own institution, the work of Go Higher West Yorkshire and NCOP, and other local initiatives. To aid complementarity between the work of our own institution and the NCOP, the College is consulted prior to NCOP Steering Group meetings and employs an NCOP staff member who sits within our Schools Liaison Team. This staff member is our link with the central NCOP team, managed through Go Higher West Yorkshire, and outreach work within our own institution, and a key element of their role is to develop community links in and work with key influencers from the target wards. To ensure complementarity with the Opportunity Area identified in our region – Bradford – the Partnership Manager for Go Higher West Yorkshire is a member of the Opportunity Area Working Group ‘Access to Rewarding Careers’ and our NCOP Area Manager for Bradford and Calderdale works closely with those involved in the Opportunity Areas. Our partnership has also signed a Memorandum of Understanding with Bradford Pathways, part of Bradford Council, which is a service offering free advice and support to primary and secondary schools on developing a careers framework within the school’s curriculum; Bradford Pathways is also responsible for setting up and delivering Bradford’s Education Covenant and has strong links with the Opportunity Area.

Working in partnership with GHWY we will look to improve the outcomes of looked-after young people by exposure to different forms of higher education through new experiences, at the access stage of the student lifecycle, as well as improve the outcomes of care leavers currently in higher education through our pilot Professional Mentoring project.

Our Schools Liaison Team works closely with a number of secondary schools in the district. While they primarily promote education opportunities available at the College in further education, they work our NCOP Outreach Officer in promoting higher education.

### **4.3 COLLABORATIVE WORKING**

Kirklees College is part of the Kirklees Careers Hub, one of twenty in the country. The Hub is led by Leeds City Region Enterprise Partnership, comprising 35 local schools and colleges

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<sup>3</sup><https://research-toolkit.co.uk/#learning>

working together with universities, training providers, employers and career professionals to improve careers education.

The College has well established partnerships with a large number of employers across a range of sectors. In 2017-18 we worked with 740 employers in regard to work placement activity. We have a unique partnership with Huddersfield Town FC .This provides access to over 100 large local employers and four joint business network events every year. Our relationship with Mid Yorkshire Chamber of Commerce also provides us with reach to a further 500 employers across the local area.

Every curriculum area at the College run employer forums, where they engage with local business who inform our curriculum. Frequently, employers will guest lecture and help set live briefs for our students.

Kirklees College is a member of the West Yorkshire Consortium of Colleges which is a joint venture between the seven FE colleges in West Yorkshire. We are also a member of the West Yorkshire Learning Provider Network. We can utilise both of these partnerships to engage with other local providers. Best practice and resources can be shared and we can also use these networks as a forum to share ideas and experiences and learn from each other.

We also have a strong relationship with Kirklees Council and the University of Huddersfield and we work with both organisations to maximise work placements and apprenticeship opportunities. The College has also recently started working closely with The Textile Centre of Excellence in Huddersfield where we now have access to their 100 members for work placement opportunities.

#### **4.4 SUCCESS**

Kirklees College will focus on improved continuation rates during the first year of study.

The College will work with students from BME backgrounds, Care leavers, Carers and Mature students to ensure that they have the correct support to enable them to achieve. The College will undertake more detailed analysis of data to identify specific groups of BME students who may be at risk of under achievement. While current retention is already discussed at programme level at Departmental Performance Reviews, attainment and module performance reports will be produced to monitor differential student achievement.

As part of our support for students we will:

- Develop a standard approach to tutorial delivery and the monitoring of outcomes for all student groups as a baseline.
- Develop a programme of enhanced academic support and mentoring to support students from BME backgrounds, Care leavers, Carers and Mature students
- Maintain our financial support packages
- Develop a detailed monitoring process for our target groups to identify and support “at risk” students

Whilst we want to improve continuation for all our target groups, our TEF3 metrics indicate our largest gap in performance is currently Mature students and those from POLAR quintiles 1 and 2. In addition to the previous measures, these students will be flagged for attendance monitoring by the Higher Education Office. Their performance will also be discussed at Programme Progress Review meetings by the Programme Quality Lead (Higher Education)

and flagged by the Secretary following any Assessment Board. The College will undertake targeted interventions for those students requiring bespoke support packages. Increased monitoring will also help in identifying students who may have not applied for the DSA.

#### **4.5 PROGRESSION**

Kirklees College is committed to embedding more employability skills within its Higher Education programmes. Working with our External Relations team, we are looking to offer work placement opportunities to all HE students, and to develop internship opportunities. We will also review the volume of assessments via “live briefs” and introduce a minimum requirement to programmes.

The College has also recently developed a Student Ambassador programme, where students represent the College at internal and outreach events and activities. This will help students develop wider skills that will enhance their employability.

As a result of our DLHE outcomes, from 2018/19, every HE student regardless of target group at Kirklees College will be assigned a named careers advisor. It is anticipated that when they leave the College, every student will have a:

- Current CV
- Experience of searching for jobs relevant to their programme, completing application forms and undergoing “mock” interviews
- Know what further study opportunities are available to them

#### **4.6 STUDENT CONSULTATION AND INVOLVEMENT**

The 2019/20 Access and Participation Plan has been shared by with our Higher Education Student Consultative Committee. Feedback has been used to shape the existing financial bursaries. This group meets termly at each of the College’s campuses. Membership is annually assessed to ensure that it contains students from a range of backgrounds. The College will use the Student Consultative Committee to monitor and evaluate this Plan, but will also use focus groups to identify the impact on particular groups of students. The College acknowledges the importance of the student voice in developing Access and Participation Plans and are keen to consult with students early in future Plans. The College will identify opportunities for students (as Student Ambassadors) to be involved in the delivery of the Plan, wherever appropriate.

### **5. FINANCIAL SUPPORT 2019-2020**

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Kirklees College’s approach to financial support measures aims to widen access and participation by addressing potential barriers to participation. Financial difficulty is cited as the most common reason for our current students withdrawing or suspending their studies. The College also aims to retain care leavers, carers and those completing Access programmes at the college by offering financial support.

The College intends to continue the following progression, subject-related and widening access bursaries. These will be offered pro-rata for students studying part-time (based on the number of credits being studied).

Students will only be eligible for one financial bursary under this Access Agreement. These bursaries will not be available to employer-sponsored students.

- a) **Progression Bursaries** -The College will continue to award Progression Bursaries to students progressing within the College from a Level 3 programme on to a full-time Higher Education programme. A phased cash payment of £500 is made in the first year of study only. Students must have successfully completed a Level 3 programme at the College that is appropriate to allow progression to a full-time Higher Education programme. This award will be available to Kirklees College home students in receipt of the full HE maintenance grant or student support grant.
- b) **Local Student Bursaries** - This bursary will target local students accepted on to a Higher Education programme at the College with a permanent home address in the local area (all West Yorkshire postcodes). A phased cash payment of £500 is made in the first year of study only. This award will be available to home students in receipt of the full HE maintenance grant or student support grant.
- c) **STEM Bursaries** - This bursary will be available to any home student on Engineering or Process Manufacturing programmes only. A phased cash payment of £500 will be made during each year of study (excluding any repeat year). This award will be available to home students in receipt of the full HE maintenance grant or student support grant. Students receiving this bursary are not eligible for any other bursary outlined in this Access Agreement.
- d) **Kirklees College Widening Access Bursaries** - The following bursaries will be available to the following student groups:
  - Care Leaver Bursary* – This bursary will offer support to any home student during each year of study (excluding any repeat year) and will be available to students who have left local authority care in the two years prior to enrolment on the first year of study, irrespective of postcode. A phased cash payment of £1000 is made during each year of study. Attendance must be 85% or above during the first the first three months on programme (other than mitigating circumstances).
  - Full-time Carer Bursary* – This bursary will offer support to any home student during each year of study (excluding any repeat year) and will be available to applicants who have full-time carer responsibilities. A phased cash payment of £1000 is made during each year of study. This award will be available to home students in receipt of the full HE maintenance grant or student support grant.
  - Access to HE Diploma Bursary* – This bursary will offer support to students during their first year of study and will be available to students who have success fully completed an Access to HE Diploma programme.  
Students must have successfully completed an Access programme that is appropriate to allow progression to a Higher Education programme. A phased cash payment of £1000 is made during the first year of study only. This award will be available to home students in receipt of the full HE maintenance grant or student support grant.

Kirklees College will review the impact of these financial support arrangements. This will include measuring access, improving continuation, attainment and progression rates for our targeted groups. Our aim is to remove variance in engagement and performance between identifiable groups of students.

In 2019-20 the College will continue invest in outreach activities, working with Go Higher West Yorkshire. These will further focus on the widening participation of under-represented groups:

- Disadvantaged socio-economic localities;
- Looked-after by a local authority or care leavers;
- Those without a family history of Higher Education;
- Mature students (aged 30 years old and above);
- Part-time students;
- Black and Minority (BME) communities

## INVESTMENT

As per Table 7 of the Resource Plan, the College expects to invest £69,750 in Undergraduate Access and Participation in 2019-20. This level of investment equates to 47.7% of the higher fee income.

The total 2019-20 investment is divided as follows:

- Financial support £46000 (31.4%)
- Access investment £11450 (7.8%)
- Success investment £7800 (5.3%)
- Progression investment £4500 (3.1%)

The resource plan also provides a forecast of our annual investment up to 2022-23.

The majority of our total investment has been targeted towards financial support as this is what our students have identified as being of most use to them with respect to meeting resource and travel costs.

## 6. TARGETS AND MILESTONES

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In line with our current priorities the College is committed:

- a) To **increase overall progression** from Further Education to Higher Education by **2%** year on year.
- b) To continue to **maintain our full-time participation via internal progression** from Level 3 programmes year on year
- c) To continue to **maintain the number of students with a declared disability** or identified learning support need at a minimum of **15%** year on year.
- d) To **increase** the number of students from **ethnic minority groups** by **1%** year on year
- e) To **increase participation** from appropriate Access to Higher Education programmes, Carers and Care Leavers year on year.
- f) To **increase participation from low participant neighbourhoods** by **2%** year on year.
- g) To **improve continuation** rates in our priority areas by **1%** year on year.

- h) To **improve the number of students receiving an overall Merit** or higher in their studies (once we have established a baseline figure).

## **7. MONITORING AND EVALUATION ARRANGEMENTS**

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The aims and targets for widening access and student success are planned as part of the College's overall Higher Education strategy.

### **a) Monitoring**

Monitoring of the overall Higher Education strategy, including the implementation of this Access Agreement is undertaken by Quality, Performance and Standards Committee. The Higher Education Student Consultative Committee will also monitor this Access and Participation Plan.

The Quality, Performance and Standards Directorate are responsible for monitoring and the achievement of student retention, continuers, and completion targets. Review and evaluation will be through in-year and annual programme and service review activities both at College and curriculum level as part of its Performance Improvement Monitoring Cycle.

Fees and associate bursary arrangements are monitored by the Fees Group. This group will evaluate the effectiveness of each of the named bursaries with respect to access from named under-represented groups at the College, along with reason for student withdrawals. Each student receiving a bursary will be individually tracked with respect to attendance and performance (retention between levels and attainment) and compared to the rest of our Higher Education cohort.

In 2017/18, the following bursaries were paid to students:

- 18 Local Student Bursaries (24 students eligible)
- 27 Internal Progression Bursaries (38 students eligible)
- 1 Access Progression Bursary (1 student eligible)
- 0 Carer Bursary (1 student eligible)
- 1 STEM Bursary (1 student eligible)

These bursary payments were made under the first Access Agreement in place for the College. All students in receipt of a bursary completed their award of HNC, with one part-time student (STEM bursary) continuing into their second year. Of these, 40% of students who received a Local bursary have enrolled to a Higher National Diploma programme, while 52% of students in receipt of a Progression bursary have enrolled to a Higher National Diploma programme.

### **b) Evaluation**

The College acknowledges it needs to improve its evidence base for evaluating interventions. In 2018/19 the College will develop an evidence-led framework to evaluate its activities. The College has typically focused on monitoring Access, but will develop a series of performance indicators across all main strands of Success and Progression activity. These will be supplemented by qualitative activities. The College will use a Logic Model to assess outcomes and impact of its activities.

In 2018/19 the College will also conduct an evaluation of its financial support to students using the OFFA toolkit.

## **8. EQUALITY AND DIVERSITY**

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Kirklees College operates in a diverse community. As a college we are committed to the development of a balanced, inclusive and diverse community which is open and accessible to all students, staff, visitors and members of the public. Kirklees College believes that there should be no barriers in the College for students and staff as defined by any equality measure; we aim to celebrate differences, promote equality and diversity and embrace and recognise the talents of all staff and students.

As a college we will:

- a) Comply with the law in promoting equality and where appropriate go beyond legal requirements.
- b) Ensure that all learners succeed and can progress in ways that match their abilities and aspirations.
- c) Be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment.

The College has a Single Equity Scheme and action plan included within its Equality and Diversity Strategy. The scheme covers all nine protected characteristics or strands of diversity: disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation. The action plan and scheme form the terms of reference and remit of the Equality and Diversity Strategic Group.

The College has developed a separate quality improvement plan closing the achievement gap to embed equality and diversity within teaching, learning and assessment and to ensure we continue to close any achievement gaps.

The Equality and Diversity Strategy Group, chaired by the Principal, monitors progress against our priorities defined in the Equality and Diversity action plan. Relevant sub-groups (EDI Data and EDI Teaching) also contribute to this monitoring. This includes analysis of participation and success rate trends by gender, ethnicity, learning difficulty and disability; apparent achievement gaps are followed up. The College also produces an Equality and Diversity Annual Report. The Strategic Group meets termly and reports to the Governing Body through the Quality Performance and Standards committee.

The College publishes an Annual Report detailing the work undertaken during each academic year with respect to equality and diversity and also provides the results of relevant monitoring taken during this period.

## **9. PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS**

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Kirklees College publishes full information on its fees and financial support offered on its website, through its prospectus and via individual correspondence. This includes highlighting that fees may be subject to permitted inflationary increases, linked to the Retail Price Index (RPI-X), and details the eligibility criteria and awarding processes for financial support offered

by the College. Assessment of financial support eligibility is undertaken at enrolment and does not require students agreeing to share financial information.

Our Access and Participation Plan will be published on the website, alongside previous Access Agreements. The College also completes the Unistats data set which can be used as a reference tool by prospective students.

The College will continue to engage in collaborative events with partners in West Yorkshire aimed at offering clear and comprehensive information to students, potential students, their families and carers, employers and other stakeholders to promote Higher Education opportunities.

The College will ensure that information on outreach, financial and student support arrangements are provided in a timely manner to partner agencies, Go Higher West Yorkshire, UCAS, Student Finance England and are presented in a clear and consistent manner in all publications and web-based information.