

Kirklees College

Access and Participation Plan 2020-21

Introduction

Kirklees College is a general further education college based in Huddersfield and 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.

1. Assessment of Performance

As a small provider of higher education, and one which delivers its HE largely through HNCs and HNDs we have a small data set of our own to analyse, much of which is suppressed in the interests of preventing the identification of individual students. The analysis below therefore represents a summary and analysis of our publicly available data, supplemented with internal data and the most recently available national data. Wherever possible, it also includes the trends over time, contextualised as much as possible for a small HE in FE provider serving the Kirklees district.

1.1 Higher education participation, household income, or socioeconomic status

Access

It is widely recognised that there is a sector wide challenge in meeting the Office for Student's (OfS's) ambition that future generations should have equal opportunities to access and succeed in higher education (HE), and to achieve successful and rewarding careers.

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%¹. 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 000². 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 England³.

Although the proportion of the workforce with no or low qualifications is reducing, 33% of the population of Kirklees (89,500 individuals) have no more than a Level 1 qualification. Kirklees is below the Yorkshire and Humberside regional average and the national average in terms of the percentage of 16-64-year olds who are qualified to Level 3 or 4. Kirklees has 33.1% of its population qualified to Level 4 and 51.5% qualified to Level 3⁴.

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. 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 (TEF3 Metrics) and prior educational attainment of our Higher Education cohort (non-tariff).

Examination of the POLAR4 and Index of Multiple Deprivation (IMD) data maps for the Kirklees district show very similar pictures with a mixture of areas of relatively high participation and low deprivation and areas of low participation and high deprivation.

¹ Kirklees Council (2014) *Kirklees Economic Strategy 2014-20*

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

³ Kirklees Council (2015) *Kirklees Social Profile*

⁴ NOMIS – National Office of Statistics 2018

In 2017-18, 30% of our full-time students came from areas in POLAR4 Q1&2 (exceeding our benchmark) and 70% from POLAR4 Q3-5. In the same year 25% of our part-time students came from areas in POLAR4 Q1&2 (below benchmark) and 75% from POLAR4 Q3-5.

Given the relatively small number of students it is difficult to identify trends over time although the proportion of students coming from areas in POLAR4 Q1 & 2 appears to be declining having fluctuated between 50% in 2013-14 and 30% in 2017-18. This has resulted in a widening of the gap in proportions coming from areas in Q1&2 and Q3-5.

Despite this decline, we have consistently recruited a greater proportion of students from areas in POLAR4 Q1&2 than the national average,

This contrasts with the IMD data where, in 2017-18, 54% of our students came from areas in IMD Q1&2 and 46% from areas in Q3-5.

Whilst there has been some variation, since 2013-14 over 50% of our students have come from areas in IMD quintiles 1 and 2 and $\leq 13\%$ have come from areas in IMD quintile 5. This in comparison to the national average where, over the same period, less than 50% of students come from areas in IMD Q1&2.

One area of statistical significance is the proportion of students from POLAR4 Q3 areas studying at Kirklees College, which is significantly higher (at 50%) than the proportion of students in the POLAR4 Q3 population.

The gap between POLAR4 Q1&2 in comparison to Q3-5 has been increasing for full time students, although this is above the national picture. Analysis of individual quintiles identifies a gap between Q1&Q5. POLAR4 Q3&Q5 for part time students is higher than national picture, however Q1&Q2 combined is lower. Therefore, we will target widening participation in Q1&Q2 by increasing recruitment in Q1 but also need to address the gap in Q5 in 2020-21.

Free School Meals (FSM), a means-tested benefit, can also serve as an indicator of those from low income families. Since 2006, nationally, those who received FSM have consistently had lower entry rates to HE than those who did not receive FSM. In 2018 those not in receipt of FSM were 1.98 times more likely to enter HE than those who were in receipt of FSM. Currently we do not collect or analyse access based on eligibility for free school meals at KS4. In 2019-20 we will review how we can analyse this data to improve access for this group of students going forward. We will then be able to report on actions and further improvements in 2020-21.

Success - Non-continuation

OfS data indicates that nationally there is a statistically significant, 5% gap in continuation rates between students from POLAR4 Q1 areas and Q5 areas, with the former continuing at a rate of 89.9% and the latter at 94.2%.

Similarly, consideration of Deprivation Quintiles shows a 7.9% gap in continuation between students from Q1 areas and Q5 areas. In both cases there is an almost linear relationship between quintile and continuation rate.

Due to the small numbers the OfS data for the College is suppressed and our systems do not currently allow us to analyse continuation rates by POLAR4 or IMD regions. However, we will review how this can be achieved in 2019-20, for example, analysis on the impact of eligibility for free school meals at KS4 on continuation rates. We will report on actions and any improvements in continuation rates in 2020-21.

Success – Attainment

OfS data indicates that, nationally, there is a 9.5% gap in attainment between students from POLAR4 Q1 areas and Q5 areas, with the former attaining good honours degrees at a rate of 74.6% and the latter at 84.1%.

Similarly, consideration of Deprivation Quintiles shows an 18.0% difference in attainment between students from Q1 areas and Q5 areas. As with non-continuation rates there is an almost linear relationship between quintile and attainment rate.

At Kirklees College, again due to the small numbers, our data is suppressed, and our systems do not currently allow us to analyse attainment rates by POLAR4 or IMD regions to identify statistically significant gaps.

Progression to employment or further study

OfS data indicates that, nationally, there is a 6% gap in progression between students from POLAR4 Q1 areas and Q5 areas, with the former progressing to employment or further study at a rate of 68.8% and the latter at 74.8%. This size of this gap has fluctuated over time but there is a general trend of the gap reducing.

Similarly, consideration of Deprivation Quintiles shows a 7.1% difference in progression between students from POLAR4 Q1 areas and Q5 areas, although this gap has decreased steadily since 2012-13.

Again, due to small numbers our data is suppressed. We currently do not have the systems in place to do a gap analysis, but this is part of our plan in 2019-20 in order to be able to report on findings and actions taken in 2020-21.

1.2 Black, Asian and minority ethnic students

Access

At Kirklees College, data from the OfS Access and Participation dashboard indicates that in 2017, 18.75% of our students were black and 22% were Asian. The remaining 3% were from black, mixed or other backgrounds. This is in contrast to the national position where 68.9% of students were white, 13.7% were Asian, 10.5% were black, 4.8% were from mixed backgrounds and 2.2% were from other backgrounds. Since 2013-14 we have recruited a higher proportion of both white and Asian students when compared to the national average.

Since 2013-14 the proportion of white students has been falling slightly and the proportion of Asian students increasing at both Kirklees College and nationally.

Our internal data shows that in 2018-19, 76% of our students were white, and 24% from BAME backgrounds. The latter being above our benchmark. At present we do not collect or analyse data by the sub-categories within BAME as numbers for several of these categories is too small. However, we will consider this as part of our plans should numbers continue to grow.

Success - Non-continuation

OfS data indicates that, nationally, there are statistically significant differences in continuation between students from white, Asian, black, mixed and other backgrounds. Continuation rates range from 91.3% for white students to 85% for black students.

At Kirklees College, OfS data indicates that in 2017-18 there was a 10% difference in continuation rate for full-time students between our white students (80%) and students from BAME backgrounds (70%). However, due to the small numbers of students this difference is not statistically significant. The figures for white students have fluctuated from 80% and 89% between 2013-14 and 2017-18 but with no discernible trend. Similarly figures for BAME students have fluctuated between 70% and 90% over the same time frame, again with no discernible trend.

Internal data from ProAchieve shows that in 2017-18 the retention rates (i.e. the number of students reaching the end of the programme as a proportion of the number of students that enrolled) of our white students was 84.6% compared to 71.8% for our BAME students. Again, these figures have fluctuated since over time but analysis of the data since 2015-16 shows no discernible trend. Current data for 2018-19 shows retention of white students at 84% and that for BAME students at 95.1%.

Success - Attainment

OfS data indicates that, nationally there are statistically significant differences in attainment rates between students from white, Asian, black, mixed and other backgrounds.

The recent Black, Asian and Minority Ethnic Student Attainment at UK Universities: #Closingthegap report identified a 13.2% attainment gap between BAME students and their white counterparts.

The size of this gap has fluctuated from 14.8% in 2013-14 to 13.2% in 17-18 with no sustained progress over this time frame.

The size of the attainment gap varies significantly between different ethnic backgrounds, with the largest gap in 2017-18 between White and Black students of 23.1%. This has only reduced slightly (from 24.6% in 2013-14)

The report recognised that in BAME students we are dealing with the lives of individuals who face systematic discrimination from all parts of society.

At Kirklees College, small numbers mean that our OfS data is suppressed, but our internal data, using ProAchieve, indicates that in 2017-18 74.7% of white students achieved (i.e. the number gaining the qualification as a proportion of the number of students that enrolled) compared to 63.4% of BAME students. These figures for both categories have dropped since 2015-16.

Progression to employment or further study

OfS data indicates that, nationally, progression rates range from 69.3% for black students to 74.0% for white students. These rates have been increasing for students in all categories since 2012-13, and the progression gaps between White and BAME students have been falling.

At Kirklees College our progression rate for full-time white students was 32% and that for part-time students was 65%. The rate for full time students has been declining since 2013-14 whilst that of part-time students has increased since 2015-16.

Again, due to small numbers our data for BAME students has been suppressed and we cannot undertake a meaningful analysis.

1.3 Mature students

Access

Mature students have distinct characteristics, typically presenting with different qualifications and applying to and accepting places at providers closer to home. They also tend to apply later in the cycle, to a smaller range of courses, as reported in the 'Admissions patterns for mature applicants' reports, published earlier this year.

Mature students are less likely to make the full set of five choices, compared to 18- and 19-year olds, reducing their chances of receiving offers and being accepted to a provider.

The courses that mature applicants tend to apply to include subjects allied to medicine, business and admin studies, and education – all subject groups which had an increase in acceptance rates this year.

At Kirklees College, data from the OfS Access and Participation dashboard indicates that in 2017--18 50% of our full-time students were 20 years old and under (young) and 50% were 21 years and over (mature). 55% of our part-time students were young and 45% mature. These figures have fluctuated since 2013-14 but with no discernible trend.

Our gaps between the proportions of young and mature students are much smaller than the national picture where 72.2% of full-time students were young and 27.8% were mature and 12.6% of part-time students were young and 87.4% were mature.

Our internal data shows that in 2018-19, 44.9% of our students were young and 55.1% were mature. The latter above our benchmark by nearly 3%.

Success - Non-continuation

OfS data shows that, nationally, there is a significant difference in the continuation rates between mature (21+ years) and young (<21 years), with the former continuing at a rate of 84.8% compared to the latter at 92.2%. Reasons behind this are complex and frequently specific to the individual including family commitments or changes in family circumstances.

At Kirklees College, in 2017-18 the continuation rate as shown on the OfS dashboard for young full-time students was 76% compared to 80% for mature students, bucking the national trend. The continuation rate for part-time mature students was also 80% but data for young part-time students is suppressed.

Internal data from ProAchieve shows that in 2017-18 87.5% of our young students were retained, compared to 74.4% of our mature students. Again, these figures have fluctuated over time but analysis of the data since 2015-16 shows no discernible trend. Current data for 2018-19 shows retention of young students at 81.6% and that for mature at 92.3%. The difference in trends between the OfS data and ProAchieve data will be subject to further analysis in 2019-20.

Success – Attainment

Similarly, OfS data indicates a national attainment gap of 10.3% between young and mature students. This gap generally widens with age when analysed at a more granular level and has increase slightly since 2013-14.

At Kirklees College, small numbers mean that our OfS data is suppressed, but our own internal data using ProAchieve indicates that in 2017-18 71.4% of young students achieved compared to 71.1% of mature students. These figures have increased for mature students since 2015-16 and decreased for young students.

Progression to employment or further study

At national level, despite mature students being less likely to continue with their studies, or attain a good degree, when compared with young students they are more likely to progress into employment or further study. In 2016-17 the progression rates for mature students was 75.7% compared to 72.3% for young students, according to OfS data. Whilst this gap has generally reduced since 2012-13 it did increase slightly in 2016-17.

At Kirklees College, according to OfS Data, in 2017-18, 30% of young students progressed to highly skilled employment or further study at a higher level compared to 45% of mature students. These rates are below the national average.

1.4 Disabled Students

Access

Nationally, the proportion of applicants declaring a disability has grown steadily since 2010, now accounting for 8.03% of the applications.

OfS data shows that in 2017-18, 78% of the full-time students at Kirklees College had no known disability, and 22% declared a disability of some sort. This gap in participation has reduced slowly since 2013-14. This reduction in gap has also been seen in part-time students, but the figures for 2017-18 have been suppressed.

These figures show that in 2017-18 a higher proportion of students at Kirklees College declared a disability (22% of full-time students) compared to the national average (14.6% of full-time students). This has been the case every year since 2013-14.

Success - Non-continuation

Analysis of OfS data at a national level reveals a statistically significant difference in continuation rate between students who have a disability and those with no known disability. This difference has reduced since 2012-13 but this is as a consequence of the continuation rates for both disabled students and those with no known disability dropping but with that for disabled students dropping less.

This size of the continuation gap varies depending on the disability type, with the difference greatest for those with a mental health condition. This gap has reduced steadily since 2012-13.

Since 2013-14 continuation rates for students with cognitive learning difficulties have been higher than those with no known disability, perhaps reflecting higher levels of 1:1, academic and pastoral support that these students can, and do, access.

In 2017-18 the continuation rate for full-time students who had declared a disability was 80% compared to 77% for students with no known disability. However, due to the small numbers this gap is not statistically significant.

Our numbers are such that analysis by disability type is not currently possible but is something we will consider for the future should numbers grow.

Success – Attainment

Similarly, analysis of OfS data at a national level reveals a statistically significant difference of 2.8% in attainment rate between students who have a disability and those with no known disability. This gap has reduced slightly since 2012-13 when it was 3.4%.

Again, the size of the attainment gap varies depending on the disability type, with the difference greatest for those with a social or communication disability (72.5% compared to 78.7% for those with no known disability). This gap increased between 2013-14 and 2015-16 but has reduced slowly since.

The smallest attainment gap is found between students with a mental health condition and those with no known disability, perhaps indicating that students with mental health conditions who continue with their studies are more likely to attain good degrees. However, this gap is at its largest since 2013-14.

At Kirklees College, small numbers mean that our OfS data is suppressed, but our own internal data using ProAchieve indicates that in 2017-18, 55.0% of students with a declared disability achieved compared to 74.7% of those with no declared disability.

Progression to employment or further study

Again, national data shows a statistically significant difference in progression rate between students who have a disability and those with no known disability. This gap has generally increased from 1.1% in 2012-13 to 1.8% in 2016-17.

The progression gap varies widely depending on the disability type, with the greatest difference between those with a social or communication disability and those with no known disability. This gap, having increased to 15% in 2013-14 has been slowly reducing to 11.5% in 2016-17.

In 2016-17 there was no progression gap between students with cognitive learning difficulties and those with no known disability, which has reduced steadily since 2012-13 from a position where those with cognitive learning difficulties progressed at a higher rate than those with no disability.

Due to small numbers much of our progression data is suppressed, however in 2017-18 only 33% of full-time students with no known disability progressed to highly skilled employment or further study at a higher level.

1.5 Care leavers

Kirklees College collects data on care leavers but with such small numbers quantitative analysis would be difficult and unlikely to be publishable. We intend to increase access and participation for this under-represented group as national data shows that for 19 to 21-year-old care leavers, only 6%, were known to be in higher education in 2018⁶. The College will focus on increasing recruitment for care leavers' and ensuring care leavers receive additional support to enable them to succeed, from the point of application.

⁶ [Children looked after In England](#)

Kirklees College is contributing to supporting the access of care leavers through our membership of Go Higher West Yorkshire (GHWY). This includes our work on the Care Leaver Covenant and collaborative activity with looked after children and care leavers delivered on our behalf, as well as GHWY's strategic liaison with the Youth Work Unit – Yorkshire & Humber to reach young people in their Children in Care and Care Leaver Councils, and with Local Authorities to reach the key influencers of looked-after children and care leavers. Effectiveness of activity is evaluated through the governance structure for GHWY, of which Kirklees College is a key member. Continuous development and improvement in practice is demonstrated through focus group reviews with activity participants, with changes being implemented.

In order for care leavers to access higher education we have a dedicated student support webpage⁷, which includes support offered especially for care leavers. The webpage details support by the College Care Co-ordinator, who can be accessed prior to joining the College for application support, for example with eligibility queries, throughout the programme of study and to support progression. The Co-ordinator also offers campus tours and subject taster sessions for all under-represented groups and works with progress coaches, personal tutors, lecturers and other relevant staff to ensure care leavers are fully supported and can access the following:

- Additional Learning Support
- Careers and Progression Advice
- Counselling
- Financial Support
- Transport Support and Advice
- Liaison with appropriate agencies
- Advocacy for a range of situations including entry and on course requirements.

A team of Progress Coaches are aware of all care leavers across the College and ensure they are informed of all higher education and skills provision available. We offer support through progression enrolment for current students on further education programmes, and the Care Co-ordinator and our equality, diversity and inclusion manager monitor progress throughout the process. Where issues arise, reasonable adjustments are made.

As we move forward and the cohort grows we will consider how we analyse the data set for care leavers.

1.6 Intersections of disadvantage

The UCAS End of Cycle report 2018^{Error! Bookmark not defined.} uses the Multiple Equality Measure (MEM) to produce an evidence-based measure of equality.

Analysis using this method showed modest increases in entry rates of all quintiles. Q1 saw an increased entry rate of 0.9%, three times that of Q5. Q4 saw the largest increase in entry rate on 1.4%.

Whilst the entry rate gap between Q5 and Q1 narrowed slightly in 2018, with those in Q5 five 4.58 times more likely to enter HE than those in Q1, there has been limited progress made in reducing the size of the MEM equality gap, which remains at a similar value to that seen in 2014.

The MEM equality gap is most pronounced at higher tariff providers, where in 2018 the most advantaged students were 15.0 times more likely to enter HE than the most disadvantaged – a gap which has widened since 2017.

The MEM equality gap at medium tariff providers continued to narrow in 2018 with the most advantaged students 4.54 times more likely to enter HE than the most disadvantaged.

At lower tariff providers, the proportional increase in the entry rate of MEM Q1 was over three times that seen for MEM Q5 in 2018, resulting in a narrowing of the MEM equality gap such that those in MEM Q5 were 1.72 times more likely to enter HE than those in MEM Q1.

⁷ [Student Support at Kirklees College](#)

1.6.1 Intersections of Higher education participation, household income, or socioeconomic status and Ethnicity

The numbers of students at Kirklees College are so small that there is no data available on which to draw reliable conclusions about the intersections of HE participation, household income, or socioeconomic status and Ethnicity. The analysis below reflects the situation at a national level.

Success - Non-continuation

When considering the intersection of deprivation quintile (DQ) or POLAR4 quintile (P4Q) and ethnicity at a national level there are statistically significant differences in continuation rates when comparing Q1+2, Q3-5, white and BAME students.

Whilst the continuation rates have largely been declining since 2012-13, the biggest gap when considering deprivation quintiles is between white students in DQ3-5 and BAME students in DQ1+2 (6.4%). However, when consider POLAR4 quintiles the biggest gap is between white students in P4Q3-5 and P4Q1+2, whilst there is no difference in continuation rate between BAME students in P4Q3-5 and P4Q1+2.

Clearly considering BAME as one category masks differences within BAME reporting groups.

Success – Attainment

Analysis of the intersection of deprivation quintile (DQ) or POLAR4 quintile (P4Q) and ethnicity also highlights statistically significant differences in attainment rates when comparing Q1+2, Q3-5, white and BAME students.

Whilst attainment rates for all categories has been increasing steadily since 2013-14, the biggest gap when considering deprivation quintiles is between white students in DQ3-5 and BAME students in DQ1+2 (19.3%). In DQ1+2 and DQ3-5 white students perform better than their BAME counterparts. This trend is mirrored when considering POLAR4 quintiles, which also shows a more than 12% gap between BAME and White students in P4Q3-5.

Consideration of the gaps between the groups shows no sustained progress in reducing the gaps between 2013-14 and 2017-18.

Progression

Analysis of the intersection of deprivation quintile (DQ) or POLAR4 quintile (P4Q) and ethnicity shows a similar pattern in progression rates to those of continuation and attainments rates.

The gaps between groups of students are reducing over time, particularly the gap between white and BAME students in Q3-5.

1.6.2 Intersections of Higher education participation, household income, or socioeconomic status and Sex

The numbers of students at Kirklees College are so small that there is no data available on which to draw reliable conclusions about the intersections of HE participation, household income, or socioeconomic status and Sex. The analysis below reflects the situation at a national level.

Success - Non-continuation

When considering the intersection of deprivation quintile (DQ) or POLAR4 quintile (P4Q) and sex there are statistically significant differences in continuation rates when comparing Q1+2, Q3-5, male and female students.

Whilst continuation rates have largely been declining since 2012-13, the biggest gap when considering either DQ or P4Q is between female students in Q3-5 and male students in Q1+2. The gap between most categories is increasing over time with females consistently continuing at a high rate than their male counterparts.

This may be contributing to, or resulting from, the under-representation of white males from low participation neighbourhoods cited in a recent NEON reports.

Success – Attainment

Analysis of the intersection of deprivation quintile (DQ) or POLAR4 quintile (P4Q) and sex shows a similar pattern in attainment rates to that of continuation rates, with the biggest gap between female students in Q3-5 and male students in Q1+2.

Consideration of the gaps between the groups shows no sustained progress in reducing the gaps between 2013-14 and 2017-18.

Progression

Analysis of the intersection of deprivation quintile (DQ) or POLAR4 quintile (P4Q) and sex shows statistically significant differences in progression rates when comparing Q1+2, Q3-5, male and female students.

Consideration of the interaction between deprivation quintile and sex shows the biggest gap between male students in DQ3-5 and DQ1+2. There is no gap between male and female students in DQ1+2 and only a 0.3% gap in progression rate between male and female students in DQ3-5.

The progression rates have increased steadily for all groups since 2012-13 with the gaps closing between most groupings.

Consideration of the interaction between POLAR4 quintile and sex shows the biggest gap between male students in P4Q3-5 and female students in DQ1+2, with generally intra-quintile gaps being smaller than inter-quintile gaps.

1.7 Other groups who experience barriers in higher education

We currently do not have our own data, and national data for the following groups is not available:

Carers

People estranged from their families

People from Gypsy, Roma and Traveller communities

Refugees

Children of military families

Marriage and Civil Partnership

Pregnancy and Maternity

In 2019-20 we will review our data capture and management systems to ensure that our systems and staff capture the required information for reporting, monitoring and evaluation purposes on an, at least, qualitative basis.

2. Strategic Aims and Objectives

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

- To ensure all our learners develop personally and progress successfully into further training, employment or higher education.
- To provide high quality teaching, learning and assessment which is innovative, inclusive and inspirational.
- To provide safe learning environments with industry standard resources in high quality sustainable accommodation.
- To develop a culture of inspirational and creative leadership throughout the organisation.
- To recruit, motivate and develop a highly skilled, effective and professional workforce which is representative of the communities we serve.
- To consistently achieve our business targets and maintain financial sustainability.

These translate into the following aims for our Higher Education and Skills provision 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 digital literacy skills and provides enterprise opportunities for our students, which will enhance their employability skills.
- To develop the VLE to support blended and distance learning strategies.
- 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.

In terms of Access and Participation, our aims are to reduce participation, continuation and attainment gaps for identified target groups, through targeted interventions and emphasis on inclusive practice throughout the student lifecycle.

2.1 Target groups

The target groups are selected based on analysis of our quantitative and qualitative data supplemented by a deep understanding of the national picture. In 2019/20 we will review our position to ensure our targets are achievable and accurate, as further data from OfS becomes available for future years. The target and investment plan records annual targets and current baselines that aim to reduce the gaps of the following target groups, over the next five years to 2025.

Our key target groups are:

1. Students from low-participation neighbourhoods:
 - i. to reduce the participation gap between POLAR4 quintiles 3-5 and 1 and 2 respectively.

- ii. to reduce the gap in non-continuation between POLAR4 quintiles 3-5 and 1 and 2 respectively.
2. BAME students:
 - i. to increase the proportion of BAME students
 - ii. to reduce the gap in non-continuation between BAME and white students
 - iii. to reduce the gap in retention (as measured via ProAchieve) between BAME and white students
 - iv. to reduce the gap in achievement (as measured via ProAchieve) between BAME and white students
 3. Mature students:
 - i. to reduce the gap in retention (as measured via ProAchieve) between mature and young students
 - ii. to increase progression of students of all age groups
 - iii. to reduce the gap in progression rate between young and mature students
 4. Disabled students:
 - i. to reduce the gap in achievement (as measured via ProAchieve) between disabled students and those with no known disability
 5. Care leavers:
 - i. increase participation of care leavers by one student per academic year.
 6. Carers:
 - i. increase participation of carers by one student per academic year.

2.2 Aims and objectives

In setting our targets we have considered all stages of the student lifecycle for key target groups.

Through our planned outreach events and support, we are committed to ensuring our conversion rates are above the national average for all underrepresented groups as identified by the OfS, and that students are supported to continue, attain and progress.

Care leavers are key targets groups we consider when planning all interventions for under-represented groups.

We aim to increase our student numbers over a five-year period and aim for the following proportions of students from our target groups:

| Year | Students from POLAR4 Q1 and 2 areas | BAME |
|-------------------------|-------------------------------------|------|
| Year 1: 2020-2021 entry | 32% | 27% |
| Year 2: 2021-2022 entry | 35% | 28% |
| Year 3: 2022-2023 entry | 38% | 29% |
| Year 4: 2023-2024 entry | 40% | 31% |
| Year 5: 2024-2025 entry | 42% | 33% |

Our raising attainment work and evaluation will continue to be undertaken in conjunction with Go Higher West Yorkshire (GHWY). GHWY'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. The aim of GHWY is to improve access to, success in and progression from higher education for those from under-represented groups.

Fundamental to our mission is providing an inspirational, relevant curriculum in a supportive environment. As such the continuation, attainment and progression of our students are key measures.

Our targets for continuation, attainment and progression in our target groups over a five-year period are shown below:

| Year | BAME: White Continuation gap | BAME: White Retention gap | Mature: Young Retention gap |
|-------------------|------------------------------|---------------------------|-----------------------------|
| Year 1: 2020-2021 | 8% | 11% | 12% |
| Year 2: 2021-2022 | 6% | 8.0% | 9% |
| Year 3: 2022-2023 | 4% | 5% | 6% |
| Year 4: 2023-2024 | 2% | 2% | 3% |
| Year 5: 2024-2025 | 0% | 0% | 0% |

| Year | BAME: White achievement gap | Disabled student achievement gap |
|-------------------|-----------------------------|----------------------------------|
| Year 1: 2020-2021 | 10% | 15% |
| Year 2: 2021-2022 | 8% | 11% |
| Year 3: 2022-2023 | 5% | 7% |
| Year 4: 2023-2024 | 2% | 4% |
| Year 5: 2024-2025 | 0% | 0% |

| Year | Student progression rate | | Young: Mature Progression gap |
|-------------------|--------------------------|--------|-------------------------------|
| | Young | Mature | |
| Year 1: 2020-2021 | 40% | 50% | 10% |
| Year 2: 2021-2022 | 45% | 52% | 7% |
| Year 3: 2022-2023 | 50% | 54% | 4% |
| Year 4: 2023-2024 | 55% | 56% | 1% |
| Year 5: 2024-2025 | 60% | 60% | 0% |

A key design feature of the programmes at Kirklees College is the integration and embedding of personal development and employability into the curriculum informed by a close relationship with industry. This, alongside our support mechanisms will enable students with a range of abilities to succeed.

3. Strategic Measures

3.1 Whole provider strategic approach

Overview

As a small provider of HE in and FE setting, access and participation is fundamental to the strategic approach of Kirklees College.

All staff are actively involved with access and participation and, in line with our aim to strive continuously to improve student satisfaction, retention, pass and overall completion rates, it is valued and integral to their role.

Our strategy for student engagement is one which puts students at the heart of the system and considers students as partners and co-creators of knowledge rather than participants.

Alignment with other strategies

Our strategy for access and participation is underpinned by our mission and aligns with other College policies for example:

The **Higher Skills Strategy** states how we will commit to, and proactively support widening participation. We aim to achieve this by increasing access to lifelong learning opportunities in education and training through an inclusive and enabling approach and ensuring that high quality higher education is accessible to a wide range of groups that includes:

- the provision of progression opportunities to all existing college students,
- the targeting and engagement of students from cold spots. For example, areas with low higher education participation rates or non-traditional higher education students,
- up-skilling and re-skilling opportunities to individuals within the community.

The College has a strong track record of working with industries and universities as a crucial factor in the journey to increase participation, and the development of higher level skills to support economic regeneration regionally and nationally. We will promote innovation as new flexible models of delivery are sought to meet the changing needs of both industry and individuals in a rapidly changing world.

The nature of the College's Higher Education is distinct from that provided by traditional Higher Education Institutions 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.

The **Equality, Diversity and Inclusion Policy**, which details our commitment 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. We believe there should be no barriers in the College for students and staff as defined by any equality measure; we celebrate differences, promote equality and diversity and embrace and recognise the talents of all staff and students. As a college we:

- comply with the law in promoting equality and where appropriate go beyond legal requirement,
- ensure all students succeed and can progress in ways that match their abilities and aspiration,
- are an organisation that embraces and recognises the talents of all and not tolerate any form of discrimination or harassment.

The Equality, Diversity and Inclusion Strategy and action plan cover 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 policy and action plan form the terms of reference and remit of the Equality, Diversity and Inclusion (EDI) Strategic Group. The College has developed a separate quality improvement plan to embed EDI within teaching, learning and assessment and to ensure we continue to close any achievement gaps. Relevant sub-groups (EDI Data and EDI Teaching) also contribute to this monitoring. This includes analysis of participation and success rate trends by underrepresented groups and any apparent achievement gaps are followed up. The Strategic Group meets termly and report to the Governing Body through the Quality Performance and Standards committee.

HE Admissions Policy offers advice to students with additional learning support needs regarding how to apply for support Disabled Student Allowance if appropriate.

Safeguarding Policy. The Principal, Corporation and all staff at Kirklees College regard each student as a unique individual and therefore seek to support their development in ways which will foster security, confidence and independence. We recognise that a safe and secure College and work environment is central to the wellbeing of all students and this is an intrinsic part of all aspects of the curriculum and ethos of the College. This represents the College's response to the need to protect all students, especially children, young people and vulnerable adults and those with identified needs at all College centres and in the workplace.

Assessment Policy. The college aims to provide an outstanding environment for teaching, learning and assessment. The learning environment will be one which is welcoming, safe and inspiring. It will be appropriate to the subject and responsive to the needs of the students. Suitably equipped, resourced and well managed, it will visibly promote equality and diversity, widen accessibility to learning, employability skills and celebrate success and progression of all students.

Students are expected to work to the deadlines set out in their assessment schedule (or year planner) and should be made aware from the outset of the consequences if they miss deadlines. It is important that all students are assessed fairly and consistently.

Employment Policy. The College firmly locates its higher skills provision at the core of its mission, which is, '*Creating Opportunity, Changing Lives*'. The mission is underpinned by six strategic objectives, including to '*ensure **all our students** develop personally and progress successfully into further training, employment or higher education*'.

The strategy aims are to develop the qualities and skills of students relevant to the current labour market and to help ensure each individual student is work-ready. We provide a responsive curriculum which enhances each student's employability and career opportunities, meets employer needs and supports economic growth. In addition, we provide effective support for students, through an enhanced focus on developing skills and personal qualities demanded by the labour market, including a propensity to lifelong learning. Increasing employability provision is also expected to positively affect student outcomes through an increase in student engagement.

Our strategic measures and proposed activities over the next 5 years are outlined in the outcomes chain below.

| Problem to address | Activities | Outputs | Outcomes | Impacts |
|--|--|---|---|---|
| <p>Participation gap between students from POLAR4 Q1 and 2 areas and those from POLAR4 Q3-5 areas</p> <p>Low proportion of BAME students</p> | <ul style="list-style-type: none"> • Work with FE students within the College at all levels to promote progression options to vocational Higher Education programmes including Higher Apprenticeships • Utilise and promote the College’s Progression Guarantee with all internal applicants • Jointly market HE programmes, with other providers in the local area with low HE participation. • Development and delivery of attainment raising workshops for Level 2 and 3 students • Provide support for students researching HE opportunities, completing UCAS applications and interview preparation (via Progress Coaches as part of the PAD programme). • Interview all applicants meeting the entry criteria, providing an opportunity to discuss programme suitability, individual support needs and associated plans and to enable use of contextual admissions. • Explore HE partners to offer a broader range of HE provision. | <ul style="list-style-type: none"> • Number of internal applicants • Marketing campaign and collateral • Number of students attending workshops • Engagement with PAD programme • Development and use of an admissions policy that includes as expanded range of entry requirements and contextual admissions while ensuring all entrants have a chance to succeed. • New HE partners and an offer that contains a broader range of HE provision. | <ul style="list-style-type: none"> • Increased applications from POLAR4 Q1 and 2 areas • Increased applications from BAME students • Increased number of applicants offered places based on interview or via contextual admissions | <ul style="list-style-type: none"> • Reduction in participation gap between students from POLAR 4 Q1 and Q5 areas • Increased proportion of BAME students |
| <p>Non-continuation gap between students from POLAR4 Q1 and 2 areas and those from POLAR4 Q3-5 areas</p> | <ul style="list-style-type: none"> • Develop and implement as “extended induction” and mentoring for late applicants and those in target groups • Plan to use smaller class sizes • Development and implementation of an anonymous marking scheme | <ul style="list-style-type: none"> • Extended induction timetable of activities • Class sizes • Anonymous marking used wherever possible | <ul style="list-style-type: none"> • Individual interventions as necessary • Minimal withdrawals for non-academic reasons | <ul style="list-style-type: none"> • Reduction in continuation gap between students from POLAR4 Q1 and 2 areas and those from POLAR4 Q3-5 areas |

| | | | | |
|---|---|--|---|---|
| <p>Non-continuation gap between BAME and white students</p> <p>Gap in retention (measured using ProAchieve) between BAME and White students</p> | <ul style="list-style-type: none"> • Delivery of unconscious bias training to all staff • Development and implementation of a BAME mentoring programme in which staff from BAME backgrounds mentor students from BAME backgrounds | <ul style="list-style-type: none"> • % staff undertaken training • Number of students engaged in mentoring programme | <ul style="list-style-type: none"> • Minimal withdrawals due to academic failure. | <ul style="list-style-type: none"> • Reduction in continuation gap between students from BAME and white students • Reduction in retention gap between BAME and white students. |
| <p>Progression rates, and gaps in progression rates between young and mature students</p> | <ul style="list-style-type: none"> • Provide support for students researching job opportunities, compiling CVs and interview skills via Progress Coaches as part of the PAD programme • Provide additional employment-related support to all final year students through workshops • Continue to develop Progression Agreements (where needed) with appropriate institutions to enable progression to level 6 study. • Explore HE partners to offer a broader range of HE provision | <ul style="list-style-type: none"> • Engagement with PAD programme • Number of students attending workshops • Number of new progression agreements signed • New HE partners and an offer that contains a broader range of HE provision | <ul style="list-style-type: none"> • Increase in students progressing to Level 6 • Level 6 course portfolio offering at Kirklees College • Increase in students gaining employment | <ul style="list-style-type: none"> • Increased progression rates for all students • Reduction in progression rate gap between young and mature students |
| <p>Data collection and analysis</p> | <ul style="list-style-type: none"> • Development of a data collection and management strategy to facilitate access to, and analysis of data that can be disaggregated and cut in several ways | <ul style="list-style-type: none"> • Implementation of a Data Collection and Management policy • Data reports as required to provide information of current performance | <ul style="list-style-type: none"> • Readily available robust and reliable data to inform decision making and develop interventions. | <ul style="list-style-type: none"> • Ability to undertake meaningful analysis of current performance and make evidence-based decisions about interventions to aid access and participation work. |

Curriculum, Pedagogy and Student Support

We provide an accessible, inclusive, inspiring curriculum that develops in our graduates the skills and confidence to deliver practical real-world solutions. This will contain embedded group work activities designed to contribute to improved continuation and attainment as set out in the 2017 'What works? Student retention & success *programme*'⁹ research report.

Key curriculum strengths include our small specialist class sizes and the high level of support provided by experienced and well qualified higher education team. Many of our lecturers combine teaching with their own freelance careers and professional practice, helping students make the link between their learning and the workplace.

Curriculum and pedagogy are underpinned by our approach to supporting potential students from primary age upwards, and includes pre-entry outreach, admissions, transition, learning and teaching, student engagement and support and access to postgraduate study and/or employment.

Programmes of learning are designed to fit in with the requirements of our students' busy lives. Our curriculum actively responds to our students' interests, strengths and aspirations through the acquisition of traditional, innovative and entrepreneurial skills. There is a clear focus on a real world, industry led curriculum which is designed to help individual students reach their full potential. The majority of courses include live briefs and work based experience which provide students with employment ready skills.

Student progress is considered with academic staff in regular tutorials and academic support provided proactively on a one to one basis. All courses embed a wide variety of pedagogic activities designed to contribute to improved continuation and attainment. Academic space to freely express ideas and concepts and undertake on the spot critical reviews of their ideas, work and assessment.

A range of inclusive teaching and learning methods ensure we adapt and differentiate according to individual students' needs. These include one-to-one tutorials, studio and specialist workshop-based practice, guest lectures, competitions, international, national and local visits, seminars and lectures. The College offers open and flexible learning approaches where students are encouraged to make independent decisions about their learning. Considerable emphasis is placed on self-evaluation and self-reflection. These independent reflective learning skills are developed through the use of a range of learning resources such as reflective journals, both paper and technology based. All students have the opportunity to learn independently through the use of the College's Learning Resource Centres and a comprehensive VLE.

Learning support needs are identified at enrolment and students are highly informed about specific routes for obtaining help, if and when required. Student Support services provide a 'one stop shop' approach to student support. Fronted by a team of expert-generalists, who signpost students to specialist advice in the areas of

- Financial information
- Welfare counselling
- Information on childcare provision
- Additional Learning Support
- Childcare
- Careers

These services are accessible by private appointment which can be made directly from the student, through an online platform or by referral from Award Leaders or Module tutors. Key support for students with mental health issues is built into the curriculum where there remains focus on instilling confidence, emotional intelligence, resilience, academic skills and group working to forge peer support networks. All students will have a dedicated academic who will support

⁹[What Works? Student retention and success change programme](#)

them on their academic journey with us. In addition, we have a Wellbeing Strategy for the benefit of all Kirklees College students and staff, but specifically to ensure we support students and promote positive mental health and well-being.

Employability

As well as ensuring the curriculum develops our students to have the skills and confidence to go into employment enterprise and entrepreneurship are also be embedded within the curriculum. Supported by industry links this will allow us to deliver activities to enhance the contribution that our students and graduates make to their local area and region.

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

Every HE student at Kirklees College is assigned a named careers advisor. It is expected 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
- An understanding of what further study opportunities are available to them

Plans to broaden our Level 6 and Higher and Degree Level Apprenticeship offers will broaden the options for our students graduates and provide access to HE for those potentially already in work.

Collaboration

A key part of our strategy to work in collaboratively and we are a partner in Go Higher West Yorkshire (GHWY), a National Collaborative Outreach Programme (NCOP) consortium of diverse HE providers, to improve the access, success and progression of under-represented groups.

We work strategically via GHWY by pooling resources in support of common goals. GHWY brokers collaboration between providers of higher study and our theory of change is that if people, particularly those from underrepresented groups, can access information about the range of HE options available to them it will support them to enrol and succeed in HE. Our strength is in delivering information and support to under-represented groups where they are and when they want it. We do this through an integrated programme of research, evaluation, long term engagement with providers and schools, individual activities and community engagement.

As a GHWY NCOP partner, we play an active role in NCOP governance and employ an NCOP Outreach Officer to ensure complementarity with outreach work in our institution. Our NCOP is supporting sustainability by delivering CPD to key influencers as a ‘Train the Trainer’ model. 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 strong partnership work supports complementarity between the work of our own institution, the work of GHWY 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

Financial support

Kirklees College offers a number of funds to assist students so all students, but specifically those from our target groups, can fully engage with their studies.

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.

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.

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.

Widening Access Bursaries. These bursaries are 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 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 successfully 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.

Following the changes to the Disabled Students Allowance, Kirklees College is committed that no student will be disadvantaged.

3.2 Student Consultation

The 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 once per semester 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 plans. The College will identify opportunities for students (as Student Ambassadors) to be involved in the delivery of the Plan, wherever appropriate.

3.3 Evaluation Strategy

The College acknowledges it needs to improve its evidence base for evaluating interventions.

In 2019-20 the College will develop an evidence-led evaluation framework to ensure that all access and participation activity is impactful. This will include both process evaluation and impact evaluation. Our evaluation strategy for each intervention will be proportionate and appropriate to the activity, and cognisant of the need to ensure that no harm is done to any students.

All initiatives and interventions are designed to ultimately target access, continuation and attainment for the target groups. Improvement in these areas will clearly be the final indicator of impact. However, a range of intermediate indicators are tracked and evaluated.

The College has typically focused on monitoring access and we recognise that there is no single best way to undertake the interventions and the evaluation of activities. Our evaluation strategy will enable us to continuously reflect upon these as well as the relevant investment and financial support for each stage of the student lifecycle. It will allow for adaptations of activities and processes that are informed by evidence.

We will employ a range of monitoring and evaluation activities across access, continuation, attainment and progression, dependent on the activity or research undertaken. Evaluation will be based on a combination of quantitative and qualitative data. While absolute outcomes are measurable quantifiably, qualitative data is important in understanding why something may/may not be working as intended and how it can be improved.

In 2019-20 the College will also conduct an evaluation of its financial support to students using the OfS evaluation toolkit. Going forward we will use the OfS self-evaluation toolkit for evaluation and lessons from these evaluation outcomes will feed into institutional practice.

Basic evaluation activity includes measuring engagement levels, obtaining basic data such as ethnicity or gender, and quantitative and qualitative student, staff and facilitator feedback. This approach allows us to make decisions on what type of activity is most popular, most useful and the most impactful time for delivery. It gives us an opportunity to continually improve what we do and when.

Building on this we will also make use of "before" and "after" evaluation allowing us to identify changes in attitudes and understanding of key themes, following participation in activity. As our access work aims to either raise aspiration or understanding of the benefits of HE at Kirklees College our evaluation methods will link back to answering questions which link to these themes.

We will also use learning from the GHWY NCOP by engaging in dissemination and considering how this relates to our work. We will consider if and how we can use the GHWY Progression Framework as part of ensuring our outreach work is evidence informed. As a multi-layer consortium spanning universities and HE providers with FE provision, there is the potential to bring together relevant data sources to evidence impact, as well as test interventions in a variety of HE

settings. Evaluation expertise within the consortium can be utilised by all partners, which hosts good practice events to share and disseminate learning.

3.4 Monitoring progress against delivery of the plan

The aims and targets for widening access and student success are planned as part of the College's overall Higher Skills Strategy. The Quality department monitor student retention, continuers, and completion targets. Review and evaluation of the plan is achieved through in-year and annual review activities both at College and curriculum level as part of its performance monitoring meetings.

Monitoring of the overall Higher Education Strategy, including the implementation of the Access and Participation Plan, is undertaken by the Higher Education Committee, which is attended by governors, student representatives, College Heads of Faculty and senior managers. The governing body further monitors performance of higher education and higher skills, through termly reporting at the Quality, Performance and Standards Committee. This meeting is chaired by a member of the governing body, attended by governors, two student governors, the principal, vice principal, assistant principals and staff representatives. If there is limited or worsening progress of performance reported at these meetings, including the Access and Participation Plan, managers are given clear targets and actions which are monitored through monthly performance management meetings. Each curriculum area is subject to performance management meetings, one per month, where targets to improve are monitored, actions taken and support provided where progress is too slow or worsening. Progress against these targets is then monitored and improvements reported the following month.

In addition to students attending the Quality and Higher Education committees to monitor progress, the Higher Education Student Consultative Committee will also monitor the Access and Participation Plan. Students attend course team meeting to gather their views once per semester, information gathered feeds into student consultative meetings. Arising issues are addressed by the HE programme quality leader, who chairs focus groups on specific issues in order to plan actions to resolve. Findings from Student Consultative Committees, including actions taken to improve provision reports to the HE committee.

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 2018-19, the following bursaries were paid to students:

| Bursary for: | Awarded | Students eligible |
|---|-----------|-------------------|
| Progression | 22 | 27 |
| Local, Carer, STEM Yr. 1 and STEM Yr. 2 | 9 | 16 |
| Total | 31 | 43 |

4. Provision of information to students

Kirklees College works hard to ensure all students, current and prospective, will have access to clear, transparent, and up to date information, advice and guidance about the total cost of their HE experience with us and the financial support available to them. Information to prospective and current students will be available in a variety of ways to ensure that we reach out to a wide range of students from diverse backgrounds so that as many students as possible have an opportunity to consider studying with us.

The Kirklees College website is the main source of information for prospective applicants. This will include course information including entry requirements and our use of contextual admissions,

tuition fee levels and student financial support. These will also be included in our printed prospectus and will be available at open events held throughout the year through fees and funding talks.

Financial support details, including eligibility criteria for the different packages available, will be highlighted through the website, and an outline of financial support will be provided within the pre-enrolment material sent out to applicants.

As a small HE provider we are in a fortunate position where we have the opportunity to build relationships with prospective students and can, therefore, provide bespoke support to those students who need it.

Finally, we will place a copy of the Access and Participation Plan on our website with a link to the OfS website when it is published.