Weymouth College

Access and Participation Plan

[2020-21 to 2024-25]

Assessment of current performance

In 2017-18 there were 1836 Further Education (FE) students on roll excluding full cost. The College enrolled 124 Higher Education (HE) students (110 full-time and 14 part-time). The current small HE cohort has been directly related to the strategic realignment of the provision which replaced an organically grown, idiosyncratic, poorly recruiting offer to one based on clear progression routes in addition to meeting employer needs.

The College has a strong record of attracting students from typically under-represented groups, in a geographical area which is recognised by HEFCE as being a cold spot for HE. Our HE performance is strong, with an average full-time achievement rate of 84% in 2017-18 (Percentage of all students (year 1 and 2) that continue/achieve the qualification during that academic year). This demonstrates our outstanding commitment and support to students, reflected in our most recent NSS results which rank academic support at 89% in 2017/18 and 90.5% in 2018/19 (9% above the national average), with overall satisfaction at 90% in 2017/18 and 91.4% in 2018/19 (7.9% above the national average).

Due to the small HE provision, the Access and Participation Plan 2020-21 to 2024-25 will not disaggregate data for trends in Ethnicity and care leavers as the numbers involved are very low and could potentially lead to identification of students within the cohort. The same will apply to apprenticeship data as this accounts for just 2% of the College HE provision and allows students to become easily identifiable. Access data for the College will consider 2015-2018, progression data is only available for 2016/17. This is due to provision from 2012-15 being franchised provision, thus limiting the ability to provide trend analysis and continuation data will use data from 2015-2017. This plan will predominantly use the data set provided by the Office for Students to analyse trends. If other sources are utilised, these will be referenced accordingly. This plan has used sector averages for *'other undergraduate courses'* only. This is due to the College offering only foundation degrees and HNC/HNDs as programmes.

College Summary of Access

The College attracts students from a wide range of social groupings with 55.6% of students from POLAR4 Quintiles 1 and 2, 67.2% of the student population being young and 19.4% of students declaring a disability compared to the sector benchmark (14.6%) for 17/18 access. Ethnicity is one area that the College under recruits compared to the sector average, with 98.5% of HE students from a White British background. However, this must be considered in the context of the 97.51% White British local population. (Public Health Dorset, 2019)

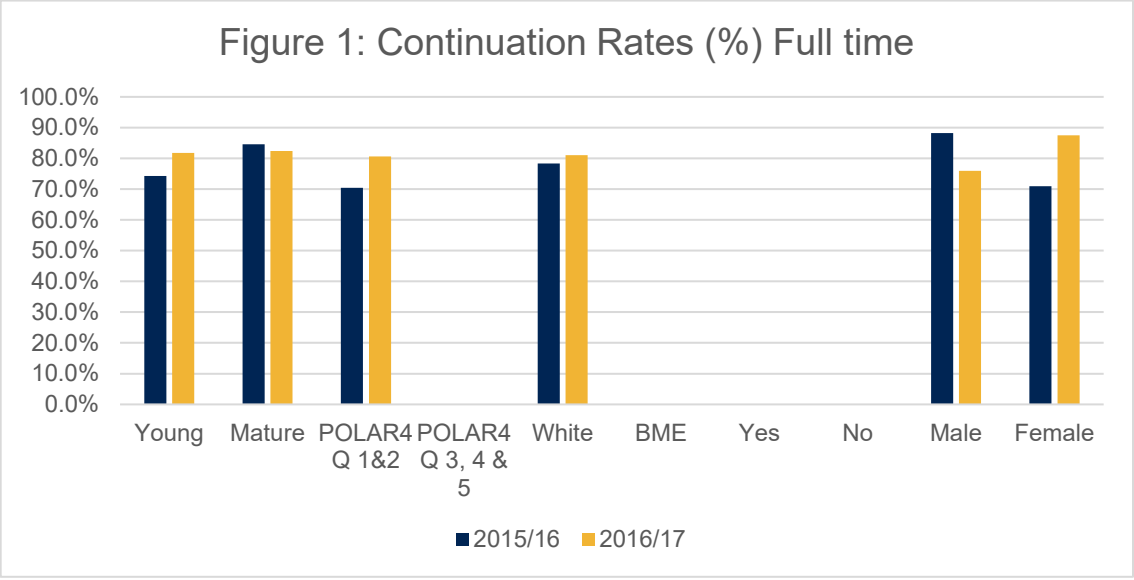
Table 1: Access by underrepresented groups - Full time (OfS Data set)

Academic Year	Young %	Mature %	POLAR4 Quintile 1/2 %	POLAR4 Quintile 3/4/5 %	White %	Black %	Asian %	Mixed %	Disability %	Male %	Female %
2015/16	72.9	27.1	77.1	22.9	95.8	0	2.1	2.1	25	65.7	34.3
2016/17	66.7	33.3	70.5	29.5	95.5	0	0	3	21.2	47	53
2017/18	67.2	32.8	55.6	44.4	98.5	0	1.5	0	19.4	35.4	64.6
3-year average	68.9	31	67.7	32.3	96.6	0	1.2	1.7	21.7	49.3	50.7

College Summary of Continuation

Continuation rates for full time students at the College aggregate at 79% over the two-year period. Continuation for the whole cohort has increased over the period, from 76% in 2015/16 to 87.7% in 2016/17 (Amended B3 Data June 2019). This is in line with the College strategic approach to providing industry responsive and curriculum linked provision with clear pathways for progression. There are few gaps in continuation rates by characteristic with mature and young student continuation at 82.2% and 81.8% (sector average 81.9% for '*other undergraduates*'). Data for students with a disability is not available from APP data due to the small numbers on programme, however, local data sets this continuation at 79.3% (sector average 80.9% for other undergraduates. The amended B3 data for the College (June 2019) credits continuation for full time students for 2015/16 at 87.8% and 2016/17 at 87.7%.

Part time numbers at HE are small with 14 part-time students enrolled in 2017/18. Continuation rates for these students are high at 73.3% (2015/16) compared to the sector other undergraduate average for 2015/16 at 64.4%.



College Summary of Attainment.

The College does not offer any level 6 provision for its students currently. For top up qualifications, students elect to study at the progression routes offered by the Partner University (University of Plymouth) or other local HEIs. This means that the College is unable to use the OfS indicator of attainment to identify gaps.

College Summary of Progression

Due to the population of data in the early years of the College HE provision being franchised provision, progression data is only available for year 5 (2016/17), thus limiting the ability to provide trend analysis. However, data for progression for 2016/17 shows no significant gaps between the majority of the classifications. Progression rates for those with a declared disability is lower at 61.5% compared to progression rates for those with no known disability at 80.8% and this is an area for the College to improve. However, it must be considered that the data accounts for twenty-nine students within the cohort with the low numbers affecting the confidence in data. Progression from POLAR4 quintiles 1 and 2 is slightly above the sector average at 71.6% (sector average 68.8%). It must be noted that due to the small student numbers, progression data is not available for POLAR4 Quintiles 3-5. Part time numbers at HE are small and therefore progression for 2016/17 is not reportable.

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

The College demonstrates strength in recruiting students from quintiles of underrepresentation in HE with a significant proportion of students (55.6% in 17/18) from wards in POLAR4 Quintiles 1 and 2 (Table 1) and a three-year trend of 67.7%. When compared with the national percentage of UK domiciled entrants from lowest participation neighbourhood by academic year 2017/18 (41.8%), it is clear that the College shows strong recruitment from lower quintile wards. However, the trend across three years has declined in access for POLAR4 Q1/2 from 77.1% in 2015/16, 70.5% in 2016/17 to 55.6% in 2017/18. Although above the sector average for access, it is clear that the College needs to consider its declining access from POLAR4 Q 1 and 2. The College encourages good access from students from low socio-economic backgrounds with 11.9% of students in IMD 1 (2017/18) compared to 6% from IMD Q5. However, there has been a decrease in access from IMD Q1 since 2015/16 from 22.9%. It must be noted that when considering IMD Q1 and 2, access is much greater, at 38.8% for 2017/18 compared to 41.6% sector average for the same year. This was an increase in access from IMD Q1 and 2 from 2016/17 (34.8%).

Continuation rates for the College for full time students stand at 87.7% for 2016/17 (figure 1). There are no significant gaps within continuation by gender with all groups in line with the overall average. In 2015/16 continuation rates for males stood at 89% against female rates of 91.4% with similar results in 2016/17 with males at 88.6% and females at 91.4%.

Full time continuation rates for POLAR4 Quintiles 1-2 are positive at 70.4% (15/16) and 80.6% (16/17) although there is a slight gap between continuation rates for those from POLAR4 Q3-5 standing at 84.6% for 2016/17. This is an area for the College to examine further.

Part-time continuation rates for POLAR4 Q1 or 2 stand at 66.7% (local data) comparable to the national data for other undergraduate courses 60.7% (15/16). However, this only accounts for 19% of the HE provision at the College. Due to the small numbers, no data is available for part-time continuation rates for POLAR4 Q3-5. The small part-time provision is in line with the College strategy to focus its access to HE on full time students within its Further Education courses but the College is committed to ensuring the monitoring of the part-time cohort to maintain the good continuation rates.

The full-time continuation rates by IMD are strong for students in IMD Q 1 and 2 with 86.4% continuation rates (2016/17) compared to 79.5% for IMD Q3-5. This is in line with the sector data for Q1 and 2 (86.9%) for the same year. However, it must be noted that the continuation rates for both groups were lower in the previous year, standing at 70.8% (IMD Q1/2) and 83.3% (IMD Q3-5). The College is monitoring the current cohort's continuation rates to ensure it continues in the upward trajectory that was observed in 2016/17.

Data for progression for 2016/17 shows no significant gaps between the different classifications. Progression from POLAR4 quintiles 1 and 2 is comparable at 70.6% (sector average 65.4% for other undergraduate courses 2016/17). It must be noted that due to the small student numbers, progression data is not available for POLAR4 Quintiles 3-5. Part-time progression rates for POLAR4 Q1 or 2 are high at 75% (local data) comparable to the national data for other undergraduate courses 65.5% (15/16). However, this only accounts for 19% of the HE provision at the College. The College's progression data (2016/17) shows that there is a gap between progression of students from IMD Q1/2 at 60% compared to IMD Q3-5 at 83.3%. However, these are in line with the sector progression rates

(69.9% IMD Q1/2 and 74.7% IMD Q3-5). This is an area that the College plans to address within the plan.

As stated previously, our strong success and progression performance is also reflected in our most recent NSS results which rank academic support at 89% in 2017/18 and 90.5% in 2018/19 (9% above the national average), with overall satisfaction at 90% in 2017/18 and 91.4% in 2018/19 (9% above the national average). Therefore, the focus of this access and participation plan will be to continue/maintain the performance of access but to consider the gaps between progression of students from IMD Q1/2 and the gap in continuation rates for those from POLAR4 Q1/2.

1.2 Black, Asian and minority ethnic students

Further examination of the demographics of HE students from the academic year 2015/16 to 2017/18 shows that the access of students of particular ethnicities (table 2) are mirrored between the College's HE cohort and the local population. Access by BAME students is low with the access trend remaining static from 2015/16 to 2017/18 as seen in table 2 below.

Table 2: Access by underrepresented groups - Full time

Academic Year	White %	Black %	Asian %	Mixed %
2015/16	95.8	0	2.1	2.1
2016/17	95.5	0	0	3
2017/18	98.5	0	1.5	0
Local Demographics (2019)	97.51	0.46	0.95	0.97
3 year average (College)	96.6	0	1.2	1.7

Table 2 highlights the low access rates for BAME students, particularly black representation. However, this is indicative of the local demographics - BAME accounts for 2.5% of local population.[1] with access by ethnicity in line with local demography for white students (0.99% above local demographics for 2017/18) and Asian students (0.55% above local demographics for 2017/18). However, the College failed to recruit any black or mixed students in 2017/18 although local demographics are low for these ethnic groups; 0.97% below local demographics for 2017/18 for mixed students and 0.46% below for black students. The HE student population are recruited from the local community with 98% (local data) from the Weymouth and Portland area and this has meant that the College has chosen to not set a target for BAME access as the data is in line with the local population where our students are recruited from. However, the College is committed to monitoring this data to ensure that no gaps emerge.

In terms of continuation rates, BAME students (81.7% 2016/17) at the College are in line with both white students (81% continuation rates for 2016/17) and compared to the all student rate of 87.7%. This clearly shows no gaps within the BME student cohort. There has been an increase in continuation rates for BAME students since 2015/16 from 77.1% to 81.7% in 2016/17 and this is in line with continuation

[1] Public Health Dorset, 2019, https://www.publichealthdorset.org.uk/document-library/our-partners/appendix-r-weymouth-portland-profile.pdf

rates for white students 78.1% in 2015/16 with no gaps between groupings but clear improvement in continuation rates over the period.

Due to the small BAME student population, progression data is not available for this cohort. The College is committed to monitoring this group to ensure that gaps do not form. No data is available for the individual breakdown by student ethnicity due to the sample sizes.

Due to the small numbers in the cohort, there is no reported data available for the disaggregation by ethnicity type for the years in scope. However, when examining the national picture, it is clear that student success and progression lifecycle, outcomes for white students are higher than those for black students with transfer rates between courses higher for all ethnic groups other than white and all above the sector benchmarks with black students transferral rate at 4.8% against white students at 2.5% (OfS, 2020). This pattern continues with attainment with white students being the highest group to again a 'good degree' at 82% compared to 72% for Asian students and 60% for black students. However, it must be noted that this gap has reduced over the previous three years.

1.3 Mature students

In 2017/18, 32.8% of all new entrants onto HE courses at Weymouth College were over 21 compared to 62.5% national average (*other undergraduate courses*) with a three-year trend of 31%. However, mature student access at the College is in line with the access of mature learners for all '*undergraduate courses'* (27.8%). This is a steadily increasing trend compared to the previous years from 27.1% in 2015/16 to 32.8% in 2017/18. (see table 1). This slight increase is due to curriculum changes and developments linking to our HE strategy of developing provision around level 3 and around our adult learner courses offered at the College, including access to HE programmes.

The continuation rates for full time students for 2016/17 are 87.7% (amended B3 data 2019) with young students reaching 81.8% in 2016/17. However, the continuation rates for mature students for 2016/17 is comparable at 82.4% The continuation rates have remained similar for the two-year period in question (83.5% average) whilst the continuation rates for young students has increased from 74.3% in 2016/17 noting an upward trajectory. Part time continuation rates are slightly lower for mature students (76.9% in 2015/6) compared to the sector average 61.4% (15/16). However, this accounts for just eight students during the period. There is insufficient data available for the College to assess part-time mature student continuation against young student continuation rates.

As outlined in the progression summary, there are no major gaps for progression in 2016/17. Progression for young students stands at 72% with progression for mature students standing at 78.6%. This highlights the high levels of progression into either further study or employment after the course and lack of gaps between underrepresented groups.

1.4 Disabled students

When examining disability, the College has seen a three-year average in access of 21.7% of students with a disclosed disability. However, access by students with a declared disability has seen a slightly downward trend since 2015, decreasing from 25% access in 2015/16, 21.2% in 2016/17 to 19.4% in 2017/18. However, it must be noted that the College recruited more students with a declared disability than the sector average of 14.6% in 2017/18.
The College recruits significantly more students with a declared disability than the sector average when considering disaggregation by disability type. Table 3 highlights that the highest disaggregated group to

access higher education at the College for three years have been students with a cognitive or learning disability (7.5% in 2017/18) or with a mental health issue (6% in 2017/18). Access with a cognitive and learning need is 2% higher and mental health 3% higher than the sector average in 2017/18. This is an area for the College to monitor to maintain the high access by disabled groups.

Table 3: Access by underrepresented groups - Full time College data *(Sector data comparison)*					
Academic Year	**Cognitive/ Learning %**	**Mental Health %**	**Sensory/ Medical/ Physical %**	**Multiple Impairments %**	**Social and Communication %**
2015/16	6.3 *(5.6)*	6.3*(1.5)*	8.3 *(2.6)*	2.1 *(1.2)*	2.1 *(1)*
2016/17	9.1*(5.8)*	4.5 *(2)*	3 *(2.9)*	1.5 *(1.1)*	1.5 *(1.2)*
2017/18	7.5 *(5.5)*	6 *(2.4)*	1.5 *(3.2)*	0 *(1.3)*	3 *(1.2)*

Continuation rates for students with a declared disability are marginally lower than the rates for students with no disability 79.3% (local data 2016/17) against 84% (2016/17-B3 data 2019) continuation for students with no known disability. Continuation rates for students with a declared disability is an area for the College to move forward with to further link to the strategy of providing industry responsive and curriculum linked provision with clear pathways for progression for all students. There is insufficient data available for the College to comment on the continuation rates for part time students with or without a declared disability although local data states that part time continuation rates are high for students with a declared disability (100% two-year average-local data) compared to the sector average 61.7% (15/16).

The data for 2016/17 shows no major gaps for progression over the year with the exception of disability. Progression for students with a declared disability stands at 61.5% compared to 80.8% progression for students with no declared disability. This is lower than expected and is an area for the College to work on in future.

Due to the small numbers in the cohort, there is no reported data available for the disaggregation by disability type for the years in scope for progression and continuation. However, when examining the national picture, it is clear that student success and progression lifecycle outcomes for students without a declared disability are higher than those for students with a declared disability. 86.6% of students with a declared disability continue their studies compared to 90.3% of students without a declared disability (OfS, 2020) This pattern continues with progression with students without a declared disability continuing their studies (90.3% compared to 86.8% of students with a declared disability This has remined static for the previous three years.

The national picture also demonstrates gaps in continuation and progression for disaggregated disabled groups although these vary according to disability type. In 2015/16, students with cognitive or learning difficulties had higher continuation rates (91.4 per cent) than non-disabled students (90.3 per cent) while students with a mental health condition have the lowest (86.8 per cent). Progression rates also demonstrate gaps by disability type; only 61.8 per cent of those with a social or communication impairment had progressed into highly skilled work or postgraduate study after six months compared with 73.3 per cent of their non-disabled peers in 2016/17. (OfS, 2019)

Looking at the gaps by disability type highlights, therefore, that not all disabled students' needs are being met at all points of the student lifecycle. The College is committed to monitoring the access, continuation and progression by disability type to ensure no gaps emerge.

1.5 Care leavers

Data for care leavers over the period are too small to be reportable. Local monitoring for this group of students highlights that care leavers have made up approximately 1% of the HE population since 2015/16. This is an area that the College will look to encourage student access through improved student support at FE level. The College is committed to monitoring this group from 2020 onwards with robust targeted support at all stages of the student lifecycle to encourage achievement and to ensure no gaps emerge. The College will achieve this through improving the collection, accuracy and evaluation of care-leaver data for prospective and current students, engaging with care leavers and local authorities and using the data which UCAS collects in the application process to identify care leavers before they enrol and targeted support whilst studying.

However, when examining the national picture, it is clear that student success and progression lifecycle outcomes for students who have been in care are significantly disadvantaged and underrepresented in higher education. In 2017-18 around 6 per cent of all care leavers between the ages of 19-21 were in higher education in 2018. (DfE, 2019) This is compared to 42 per cent of other young people entering higher education. The OfS comment that a high proportion of care leavers do not complete their studies at HE with care leavers 33% more likely to withdraw from their course[2].

1.6 Intersections of disadvantage

The College has a small HE cohort for the period 2012-16 so drawing trends in progression and continuation is difficult due to the disaggregation of data.

The gender split of new entrants onto HE courses at Weymouth College in the academic year 2017/18 is 35.4% male, consistent by age; this is representative of the gender division of the HE student population at Weymouth College over a three-year period (49.3%). The College is recruiting more males (3.5%) when compared to the national data (45.8%) for '*other undergraduate'* courses. However, the gender split by male has dropped in 2017/18 and this is due to the programme offer at the College with the largest group sizes in courses that are accessed by a higher proportion of females. (FdSc Health and Social Care).

Research published in 2018 by the Department for Education[3] concluded the most underrepresented group of students in higher education are white British men from socioeconomically disadvantaged backgrounds. The College is recruiting strongly to this underrepresented group, with 28.4% of males from IMD 1&2 in 2017/18 (24.2% sector) and 42.2% of males from POLAR4 Q1 &2 (21.5% sector). Therefore, it is evident that the College is performing well, demonstrating the existing effective outreach work that is undertaken at Weymouth College to support access for underrepresented groups into HE.

Additionally, when considering the intersectionality of male students by IMD grouping, it is clear that the College has seen an increase in the number of male students from IMD Q1 and 2 in comparison to females as shown in table 4. This is an area that the College is keen to maintain this upward trajectory.

[2] Harrison, N., 2017 *Moving On Up: Pathways of care leavers and care-experienced students into and through higher education*, National Network for the Education of Care Leavers.
[3] https://www.gov.uk/government/statistics/participation-rates-in-higher-education-2006-to-2017

Table 4: Access by underrepresented groups - Full time				
Academic Year	**IMD 1.2 Male %**	**IMD 1.2 Female %**	**IMD 3,4,5 Male %**	**IMD 3,4,5 Female %**
2015/16	18.8	31.3	16.7	33.3
2016/17	13.6	21.2	33.3	31.8
2017/18	28.4	10.4	37.3	23.9
3 year average	20.2	20.9	29.1	29.6

However, the College has highlighted a gap in access for females from low socioeconomic backgrounds with 10.4% access from IMD Q1&2 in 2017/18 compared to the sector average of 23.9%. This is an area for the College to commit to monitoring to reduce the gap in access for this cohort. This will be achieved by robust targeted support at all stages of the student lifecycle to encourage achievement and to ensure no gaps emerge. The College will achieve this through improving the collection, accuracy and evaluation of data for prospective and current students and using the data, which UCAS collects in the application process to identify students before they enrol, and targeted support whilst studying.

1.7 Other groups who experience barriers in higher education

Data for other groups who experience barriers in higher education, including carers, the travelling community, refugees and military families is currently not available within College data. This is an area for the College to improve upon with reference to enrolment, monitoring and progression. This tracking will begin from September 2019 and be assessed throughout the period of the plan. The College will achieve this through improving the collection, accuracy and evaluation of data for prospective and current students and using the data which UCAS collects in the application process to identify students before they enrol and targeted support whilst studying. Underrepresentation of these groups or emerging gaps will be identified and supported through robust monitoring and support to reduce potential gaps.

2. Strategic aims and objectives

In line with our assessment of performance, the College have identified six areas to set targets to ensure any gaps in access, continuation and progression are closed. We have also identified very small cohorts where we will not set targets but instead monitor closely to build upon current knowledge and close any potential gaps that may arise. These include the collation of data on students from the travelling community, refugees and military families as well as care leavers.

We have chosen not to set targets for access for male students from IMDQ 1 and 2 or POLAR4 Q1 as the data suggests that they do not experience inequality of opportunity. We have also chosen to not set a target around BAME access as the student cohort numbers are too low and in line with the local community although we recognise that there is a national gap for this disadvantaged group. The College remains committed to monitoring these priorities to ensure that no gaps emerge. The College also commits to monitoring and maintaining its continuation performance for FT/PT mature students continuing between levels at HE as well as considering the support provided to encourage further continuation.

2.2 Target groups

The College's targets and milestones for access, continuation and progression are presented in the resource plan required by OfS. The targets cover all aspects of the HE student lifecycle, focusing on underrepresented groups. The College has set the following targets and milestones:

- To further increase the number of FT students from low-participating areas **accessing** HE.
- To reduce the **progression** gap between (FT students) from IMD Q1&2 compared to IMD Q345
- To reduce the **progression** and **continuation** gap between students with a declared disability and no declared disability
- To reduce the **continuation** gap between (FT students) from POLAR4 Q1-2 compared to POLAR4 Q3-5.
- To further increase the number of FT students from IMD Q1 **accessing** HE.
- To further increase the **progression** rates of FT students from low-participating areas.

2.2 Aims and objectives

Objective 1: To further increase the number of FT students from low-participating areas accessing HE. The College shows strong recruitment from lower quintile wards over the three-year period. However, the trend across three years has declined in access for POLAR4 Q1/2 from 77.1% in 2015/16, 70.5% in 2016/17 to 55.6% in 2017/18. Although above the sector average for access, it is clear that the College needs to consider its declining access from POLAR4 Q 1 and 2. The College intends to examine and improve its support for students for this disadvantaged group to increase its cohort of students to 63% by 2024-25.

Objective 2: To reduce the progression gap between (FT students) from IMD Q1&2 compared to IMD Q345

The College's progression data (2016/17) shows that there is a gap between progression of students from IMD Q1/2 at 60% compared to IMD Q3-5 at 83.3%. However, these are in line with the sector progression rates (69.9% IMD Q1/2 and 74.7% IMD Q3-5). This is an area that the College plans to address within the plan. The College intends to examine and improve its support for students from this disadvantaged group to reduce this gap by 15.3% by 2024-25 and to fully reduce the gap by 2027-28.

Objective 3 and 4: To reduce the progression and continuation gap between students with a declared disability and no declared disability

The College has access to one year of progression data (2016/17). However, this highlights a gap in progression for students with a declared disability. Progression for students with a declared disability stands at 61.5% compared to 80.8% progression for students with no declared disability. This is lower than expected and is an area for the College to work on in future. Additionally, continuation rates for students with a declared disability are marginally lower than the rates for all students 79.3% (local data) against 84% (B3 data 2019) continuation for students with no known disability. The College aims to improve support and guidance with increased use of the DSA support to improve progression and continuation for this group and aim to close the continuation gap fully by 2024-25 and the progression gap to 4%. The College would look to fully close the progression gap by 2026-27.

Objective 5: To reduce the continuation gap between (FT students) from POLAR4 Q1-2 compared to POLAR4 Q3-5.

The College acknowledges the gap in continuation rates between students from POLAR4 Q1-2 (80.6% in 2016/17) and POLAR4 Q3-5 (84.6% in 2016/17). This is also lower than the sector average for the same year for 'other undergraduate courses' at 90.2% POLAR4 Q1-2. The College aims to improve monitoring and support for this cohort of students to ensure that the high rates of access by POLAR4 quintiles is also mirrored in the continuation figures. This will close the gap by 2024-25.

Objective 6: To further increase the number of FT students from IMD Q1 accessing HE.

The College has seen a reduction in the number of students accessing HE from IMD Q1 from 22.9% in 2015/16 to 11.9% in 2017/18. This is much lower than the sector average (29.7%) It must be noted that when considering IMD Q1 and 2, access is much greater, at 38.8% for 2017/18 compared to 41.6% sector average for the same year. This was an increase in access from IMD Q1 and 2 from 2016/17 (34.8%). The College intends to examine and improve its support for students for this disadvantaged group to increase access to 20% by 2024-25 and in line with the sector average by 2027-28.

Objective 7: To further increase the progression rates of FT students from low-participating areas.

Progression from POLAR4 quintiles 1 and 2 is comparable at 70.6% (sector average 65.4% for other undergraduate courses 2016/17). It must be noted that due to the small student numbers, progression data is not available for POLAR4 Quintiles 3-5. The College would like to increase the progression rate for students from POLAR4 Q1&2 by 10% by 2024-25.

3. Strategic measures

3.1 Whole provider strategic approach

The main aim for Weymouth College is to transform the lives and economic prosperity of local people by providing the opportunity to access learning delivered to the highest standards and levels in subjects that match local growth sectors, and to address skills gaps. This is very important to the growth and re-generation of Dorset, and especially the area of Weymouth and Portland. To this end we are working with the Dorset Local Enterprise Partnership (LEP) and other local stakeholders to assist in the growth of a workforce with higher qualifications and skills.

This plan and associated support measures aims to widen and increase participation and success in Higher Education in general for Weymouth and Portland. The strategic ambitions are fundamentally linked to the majority of HE students at Weymouth College, with both young and adult categories being classified as under-represented groups as they are from wards in which HE participation is low.

Accordingly, widening participation is central to our mission and our primary aim to achieve year-on-year growth through the development and delivery of relevant, responsive and innovative education and training. Our commitment to access, success and progression measures, leads to a planned spend of approximately 30% of the total fee income above the basic fee level.

The College has drawn upon the expertise of its awarding partner university to develop our Theory of Change model to inform our access and participation plan. This change model starts with the identification of existing gaps in access, success and progression for all underrepresented groups across the student lifecycle. The model outlines the intermediate outcomes that will indicate overall long-term successful outcomes and the potential assumptions made as part of the successful outcomes. The model also acknowledges the potential barriers to access, success and progression for these underrepresented groups using evidence informed panning and evidence based activities to encourage comprehensive support for all students from underrepresented groups. (Appendix 2)

Alignment with other strategies

Weymouth College is committed to providing an inclusive and supportive HE offer for its students and the local community. All of the HE provision is now validated either by University of Plymouth, or the Pearson Group for HNC/HND. The College has strong links with both awarding bodies and offers a number of Foundation Degrees, Higher National Diplomas and Certificates (HND/HNC).

The College Higher Education Strategy has been refreshed to form part of the whole College's vision from 2016 and beyond, and to deliver on the strategic priority to achieve year-on-year growth through the development and delivery of relevant, responsive and innovative education and training. This strategy is closely aligned with the College work in access and participation.

Higher Education Objectives for 2019-21

- Develop a higher education offer that includes flexible modes of delivery and different entry and exit points, which meets the needs of employers and students;
- Review the higher education curriculum to ensure that it is viable and that it supports employability, social inclusion and lifelong learning priorities;
- Work with employers and their representative bodies to identify their training needs, and develop a higher education curriculum offer that meets these needs and extend our delivery in the workplace;
- Develop a range of Higher Apprenticeships which articulate the needs of students, parents, employers and the LEP;
- Ensure progression pathways exist onto and from all its higher education provision and benefit higher education learners;
- Provide first class higher education teaching, learning and support that is a model of Excellence;
- Continue to investigate new relationships and partnership opportunities with higher education Awarding Bodies.

Corporation

Throughout the last four years the College has remained committed to the continued development of a coherent and strategically planned higher education offer. The strategic oversight of that planned development is ultimately determined by the Corporation. Whilst the ultimate strategic oversight remains with the Corporation, it is the Senior Leadership Team (SLT) who develop and carry out the strategy. Although the current HE student cohort is low, the importance of HE within the College is reflected by a recent new structure which appointed a Vice Principal (Curriculum) to line manage and further develop a strategically aligned offer alongside the new appointment of a Head of Higher Education. This structure demonstrates the stability and strength of the SLT and the strong links with the Corporation. Both the corporation and line-management for HE allow for close scrutiny and monitoring of underrepresented groups across the lifecycle to ensure access, success and progression.

Quality review and Performance Impact

The Self-Assessment Report for Higher Education incorporates an evaluation of key performance indicators (KPIs – Access, Retention, Pass Rate, Continuation and Progression) for a range of demographics to identify and target achievement gaps for improvement. These include age, gender, low participation target backgrounds, learning disability, other disability, ethnicity and care leavers. The ambitions and goals of this Access and Participation Plan are therefore embedded within the actions identified in the self-assessment document to improve KPIs for certain demographics informing the quality action plan. This will ensure that the College is building on previous evaluations, where outcomes and evidence will continue to be used to influence practice (in terms of access, success, and progression), to shape future policy decisions and where appropriate the wider sector. The College has introduced a HE Evaluation Steering group, consisting of staff and the Lead Student Representative. This is led by the

Head of HE and meets termly to evaluate the data, trends and strategic measures in place to ensure equality across the student lifecycle.

Equality and Diversity Policy

Promotion of equality and diversity continues to be outstanding at Weymouth College and the Access and Participation Plan will clearly support and benefit from the College's wider equality and diversity strategy. Equality and diversity are integral parts of College life and community and the College is proactive in the embedding and promotion of equality and diversity.

The College actively uses information and opportunities to promote EDI across the College such as via CPD plans for staff, ALS plans for students and student activities including: debates, promotion of British values, discussions, level/ability specific activities and workshops. All Equality and Diversity training is mandatory and refresher modules are also in place on a regular basis.

The analysis of equalities data is thorough, and the performance of different groups is carefully monitored, and any achievement gaps are identified and addressed. The College also produces an Equality and Diversity Annual Report. The Strategic Group meets termly and reports to the both Governing Body and the Performance and Delivery committee.

To comply with the College Equality policy and Equality Act 2010, the College will ensure that its HE admissions criteria do not discriminate or exclude learners, monitor data to identify any underrepresentation by group, to have appropriate teaching materials that are fully inclusive and ensuring that any marking and moderation policies are non-discriminatory.

Key Strategic Measures

The College is committed to improving its own practice with regards to improving access and participation for underrepresented groups through robust self-evaluation. Strategic measures for access, success and progression are clearly mapped to the evidence-based Theory of Change (appendix 2).

In terms of the student lifecycle of access, participation, success and progression, students studying a HE course at Weymouth College progress from a variety of academic backgrounds. The College aims to enable individuals to develop their full potential and thus to provide access to higher education to all who may benefit from it. The College recognises its responsibilities towards all those who apply to study at Weymouth College and will endeavour to ensure that students are only enrolled on a programme for which they have the skills, academic ability, motivation and commitment to succeed.

Strategic measures to support student access

The College recognises the importance of collaboration between providers and stakeholders in improving access to higher education and has established strong relationships with local schools (majority located in POLAR4 quintile 1 or 2 for participation in HE), where the Vice Principal (Curriculum) is a Cooperative Governor for one of our main feeder schools. This enables the delivery of continuous and coherent outreach throughout students' primary, secondary and post-16 education and this measure is key to the achievement of objective 1 (access for low participation students) and 6 (access for low socioeconomic background). The following strategic measures are supported by the tactical measures outlined in table 5 (appendix 1).

The College continues to develop/enhance its already successful School HE outreach activities, for example Careers College (this event won the UCAS Progress AoC Beacon Award in 2014, and was nominated by Bournemouth University for the 2017 NEON Widening Participation Award). We have maintained support from the Southern Universities Network, and Bournemouth University to widen the event, with 2330 Year 9/10 students from 16 schools participated in 2018, with similar numbers predicted for 2019. Since 2016 the College has now consecutively organised two 'HEADS UP' HE taster days hosted at the college, where over 200 students from schools across Dorset attended the higher education SUN-funded event. (90% of students saying that they now had a better understanding of higher education and were more likely to apply for a place on a higher education course). These taster events throughout primary, secondary and tertiary education are vital to achieving objectives 1 (access for low participation students) and 6 (access for low socioeconomic background).

The College is working in collaboration with Southern University Network (Our local NCOP) and developed several initiatives in 2017 and 2018, including an Access to Higher Education event aimed at supporting the most disadvantaged young people progression onto Higher Education and therefore contributing in the evaluation of activities within the structured NCOP partnership. These taster events throughout primary, secondary and tertiary education are vital to achieving objectives 1 (access for low participation students) and 6 (access for low socioeconomic background).

Strategic measures to support student success

The College has a comprehensive strategy to ensure that students receive the support they require to achieve their intended qualification and enhance their employment opportunities. A thorough induction process, individual induction to the learning resources available at HE, personal tutor system and additional study support, all help to identify students in need of support from the outset and then during their period of study. This has been further expanded in 2019 to include increased support from the College counselling team and increased support for students to access and be aware of the Disability Students Allowance. This support is available in person, online and by email to encourage all students to access support as and when required. This will be key in the College meeting objectives 4 and 5. (continuation for disabled students and POLAR4 Q1-2 students)

The College offers all its HE courses over one or two days per week, ensuring that they are fully accessible to all underrepresented groups, particularly mature students, those with caring responsibilities or work commitments. The timetabling of sessions during these days also allows the flexibility for support to be made available during this time for those in need. This planning and commitment to supporting those from disadvantaged backgrounds will be key to the College meeting objectives 4 and 5. (continuation for disabled students and POLAR4 Q1-2 students)

The robust monitoring of all students across the lifecycle of learning has led to the increased collaboration between academic teams and the College MIS team to track and monitor underrepresented groups. This is monitored at monthly Head's of School meetings as well as at termly School Review meetings alongside formal scrutiny at the quality level through the HE SAR. These strategic measures are vital to ensuring the achievement of objectives 4 and 5. (continuation for disabled students and POLAR4 Q1-2 students)

Strategic measures to support student progression

The College, through individual school links and the Employer Engagement Team, have robust links to employers. This results in strong relationships to industry that are used to excellent effect in both industry

speakers and work placement opportunities throughout courses. Strong relationships with our partner university and awarding body allow students to be well-informed on progression opportunities but further monitoring of this will ensure thar students from all underrepresented groups are supported to progress successfully. This ensures the appropriate support mechanisms are in place to allow them to continue their studies and gain employment on graduation as outlined in terms of positive progression outcomes in 16/17 (employment / employment and further study / and further study only) with 90% for full-time students and 100% for part-time students. The College intends to monitor this data more robustly in order to consider destination by underrepresented group more closely. These strategic measures are vital to ensuring the achievement of objectives 2, 3, and 7. (progression for disabled students, IMD Q1 and 2 students and low participation areas)

The robust monitoring of all students across the lifecycle of learning has led to the increased collaboration between academic teams and the College MIS team to track and monitor underrepresented groups. This is monitored at monthly Head's of School meetings as well as at termly School Review meetings alongside formal scrutiny at the quality level through the HE SAR. These strategic measures are vital to ensuring the achievement of objectives 2, 3, 4, 5 and 7. (progression for disabled students, IMD Q1 and 2 students and low participation areas)

Financial support

Weymouth College's approach to financial support measures, aims to widen access, success and progression by addressing potential barriers to participation identified in our assessment of performance. In terms of financial support, the College offers two forms of financial support for students to enable continuation and progression in the form of a hardship fund. Students accessing the hardship fund will not be entitled to a particular amount of money but this will depend upon the strength of the application. All applications will be considered with two funds available; the Weymouth College Care Leavers Bursary and the Weymouth College Hardship Fund.

In 2017/18 students in receipt of support have all successfully been retained and have either completed their studies with the College or are progressing to the next stage of their studies or employment. These students were all from one of the underrepresented groups.

Weymouth College Care Leavers Bursary: This fund supports students who are care leavers, have a household income under £25,000, or both. This fund can provide one payment per year, and students are able to re-apply for funding in each year of their studies. At current rates, this fund will provide a student with a payment of up to £250, although the College reserves the right to increase the bursary in exceptional circumstances.

Weymouth College Hardship Fund: This fund supports students who are care leavers, have a household income up to £45,000, or both, and can evidence financial need. This fund can provide one payment per year, and students are able to re-apply for the funding in each year of their studies. At current rates, this fund will provide a student with a payment up to £250, although the College reserves the right to increase the bursary in exceptional circumstances.

To effectively evaluate the financial assistance available to students, the College will specifically survey all students who are in receipt of financial support from the College. This pattern of allocation will be reviewed by the College as more information becomes available as to the effectiveness of the measures put in place. This strategic measure is vital to ensuring the achievement of objectives 1-7 throughout the complete lifecycle of the student.

3.2 Student consultation

In terms of student consultation and involvement Weymouth College has a clear strategic approach with engaging students; the College operates several student surveys throughout the year, with responses bringing feedback to the course representatives as part of the Autumn and Spring Programme Team meetings. The College collects the views of students, individually and as curriculum area groups, these mechanisms will allow students to be included in the implementation, monitoring and evaluation of this Access and Participation Plan. These include:

- Induction Feedback Survey (Term 1)
- University of Plymouth Student Perception Questionnaire (Term 2)
- National Student Survey (NSS) (Term 2)
- Module/Unit Evaluations (Throughout the year)
- Student Representative within Programme Team Meetings (Autumn and Spring Term)
- HE Student Representation at College termly Student Representative Meetings
- HE Student Representation at Joint Boards of Study (Term 1)
- Tutorial 1:1 feedback (throughout the year)

Student representatives are invited to participate in formal course meetings which include a standing agenda item for student feedback. All students have the opportunity to undertake formal survey procedures as outlined above, the results of which are fed back to programme teams and form part of action planning discussions within Annual Reports. Feedback from students involved in enhancement and employability activities has resulted in further engagement by employers wanting students to participate in additional work experience, and live projects.

The College has further plans of engaging students more actively with the help of the College Lead Student Representative and the continued support of partner university Student Union coordinators. New initiatives include HE Forums on Moodle VLE, development of an HE social media platform, re-vamp of the HE social area and use of the area for events/exhibition of student work.

All HE groups were consulted on the first draft of this document through a series of tutorial sessions. Students were encouraged to feedback about their programmes this year, the College strategic vision for HE and strengths and areas for development around access, success and progression. All student groups were consulted, ensuring that all disadvantaged groups were reached and their voices heard. This was a particularly meaningful experience, as there was no selection bias as to the students involved; all were able to fully participate in discussions around our Access and Participation Plan. Students were provided with the same level of non-medical support during these sessions as they would have in a usual session.

Student feedback indicated that they found the tutorial sessions in small classes supportive and enabled them to achieve whilst others commented upon the proximity of the course to family a benefit in terms of their success and continuation on the course. We received mixed feedback on the student awareness of DSA availability and all students felt that the outreach work within schools and FE education had been a decisive factor for their choice to study HE at the College.

HE Student Representatives and the HE Lead student representative from each programme were consulted on the first draft of this document, and have informed the milestones which have been set as well as discussions on the sources of financial support. The finalised document and programme of activity were then presented at the HE Evaluation Steering Committee. A later draft was discussed at a dedicated student representatives panel with students from a range of backgrounds. The outcome of

this was finalised as the College Access and Participation Plan. Future consultation will occur allowing students from the all backgrounds in the above listed feedback mechanisms. Additionally, the College aims to encourage its student representatives to be involved in monitoring and evaluation via membership of the College student panel, programme committee meetings, HE Evaluation Steering Group and termly HE monitoring meetings.

Actions taken as a result of the student consultation were to review the hardship fund offer to make the process clearer and easier to access and to investigate the future implementation of increased study support for students progressing onto level 6 programmes elsewhere.

3.3 Evaluation strategy

The College will undertake an evaluation of its measures to meet its key targets for the duration of the Plan. (Appendix 1) The College plans to implement and increase its evaluation of measures at HE, including introducing pre- and post- surveys for student feedback, improved links with the HE student representatives and introduction of improved data monitoring tools and performance regulation through termly reviews and online MIS systems. Evaluation of the Access and Participation Plan will inform the HE Self-Assessment Plan presented to SLT and the Governing body.

The evaluation strategy adopted by the College for the duration of this plan will link to the HE strategy to deliver on the strategic priority to achieve year-on-year growth through the development and delivery of relevant, responsive and innovative education and training. This approach will aim to transform the lives and economic prosperity of local people by providing the opportunity to access learning delivered to the highest standards and levels in subjects that match local growth sectors, and to address skills gaps.

Strategic Context: In order to embed evaluation across the Access, Success and Progression strands the College has implemented an Evaluation Steering Group comprised of Staff and Students. This will meet on a termly basis to review how the different types of evaluation are working, share best practice and inform further development. Our theories of change for all stages of the student lifecycle will underpin all evaluation work. It will also look to build on existing academic research of evaluation of Widening Participation. The College is in discussion with a local college to set up an evaluation support group. This will share expertise and explore joint approaches to evaluation.

Programme Design: Current access, continuation and progression activities have been designed in response to local need. The College is working to develop and improve the lifecycle framework through mapping all activities against the relevant barrier on the Theory of Change model. This will allow the College to identify any gaps in provision and ensure there is appropriate support in place for underrepresented groups at all lifecycle stages. The College is aiming to use both quantitative and qualitative narrative evidence to review the existing offer as well as design new programmes using evidence informed practice. These criteria will be reflected in the HE Quality Improvement Plan with an additional section outlining a theory of change for interventions where appropriate. Reporting on achievement gaps and attainment for underrepresented groups will be added to the evaluation reports provided by curriculum areas.

Evaluation Design And Implementation: To evaluate our progress supporting students from the underrepresented groups to overcome the individual barriers identified in our Theory of Change, we embed evaluation of students' perceptions of barriers within different activity evaluations. This allows us to assess the distance travelled by students towards overcoming individual barriers, with longitudinal

tracking and follow-up surveys used to monitor the impact of interventions on students' experiences of each barrier, e.g. attainment or knowledge of HE.

To enable us to achieve our aims and objectives for the target groups we have identified, and evaluate whether activities and programmes are successfully contributing to these, we will use the following tools to evaluate individual activities: Student Surveys, Teacher Surveys, Focus Groups, Interviews, and Informal Discussions.

As we develop our evaluation capacity across the College, we will work to develop evaluation methods to establish causality. Where possible, we will aim to use sources such as application data, attendance and attainment data or graduate outcomes data when evaluating activities.

Learning To Shape Improvements: The data collected from these different evaluation methods will allow the College to produce reports on individual activities, which inform and shape future interventions for these activities, as part of an evaluation cycle. All reports produced will feed into the monitoring of progress towards the APP aims and objectives, as part of the overall evaluation cycle, supporting us to assess how well we are aligning with our objectives, and enabling us to evidence the impact of the APP programme.

3.4 Monitoring progress against delivery of the plan

Weymouth College has an integrated management structure that will ensure that the targets set within this Access and Participation Plan are both monitored and evaluated. The operational delivery of this plan will be led by the Head of HE, with strategic support from the College Vice Principal (Curriculum).

A yearly evaluation of quality processes and reviews takes place under the HE audit process. This evaluation ensures that the management of the learner experience and measures set out in the plan are monitored. Monthly Performance Review meetings will monitor data on the access, success and progression of students from underrepresented groups to identify emerging or closing gaps. Termly HE Evaluation Steering meetings will also analyse and evaluate trends and progression of the plan.

The College include a Higher Education Termly Review Meeting, in line with the rest of the College to further enhance the management and monitoring of HE access and participation. These meetings are chaired by the Principal, review progress against targets throughout the academic year, and consider the successes and potential gaps within the student lifecycle.

The year-end self-assessment document and action plan will be monitored via the HE Development Plan, which the Head of Higher Education oversees, and monitors (this is a 'Live' document). The actions that have been completed are monitored at both monthly 'Curriculum Management' meetings and termly 'Performance and Delivery' committee meetings. The 'Performance and Delivery' committee meetings have ultimate responsibility for monitoring progress against this plan and evaluating the teaching and learning that is ongoing.

The student voice is included within this monitoring to further aid the design of HE programmes, enhancements and changes to unit/module specifications where applicable. The outcomes from the Audit feed into the year-end self-assessment document, and action plan, which is assured by the Vice Principal (Quality and Performance), the Principal and the HE lead on the Corporation. The Chair of the Corporation signs off the self-evaluation document and accompanying live action plan.

If any of these groups find that progress is not being achieved at the ambitious rate set out in this plan, appropriate steps will be taken at a management and operational level to identify the cause and ensure appropriate measures are in place to allow the required progress to be made.

3 Provision of information to students

Weymouth College provides clear and accurate information to students and prospective students on the range of access and outreach activities it undertakes, along with information on the practical and financial support available to students. This will be compliant in meeting our obligations under the Consumer Protection Law. The College will continue to engage in collaborative events with partners in Dorset 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 describes the process for application and admission to the programme of study within programme specific pages on the website and on UCAS. Information is made available to prospective students to help them select their programme with an understanding of the academic environment in which they will be studying and the support that will be made available to them.

Weymouth College as a Higher Education provider publishes online and written information that describes our mission, values, overall strategy, financial support, fees for the duration of our courses, and once approved this Access and Participation Plan. This ensures that all relevant information is accessible to both current and prospective students. Funds are not available to cover tuition fee costs. In general, Hardship Funding is intended to help pay for emergency expenditure that students could not have foreseen. In addition, the fund can consider costs for disabled students which are not met by the Disabled Students' Allowance (DSA). This will be done on a case by case basis and the level of support will be determined by available funding resource.

In summary, the College has a long history of providing high quality vocationally related Higher Education in Weymouth and Portland and the wider area of Dorset, and seeks to address the need to provide higher level courses and qualifications for the local community and employers. It is therefore clear that the nature of HE provision at Weymouth 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, Weymouth 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.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Appendix 1 (Table 5)

Target 1: To further increase the number of FT students from low-participating areas **accessing** HE.		
Measure	Underrepresented group (s)	Monitoring/ Evaluation
To provide multiple internal progression events (generic and specific by area) across the College to encourage student uptake from underrepresented groups	Low participation, Gender, Age, Disability, Care leaver, BAME	• All events to assess the impact of event through intended progression surveys which will be correlated with UCAS application and enrolment in the form of internal progression. • Pre and post surveys to be completed to monitor interest and access from underrepresented groups and parents/carers and stakeholders to evaluate intervention.
Deliver and host 'HEADS UP' event, (HE taster day) for all feeder schools.	Low participation, Gender, Age, Disability, Care leaver, BAME	• Pre and Post monitoring forms to assess suitability and progression of HE students to college courses • Evaluation of UCAS applicants and 'HEADS UP' attendance follow up for HE courses
Maintain Key Stage 4 link programmes aimed at students from underrepresented groups, whereby students study at the College on a regular basis to help them consider a range of progression routes.	Low participation, Gender, Age, Disability, Care leaver, BAME	• Evaluation, tracking and refinement of individual HE student progression through curriculum pathways • Provision and monitoring of attendance to inspirational talks/lectures and role models for Key Stage 4 students
Utilise the Schools Officer post-holder to increase the number of links with schools within the SUN NCOP regions.	Low participation, Gender, Age, Disability, Care leaver, BAME	• Track and monitor funding bids for SUN NCOP and effectiveness in increasing HE applications
To maintain and increase the College programme of HE talks and Taster Sessions to schools within the local community by ensuring visits to all feeder settings	Low participation, Gender, Age, Disability, Care leaver, BAME	• Pre and Post monitoring forms to assess suitability and progression of HE students to college courses from feeder schools • Evaluation of UCAS applicants and feeder schools attendance follow up for HE courses
Deliver and host 'Careers College' event promoting HE and employability to secondary schools in low	Low participation, Gender, Age,	• Pre and post monitoring of questionnaires to assess suitability and progression of HE students from college career events

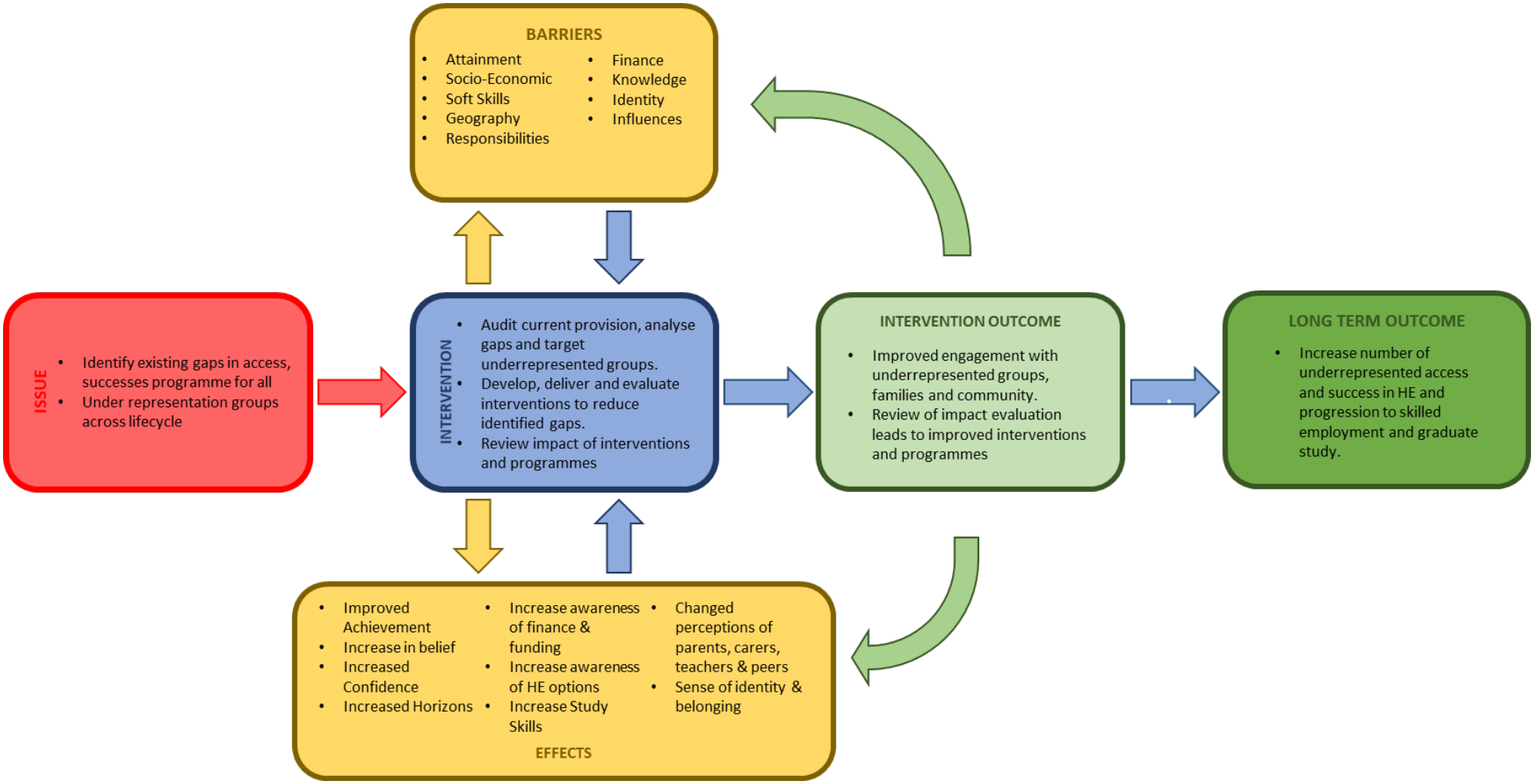
participation target backgrounds and the wider locality of Dorset (this totalled 16 schools in 2017 (2330 students).	Disability, Care leaver, BAME	• Collation and analysis of data on links with local schools (visits/ outreach/ industry expert programmes)
Target 2: To reduce the progression gap between (FT students) from IMD Q1&2 compared to Q3-5		
Measure	Underrepresented group (s)	Monitoring/ Evaluation
Maintain formal tutorial sessions providing additional employment–related support to final year students.	IMD Q 1&2 students	• Robust set of careers resources developed to assist students with careers information and advice specific to HE (Careers Team) • Evaluation and assessment of NSS and SPQ data to inform future planning
Maintain contact with graduate students to provide careers talks to current students on employment and postgraduate opportunities.	IMD Q 1&2 students	• Monitor and Promote Alumni through social media outlet • Create Alumni database for HE • Manage HE Alumni events to promote HE progression • HE student award at College Award Ceremony
Improve tracking of curriculum networking opportunities to provide students from a low participation background links to industry related employers.	IMD Q 1&2 students	• Tracking sheet for industry links for each course. • Pre-and Post-monitoring of student access to industry related employers
To introduce improved HE data management systems to (Weytrack) that will monitor student success and identify those “at risk”.	IMD Q 1&2 students	• Creation of reports in relation to student enrolment, continuation, attainment and progression. • Termly HE meetings with SLT and HE Governor to evaluate access, continuation and attainment of students • Identify students at risk of withdrawal at an early stage
Increase awareness of, monitoring and analysis of the use of the hardship fund to support students at all stages of the lifecycle.	IMD Q 1&2 students	• Introduction of hardship fun in marketing, interviews and induction process • Monitoring of applications for hardship funding • Post-monitoring of student feedback of hardship funding support. • Identify students at risk of withdrawal at an early stage
Target 3 and 4: To reduce the progression and continuation gap between students with a declared disability and no declared disability.		
Measure	Underrepresented group (s)	Monitoring/ Evaluation

Maintain and improve additional study skills support throughout student studies (including informal assessment at the start of programmes to aid transition to HE standards of assessment).	Disabled	• Robust set of careers resources developed to assist students with careers information and advice specific to HE (Careers Team) • Evaluation and assessment of NSS and SPQ data to inform future planning • Monitoring of training for HE staff
Develop new approaches to data collection and analysis in relation to HE student population	Disabled	• Creation of reports in relation to student enrolment, continuation, attainment and progression. • Termly HE meetings with SLT and HE Governor to evaluate access, continuation and attainment of students • Identify students at risk of withdrawal at an early stage
Maintain contact with graduate students to provide careers talks to current students on employment and postgraduate opportunities.	Disabled	• Monitor and Promote Alumni through social media outlet • Create Alumni database for HE • Manage HE Alumni events to promote HE progression • HE student award at College Award Ceremony
Maintain formal tutorial sessions providing additional employment–related support to final year students.	Disabled	• Robust set of careers resources developed to assist students with careers information and advice specific to HE (Careers Team) • Evaluation and assessment of NSS and SPQ data to inform future planning
Improve tracking of curriculum areas maintaining industry contacts that support the curriculum design and work experience.	Disabled	• Tracking sheet for industry links for each course. • Pre-and Post-monitoring of student access to industry related employers
Increase awareness of, monitoring and analysis of the use of the hardship fund to support students at all stages of the lifecycle.	Disabled	• Introduction of hardship fun in marketing, interviews and induction process • Monitoring of applications for hardship funding • Post-monitoring of student feedback of hardship funding support. • Identify students at risk of withdrawal at an early stage
Objective 5: To reduce the continuation gap between (FT students) from POLAR4 Q1-2 compared to POLAR4 Q3-5.		
Measure	Underrepresented group (s)	Monitoring/ Evaluation
Maintain and improve additional study skills support throughout student studies	Students from low HE participation areas	• Robust set of careers resources developed to assist students with careers information and advice specific to HE (Careers Team) • Evaluation and assessment of NSS and SPQ data to inform future planning

Increase awareness of, monitoring and analysis of the use of the hardship fund to support students at all stages of the lifecycle.	Students from low HE participation areas	• Introduction of hardship fun in marketing, interviews and induction process • Monitoring of applications for hardship funding • Post-monitoring of student feedback of hardship funding support. • Identify students at risk of withdrawal at an early stage
To introduce improved HE data management systems to (Weytrack) that will monitor student success and identify those “at risk”.	Students from low HE participation areas	• Creation of reports in relation to student enrolment, continuation, attainment and progression. • Termly HE meetings with SLT and HE Governor to evaluate access, continuation and attainment of students • Identify students at risk of withdrawal at an early stage
Objective 6: To further increase the number of FT students from IMD Q1 accessing HE.		
Deliver and host ‘HEADS UP’ event, (HE taster day) for all feeder schools.	Low socio-economic background	• Pre and Post monitoring forms to assess suitability and progression of HE students to college courses • Evaluation of UCAS applicants and ‘HEADS UP’ attendance follow up for HE courses
Maintain Key Stage 4 link programmes aimed at students from underrepresented groups, whereby students study at the College on a regular basis to help them consider a range of progression routes.	Low socio-economic background	• Monitor marketing of progression maps (physical and online presence) targeted at Key Stage 4 • Evaluation, tracking and refinement of individual HE student progression through curriculum pathways • Provision and monitoring of attendance to inspirational talks/lectures and role models for Key Stage 4 students
Utilise the Schools Officer post-holder to increase the number of links with schools within the SUN NCOP regions.	Low socio-economic background	• Track and monitor funding bids for SUN NCOP and effectiveness in increasing HE applications
To maintain and increase the College programme of HE talks and Taster Sessions to schools within the local community by ensuring visits to all feeder settings	Low socio-economic background	• Pre and Post monitoring forms to assess suitability and progression of HE students to college courses from feeder schools • Evaluation of UCAS applicants and feeder schools attendance follow up for HE courses
Deliver and host ‘Careers College’ event promoting HE and employability to secondary schools in low participation target backgrounds and the wider	Low socio-economic background	• Pre and post monitoring of questionnaires to assess suitability and progression of HE students from college career events • Collation and analysis of data on links with local schools (visits/ outreach/ industry expert programmes)

locality of Dorset (this totalled 16 schools in 2017 (2330 students).		
Develop new approaches to data collection and analysis in relation to HE student population	Low Socio-economic background	• Creation of reports in relation to student enrolment, continuation, attainment and progression. • Termly HE meetings with SLT and HE Governor to evaluate access, continuation and attainment of students • Identify students at risk of withdrawal at an early stage
Objective 7: To further increase the progression rates of FT students from low-participating areas.		
Maintain and improve additional study skills support throughout student studies (including informal assessment at the start of programmes to aid transition to HE standards of assessment).	Low Socio-economic background	• Robust set of careers resources developed to assist students with careers information and advice specific to HE (Careers Team) • Evaluation and assessment of NSS and SPQ data to inform future planning Monitoring of training for HE staff
Develop new approaches to data collection and analysis in relation to HE student population	Low Socio-economic background	• Creation of reports in relation to student enrolment, continuation, attainment and progression. • Termly HE meetings with SLT and HE Governor to evaluate access, continuation and attainment of students • Identify students at risk of withdrawal at an early stage
Maintain contact with graduate students to provide careers talks to current students on employment and postgraduate opportunities.	Low Socio-economic background	• Monitor and Promote Alumni through social media outlet • Manage HE Alumni events to promote HE progression • HE student award at College Award Ceremony
Maintain formal tutorial sessions providing additional employment–related support to final year students.	Low Socio-economic background	• Robust set of careers resources developed to assist students with careers information and advice specific to HE (Careers Team) • Evaluation and assessment of NSS and SPQ data to inform future planning
Improve tracking of curriculum areas maintaining and cultivating industry contacts that support the curriculum design, and provide opportunities for valuable work experience.	Low Socio-economic background	• Tracking sheet for industry links for each course. • Pre-and Post-monitoring of student access to industry related employers •
Increase awareness of, monitoring and analysis of the use of the hardship fund to support students at all stages of the lifecycle.	Low Socio-economic background	• Introduction of hardship fun in marketing, interviews and induction process • Monitoring of applications for hardship funding • Post-monitoring of student feedback of hardship funding support. • Identify students at risk of withdrawal at an early stage

Appendix 2



Appendix 1: Theory of Change Model for Weymouth College

Access and participation plan
Fee information 2020-21

Provider name: Weymouth College

Provider UKPRN: 10007469

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	N/A	£6,650
Foundation year/Year 0	*	*
HNC/HND	N/A	£5,750
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	N/A	£3,250
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Targets and investment plan 2020-21 to 2024-25

Provider name: Weymouth College

Provider UKPRN: 10007469

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£27,440.00	£42,680.00	£44,135.00	£45,105.00	£46,560.00
Access (pre-16)	£23,240.00	£36,107.00	£37,338.00	£38,159.00	£39,390.00
Access (post-16)	£4,200.00	£6,573.00	£6,797.00	£6,946.00	£7,170.00
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£3,000.00	£4,000.00	£4,000.00	£4,000.00	£4,000.00
Research and evaluation (£)	£62,000.00	£62,000.00	£62,000.00	£62,000.00	£62,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£52,000.00	£57,200.00	£59,150.00	£60,450.00	£62,400.00
Access investment	7.5%	7.5%	7.5%	7.5%	7.5%
Financial support	5.2%	5.2%	5.2%	5.2%	5.2%
Research and evaluation	9.7%	9.7%	9.7%	9.7%	9.7%
Total investment (as %HFI)	22.4%	22.4%	22.4%	22.4%	22.4%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: Weymouth College

Provider UKPRN: 10007469

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To further increase the number of FT students from low-participating areas accessing HE.	PTA_1	Low Participation Neighbourhood (LPN)	To further increase the proportion of students who are from POLAR4 Quintile 1 & 2 postcode areas.	No	The access and participation dataset	2017-18	55.6%	60%	61%	61.5%	62%	63%	Baseline based on 2017/18 data for both full and part time entrants aged 18-19 at point of entry.
To further increase the representation of students from IMD Q 1 accessing HE.	PTA_2	Socio-economic	To further increase the representation of students from IMD Q 1 accessing HE.	No	The access and participation dataset	2017-18	11.9%	14%	16%	17%	18%	20%	Baseline based on 2017/18 data for both full and part time entrants aged 18-19 at point of entry.
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the continuation gap for students with a declared disability.	PTS_1	Disabled	percentage difference in continuation rates between students with a declared disability and no declared disability.	No	Other data source	2016-17	4.7% gap	4%	3.5%	3%	2%	0%	Baseline based on College 2016/17 ILR data due to small sample size for those with a declared disability.
To reduce the continuation gap for students from POLAR4 Q 1-2	PTS_2	Low Participation Neighbourhood (LPN)	percentage difference in continuation rates between students from POLAR4 Q 1&2 compared to Q3-5	No	The access and participation dataset	2016-17	4% gap	3.5%	3%	2.5%	2%	0%	Baseline based on College 2016/17 ILR data
	PTS_3												
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the progression gap between from IMD Q1&2 compared IMD Q3-5	PTP_1	Socio-economic	percentage difference between students progressing to highly skilled employment or further study from IMD Q 1&2 compared to Q3-5	No	The access and participation dataset	2016-17	23.3% gap	21%	17%	14%	10%	8%	Baseline based on College 2016/17 ILR data
To reduce the progression gap between students with a declared disability and no declared disability	PTP_2	Disabled	percentage difference between students progressing to highly skilled employment or further study with a disability and with no disability	No	The access and participation dataset	2016-17	19.3% gap	16%	14%	11%	8%	4%	Baseline based on College 2016/17 ILR data
To further increase the progression rate of FT students from low-participating areas.	PTP_3	Low Participation Neighbourhood (LPN)	To further increase the progression rate of students who are from POLAR4 Quintile 1 & 2 postcode areas.	No	The access and participation dataset	2016-17	70.6%	73%	75%	78%	80%	81%	Baseline based on College 2016/17 ILR data
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												