

Croydon College
2019-20 Access and Participation Plan

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1. Assessment of Current Performance

Croydon is an outer London borough with substantially developed infrastructure (rail, tram and road links) bordering Surrey to the south, Bromley to the east, Sutton to the west and Lambeth, Lewisham and Southwark to the north. Our Students primarily come from Croydon and its neighbouring boroughs. Croydon has significant contrasts and also faces unique challenges. It shares similar demographic, economic and social characteristics with its neighbouring inner and outer London boroughs and has:

- the second highest overall population of all London boroughs
- one of the largest populations of children and young people
- one of the highest proportions of black and minority ethnic groups in South London
- some of the most deprived areas of London and the UK

The College serves some of the most deprived wards in Croydon and neighbouring boroughs and many of our HE Students are non-traditional Higher Education Students. They are often the first members of their families to achieve HE qualifications and have progressed into aspirational employment opportunities using the higher level skills they have gained. We make sure that we have adequate measures in place to attract disadvantaged students, and to support them during their studies and as they prepare to move on to work or further study.

University Centre Croydon (UCC) at Croydon College has of the order of 600 HE students. The majority of the courses are validated by the University of Sussex providing a range of full time (FT) and part time (PT) qualifications.

Higher education participation of young Croydon residents is still low compared with the national picture. However, Croydon College recruits primarily mature students, most of whom are female and most are of black or minority ethnic origin. In detail, using 2016/2017 (2015/2016 for TEF) recruitment, completion, achievement and progression data the key elements of our profile are as follows:

- 71% of students are full-time (although this figure has risen sharply in 2017/2018 as part-time level 4 programmes have been run out)
- 40% of students are aged 21 to 30 and 42% aged over 30
- 74% of full-time students are of black or minority ethnic origin compared with 36% of the population of Croydon which is the main catchment area
- 76% of students are female
- 17% of full-time students have a disability
- 27% of full-time students are low tariff entry qualifications and 54% non-tariff
- 92% of full-time students are local and 100% UK domicile but 28% have a nationality other than British.

- 15% of full-time students are from POLAR 1 and 2 quintiles
- 72% of full-time students are resident in National IMD quintiles 1 and 2 areas

Completion rate at all levels combined were 91.9% in 2015/2016 and 88.3% in 2016/2017. However, achievement rates in year for all levels were 71.0% in 2015/2016 and 78.9% in 2016/2017. The emerging evidence is that the introduction of Study Plus workgroups and improved assessment feedback has led to the significant improvement in achievement rates in year. The issues by student characteristic are as follows:

- Male achievement rate at level 4 has improved from 48.9% in 2015/2016 to 66.7% in 2016/2017, closing the gap with female students at level 4 to just 4% points
- Male achievement rate at level 5 has improved from 63.9% in 2015/2016 to 88.9% in 2016/2017. Male achievement rate at this level is now marginally higher than female achievement but at course level there is no significant difference
- By ethnicity, students of African ethnic origin perform better overall than other significant groups; in particular, students of a Caribbean origin and White British students. However, from 2015/2016 students of Caribbean origin have improved achievement at levels 5 and 6 from 59.1% to 76.2% and from 66.7% to 89.3%. White British students have mixed results with an increase in achievement at level 5 from 60.7% to 93.6% and at level 6 performance has fallen from 75.8% to 72.2%. Neither gender nor age appears to have an impact on these results
- There has been a gap between the achievement of mature students and not mature students, the latter performing better at all levels over a long period. However, younger students are a relatively small group of the cohort and statistical analysis is, therefore, fraught with issues of significance. In 2016/2017 the gaps remained at level 4 for both males and females, whilst the gap was closed at level 5 for both males and females. At level 6, mature female students overtook their younger fellow students and mature male students performed as well as their younger counterparts.
- POLAR quintile data analysis does not appear to have a significant impact on retention and achievement, either overall or by gender or by ethnic origin. The evidence is inconclusive.
- Students with a declared disability perform as well as their counterparts without a declared disability in terms of retention and in year achievement. This does not appear to be affected by gender, ethnic origin or POLAR quintile ward.
- We do collect data on students who are care leavers, students from Gypsy, Roma or Traveller communities and refugees but the numbers are so small as to be statistically insignificant.
- We do not collect record whether students are estranged from their families, whether they are children of military families or whether they are carers; although we have significant anecdotal information on the last category. We are currently reviewing our enrolment procedures for 2018/2019 and will seek to gather this information for new cohorts

Other key issues are:

- 77.1% of full-time students progress to sustained employment or full-time study compared with the benchmark of 78.5%. For full-time BME students 72.0% progress to sustained employment or full-time study compared with 76.2% for this group nationally.

In terms of the NSS results included in TEF metrics:

- Teaching on my course - Significantly below benchmark are all high participation POLAR; BME; no disability and females but no significant difference from benchmark for First degrees; IMD most deprived; White; disability and male
- Assessment and Feedback - significantly below benchmark are IMD least deprived; BME; No disability; females; all ages; high participation POLAR. No significant difference are First degrees; IMD most deprived; White; disability and male.
- Academic Support - Significantly below benchmark are females; all ages; least deprived IMD; BME; no disability. No significant difference are First degrees; high participation POLAR; most deprived IMD ; White; disability and male
- Continuation - Significantly above benchmark are First degree; Male. Very significantly above benchmark is BME and significantly below is white
- Employment or Further Study - 2015/2016 completers are significantly below benchmark but the response rate of first degree students is too low to report. LEO data is below benchmark but not significantly

In summary, in terms of access to higher education the college achieves its aims to increase the proportion of students from underrepresented groups. In particular,

- recruitment of students of BME origin as a proportion of the total cohort is very significantly higher than that of the local catchment population.
- Similarly, this is also true of mature students
- and students with a declared disability.
- Female students are also over represented against the national participation rate.
- Students with a low tariff or without a tariff are a significant element of the overall HE cohort
- Students from high deprivation wards are also a significant proportion of the HE cohort

The College has been successful in widening participation in its recruitment strategy as can be seen from the statistical analysis above. In the last three years the College has also been successful in improving student achievement and the attainment of high classification awards as a consequence of its quality improvement strategy.

However, there is still more to do; and as a targeted approach. The key target groups are:

- Student continuation rates are higher than benchmark and significantly for BME students. However, continuation rates for white British students is below benchmark.
- There is a significant difference between retention and achievement rates of mature and young students at level 4; the former with significantly, albeit reducing, performance rates.
- There is a significant difference between students by ethnic origin in terms of progression to sustained employment and/or further study. Students of BME origin have lower progression rates than their peers. This is a key issue for managers to address.

2. Ambitions and Strategy

2.1 Introduction

OFFA approved the Access Agreement proposed by Croydon College for 2017/2018 and 2018/2019. However, the Executive and the Governing Body decided not to change fees in 2017/2018, retaining the £6,000 maximum for full-time higher education students for the next academic year. The decision not to implement the Access Agreement was taken to maintain competitive pricing in an increasingly challenging higher education market and because it was considered that the College could continue its widening participation activities without the need to raise fees.

However, the College Executive and Governing Body consider that an Access Agreement is required for 2019/2020 in order for the College to be able to develop its widening participation strategies further and provide additional support to current students.

The Aims of Croydon College's Access Plan are to:

- Use Fee Income to raise aspirations and provide support to overcome barriers to participation for local people from groups underrepresented in higher education
- Increase the number of applications and acceptances to higher education by engaging with and supporting local prospective students from targeted groups
- Improve completion and achievement of students on higher education programmes from underrepresented groups.
- Improve progression into sustained employment or further study of all students but particularly students of BME origin.
- Use a learner journey centred approach through outreach initiatives to raise awareness and improve student attitudes to higher education, enabling them to make informed decisions about the impact of HE on their future.

- Increase participation in the NSS survey and improve key academic services to increase results for Teaching, Assessment and Feedback and Academic Support

The college HE Strategy (2016/17 to 2021/22) identifies a number of key aims:

- To provide high quality affordable HE locally and ensure that all HE students benefit from a high quality and supportive learning experience
- To extend provision at levels 4, 5 and 6 and ensure access and equal opportunities for local people
- To respond to the needs of the local communities that the college serves and ensure that it delivers the High Level Skills that employers need
- To develop creative, flexible and innovative blended learning delivery models that improve access and value for money
- To enhance the tutorial system for all learning modes to ensure that all students receive excellent academic and pastoral support

The college's approach to promoting wider access is considered through a range of policies and procedures including admissions, curriculum offer, teaching and learning and assessment strategies, fee levels, tutorial and student support services. The college sees its role in offering opportunities for the local community and its further education students to access higher education locally and at an affordable cost.

We understand that fee levels are a significant consideration in student participation and cost can be a potential barrier to participation. The college is reviewing its fee levels and recognises that higher education fee levels have increased significantly and despite these being covered by fee loans the college is keen to keep fees at a level that encourages participation whilst generating sufficient income to maintain high quality teaching facilities, industry standard learning environments and pastoral and financial support for students who need it.

The college admissions process demonstrates a commitment to widening participation and access and the success rates of learners who have come from non-traditional academic backgrounds justifies this approach.

2.2 Progress Made

The key issues for our higher education provision are as follows:

2.2.1 Access

The college's access and participation strategy has been successful in recruiting underrepresented groups to our higher education programmes, particularly students of BME origin and students with a declared disability. We are increasing the proportion of students who come from underrepresented groups annually and this has been the case for the last four years as a result of the implementation of our strategic aims. The key challenge is to

ensure that all students are prepared for study at level 4 and beyond. Further details of our strategies to ensure this are to be found below.

Croydon is highly polarised in terms of deprivation and Widening Participation and areas of low participation are hidden by administrative boundaries. Young Participation in Croydon according to HEFCE Polar3 data is shown to be above 40% with many of the wards to the south of the borough being quite affluent. However, wards to the north and east including Fieldway and New Addington have high levels of deprivation and both Young Participation and Adult HE Qualification levels are in the lowest quintile (1). This is also the case in the neighbouring boroughs with Bromley; Cray Valley East and Sutton; St Helier and Wandle Valley all falling into the lowest quintile for HE Participation and Adult Qualification levels.

We want to ensure that our provision meets the needs of the local communities that we serve and is accessible to a wide range of non-traditional HE students including disadvantaged and minority groups and will therefore use any additional fee income to engage with and support these individuals.

This will be achieved by the delivery of; dedicated internal progression fairs, taster sessions and staff development days devoted to internal progression.

A further initiative is to create paid student ambassadors / mentors from within the HE student body, to engage with prospective students at College and Outreach events including community based recruitment, marketing events, and internal progression fairs.

We continue to work to reducing and eliminating the gap between mature and young students in terms of retention and achievement at level 4. The introduction of Summer Schools for mature applicants who have not recently been in full-time education has improved performance and reduced the gap. Our target group is now those mature students who apply for a full-time place during the “clearing” period who do not have the opportunity to attend a Summer School and it is this group that has the lower performance. We are addressing this through Study Skill groups for these and other students. These students are identified and agree a learning plan with their tutor at the beginning of level 4 which includes Study Skills and additional support with academic writing skills.

2.2.2 Continuation and Achievement

Our continuation rates are above benchmark for all groups except those students who identify as white, although this is a relatively small group within the overall cohort. The challenge in the last three years has been to increase the continuation rate, in which we have been successful, but also increase the achievement rate and high classification proportion.

In 2016/2017 there was a very significant increase in the proportion of First Class and 2:1 degrees awarded after a decline in 2015/2016. Of the 130 final year honours students, 56 achieved a high classification. The improvement is largely a result of the “stretch and challenge” strategy employed to raise students’ aspirations and performance together with the increased average qualifications on entry in the last three years. The greatest improvement in the classification of degrees awarded is seen in Business, Public Health and Social Care, and Film with improvements also found in Criminology, Psychology and Social Justice, Early Childhood Studies, and Fine Art.

Completion rates by level continue to improve, albeit slowly at level 4. Final year completions increased overall. At level 5 completion rates on honours degree programmes improved on the previous year overall. Level 4 completion rates improved again largely as a result of improved information, advice and guidance at the threshold stage and the various strategies employed to prepare students for academic study prior to and during the first year of study.

As identified above, improving completion rates and increased high classification degree awards have largely been achieved by more rigorous application of entry criteria (with a clear option to take a level 3 Access to HE programme in the same or similar discipline in most subjects for those who do not have the requisite academic background) and greater support for students, particularly at level 4, to enable them to develop the necessary academic skills to be successful in higher education. In 2016/2017 and 2017/2018 all students attended library workshops to develop their understanding and skills in relation to research and referencing. Teams organised 'academic hub' workshops with programme staff available, often in the library, on a weekly basis. In these sessions, staff responded to key areas and concerns with respect to assessments and additionally covered subjects such as proof reading, structure, grammar and punctuation and critical thinking.

Student mentors are also key to improving retention by providing ongoing support and mentoring to current students.

Training and mentoring of student ambassadors / mentors is also an important element to ensure high quality mentoring support is available and mentoring qualifications will be offered. In order to address the under-performance of White British students we are seeking to appoint more student mentors from this particular ethnic group.

The college has a strong series of interventions available to support retention including increased tutorial support, financial support as well as academic interventions that can be used to support students through difficult times. Interventions are available through academic staff, curriculum leaders, curriculum managers and the higher education office to ensure every opportunity is taken to support students.

Mature students are the largest cohort of our student body and most are returning to study after a long absence. If the students are not prepared for the various challenges they are less likely to complete and achieve their qualification. To this end, we introduced a Summer School in 2015 and invited the mature students prior to the September entry. The Summer School was designed to reintroduce the mature students to study through an induction to the College and its services and facilities. Students met their tutors and were introduced to the chosen subjects through simple projects and to higher education demands through academic research methods, structured answers and referencing. The School was a success in terms of feedback and in terms of continuation from level 4 to level 5 in 2016/2017 when students who undertook the 2015 Summer School were more likely to progress than their mature peers who did not take the Summer School by 8% points. As stated above whilst this strategy continues, we are working more closely with those mature students who are unable to participate in the Summer School.

Other strategies have included timetabled additional sessions on structured answers, academic research and referencing when assessments are set. It is difficult to prove the effectiveness of these sessions but the number of non-submissions and resubmissions has fallen across the subject range and we have strong evidence that students who do not submit or have to resubmit are less likely to complete and progress than their peers.

2.2.3 Progression

There is still much work to be undertaken to increase progression to sustained employment and/or further study, particularly amongst students of BME origin. We expect to achieve improvement partly through the work we undertake to increase continuation, success and high classification degrees.

In addition to internal progression and partnership with the University of Sussex to facilitate progression to postgraduate study, staff support graduating students at all levels with progression to employment and further postgraduate study. This involves providing information, advice and guidance on the opportunities for further study and progression to employment.

Whilst the college initiative to work closely with the University of Sussex on progression of graduating students to postgraduate study has been successful, progression into sustained employment has not achieved the same or similar results.

We have been undertaking a significant exercise to contact past higher education and level 3 students, particularly those who were mature at the time of studying their qualifications. As a result, we have been compiling a record of students' immediate and subsequent progression on completion of their studies at the college. The longitudinal study results suggest that many students progress to further employment after two to four years of completing their studies at the college and many of the level 3 graduates who did not apply to HE through UCAS in their final year of study have nevertheless progressed subsequently.

This is not intended to be a justification for what we consider to be poor progression for BME students but it does provide context. However, we have agreed with many of the students contacted that they are prepared to be used as case studies and examples to current students and several have offered to talk to current students about their journeys and perhaps act as mentors for those requiring further guidance. The project is currently being rolled out and we expect to be able to begin to review the impact in the 2019/2020 academic year when we review the progression of 2018/2019 graduates.

2.3 Outreach activity

The College is heavily involved with outreach work and undertakes circa 30 visits to local schools and colleges each year. Many of these schools are located in areas of deprivation. The rate of young participation is just 13.5% in the Croydon New Addington ward and 15.5% in Fieldway according to HEFCE Polar 3 statistics.

The college takes a holistic approach to outreach activity and with a broad curriculum offer from level 1 to level 7 the college engages in a diverse range of activities which includes increasing student progression.

The college aims to increase student awareness of the opportunities available to students within the college for higher education study, including the fee levels and the benefits for some students to remain living locally.

2.4 Raising Attainment in Schools

In 2016/2017 the College contracted with the local authority to provide full-time Key stage 4 education to year 11 students entering the Borough without a school place. Most students are unaccompanied minors and are refugees from non EU countries. The programme started in September 2016/2017 with two groups of students and we now have 40 students annually, most of whom will progress to the main college provision in September 2018. Students study full-time at the main College campus in their own dedicated area and are introduced to each of the vocational areas throughout the year through introductory lessons and small projects to enable them to make an informed choice about their next steps.

We have contracted with the local authority for a further two years. The College has a long and successful history of working with unaccompanied minors, looked after children and those in receipt of free school meals to ensure that they achieve at least in line with their peers at all levels of study. In a full inspection of the College by ofsted in May 2014, inspectors stated that,

“The college has been highly successful in recruiting students who were in receipt of free school meals prior to enrolling at the college or who were formerly looked after children. Numbers of these students have increased significantly and, so far in 2013/14, they have all been retained on their chosen qualifications. The proportion who successfully completes their qualification is in line with the overall college average.” (Ofsted, May 2014).

Our aim is to develop this provision and raise attainment and to support students through to higher education, whether at the College or elsewhere.

2.5 Collaborative Work

The College works very closely in partnership with the University of Sussex which validates all of our Honours and Foundation degrees apart from our LLB. In the last year we have had some success in facilitating several of our graduating students to progress to postgraduate study at the University of Sussex. We intend to develop this facility, particularly for those students from a low income background across the range of our provision but particularly in the area of Public Health and Social Care and Early Childhood Studies.

We are also developing a relationship with the Prisons Service to offer employment to graduating students. The University of Sussex and London Metropolitan University have approved a sandwich variant with employment placement with the Prisons Service of our

Honours degrees in Criminology and Law which we will launch in September 2019. Current students have been very supportive of this initiative.

It is too early to set targets for this initiative but we expect to be in a position to do so if we are successful at this second stage.

The College is joining Aim Higher London South to increase its collaborative work with other similar institutions and HEIs.

3. Targets

3.1 Targets and Milestones

The College makes use of data provided by our partners and internally to monitor performance in access and widening participation and evaluate data against HESA Performance Indicators (PIs).

The College has also developed internal mechanisms to manage targets, monitor progress through institutional data, and develop systems to track students from outreach/enquiry stage through to graduate employability. We currently make use of contextual data for admission purposes and this information will also be used for monitoring purposes.

For full details of targets and milestones please see Table 8 in the Resource Plan.

4. Access, Student Success and Progression Measures

The College is seeking to provide a range of financial support measures for students by allocating additional fee income to be spent on access measures.

The college has predicted the additional fee income that may be received above the basic fee of £6000 based on numbers predicted for 2019/2020 and beyond. The College will allocate 56% of its additional fee income on activities and direct financial support that will improve access, student success and progression for under-represented groups from 2019/2020.

The increased fees will only apply to new students in their first year in 2019/2020 (including top-up). Students will be liable for the same annual fee in each year of their studies.

The breakdown of these measures to improve access, retention, achievement and progression of underrepresented groups are as follows.

Access:

- Outreach Activity: to engage with and recruit additional students from POLAR Quintiles 1 and 2 wards and Students with a disability

- Student Mentors / Ambassadors to support Outreach Activity and community based recruitment to increase participation of residents of POLAR Quintiles 1 and 2 wards
- Alignment of Access to HE level 3 programmes to the HE offer by subject discipline and deployment of HE lecturers to level 3 programmes to encourage internal progression, particularly of students who are the first member of their family to undertake HE study

Retention, Achievement & Success:

- Student Mentors / Ambassadors to support retention and achievement, particularly of White British and Mature students
- Provision of additional learning support measures to support all students, but particularly White British and Mature students
- Taster sessions or Summer School prior to entry at level 4 and Summer Schools offered to students at levels 4 and 5 who have not achieved the necessary credits to progress to the next level by the end of the academic year. This is to be provided for all students, but particularly White British and mature students
- Expansion of additional sessions, particularly at level 4, in academic writing skills, research and referencing to increase overall retention and achievement
- Further development of the “Academic Hub” to support students with specific tasks and to develop skills, such as time management or exam preparation at particular points in the academic year. This will be promoted to all students but particularly mature students
- Increase in weekly tutorial time allocated to individual and group tutorials
- Financial Support for Students: This expenditure will be focused on four main areas:
- Reducing non-continuation rates for both FT and PT students
- Funding Childcare in order to widen access, as suggested through Student Consultation Panel (Access)
- Funding in the form of bursaries for students with residual income up to £25,000 and hardship payments for students of up to £500 according to assessed need. These payments will be available annually.

Progression:

- Recruitment of past BME students as mentors and facilitators to increase progression of students of BME origin into postgraduate study or full-time employment
- Introduction of Sandwich degree programmes in LLB Law and Criminology to increase employment opportunities after graduation
- Development of compact arrangements with other London HE providers to offer postgraduate study opportunities

- Developmental work with the current work experience providers to levels 4 to 6 of Public Health and Social Care and Early Childhood Studies to identify employment opportunities for graduates from level 5 onwards

5. Investment

The College is seeking to provide a range of financial support measures for students by allocating additional fee income to be spent on access measures.

The college has predicted the additional fee income that may be received above the basic fee of £6165 based on numbers predicted for 2019/2020 and beyond. The College will allocate 66% of its additional fee income on activities and direct financial support that will improve access, student success and progression for under-represented groups from 2019/2020.

The increased fees will only apply to new students in their first year in 2019/2020 (including top-up). Students will be liable for the same annual fee in each year of their studies.

Predicted additional fee income to be spent on Outreach & Student Success by academic year is shown in the table below:

	2019/2020
Estimated Additional Fee Income	£202,500
Addition Income spent on Access Measures	£105,000

As shown above the College aims to spend £105,000 in 2019/2020 on access measures.

In 2019/2020 we expect to spend the additional income on access measures as follows:

Access	7.5%	£15,000
Retention, Achievement and Success	14.8%	£29,970
Progression	14.8%	£29,970
Investment in Financial Support	14.8%	£29,970
Total Spent of Additional Income	51.9%	£105,000

5.1 Bursaries and Hardship Funding

UCC will provide financial support through bursaries based on an assessment of need related to household or family income and a student support fund based on assessment of need through an evaluation of current income and expenditure. The UCC Bursary will be for new entrants from low income families. All full-time students from England and EU (not including Scotland, Wales and Northern Ireland) on undergraduate courses with a residual household income below £25,000 will be eligible for the UCC bursary. The award will be a cash bursary of up to £500 depending on income level,

5.2 Approach to Evaluation Overview

We set our HE targets and milestones and review these periodically throughout the year. However, we have not implemented an Access Agreement to date because we have considered, until now, that the low annual fee has been an important element in widening participation. However, our view is that we now need additional income in order to be able to implement strategies that will lead to greater widening of participation; improved retention, achievement and success and purposeful progression.

The College's HE management team undertakes regular evaluation of information provided by University partners and the College's registry department including applications, intake, retention and employability to identify the proportion of students from underrepresented groups. They assess impact, access and progress against targets and report termly to the UCC Board.

The reports are scheduled to align with the College's annual quality cycle and allow sufficient time for any reasonable adjustments to ensure compliance with this agreement.

College Departments evaluate progression and destination rates as part of the Annual Monitoring process. Performance against targets for; access, retention and employability are built into the Colleges Key Performance Indicators which are monitored and reported to the Learning and Quality Committee of the governing body.

We evaluate recruitment data and student characteristics carefully, each year. In addition to monitoring UCC's progress in widening access, student success and progression through HESA performance indicators, we will continue to monitor our progress in honours degree classification and progression to employment or postgraduate study by student characteristics through internal data. We will also monitor the recruitment and performance of students with protected characteristics through the UCC Board, chaired by the Dean of UCC, and through the Learning and Quality Committee (LQC) of the governing body.

In 2019/2020 we will establish baseline data that will allow future targets and milestones to be formulated around the various initiatives identified in this paper. Performance against the milestones and targets of the Access and Participation plan will be reported to and evaluated by the UCC Board and LQC.

We will continue to develop and refine our evidence-based approach to evaluation which will be used to critically review the targeting, uptake, impact and cost effectiveness of outreach programmes, and the impact of financial support, student retention, success and progression measures described in this Access and Participation Plan.

We will evaluate the reasons why our students did not progress from our Access to HE to our HE provision.

Marketing will undertake evaluation on the number of students we engaged with from POLAR Quintiles 1 and 2 wards. We will use this evaluation to improve and strengthen our outreach activities.

We will review the impact of our student mentors and ambassadors and Additional Learning Support on retention and achievement of those students that had undertaken support, in particular White British and mature students.

We will evaluate the success and impact of summer schools prior to the participants' entry to Level 4.

We will undertake evaluation of attendance, punctuality and time management.

We will undertake an evaluation of reasons for drop out for FT and PT students and address issues to support continuation.

We will evaluate the impact of funded childcare to support widening access.

We will evaluate the impact of past BME students as mentors to demonstrate increase of progression to postgraduate study or employment.

We will measure the impact of compact agreements with other London HE providers.

5.3 Financial Support Evaluation

The impact of the provision of financial support will be closely monitored to inform practice. The following methods will be used to evaluate impact:

1. Change in the characteristics of entrants to UCC, particularly in terms of students meeting the eligibility criteria to receive bursaries and/or hardship funds
2. Change in retention rate overall and, in particular, of students in receipt of bursaries and/or hardship funds (against students with similar characteristics prior to the introduction of financial support) against the wider student population
3. Change in achievement rate overall and, in particular, of students in receipt of bursaries and/or hardship funds (against students with similar characteristics prior to the introduction of financial support) against the wider student population

4. Student surveys and forums to gather qualitative information, particularly in terms of increasing access to higher education, attitudes to and fear of debt, wellbeing, retention and a sense of belonging, academic outcomes and progression.

The findings of the quantitative analyses and the surveys undertaken will inform practice annually and changes will be made in the light of evidence to increase access, retention and achievement.

5.4 Equality and Diversity

Croydon College celebrates and values the diversity brought to its workforce and learners by individuals. It is committed to engaging staff and recruiting students regardless of racial, ethnic and national backgrounds, thus allowing it to meet the needs of a diverse college population within a multi-cultural society. The college will treat all employees, workers and learners with respect and dignity, and seeks to provide an environment free from discrimination, harassment or victimisation.

The College seeks to ensure that individuals and communities have equal access to learning programmes and facilities. The College is aware of the changing demographic and cultural profile of the area and the need to positively encourage and enhance community cohesion.

This underpins the College's inclusive ethos and operational delivery to ensure that no one is directly or indirectly discriminated against because of their protected characteristic. The College has developed its equality and diversity policy with the strategic objective of promoting equality and diversity and challenging discriminatory practice in all aspects of the College's work.

The objectives linked directly to activity specified in this plan cycle include:

- To promote and advance equality and diversity across the College, and ensure good relationships with key stakeholders, partners and the wider community.
- To ensure that all College Strategies, Policies, Procedures and Practices promote and advance equality and diversity in line with the Equality Duty.
- To ensure equality and diversity is embedded, adds value and has a positive impact on; the curriculum offer and all the services offered throughout the College.
- To ensure that promotion and advancement of equality and diversity is effectively embedded within curriculum delivery and monitored through formal graded and ungraded learning observations.
- To reduce equality gaps within the College workforce, ensuring that it reflects the communities that we serve.
- To reduce equality gaps in recruitment, retention and success rates for all learners and ensure that all learners achieve their potential

- The annual Equality and Diversity report reviews College wide performance against national benchmarks and will be used as one of the review instruments for this Access Agreement.
- The Equality and Diversity Boards reviews achievement data annually in relation to achievement gaps, implementing actions as appropriate.

The actions, milestones and targets set out in this Access and Participation Plan are informed by the College's Equality and Diversity Policy. The milestones and targets are aligned to the objectives of the Policy which have been developed and approved after consultation with stakeholders including students and community groups. The objectives have been developed and approved by the College Executive and the Governing Body.

We monitor the access, success and progression of students from groups with protected characteristics through the UCC Board and take action as required. Continuing Professional Development is an important aspect of our strategy to widen participation, reduce and remove gaps in terms of retention, achievement and success between different groups. CPD is extended to student representatives and mentors to ensure a common understanding of our strategy and objectives and our public duty and commitment under the Equality Act 2010.

5.5 Consultation with Students

We have consulted with the current HE student body on our proposals through the UCC hub and by invitation to consultation meetings. Student views are mixed. Our students are predominantly from groups under-represented in higher education and support widening participation initiatives. As a result of consultation, we increased the proportion of investable funds into retention, achievement and success.

Students will be involved in the implementation, monitoring and evaluation of the access and participation plan through the Student committees, the UCC Student Council and student representation on the UCC Board. In addition, student representatives are members of the Learning and Quality Committee, a sub-committee of the Governing Body, which approves, monitors and evaluates the plan.

We will ensure that students from a range of backgrounds are included in our consultation on the delivery of the plan through the student committees and Student Council

6 Provision of information to students

The College is committed to providing clear and accessible information for existing and prospective students on the fees that will be charged and the financial support that is available.

The Access and Participation Plan, if approved, will be published on the the College website in a prominent position. It will also be published within the University Centre section of the website.

There is a separate page on the Website on Fees and Funding which explains the Fees payable and also provides information on Financial Support including; the Government's tuition fee [loan scheme](#), the Disabled Students' Allowances (DSAs) and Dependants grants.

This information is also explained in the separate HE Prospectus together with a wide range of printed material available through its Welfare Guidance area to guide students and applicants through personal HE finances. These include generic Aim Higher publications together a specific College leaflet which is also available via the College website,

Bursary support information will be made available to applicants and students at as many points as is practically feasible; starting with the HE prospectus and College website, and followed up at interview stage.

Bursary application forms are included in student joining packs. In January and April before bursary payments are due, application forms are put in registers and also distributed to tutors in order that they can be passed on to students. At this point posters are also put up around the HE building reminding students that bursaries are available and directing them to where application forms are available.

The college reviews its fee policy on an annual basis and this is approved by the Corporation. The College will continue to publish its fees via the college website and in printed materials, external websites including UCAS and Student Loan Company. This information will be kept up to date to ensure students can make informed decisions about their course of study. Students and Prospective Students are also kept informed through Online Marketing including: Pay Per Click (PPC), Content Marketing, and social media platforms including; Facebook, YouTube and Twitter to communicate to as wide an audience as possible.

Whilst the college may be able to charge a lower fee it will ensure that where any uncertainty exists the maximum fee will be published.

The College has a modern and comprehensive Student Recording and Management Information System. This will be used to provide timely, accurate information to UCAS (for courses that receive applications through UCAS) and to the Student Loans Company (SLC) so they can populate their course databases in good time to inform applications.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

We will not be increasing fees by inflation for 2019-20 entrants in subsequent years of study. The fee levels will remain the same for all years of their study.

Full-time course type:	Additional information:	Course fee:
First degree	Students starting from academic year 2019/20 onwards	£7,500
Foundation degree	Students starting from academic year 2019/20 onwards	£7,500
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise 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		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND	NA -	£3,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	Other statistic - Socio-economic (please give details in the next column)	Increase the % of entrants recruited from POLAR 3 quintile 3 wards in the local catchment area	No	2015-16	10%	13%	14%	14%	15%		Recruitment of ambassadors from current students and graduates will begin in 2016/2017 with a target of 10 employed.
T16a_02	Access	Other (please give details in Description column)	Other statistic - Socio-economic (please give details in the next column)	Increase the % of under 19 students graduating from internal level 3 programmes to first degree	No	2015-16	5%	9%	11%	11%	12%		
T16a_03	Access	Other (please give details in Description column)	Other statistic - Mature (please give details in the next column)	Increase the % of eligible 19+ students graduating from level 3 programmes to first degree	No	2015-16	12%	15%	16%	16%	17%		
T16a_04	Student success	Mature	Other statistic - Completion/Non continuation (please give details in the next column)	Reduce the non continuation rate of mature students from level 4 to level 5	No	2014-15	12%	8%	7%	7%	6%		See T16a_09 which complements this target but focuses on the gap between mature and young students at level 4
T16a_05	Student success	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Increase the % of 1st and 2:1 degrees	No	2014-15	12%	18%	20%	21%	22%		
T16a_06	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Increase the % of students progressing to full-time employment or further study within 6 months of completing their degree	No	2013-14	44%	55%	60%	61%			Many of our students on completion undertake part-time employment or return to domestic care responsibilities
T16a_07	Progression	Other (please give details in Description column)	Other statistic - Postgraduate (please give details in the next column)	Increase the number of undergraduate students from a low income background progressing to postgraduate study	Yes	2018-19	4	4	6	8	8		In collaboration with the University of Sussex
T16a_08	Student success	Ethnicity	Other statistic - Other (please give details in the next column)	Reduce the non-continuation rate of White British students from level 4 to level 5	No	2016-17	18%	15%	12%	10%	9%	8%	
T16a_09	Success	Mature	Other statistic - Mature (please give details in the next column)	Close the gap between mature and young students' continuation rate by 2021/2022	No	2015-16	9%	7%	6%	3%	0%	0%	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	State school	Other statistic - State School (please give details in the next column)	Increase the number of students in local schools that UCC outreach activities engage with	No	2014-15	240	330	360	360	400		
T16b_02	Progression	Attainment raising	Other statistic - Other (please give details in the next column)	Achieve 30 students of our Year 11 unaccompanied minors and refugees progressing to level 3 and preparing for HE by 2018/2019	No	2018-19	0	30	35	40	45		
T16b_03	Progression	Attainment raising	Other statistic - Other (please give details in the next column)	Achieve 50% progression to HE of our Year 11 Unaccompanied minors and refugees by 2020/2021	No	Other (please give details in Description)	0	0	0	50%	55%		

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.