

# Milton Keynes College

## Access and participation plan

### 2020-21 to 2024-25

Milton Keynes College is a General Further Education College with a typical annual intake of approximately 8,000 student enrolments each academic year. It employs nearly 650 members of staff who are based at two sites across Milton Keynes, the College also operates a Prison Education contract delivered across 19 prisons. The campus sites are based at Chaffron Way, Woughton and Sherwood Drive, Bletchley. Higher Education is delivered across both campuses. From 2019/20 the College will be working with one subcontractor in South Woodford (CECOS International), delivering Higher National Certificate and Higher National Diploma Business programmes.

Milton Keynes College has delivered high quality Higher Education (HE) to the surrounding area for over 20 years to over 5,000 students and has contributed to driving forward the city's aspiration for HE in Milton Keynes. Further Education (FE) Colleges have a significant, established, strategic and developmental role in the provision of HE. In its vision for HE, Milton Keynes College sets out to make a distinctive contribution to the higher skills landscape of the city drawing on its own particular strengths of developing and delivering high quality programmes that are vocational, linked to the priorities of employers and reflecting the needs of local and regional economies.

## 1. Assessment of performance

The College has accessed and considered a range of data sources in the development of this plan. The OfS Access and participation dataset has been used, with the initial focus on the use of the main dashboard, this suggested that there were no statistically significant differences within access, continuation, and attainment across the following groups:

1. Areas of low higher education participation (Quintile 1)
2. Students from black, Asian and minority ethnic (BAME) groups
3. Mature students
4. Those with disability status
5. Care Leavers

These five groups are classed as under-represented groups nationally and as such are prioritised at a national level in relation to access, success and progression. The analysis of college data trends linked to these groups contained within this document and the work that the College engages does in collaboration with the local NCOP demonstrates our commitment to moving forward these priorities.

Following this initial review the College analysed data trends for 2016/17 and 2017/18 based on ILR data in relation to the same five groups. This analysis considered access, continuation (focused principally through the concept of student retention) and attainment (for the majority of College programmes this considered the proportion of students achieving either Merit or Distinction Grades on Higher National programmes, either at level 4 or level 5).

2018/19 is the first year that the College has students completing Higher Education programmes with subcontractor partners. In 2018/19 Milton College students studying at both Waltham International College (in Barking) and CECOS (in South Woodford) have been enrolled on Higher National Certificate programmes.

While the proportion of care leavers enrolled on HE programmes is not currently statistically significant, we are committed to supporting an increase in the number of care leavers accessing higher education with us. This is evident through our work with NCOP and the LAC (Looked After Children) team within the College FE provision.

Given that data trends are only available for campus-based programmes the analysis of performance measures is focused on this aspect of our provision. However, qualitative findings from the initial experiences of our students at studying in South Woodford have also informed the targets that are included later within this document.

The table below identifies the enrolment trends from 2016/17 to 2018/19:

Student start year:	Number of students enrolled
16/17	91
17/18	102
18/19 campus based	97
18/19 subcontractors	361

The sections that follow unpack college performance in relation to the national access and participation performance measures. The College acknowledges that a major theme for improvement linked to this plan relates to developing a robust approach to monitoring the progression of students post-achievement of qualifications, this is a theme that relates both to campus-based students and who access delivery with subcontractors.

The College will be working across 2019/20 to ensure that it moves forward in relation to the internal collation of progression and destination data for our students, both at our own campus and at CECOS International College, South Woodford to enhance future coverage of progression and destination outcomes. The collation of information regarding 2018/19 progression and destination data is already underway.

## 1.1 Higher education participation, household income, or socioeconomic status

### Access

The location of Milton Keynes College allows for a diverse socioeconomic mix of HE students. Milton Keynes includes 32 distinct areas with respect to POLAR4 data, 5 of these areas are categorised as within Quintile 1. The data table below shows that the proportion of students with postcodes linked to the Quintile 1 areas has increase by 4% over the last three years. In our 2019/20 Access and Participation plan we discussed our partnership working with NCOP, this trend, albeit involving small absolute numbers suggests that this work is bearing fruit. NCOP are increasing their area of focus from students aged 18-23 to include mature learners.

	<b>16/17 Proportion of Campus-based cohort</b>	<b>17/18 Proportion of Campus-based cohort</b>	<b>18/19 Proportion of Campus-based cohort</b>
Q1	9%	10%	13%

	<b>18/19 Proportion of subcontracted cohort</b>
Q1	2%

The baseline data that we have regarding 2018/19 recruitment linked to Milton Keynes students studying in Barking and South Woodford suggests that few of these students are based in Quintile 1 areas. In line with national priorities the College is committed to increasing the proportion of students from local Quintile 1 areas, whilst we would not be classed as a higher-tariff provider we recognise that this commitment is a key part of the widening participation agenda that is a core part of our Higher Education Strategy.

#### Success

	<b>16/17 Success Rate</b>	<b>17/18 Success Rate</b>	<b>Difference</b>
Q1	75%	80%	+5%
Remainder of cohort	72%	73%	+1%
<i>Performance Gap</i>	+3%	+7%	+4%

The table above shows that our Quintile 1 students have a higher rate of success than their counterparts from other quintiles. Given the small student numbers the comparison to the other four quintiles has been adopted rather than comparing performance purely to Quintile 5.

#### Non-continuation

	<b>16/17 Retention Rate</b>	<b>17/18 Retention Rate</b>	<b>Difference</b>
Q1	77%	83%	+6%
Remainder of cohort	77%	81%	+4%
<i>Performance Gap</i>	0%	+2%	+2%

We have seen an improvement in our retention rate for students from quintile 1 areas over the previous academic year and the retention for this cohort performs better than the other four quintiles combined, bucking the national trend. Our continued work with NCOP will seek to support our goal to support those students in quintile 1 to perform as well as the rest of the student cohort in relation to retention. As such this work aligns and contributes to progressing the national key performance measure that seeks to reduce “*the gap in non-continuation between the most and least represented groups (POLAR4 quintiles 5 and 1 respectively)*”.

#### Attainment

When considering the attainment of students on Higher National Certificate and Higher National Diploma programmes we can analyse the proportion of students who achieve their qualifications attaining the higher grades (merits and distinctions).

	<b>16/17 Proportion of Students achieving Merit grades</b>	<b>17/18 Proportion of Students achieving Merit grades</b>	<b>Difference</b>
Q1	33%	71%	+38%
Remainder of cohort	28%	37%	+9%
<i>Performance Gap</i>	+5%	+34%	+29%

	<b>16/17 Proportion of Students achieving Distinction grades</b>	<b>17/18 Proportion of Students achieving Distinction grades</b>	<b>Difference</b>
Q1	33%	28%	-5%
Remainder of cohort	34%	43%	+9%
	-1%	-15%	

In 17/18 the data regarding the proportion of Quintile 1 students suggests that a gap opened in relation to the proportion of students achieving distinction grades. This gap will be monitored by the College and actions to ensure that this does not widen further will be discussed in subsequent sections of this document.

## 1.2 Black, Asian and minority ethnic students

### Access

The most recent data from Milton Keynes Council (November 2017) points to 26% of the population of Milton Keynes coming from BAME backgrounds. The College maintains a strong relationship with the Council and conversations with colleagues there suggest that this figure continues to increase—particularly within younger age groups. The data table below shows that campus-based student recruitment is reflective of the make-up of the communities across Milton Keynes.

	<b>16/17 Proportion of Campus- based cohort</b>	<b>17/18 Proportion of Campus- based cohort</b>	<b>18/19 Proportion of Campus- based cohort</b>
African	2%	2%	5%
Arab	1%	2%	1%
Caribbean	1%	1%	1%
Indian	1%	2%	2%
Irish	1%	2%	1%
Other	0%	3%	4%
Other Asian	2%	0%	1%
Other Black	1%	1%	0%
Other Mixed	0%	0%	3%
Other White	1%	6%	6%
White British	87%	75%	73%
White/Black British	2%	6%	2%

BAME	13%	25%	26%
<i>Gap compared to the local community</i>	-13%	-1%	<i>Level</i>

Whilst the data table above suggests that recruitment of BAME students is reflective of the communities that the College operates in there is an awareness that an element of promoting greater social mobility within the city involves expanding recruitment further across BAME groups. This has been a key driver in partnering with subcontractors who demonstrate greater levels of success in recruiting much larger numbers of students within these communities. The table below shows the extent to which our subcontracting partners recruit a significantly higher proportion of BAME students, our partnership working is laying the foundations for campus-based provision to continue the trend of increased BAME representation.

	<b>18/19 Proportion of subcontracted cohort</b>
African	10%
Arab	0%
Bangladeshi	3%
Caribbean	1%
Indian	4%
Irish	0%
Other	1%
Other Asian	22%
Other Mixed	0%
Other White	52%
Pakistani	5%
White British	1%
White/Asian	1%
White/Black African	1%
BAME	99%

The Data Dashboard suggested that from 2014/15 to 2017/18 students linked to the Asian ethnic grouping were under represented compared to the national picture. However, the data tables above demonstrate that the college did recruit Asian students in each of these academic years. Further, in 2018/19 our work through subcontract partnerships has had a significant impact on the recruitment of Asian students. Combining the information in the two previous tables it is clear that in 2018/19 the proportion of students linked to the Asian ethnic grouping is now well above the 13.7% most recent national figure.

## Success

In 16/17 there was a 25% achievement gap for BAME students, this was reduced to 12% in 17/18. Whilst this is heading in the right direction closing this gap remains an area of improvement for the College. Improvements in the effectiveness of one-to-one have been a key contributory factor in this improved trend.

	<b>16/17 Success Rate</b>	<b>17/18 Success Rate</b>	<b>Difference</b>
<i>*Other White</i>	100%	100%	0%
<i>*White British</i>	81%	84%	+3%
<i>*White/Black Caribbean</i>	50%	75%	+25%
BAME	41%	72%	+31%
Remainder of cohort	66%	84%	+18%
<i>Performance Gap</i>	-25%	-12%	-13%

The data table above includes success rate information for specific ethnicity cohorts (denoted by the asterisks) where the number of students is 5 or more. This approach has been taken to ensure that individual students cannot be identified.

## Non-continuation

In 16/17 there was a 30% retention gap for BAME students, this was reduced to 16% in 17/18. Our BAME non-continuation figure remains an area of development for the College, though our focus delivered some success in 17/18. Our statistics show a significant gap in the retention of BAME students compared with that of White British students. As we noted in the previous Access and Participation Plan, the variability between the years is largely linked to changes in the shape of the curriculum offer and does not appear to be linked to changes in the way the College engages with these different groups. We continue to monitor this closely to ensure that the work undertaken by the programme teams continues to close the gap that remains.

	<b>16/17 Retention Rate</b>	<b>17/18 Retention Rate</b>	<b>Difference</b>
<i>*Other White</i>	100%	100%	0%
<i>*White British</i>	82%	88%	+6%
<i>*White/Black Caribbean</i>	50%	75%	+25%
BAME	50%	72%	+22%
Remainder of cohort	80%	88%	+8%
<i>Performance Gap</i>	-30%	-16%	-14%

The data table above includes retention rate information for specific ethnicity cohorts (denoted by the asterisks) where the number of students is 5 or more. This approach has been taken to ensure that individual students cannot be identified.

## Attainment

The tables below point to a trend of BAME student achieving the highest grade more frequently than the remainder of the cohort. This performance trend for College Higher Education students is consistent with the equivalent performance gap that has been identified across the College's Further Education provision.

	<b>16/17 Proportion of Students achieving Merit grades</b>	<b>17/18 Proportion of Students achieving Merit grades</b>	<b>Difference</b>
BAME	33%	33%	0%
Remainder of cohort	33%	39%	+6%
<i>Performance Gap</i>	<i>level</i>	-6%	-6%

	<b>16/17 Students achieving Distinction grades</b>	<b>17/18 Students achieving Distinction grades</b>	<b>Difference</b>
BAME	66%	60%	-6%
Remainder of cohort	36%	21%	-15%
<i>Performance Gap</i>	+30%	+39%	+9%

The data table above does not include specific ethnicity cohorts to ensure that individual students cannot be identified.

### 1.3 Mature students

#### Access

Mature learners have been defined as those who are 24+ as per the Student Finance England mature learner requirements (in the previous access and participation plan quoted figures had been for those students who were 21 and above. While the on-campus programmes shows a consistent number of mature learners, our subcontract centres demonstrate significantly higher numbers. Labour Market Intelligence suggests that there are opportunities for the College to increase the proportion of 24+ students for campus-based provision.

	<b>16/17 Proportion of Campus-based cohort</b>	<b>17/18 Proportion of Campus- based cohort</b>	<b>18/19 Proportion of Campus- based cohort</b>
Mature students	30%	29%	31%

	<b>18/19 Proportion of subcontracted cohort</b>
Mature students	94%

## Success

The gap between the achievement of younger students and those 24 and above widened in 2017/18. This is linked to issues in relation to both retention and pass rates but is not reflected within attainment, since older students achieve a significantly higher proportion of distinctions than their younger peers. The College has taken steps to improve the quality of one-to-one tutorials; however, these improvements have not delivered the impact for older students in the way that they have for younger students.

	<b>16/17 Success Rate</b>	<b>17/18 Success Rate</b>	<b>Difference</b>
Mature	71%	72%	+1%
Remainder of cohort	77%	84%	+7%
<i>Performance Gap</i>	-6%	-12%	-6%

## Non-continuation

	<b>16/17 Retention Rate</b>	<b>17/18 Retention Rate</b>	<b>Difference</b>
Mature	78%	80%	+2%
Remainder of cohort	77%	86%	+9%
<i>Performance Gap</i>	+1%	-6%	-7%

## Attainment

	<b>16/17 Proportion of Students achieving Merit grades</b>	<b>17/18 Proportion of Students achieving Merit grades</b>	<b>Difference</b>
Mature	31%	28%	-3%
Remainder of cohort	31%	40%	+9%
<i>Performance Gap</i>	<i>level</i>	-12%	-12%

	<b>16/17 Students achieving Distinction grades</b>	<b>17/18 Students achieving Distinction grades</b>	<b>Difference</b>
Mature	37%	64%	+27%
Remainder of cohort	38%	36%	-2%
<i>Performance Gap</i>	-1%	+28%	+29%

## 1.4 Disabled students

### Access

A trend can be seen in the increasing numbers of mental health disclosures amongst HE students. An area for further development will be ensuring that subcontracted centres encourage early disclosure of the nature of any disability in order to ensure that it is provided, where needed, in a timely way.

	<b>16/17 Proportion of Campus-based cohort</b>	<b>17/18 Proportion of Campus-based cohort</b>	<b>18/19 Proportion of Campus-based cohort</b>
Disabled students	15%	14%	36%

	<b>18/19 Proportion of subcontracted cohort</b>
Disability	<b>3%</b>

The data dashboard suggested that in 17/18 9.0% of students had a declared disability, 5.6% below the equivalent national figure. The College data presented in the tables above suggests that the 17/18 figure was 14%, in line with the national picture; however, in 18/19 the figure increased significantly, suggesting that this area is not something that the college needs to target at this point.

The table below shows a breakdown of the type of disability disclosed. This identifies a growing trend of the disclosure of mental health conditions for students on campus-based programmes of study. The effective promotion of disability disclosures from our students in South Woodford is an area for development. Compared with the baseline data for 2016/17 the proportion of students with Mental Health issues continues to rise, the continued development of services for students declaring Mental Health issues is explored later in this document.

<b>Year started</b>	<b>Mental health</b>	<b>Physical health</b>	<b>Type not disclosed</b>
16/17	15%	78%	7%
17/18	53%	46%	0%
18/19	34%	31%	8%
18/19 subcontractors	-	44%	55%

### Success

Due to small cohort numbers, the success rate shown here has limited statistical significance. The wider college has increased focus on providing mental health support for students in need through CPD activities, while these are being accessed by the HE teams, we have specialised training in adult mental health planned for the coming academic year.

	<b>16/17 Success Rate</b>	<b>17/18 Success Rate</b>	<b>Difference</b>
Physical disability	72%	75%	+3%
Mental Health disability	100%	71%	-29%
Disability (all)	78%	73%	-5%
Remainder of cohort	75%	81%	+6

<i>Performance gap between those with a declared disability and those not declaring one</i>	+3%	-8%	-11%
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#### Non-continuation

Whilst retention rates for disabled students have tended to improve there has been a decline in retention for students with mental health disabilities, though retention for this cohort does continue to be above that for students with no declared disability. The very high figure for retention for students with a declared mental health disability in 16/17 related to a much smaller cohort of students, with an increase in student numbers declaring mental health disability the drop in retention, to be in line with other cohorts, was not unanticipated.

	<b>16/17 Retention Rate</b>	<b>17/18 Retention Rate</b>	<b>Difference</b>
Physical disability	75%	87%	+12%
Mental Health disability	100%	85%	-15%
Disability	78%	86%	+8%
Remainder of cohort	78%	84%	+6%

#### Attainment

Attainment for disabled students has shown improvement due to increased support available from the delivery teams as well as improved access to wider support available within the College. Whilst the proportion of students declaring mental health issues achieve a significant proportion of merits, their achievement of distinctions is comparatively low.

	<b>16/17 Proportion of Students achieving Merit grades</b>	<b>17/18 Proportion of Students achieving Merit grades</b>	<b>Difference</b>
Physical disability	57%	33%	-24%
Mental Health disability	50%	66%	+16%
Disabled	55%	55%	0%
Remainder of cohort	27%	34%	+7%

	<b>16/17 Students achieving Distinction grades</b>	<b>17/18 Students achieving Distinction grades</b>	<b>Difference</b>
Physical disability	42%	66%	+24%
Mental Health disability	16%	16%	0%
Disabled	44%	33%	-11%
Remainder of cohort	37%	44%	+7%
Performance Gap- Mental Health and rest of cohort	-21%	-28%	

## 1.5 Care leavers

Numbers of care leavers are too small to discuss within the context of this document, this would make the students identifiable. The College is committed to enhancing the work that we do with care leavers in relation to seeing an increasing number of students from this cohort access our provision, continue their studies with us, attain the highest grades and secure positive progression and destination outcomes. This commitment is demonstrated by our continued work with NCOP, who work with Schools serving quintile 1 areas to promote access to both programmes at level three and Higher Education. Further the College has a dedicated Protected Characteristics Coordinator who works with Further Education students who are currently in care as well as those classed at Care Leavers, this ensures the pipeline for potential progression of Care Leavers to our Higher Education programmes is appropriately supported. This Coordinator will also provide ongoing support, advice and guidance for our Higher Education students who are Care Leavers, regardless of whether they have studied previously with us on Further Education programmes. The access that this role has to wider resources in the local community means that they are well placed to provide effective support for these individuals throughout their student journey with us.

## 1.6 Intersections of disadvantage

The College is able to analyse key measures through intersections of potential disadvantage. The example below combines aspects of ethnicity, gender and age, analysing a potential gap that the College wanted to explore. When exploring this intersection no significant issues were identified. Wider similar analysis has been undertaken, this has not identified specific themes that need to be addressed. The College will continue to utilise this approach, should issues be identified they will be addressed within future access and participation plans.

### Access

	<b>16/17 Proportion of Campus-based cohort</b>	<b>17/18 Proportion of Campus-based cohort</b>	<b>18/19 Proportion of Campus-based cohort</b>
White British males aged 18-20	36%	18%	19%

	<b>18/19 Proportion of subcontracted cohort</b>
White British males aged 18-20	0%

## Success

	<b>16/17 Success Rate</b>	<b>17/18 Success Rate</b>	<b>Difference</b>
White British males aged 18-20	72%	78%	+6%
Remainder of cohort	50%	77%	+27%
<i>Performance Gap</i>	22%	1%	%

## Non-continuation

	<b>16/17 Retention Rate</b>	<b>17/18 Retention Rate</b>	<b>Difference</b>
White British males aged 18-20	72%	78%	+6%
Remainder of cohort	50%	77%	+27%

	<b>16/17 Proportion of Students achieving Merit grades</b>	<b>17/18 Proportion of Students achieving Merit grades</b>	<b>Difference</b>
White British males aged 18-20	20%	50%	+30%
Remainder of cohort	0%	40%	+40%

	<b>16/17 Students achieving Distinction grades</b>	<b>17/18 Students achieving Distinction grades</b>	<b>Difference</b>
White British males aged 18-20	41%	21%	-20%
Remainder of cohort	100%	40%	-60%

## 1.7 Other groups who experience barriers in higher education

There are not significant volumes of the other groups discussed within the Access and Participation Plan guidance documents.

## 2. Strategic aims and objectives

This Access and Participation Plan covers the five-year period from 2020-21 to 2024/25. Milton Keynes College recognises the strategic importance of equality, diversity and inclusion in relation to achieving its mission to transform lives through learning. The College achieved *Leaders in Diversity* accreditation in 2018 and in January 2019 the College Principal and CEO, Dr Julie Mills, was awarded the title of 'Principal of the Year' by the National Centre for Diversity.

The Principal and CEO chairs the cross-college equality, diversity and inclusion strategy group that drives equality, diversity and inclusion strategy across all aspects of College provision. Each year the College publishes a Single Equality Scheme that sets out Equality, Diversity and Inclusion themes that will be prioritised. This Scheme currently has a focus on three core areas in relation equality, diversity and inclusion themes:

- Our students
- Our staff
- The wider communities that we work with across Milton Keynes and the SEMLEP region

The student theme includes taking a strategic view of student recruitment in comparison to the make up of the local community and performance gaps linked to the key stages of the student life cycle. This Access and Participation Plan clearly contributes to the student strand mentioned above and is the key document for driving this theme forward with respect to the College's Higher Education provision.

As recognised in section 1, assessment of performance, the College recognises that enhancing reporting linked to student progression and destination is an area for development. Plans are already being implemented to capture data relating to the 18/19 cohort of students who have completed their qualifications. This will mean that subsequent Access and Participation Plans will incorporate information linked to this important measure.

### 2.2 Target groups

Our strategic aims flow from the analysis discussed in section 1 of this document and relate to the following groups for the listed elements of the student lifecycle:

1. Improving access and the attainment of the highest grades for those students living in areas of the lowest higher education participation
2. Improving success outcomes for black, Asian and minority ethnic (BAME) groups
3. Improving success outcomes for mature learners
4. Improving attainment of the highest grades for those students declaring Mental Health issues

### 2.2 Aims and objectives

#### Objective 1

To continue to increase the proportion of students from Quintile 1 areas and narrow the gap between Quintile 1 students and the rest of our student cohort in relation to the attainment of the highest grade within our Higher National Certificate and Diploma programmes. The objective is to

close the gap between the attainment of Distinction grades for Quintile 1 students and the rest of the student cohort by 2024/25.

### Objective 2

To continue to narrow the gap in relation to student success between BAME students and White British students, this is principally linked to student retention, the objective is to close the gap by 2024/25.

### Objective 3

To continue to narrow the gap in relation to student success between mature learners and younger learners, the objective is to close the gap by 2024/25.

### Objective 4

To continue to enhance wrap around support provided both by the College and the wider agencies that we work with to enable students declaring Mental Health issues to experience success and attain the highest grades, in line with the rest of the student cohort. The objective is therefore to close the gap between the achievement of distinction grades on Higher National Certificate and Diploma programmes by 2024/25.

## 3. Strategic measures

Key milestones relating to the objectives stated above are articulated in the target grids below:

<b>Targets linked to Objective 1</b>	<b>Baseline data</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Proportion of students from Quintile 1 achieving Distinction Grades	28%	30%	32%	34%	36%	38%
Performance gap	-15%	-13%	-11%	-9%	-7%	-5%

The targets linked to objective 1 assume that the attainment outcomes for the rest of the cohort will not move significantly from the baseline position of 43%. The baseline position for the remaining cohort is based on attainment of campus-based students, whilst 2018/19 data has not been finalised it is unlikely that attainment outcomes for students accessing delivery through our subcontractors will be at the same level initially. Hence, it is anticipated that the 2024/25 target quoted above is suitably challenging, both for our Quintile 1 students and the rest of our student cohort.

<b>Targets linked to Objective 2</b>	<b>Baseline data</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Success rates for BAME students	72%	77%	82%	87%	88%	89%
Success rates for the remaining student cohort	84%	86%	87%	88%	88%	89%
Performance gap	-12%	-9%	-5%	-1%	level	level

<b>Targets linked to Objective 3</b>	<b>Baseline data</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Success rates for Mature students	72%	77%	82%	87%	88%	89%
Success rates for the 18-23 student cohort	84%	86%	87%	88%	88%	89%
Performance gap	-12%	-9%	-5%	-1%	level	level

The targets linked to objective 2 and 3 are appropriately stretching since they target closing the performance gap in the context of improved success rates for all students.

<b>Targets linked to Objective 4</b>	<b>Baseline data</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Proportion of students with a declared Mental Health issue attaining Distinction Grades	16%	22%	28% <del>%</del>	34%	39%	44%
Performance gap	-28%	-22%	-16%	-10%	-5%	0%

### 3.1 Whole provider strategic approach

#### Overview

As discussed in section 2 the College Principal and CEO, Dr Julie Mills chairs a cross college strategy group focused on delivering continuous improvement in relation to how the College delivers on equality, diversity and inclusion in relation to its students, staff and the work that we do with the surrounding communities we both serve and partner with.

#### Alignment with other strategies

The degree to which equality of opportunity is evident for students across all elements of the student lifecycle is reflected upon within the annual Single Equality Scheme that the College uses to articulate priorities, take action to secure these priorities and monitor their successful implementation. The College uses equality impact assessments to consider and manage the potential equality implications of both new and amended College policy.

The College self-assessment and evaluation processes encourage teams at all levels of the organisation to reflect on current performance against a wide variety of indicators. Frameworks linked to such self-assessment and evaluation include the consideration of equality, diversity and inclusion themes and subsequent improvement plans drive continuous improvement.

The proposed measures align with and extend current policy in relation to:

- Teaching, Learning and Assessment
- Student Personal Development

For example, the Teaching to the Top programme (Measure A) that is outlined later within the document is an integral part of the College Teaching, Learning and Assessment Strategy. The outline of each of the measures listed in this document references other College strategies that align with it demonstrating that the strategies included within the access and participation plan are fully integrated into college strategy.

## Strategic measures

Earlier in this document the College has acknowledged that the tracking of progression onto Level 6 programmes and into related employment needs to improve. Whilst this is a process improvement within the measures listed below the College has signalled its intent to utilise progression information much more effectively over the life of this plan. For this reason, desired impact in relation to progression has been referenced, where relevant.

Some of the eight measures outlined below relate to more than one of the objectives discussed in the previous section. After the discussion of each measure each of the objectives that it relates to has been stated.

**Measure A-** Teaching to the Top CPD programme to be developed and resourced by the College Quality Team. This will be engaged with by all delivery staff (both on the College campus and at CECOS International) and adapted each year to support staff to improve the pedagogical practice around the development of the higher-level skills required for students to achieve distinction level assessment outcomes. The programme will include the introduction of new expectations around staff peer review and engagement with supported experiments so that staff are demonstrating their engagement in reflecting on and improving their practice around the development of the higher-level skills that students need to demonstrate consistently in order to achieve distinction grades. Supported experiments linking to specific strategies to encourage higher levels of attainment for specific groups of learners (e.g. Quintile 1 learners and those with mental health problems) will be taken forward. Over time the impact that this programme has on student progression will be monitored and evaluated. This measure is an integral part of the College Teaching, Learning and Assessment strategy. The promotion of the skills associated with the attainment of the higher grades will promote the employability of students and their ability to secure higher salaries, future destination data will enable us to evaluate progress in relation to this. The College is working with Hertford Regional College, as part of a Strategic College Improvement Fund Project, funded through the FE Commissioner's Office. The Teach to the Top programme has been shared as part of this project and through this ongoing relationship both institutions will continue to refine and enhance training materials linked to this programme.

*This measure will contribute to the College making progress in relation to Objective 1 and Objective 4.*

**Measure B-** Develop a mentoring programme for students on Higher National Diploma programmes who achieved a Distinction across their Level 4 programme to support Higher National Certificate students who have been identified by tutors as needing additional support to access the higher grades. This strategy will further reinforce the development of those skills and habits that students need to access distinction assessment outcomes. Over time the impact that this programme has on student progression will also be monitored and evaluated. This measure is aligned to the College Student Development Strategy that explores the wider use of mentoring across the college. We are seeking to collaborate with other Further Education Colleges to understand how more established mentoring programmes are working effectively to secure positive outcomes for students

*This measure will contribute to the College making progress in relation to Objective 1 and Objective 4.*

**Measure C-** Carry out follow up research including interviews with past students to better understand their reasons for non-completion with a particular focus on those groups (e.g, BAME and mature learners) where trend data suggests there are performance gaps. This research will inform the ongoing evolution of strategies linked to securing improved retention and success across the five years of this plan, it will also enhance the quality of initial information, advice and guidance to students that is likely to contribute to improved future student recruitment.

*This measure will contribute to the College making progress in relation to Objective 2 and Objective 3.*

**Measure D-** Enhance reporting of end of module student feedback surveys to provide relevant equality, diversity and inclusion analysis to better understand the views of students in lower performing groups (e.g, BAME and mature learners). This will help the College to better understand the perspectives on current College practice of specific student groups, informing conversations in Student Forum and the development of further strategy to deliver the targeted outcomes discussed within this document. This measure is aligned to the College Quality Assurance strategy as it seeks to enhance current processes linked to the systematic capture of student views and the promotion of wider dialogue with students regarding their attitudes to learning. The College is part of an Education and Training Foundation project exploring this theme, the Activate College Group are also a key contributor in relation to this project.

*This measure will contribute to the College making progress in relation to Objective 2 and Objective 3.*

**Measure E-** Investment in independent study spaces and associated resources (e.g. laptops) to enhance current College resources for students who want to access more opportunities for independent study at the College. The further development of Higher Education specific resources at the College will encourage students who do not have access to relevant resources in their homes to develop the kind of independent study habits associated with student success and the attainment of the higher grades. The impact that this investment has on student progression will also be tracked. This measure is aligned to the College Digital Learning strategy.

*This measure will contribute to the College making progress in relation to Objective 1, Objective 2, Objective 3 and Objective 4.*

**Measure F-** To enhance and expand the timely use of the £30,000 student opportunity funding listed within the Target and Investment document, the means of accessing the funds have been changed to reflect the needs of the students. Three strands of funding are now available:

- *The Household Income Bursary.* The College will use financial assessment information from Student Finance England to identify students from households with an income of £25,000 or less per year. This demonstrates our commitment to supporting students from quintile 1 areas.
- *The Discretionary Crisis Payment.* This is an emergency payment made to students who can demonstrate that they are in financial crisis. The fund can either provide an emergency cash payment or travel and meal allowance for students who are experiencing difficulty attending their programme of study due to financial constraints. This will ensure greater levels of student retention and completion.
- *The Continuing Student Scholarship.* This is a payment to encourage students completing a level three programme with the College to continue with us into a HE programme. It is anticipated that the introduction of this strand will provide an incentive for local students who might otherwise not be considering Higher Education to stay on to a Level 4 programme at the College.

*This measure will contribute to the College making progress in relation to Objective 1, Objective 2, Objective 3 and Objective 4.*

**Measure G-** Staff CPD linked to developing and awareness of Mental Health issues, strategies for providing support and guidance and clarity regarding relevant referral processes. This measure is aligned to the Student Support strategy. The College actively partners with CAMHS, YIS and a range of other local Mental Health organisations, all of whom add to the resources that our students can access both in and out of College. By hosting staff from each office on site the College actively supports these

organisations to integrate into the life of the college. These partnerships foster dialogue and inform the shape of the training that we provide for staff and enable us to continue to enhance our approaches to promoting student wellbeing. For example, in the last academic year staff conference events included speakers from these organisations.

*This measure will contribute to the College making progress in relation to Objective 4.*

**Measure H-** An annual student conference focused on exploring a variety of well-being themes that promote mental health and resilience and clarify where and how students can access support should they need it. This measure is aligned to the Student Development strategy.

*This measure will contribute to the College making progress in relation to Objective 4.*

### 3.2 Student consultation

The current student involvement mechanisms are in place at the College:

- The College Student HE forum takes place on a termly basis, providing an opportunity for all Programme Student Representatives to meet, sharing their views of College life and Programme experiences with their peers and College staff. The measures outlined within this document have been discussed by students within this forum.
- Programme Student Representatives meet with staff delivering their programmes on a half termly basis meetings and having a standing agenda item linked to equality, diversity and inclusion.
- Programme Student Representatives will be able to access training on APP issues at the beginning of the academic year.
- Student representation is evident for all of the key meetings in the College's deliberative structure for Higher Education.

From September 2019 Student Representatives who represent specific protected characteristic backgrounds will be advocates for these groups at the HE Forum. Student Representation has informed some of the measures discussed in the previous section. For example, student advocacy linked to the introduction of an annual conference (Measure H) has been instrumental in the College committing to implement this measure.

### 3.3 Evaluation strategy

The College has an established cycle of self-assessment (for Further Education) and self-evaluation (for Higher Education) that feeds into quality improvement and enhancement plans. Ofsted reports and Higher Education Review consistently highlight good practice in relation to how the College approaches these key quality assurance and improvement processes. These plans always seek to identify specific, measurable targets and established quality processes provide a mixture of qualitative and quantitative evidence sources that are used to evaluate the progress of plans. Data and Quality Teams are instrumental in facilitating the collation of this evidence.

The College has reflected upon the programme design elements of the evaluation strategy through the use of the self-assessment tool developed by the OfS and is committed to reviewing the effectiveness of programme design in relation to the evaluation measures detailed within this document on an ongoing basis.

With such a significant emphasis on the Access and Participation Plan for Higher Education the disciplines that have supported the College in carrying out a robust self-evaluation will be applied to the evaluation of the progress made versus the objectives associated with this plan. This requires judgements to be made about both the commitment and ability of the college to implement the measures discussed within this document and the impact of these measures. The four objectives within this plan have a relevant set of specific targets that can be evaluated and will support a straightforward means for evaluating the degree to which the College implements the measures outlined within this plan.

The deliberative structures associated with the College HE structure (Student Forum, HE Teaching and Learning Committee, Academic Board and Curriculum and Quality sub-group of the Corporation) will provide a context for monitoring the progress of action plans associated with the strategic measures discussed within this document. Further, these groups that meet either on a half termly or termly basis, provide a vehicle for contributing to the ongoing evaluation of the effectiveness and impact of each measure and the actions associated with it. The College will explore the opportunity to work with the Association of Colleges (AoC) to establish a network across Further Education to facilitate opportunities to share good practice in relation to access and participation.

The existing quality assurance and enhancement detailed earlier in this section alongside the deliberative structures referred to demonstrate that the College has a strategic commitment to evaluation that will be applied to the measures detailed later in this section. This means that there is a clear *strategic context* for evaluation.

The initial *programme design* of the evaluation methods discussed in relation to each measure have been focused on utilising a range of quantitative and qualitative measures that will support the College to understand the impact of the actions described within this plan. The College recognises that lessons will be learned regarding the effectiveness of each programme design and will engage with a range of stakeholders (e.g. students and staff) regarding the use of these methods. The current methods selected within this plan relate to narrative and empirical standards of evidence, it is anticipated that that as the College continues to develop the strategic use of evaluation additional methods that explore causality, through the use of control groups, will become a feature of our programme design. Given the college commitment to increasing proportions of staff engaging with HEA Fellowship the capacity of the organisation to engage with more advanced research methods will grow over time enabling the current approach to *evaluation design* outlined within this plan to be expanded upon.

The detailed roll out of the measures discussed (evaluation implementation) within this plan and the programme design of evaluation methods will continue to develop college approaches to data collection. An example of this is the college commitment to enhance the internal capture of progression and destination outcomes to inform judgements about progression across all of the equality, diversity and inclusion perspectives that need to be considered in future planning.

The deliberative structures that receive reporting linked to progress through the duration of this plan will both:

- explore not only the emerging impact of each measure but,
- the degree to which evaluation methods are truly informing the ability of the college to understand the degree to which the methods that we use our fit for purpose.

This will enable the college to effectively *learn from evaluation*.

The specific evaluation methods included within this document have been selected to extend the current approaches used by the college and support improvements in the use of evaluative methods to more robustly evaluate the effectiveness of College improvement strategies. By extending current approaches to evaluation that have a proven track record of credibility the College can approach this process with confidence. It is recognised that over time, as the Access and Participation Planning process becomes an embedded element of the College Quality Assurance and Improvement Cycle there will be a greater openness to embrace more innovative evaluation methods.

Data capture and reporting arrangements linked to key indicators such as student attendance, retention, unit/ module grade outcomes and overall achievement are well established. Further development of survey methods to explore student attitudes and levels of satisfaction will be a key element of expanding evaluation methods and protocols. The collation of internally generated progression and destination outcomes has already been identified as a priority area for development. The further development of these methods over the life of the Access and Participation Plan will involve Student representative in the design of survey methods and the discussion of survey outcomes.

The table below covers the specific evaluation methods linked to the eight strategic measures discussed earlier in the document:

<b>Measures</b> <i>(detailed on pages 12 and 13)</i>	<b>Evaluation methods</b>
A	Feedback linked to supported experiments with case studies of students engaging with these experiments who are from either of the following groups: <ul style="list-style-type: none"> <li>• Quintile 1</li> <li>• Students with declared Mental Health issues</li> </ul> The Teaching and Learning Committee will work together to agree a range of survey questions to use with students. Established measures linked to attendance, module grade outcomes, retention and student achievement and destinations will be used to evaluate these supported experiments
B	Review of assignment outcomes for students accessing the mentoring programme. Qualitative feedback from students accessing the mentoring programme on the impact that it has had on their approach to assignment work. Interview with students will be used to explore the impact of this approach.
C	College access to detailed qualitative student feedback that can point to more specific reasons for student non-completion. This approach will incorporate interviews with these students. This should inform the refinement of the existing eight measures going forward, or the development of new measures in the future.
D	As per measure C improvements in the analysis of end of module student feedback will further enhance the ability of the College to identify potential concerns linked to specific student groups in-year and follow this up with action. At present not enough in-year data analysis is undertaken.
E	Student usage data linked to the IT resources within the new facility will provide an indication of student engagement in relation to the targeted student groups. The incorporation of relevant questions within student surveys will enable the College to get the views of students regarding the usefulness of these facilities and their contribution to supporting the academic progress of students.

F	Direct analysis of student performance indicators linked to successful applicants for both distinct funds will support judgements to be made about the impact of these funds.
G	Staff feedback regarding the usefulness of training will be gathered after the event. Three months later a staff focus group will be run with staff to explore how the training has impacted on their practice and how they approach their students.
H	Student feedback will be gained regarding views about the event. Focus groups will explore student attitudes to Mental Health. The volume of referrals will be monitored and the performance of students in relation to retention, success and attainment will be analysed.

### 3.4 Monitoring progress against delivery of the plan

This Access and Participation plan has been approved by the Cross College strategic group for Equality, Diversity and Inclusion. Progress with the implementation of the plan is discussed twice yearly at this group. Each of the 8 measures discussed in the previous section has a project plan linked to it. These project plans have been approved by the Academic Board, progress linked to each of the projects will be reviewed on regular basis by the Board. The Student Forum and Teaching and Learning Committee will also actively engage in review progress of these project plans. Each project plan details

Annual milestones for each of the strategic aims and objectives have been built into the targets stated earlier in this document. Progress against these milestones will be presented annually, reviewed by the Academic Board and considered by the Curriculum and Quality Group, attended by the College lead Governor for Higher Education.

The above framework ensures accountability for the regular reviewing of progress against the stated objectives is robust. The regular reviewing of progress will flag issues in relation either to a failure to implement actions or where agreed action fails to secure targeted outcomes. The accountability framework will address where there is slippage versus project plans, the College is committed the resourcing the implementation of these plans. With respect to intended actions failing to secure targeted outcomes evaluation methods will be used to seek to understand why agreed actions have been ineffective.

The eight projects linked to the stated measures will all include student representation throughout the life of each project.

## 4. Provision of information to students

Milton Keynes College has robust processes in place to ensure that appropriate and accurate information is available to prospective higher education students at each stage of the investigative, application and enrolment process. Full details are available in our 'Higher Education Public Information Approval Policy' and the College Marketing Strategy however the key aspects are summarised below:

### Public Information:

All public information is communicated to HE students through the website, social media and the HE Prospectus. Information including course descriptions, units, funding information and contact details

has an owner who has authority to communicate autonomously according to the nature and level of their role.

Staff are required to make themselves familiar with all publicly available information that comes within their remit, as any staff giving false or misleading information to students or members of the public will be subject to disciplinary proceedings.

### **Some specific types of public information have centralised controls:**

- Marketing communication
- Communication with the press/media
- Regulations, Policies & Procedures (RPPs)

### **In case of public information with centralised controls, authorisation is required for:**

- All new information
- Every time there is major information change or layout changes to a webpage or web accessible document.

The list of information types and owners are listed below:

<b>Type of Information</b>	<b>Owner</b>
Descriptions of academic programmes, including: Accurate description of the programme, modules, and facilities - Reasonable information about learning and career outcomes that can be supported by evidence	Programme Leaders
Information about approval of new courses and all tuition fees	Assistant Principal of Quality & Student Experience
Confirmation of the approval status of award titles for approved programmes	Assistant Principal of Quality & Student Experience
Correct contact details	HE Academic Coordinator
References to external forms of funding	HE Academic Coordinator
References to Student Services, Facilities and Funding	Head of Student Services
Entry requirements, application codes and admissions procedures	Admission & Enrolment Manager

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### **Prospectus**

Higher Education course content and programme information is reviewed on an annual basis as part of the production of that year's Higher Education prospectus. This will take place in July as per our publication schedule. The process for signing off information will be as follows:

## General information

- Marketing will take information from the previous year's prospectus as a starting point. This will be send round to the Public Information Owners and asked for changes to be clearly stated
- Public Information Owners will check to ensure all the information is up to date and advise marketing of any changes
- Marketing will make requested changes and pass to design
- Once designed, the final prospectus is sent to all Public Information Owners to sign to say they are happy the information is correct. These signed copies will be retained by the marketing department for auditing purposes.
- The website and other collateral will be checked by the marketing department to check consistency with the prospectus and updated accordingly **before** the prospectus is available to the public
- External information on partner sites, UCAS and other databases will be checked and updated accordingly
- Any 'in year' updates will be sent to the marketing department and approved by the HE Academic Co-ordinator before being implemented onto the website.

## Course specific information

- Marketing will send the latest versions of course information sheets around to Public Information Owners for review and amends as part of the prospectus process in July.
- Any changes to information will be sent back to marketing by Public Information Owners who will collate and design into a prospectus proof
- Once designed, the final prospectus is sent to all Public Information Owners to sign to say they are happy the information is correct. These signed copies will be retained by the marketing department for auditing purposes.
- The website and other collateral will be checked by the marketing department to check consistency with the prospectus and updated accordingly **before** the prospectus is available to the public
- Any 'in year' updates will be sent to the marketing department and approved by the HE Academic Co-ordinator before being implemented onto the website.

## Website & Social Media

- The website will act as the repository for the most up-to-date information and source for any subsequent marketing campaign material. As part of the annual HE prospectus production the website is checked and adjusted accordingly. The following will apply to new courses or modifications to existing course information:
- Modifications to course data including cost, length, dates and so on will need to be made directly with the College MIS data team who will check to ensure the course has been approved by the Academic Board and set the course up on Pro Solution.
- Once a course code has been generated a 'course information sheet' or 'course modification sheet' will be completed and passed to the marketing team
- A member of the marketing team will proof read the information and check it matches the College style and tone of voice before passing to the HE Academic Co-ordinator for approval
- Once approved the information will be published

## Bursary and Scholarship information

Two bursaries and a scholarship are available for HE students at Milton Keynes College. The eligibility criteria for each differ and are provided on the College website and Moodle. The qualification criteria for each are provided below.

### Household Income Bursary criteria

- fully enrolled on their course with all documentation provided
- attendance of at least 85% in first and second terms.
- home or EU student
- be paying the required tuition fee for your full time or part time course using a tuition fee loan from Student Finance England
- have had your loan approved by Student Finance England by no less than five working days prior to your designated enrolment date
- be in receipt of a maintenance loan
- have a household income of £25,000 or less per year
- be enrolled and attending as a full-time or part-time student on a HNC, HND Foundation Degree or BA (hons) course
- be eligible for student support under UK student support regulations
- The annual allocation available to students who apply for this bursary is £50-£500

#### Discretionary Crisis Payment criteria

- This payment is made at the discretion of the Student Services Team who may ask you to provide details of your household income and outgoings among other details.
- fully enrolled on their course with all documentation provided
- be a home or EU student
- be paying the required tuition fee for your full time or part time course using a tuition fee loan from Student Finance England
- be in receipt of a maintenance loan
- have a household income of £25,000 or less per year
- be enrolled and attending as a full-time or part-time student on a HNC, HND Foundation Degree or BA (hons) course
- be eligible for student support under UK student support regulations
- The annual allocation available to students who apply for this bursary is £50-£500

#### Continuing Student Scholarship criteria

- Complete a level 3 qualification at the college and enrol onto a Higher Education course with the College.
- be a home or EU student
- fully enrolled on their course with all documentation provided
- be paying the required tuition fee for your full time or part time course using a tuition fee loan from Student Finance England
- be in receipt of a maintenance loan
- have a household income of £25,000 or less per year
- be enrolled and attending as a full-time or part-time student on a HNC, HND Foundation Degree or BA (hons) course
- be eligible for student support under UK student support regulations
- The annual allocation available to students who apply for this bursary is £50-£500

### **Social media**

Social media is constantly monitored via software Milton Keynes College subscribes to on a monthly basis.

Alerts come through to our Content Co-ordinator who then follows the response model.

The website is the single source of information used in social media posts and we ensure this is accurate in the process above.

Though the website and student intranet all HE students will have access to the following relevant policies and procedures in full:

- HE Admissions Policy
- Fee Policy
- Complaints Policy & Procedure
- HE Terms & Conditions
- Access Agreement 2019/2020

## **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)

**Summary of 2020-21 entrant course fees**

\*course type not listed

**Inflationary statement:**

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	Football Studies	£8,000
Foundation degree	Health & Fitness	£8,000
Foundation degree	Psychology & Criminal Behaviour	£6,165
Foundation year/Year 0	*	*
HNC/HND	Art Practice	£6,000
HNC/HND	Computing	£6,000
HNC/HND	Engineering	£6,000
HNC/HND	Graphic Design	£6,000
HNC/HND	Photography	£6,000
HNC/HND	Public Services	£6,000
HNC/HND	Sport	£6,000
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	CECOS Computing International Limited 10037364 - Business	£6,000
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	Art Practice	£3,000
HNC/HND	Computing	£3,000
HNC/HND	Engineering	£3,000
HNC/HND	Public Services	£3,000
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Provider name: Milton Keynes College

Provider UKPRN: 10004375

## Investment summary

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

### Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£17,000.00	£22,000.00	£23,000.00	£23,000.00	£23,000.00
Access (pre-16)	£2,000.00	£3,000.00	£4,000.00	£4,000.00	£4,000.00
Access (post-16)	£6,000.00	£8,000.00	£8,000.00	£8,000.00	£8,000.00
Access (adults and the community)	£6,000.00	£8,000.00	£8,000.00	£8,000.00	£8,000.00
Access (other)	£3,000.00	£3,000.00	£3,000.00	£3,000.00	£3,000.00
<b>Financial support (£)</b>	£30,000.00	£30,000.00	£30,000.00	£30,000.00	£30,000.00
<b>Research and evaluation (£)</b>	£5,000.00	£10,000.00	£10,000.00	£12,000.00	£14,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£33,030.00	£49,545.00	£69,730.00	£73,400.00	£77,070.00
<b>Access investment</b>	30.3%	24.2%	20.1%	20.4%	19.5%
<b>Financial support</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Research and evaluation</b>	15.1%	16.1%	11.5%	13.6%	13.0%
<b>Total investment (as %HF1)</b>	45.4%	40.4%	31.6%	34.1%	32.4%

