

## **Annex A - 2019-20 access and participation plan provider Wiltshire College and University Centre**

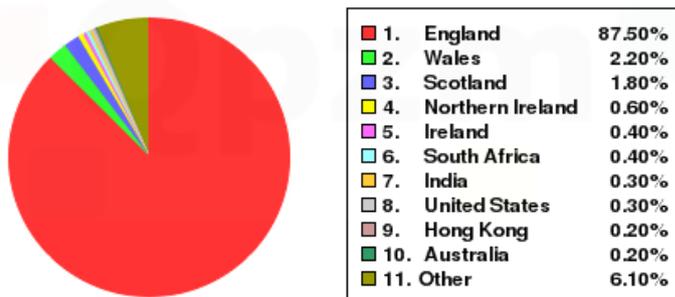
### **1 Introduction and Context**

1.1 This report has been discussed with a group of diverse students, which included mature students and ethnic minorities. The report was shown in full in a focus group, enabling students to contribute and feedback. They showed great interest in the statistics, especially for Wiltshire, and agreed with the personalised approach to learning as identified below as the best way to offer support. They also agreed that Student Staff Liaison Committees (SSLCs) worked well to gain feedback on the student experience. The College holds focus groups with each student group four times a year – Student Staff Liaison Committees. This for all HE students, not just student representatives. It gives the college a unique opportunity to hear the voice of every HE student, including minority groups, students with disabilities and BAME. Each part of this plan, through the whole student cycle is discussed within these focus groups. This qualitative approach and the production of rich data enables the college to fully understand the student need, and with students, work to evaluate the effectiveness of approaches and support given, including the resource plan. The students consulted did not suggest or request changes to what has been written, however, the student body is consulted with regularly through the SSLCs; this was considered throughout this report so already reflected student feedback.

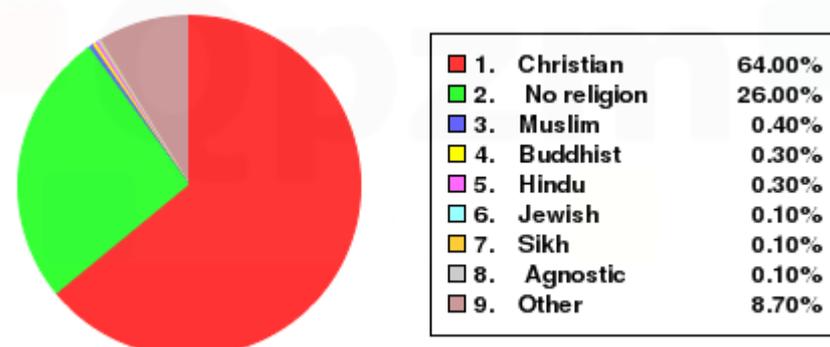
1.2 Wiltshire College achieved University Centre status in July 2018. Applying for and achieving this reflects the importance and ambition the College has for Higher Education now and in the future. Wiltshire College and University Centre is the main provider of Further and Higher Education in Wiltshire with over 10,000 full and part-time FE and HE students. The College operates from 4 main campuses in Salisbury, Chippenham, Trowbridge and Lackham, with a bespoke campus as Castle Combe for Motorsport Engineering. Each of these campuses has a unique offer which is critical to the provision of the education delivery, particularly given the rural characteristics and geography of the LEP economy. The Higher Education Strategy for the College aims to empower people to make personal transformations to meet the demand of the local community. The College has an inclusive ethos to enable people in the local community to upskill and gain professional qualifications, meeting the demands from industry and employers. It highlights the ambition of the College to develop full and part time degrees and higher education courses. This flexible approach will better enable access to higher education for people in the local community who need to continue to work, who have additional responsibilities or for students who need a differentiated learning approach. The College has a long and successful history of delivering university level courses in collaboration with our university partners and awarding bodies.

1.3 The College has around 700 higher education students who study full and part time on a plethora of higher-level courses across our campuses. The courses range from Higher Apprenticeships, Higher National Programmes, Foundation Degrees and full 3-year degrees, plus part time professional higher-level courses. These numbers are comparatively small which can present statistical challenges when analysing quantitative data and understanding its significance.

1.4 The ethnicity of Wiltshire needs to be considered and understood. From the 2011 Census *the population of Wiltshire was 470,981. 87.5% of people living in Wiltshire were born in England. Other top answers for country of birth were 2.2% Wales, 1.8% Scotland, 0.6% Northern Ireland, 0.4% Ireland, 0.4% South Africa, 0.3% India, 0.3% United States, 0.2% Hong Kong, 0.2% Australia* (<http://localstats.co.uk/census-demographics/england/south-west/wiltshire>)



**1.5 Table 1** The majority of the usual resident population in Wiltshire, 439,725 people (93.4%) reported their ethnic group as White; English/Welsh/ Scottish/Northern Irish/British (this is considerably higher than the England and Wales figure of 80.5%). Any Other White was the second highest group with 12,108 people (2.57%). Any Other Asian was the next largest ethnic group with 2,611 people (0.55%) followed by Irish (2,381, 0.51%). (Wiltshire Uncovered Report 2014 [https://www.wiltshirecf.org.uk/sites/default/files/0210\\_WCF\\_MainReport\\_FINAL%20PDF%20SP.pdf](https://www.wiltshirecf.org.uk/sites/default/files/0210_WCF_MainReport_FINAL%20PDF%20SP.pdf))



**1.6 Table 2** The religious make up of Wiltshire is 64.0% Christian, 26.0% No religion, 0.4% Muslim, 0.3% Buddhist, 0.3% Hindu, 0.1% Jewish, 0.1% Sikh, 0.1% Agnostic. (<http://localstats.co.uk/census-demographics/england/south-west/wiltshire>)

1.7 There is a significant and growing military presence in Wiltshire which makes up just over 3% of the population of Wiltshire, which adds to the diversity. In particular *Tidworth, Bulford, Durrington, Upavon, Warminster East, Lyneham, Nettleton and Colerne wards, with this figure reaching 75% in Tidworth* (Wiltshire Uncovered Report 2014 <https://www.wiltshirecf.org.uk>). In addition, 4000 army personnel and their families are relocating from Germany.

1.8 The larger urban areas of Trowbridge, Chippenham and Salisbury are more diverse than rural areas of Wiltshire. There is a small but concentrated Moroccan community in Trowbridge. (Wiltshire Uncovered Report 2014 <https://www.wiltshirecf.org.uk>)

1.9 According to Wiltshire Uncovered (2014)' Around 11,700 people (aged 3 and over) living in Wiltshire did not speak English as their main language. About 2,000 either could not speak English well or could not speak it at all. Amongst the main languages spoken (aside from English) were Polish, Nepalese and German. These were the top three main languages'(<https://www.wiltshirecf.org.ukf>).

1.10 Wiltshire Uncovered (2014) report that there is an issue with rural poverty with the cost of living higher when compared with urban areas. Housing in rural communities is less affordable and poor transport networks means services are harder to access. There is hidden poverty, not attached to an area but hidden within wealthy communities. This means that not only is the disadvantaged here hidden, but the issue is statistically hidden. However, Wiltshire also has visible disadvantage; Trowbridge Adcroft and Salisbury Bemerton are within 5% most deprived areas in England with Trowbridge Park, Chippenham Hardens and England and Devizes North being deprived wards. (<https://www.wiltshirecf.org.uk>)

1.11 It is estimated that there are approximately 969 young carers under 18 in Wiltshire, but this number is unlikely to be a true reflection of the numbers of young people who are carers. (Wiltshire Uncovered Report 2014 <https://www.wiltshirecf.org.uk>).

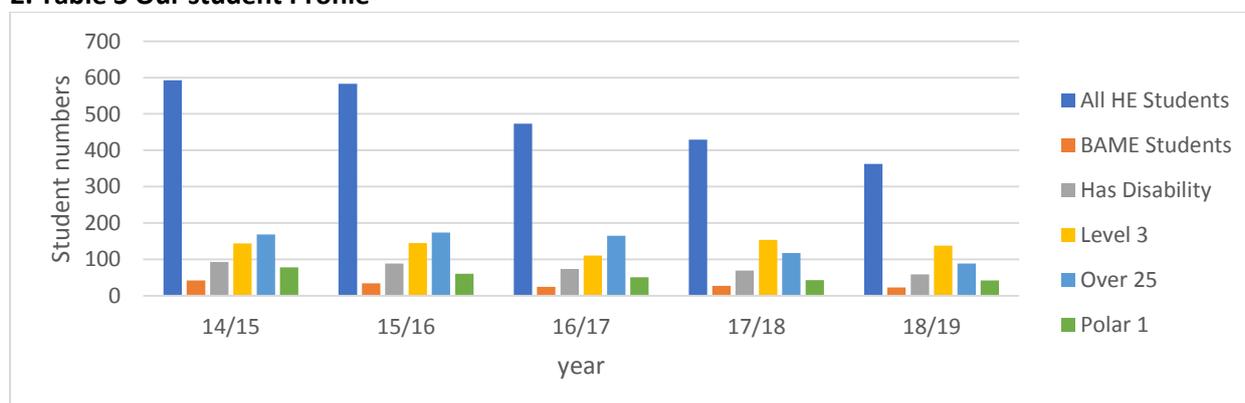
1.12 Wiltshire has low unemployment with a rate of 2%, however the gross weekly earnings are less than the national average; Wiltshire sits in the bottom 40% of districts. However, Wiltshire is ranked 121 and is in the top 40% when scoring for economic productivity highlighting that Wiltshire has a strong economic growth (Wiltshire Uncovered Report 2014 <https://www.wiltshirecf.org.uk>).

1.13 Understanding the demographics of Wiltshire enables the College to understand local data, the local community, and how to empower the local community to continue studying and develop pathways and opportunities into higher education. Working with the Swindon and Local Enterprise Partnership (SWLEP) enables the College to develop higher education programmes that meet local employer and business needs.

1.14 A qualitative approach is taken at institutional level to understand the higher education student community. Large statistical data for the College does not tell the story of the student journey and our student numbers do not enable us to have a target population, due to the small numbers, particularly when identifying specific student groups with specific characteristics. Rather, we have an inclusive college where each student’s experience is important, and we endeavour to improve each student’s experience based on their individual and unique journey.

1.15 It will be apparent when looking at the College’s data that student numbers for higher education have decreased over the last few years. This can be seen in table 3 below; this reflects the population in general for 18-year olds (table 4). The 2012 increase in tuition fees in England had a dramatic impact on part time students (Sutton Trust). The Trust suggests that a 40% decline of part-time students over 35 years old is a direct result of the fee increase, which again is reflected in the reduction in student numbers at the College. The College additionally has had increased competition from large HEIs who are able to offer unconditional offers and incentives to applicants.

**2. Table 3 Our student Profile**



## Estimated and projected number of 18-year-olds in the UK population, 2000 to 2034

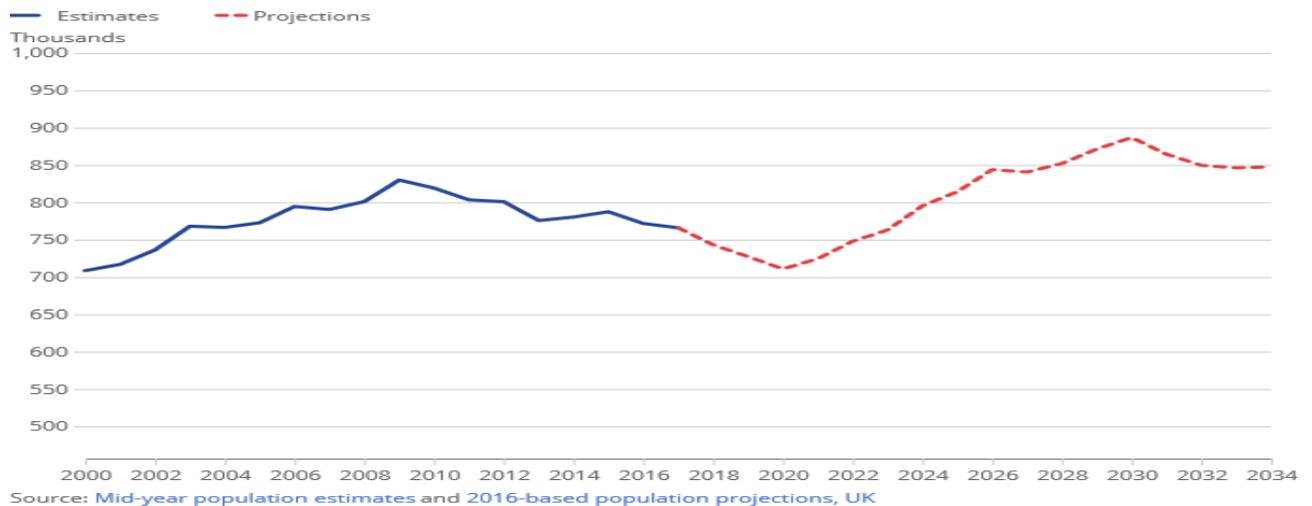


Table 4 Office for National Statistics 2018

### 2.1 Assessment of current performance.

#### Our student Profile.

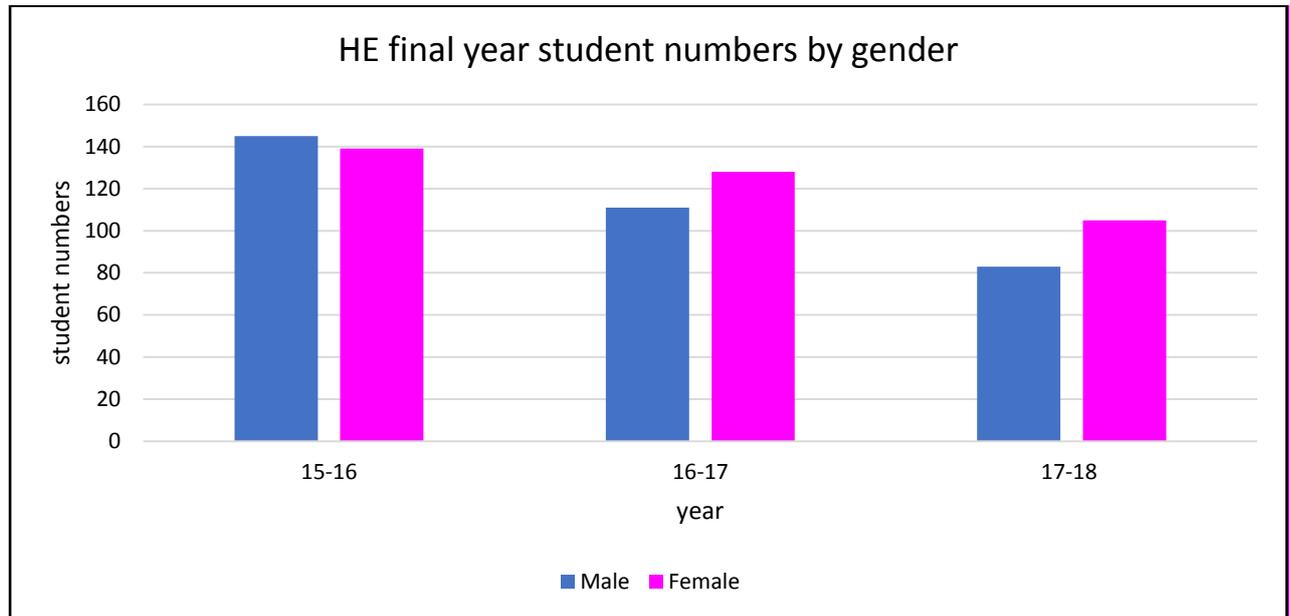
##### Black and ethnic minority groups 17/18.

2.2 4% of our student population is from a black/ethnic minority group. This 4% population is diverse and there is no one dominant group of students who could be considered a target. When comparing this with the statistics for Wiltshire (table 1), the student community shows that the college reflects the demographic of BAME students for Wiltshire.

2.3 Table 3 shows the student profile for higher education in the College for the last 5 years. This identifies that the largest minority group are students over 25 years of age for the first 3 years are mature students. It can then be seen that there is a decline in mature student numbers. The other group of students are progressing level 3 students into the College. These students will be from the local community and will include carers, young parents, especially mothers, looked after children, students from disadvantaged areas, students with disabilities and mental health difficulties. These students are less likely to go away to university. Supporting and targeting 18 years olds from the local community is going to encourage more vulnerable young people to continue their education. In an area where there is fewer young people attending university than in other parts of the UK, it is of great importance that our young people believe they can gain higher level qualifications and improve their life chances, especially students with characteristics identified above. The College does not have the student numbers to differentiate and target between these groups of students, so ensuring young people know there is an alternative to leaving home, that they can study in a safe, familiar, nurturing environment to gain higher level qualifications is highly important. This is an improving target for the College, but an area that needs to be improved.

2.4 The College has a spikey profile of students depending on the type of programme. Social Science/education programmes tend to attract more mature students. Whilst other programmes attract level 3 students. Each programme attracts students with specific characteristics. Because of the small cohorts and personalised approach to learning, academic staff can adjust pedagogic practice to support students on their programmes. The College does have detailed data on the student profile for each cohort, which enables specific actions and thoughts to be applied to

different programmes; this supports the whole life cycle of the student. Due to numbers being statistically small, we are unable to report detail in this report.



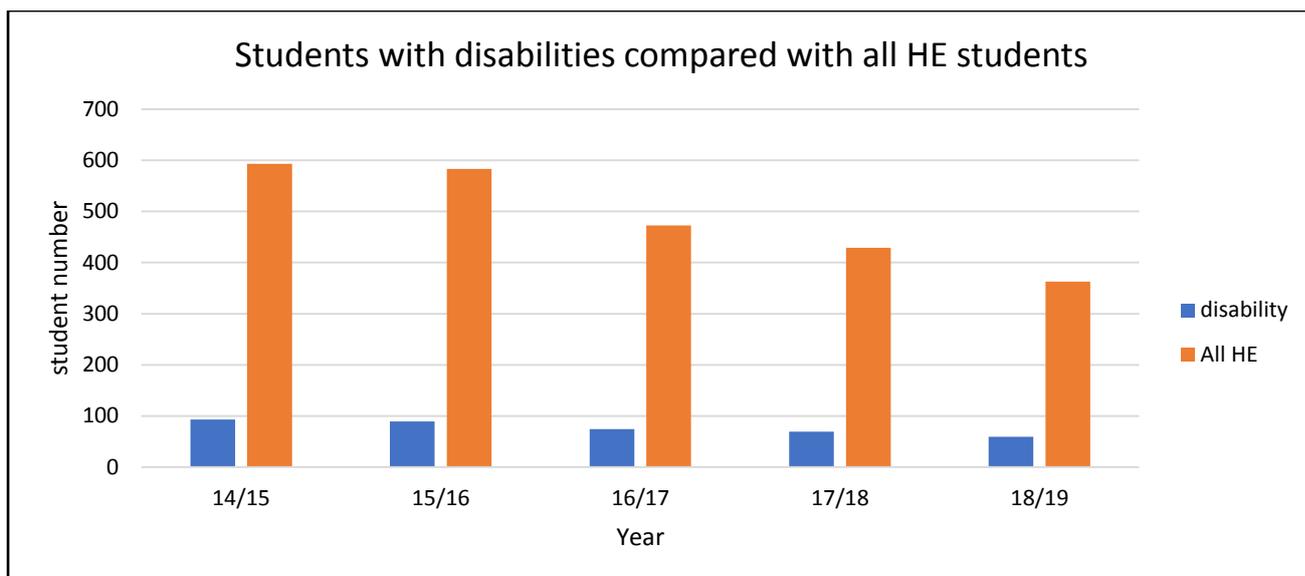
**Table 5 Numbers by Gender**

2.5 Table 5 shows HE numbers by gender, again these numbers are statistically low to be of great significance, but they do show that in the last two years slightly more female students have studied HE in the College than males; this reflects the national trend in more females studying university courses than males. *'302,490 women were accepted through UCAS in 2017, 71,095 more than the number of men, which was 231,395'* pg. 9 End of Year Cycle Report UCAS 2017)

2.6 Social Science/education programmes have very few male students' study, whilst Engineering programmes have an opposing picture with predominantly all male students studying. Again, the statistical data is too low to be of huge significance, however it does reflect a national picture for these subject areas. According to UCAS *'The subject group with the highest women to men ratio was education'* and Engineering were one of the subject areas that attracted the highest number of males (End of Year Cycle Report UCAS 2017 pg. 9). This is an area the College continues to work on.

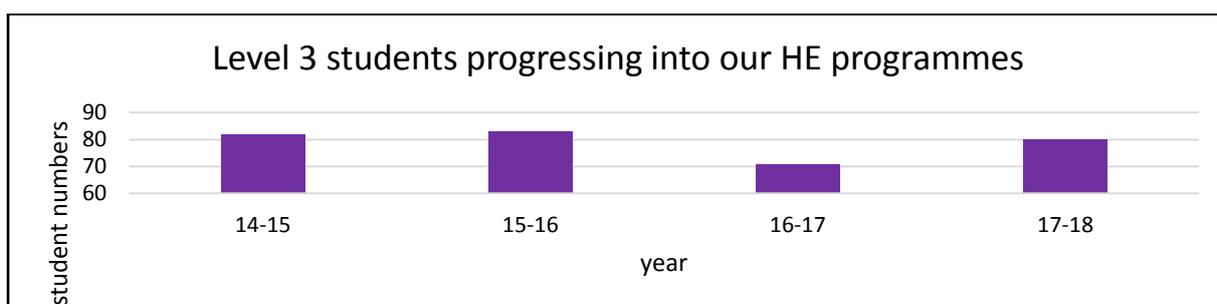
### 3 Disability

3.1 The statistical data for the College shows that we have between 60 – 90 students with disabilities approximately each year, about 19% of all HE students (see table 3 and table 6). Although this number is relatively small, each student with a disability is significant. The College does not target students specifically with a disability, instead, the College's inclusive ethos offers a personalised approach to learning for all students, which supports each student, including those who are disabled. The College holds detailed information regarding the type of disability which enables us to better understand and support students to learn and staff to teach, however, due to small numbers, this data cannot be reported in this report.



**Table 6 Students with disabilities and all HE**

#### 4 Progressing HE students into Higher Education



**Table 7 level 3 progressing students**

4.1 Table 7 shows the number of students progressing from the College’s level programmes into Higher Education at the College. This is a target area for the College, as highlighted above, targeting this student group also enables the College to reach out to younger more vulnerable students, less likely to leave home and attend university. By encouraging this student group to continue higher level study, to believe that they can achieve, increases the life chances of vulnerable young people and is vital to the local community.

#### 5 Access

5.1 The College has acknowledged the decline in student numbers, especially in mature students. As a community college we are ideally placed to inspire mature learners back into learning to enhance their careers. As part of the College’s strategic plan, the College reflected on the HEI partnerships and made the decision to transition to Oxford Brookes as an HEI partner and teach out with the University of Bath. The rationale is that Bath University do not allow part-time foundation degrees as this does not align with their strategic plan. The College strongly believes that a flexible approach to learning fits within the ‘accessibility’ aspect of foundation degrees enabling students to ‘*earn and learn*’ (2015; pg.5 Characteristics of Foundation Degrees QAA). Therefore, part-time degrees have been developed with Oxford Brookes for Early Years, Computing and Business alongside full-time degrees. This is an ambitious strategy and has resulted in an initial decline in numbers (due to timings of validation events), until the new programmes become established. The new relationship is

franchised, which the College believes will enhance the student experience, enabling the students to have full access to Oxford Brookes academic resources. The College believes that this move, and the introduction of part-time degrees will promote widening participation from part-time mature students. Similarly, working closely with an existing partner (Bournemouth University), as part of the College's strategic plan, the College has developed foundation degrees for Life Sciences, to be delivered from September 20/21. Again, all full-time foundation degrees have a part-time route, and a foundation year for life sciences has been developed, enabling applicants who do not have the appropriate science qualifications to access higher education. An apprenticeship has also been built into two of the life sciences foundation degrees, which will support local businesses to develop and build skills of employees. As stated above, it is the belief that the development of the new part-time routes will inspire mature learners to return to learning.

5.2 As identified in table 3, progressing level 3 students are a distinctive group of learners into higher education, and will include local students with caring responsibilities, young people from disadvantaged backgrounds, young people with anxiety/mental health difficulties who would find leaving home to attend university more difficult. As highlighted earlier, the College does not have the student numbers to target a specific group of students such as carers, or ethnic minorities. But the College acknowledges that more young level 3 students should be progressing onto our own higher education courses, or wider higher education. Not targeting this group of young students could mean that some young people may miss out on improved life chances, especially young people who would not normally consider going away to a university, such as carers and young mums. As noted in the introduction, Wiltshire has high employment and many level 3 students can secure employment on completing their level 3 courses. Also noted earlier is that the earning potential is lower. It continues to be the College's ambition to inspire more level 3 learners, especially those from disadvantaged backgrounds, from the local community to continue into higher education.

5.3 The College hosted for the first time a 'Medical Mavericks' event. Although this was part of the WIN project, it had additional support from the wider college, especially higher education academic staff. Level 3 students were bussed in from all campuses to attend a series of events; industry specialists had hands-on demonstrations on aspects of their work (how to look after exotic animals, taking x-rays, blood pressure etc). Academic staff gave presentations and insight into their higher-level programmes and were available for discussions afterwards. The industry focus meant that level 3 students may be inspired to explore something they saw and experienced as a career and talk with people from the industry. They were then able to connect the career with the course that could get them there.

5.4 The College has worked hard on mapping 'the whole student journey'. Careful curriculum design has developed level 3 courses which feed into higher education courses. For example, Level 3 Forensic Science will feed into a Foundation Degree in Forensic Science, level 3 Applied Science will lead into a Foundation Degree in Applied Science. Students will see the whole journey when they apply for level 3, encouraging students to aim for higher levels from the start. Students from these level 3 programmes will be applying for higher education in January 2020, for a September 2020 start. As the concept for the student journey will be discussed at the start of a level 3 programme, parents and carers will be part of those initial discussions in most cases. The 'University Centre' title will encourage more interest and discussions in higher education at the College and it is believed that more of our level 3 students will consider staying and studying higher level programmes, especially students who would not leave home to study because of difficult life circumstances.

5.5 The College has always offered high level advice and guidance to students for next steps and careers. However, the College acknowledges how important this is for students, especially perhaps more reluctant, underconfident students and students who do not have support at home. To ensure that students are more able to access this guidance, career hubs have been created in three campuses, with the fourth currently being developed. The branding has been carefully considered to invite students in; the hubs are visible within prominent walkways that students access regularly and are staffed by highly trained professionals who are able to give independent advice and support tutorials for CV writing, interview techniques, UCAS applications etc. The increased visibility not only encourages students to have greater access but has increased communication with academic staff. Ensuring potential applicants and students have access to appropriate and timely information and guidance in a non-threatening environment empowers students/applicants to consider options they may not have realised they had. The careers team can guide applicants through the application process and support the financial application. This is important for applicants who may be financially challenged, have had no family experience of higher education, or who are overwhelmed and anxious regarding the process. The College's personalised approach to learning extends to the application process as well. This supports all students/applicants but is particularly supportive for students/applicants with disabilities and students with caring responsibilities.

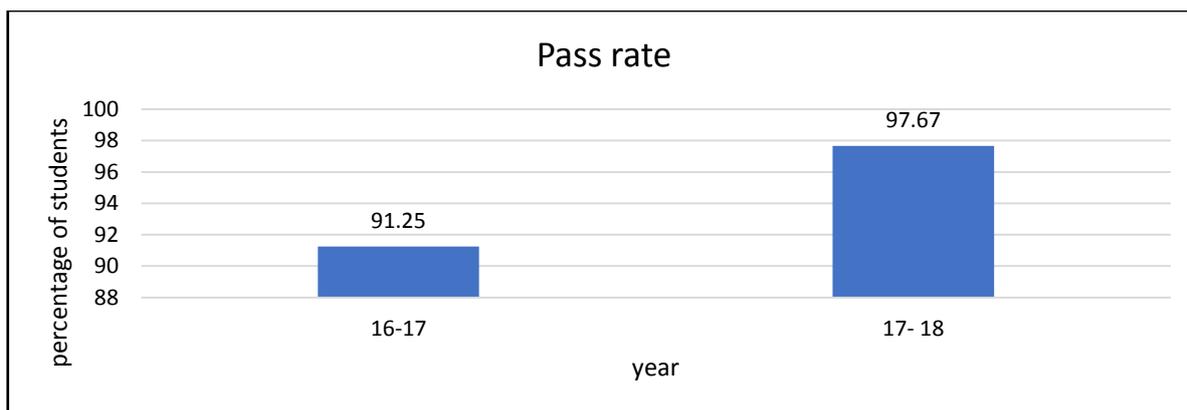
5.6 Identified in the discussion on gender above, females entering engineering is very low nationally, and this is reflected in the College's recruitment to engineering. The College has invested a considerable amount of time and resources in running a 'Women in Engineering' event. This has been held for the last three years and grows each year. Last year the College welcomed 280 students from 15 schools from Wiltshire and Somerset. This year the College welcomed 300+ students from over 25 schools from across Wiltshire and neighbouring counties. The event targets Year 10 girls and aims to inspire them to consider a career in engineering, science, technology and maths. The event is supported by businesses and universities and presenters/organisers of activities are encouraged to be women. The events have received very positive feedback, with one school setting up a female engineering group as a result of the event. Impact data is in its infancy and it is too soon to gather and analyse anything meaningful at present.

5.7 Transport is always difficult in a rural community. The College continually negotiates and consults with councils to ensure transport is enabling access from rural communities to the campuses. There is also accommodation at both the Lackham and Salisbury campuses. Lackham, can support under 18 years olds in accommodation. As this is a land-based campus, many students come from rural farming areas, so this supports access to this specialist curriculum. As highlighted earlier, rural communities can have hidden poverty, so attention to access to this specialist curriculum is important. Parking remains free on all campuses so that students who need to travel in from rural communities and cannot access public transport, are not disadvantaged for using their own vehicles.

5.8 Wherever possible, the timetable is designed to fill whole days, for 2 possibly 3 days a week, rather than one or two lectures a day, over 5 days. This not only supports difficulties with travelling but supports students who need to work or have caring responsibilities and reduces overall costs.

## **6 Student Success**

**Achievement** The students achieve well at the College, with most students passing their course.



**Table 8 – student pass rates.**

6.1 All students achieve well at the college, including students with disabilities and BAME students. Numbers are too small to draw conclusions regarding specific groups of students. The College analyses student achievement by course rather than student characteristic groups, this will alert the quality teams to act on any difficulties of achievements quickly. For example, evidence from exam boards have identified that mathematics was an issue with engineering programmes. The action has been to include more mathematics support for those programmes and to reflect on the feeder level 3 programmes. The College has changed the level 3 qualification to better support the higher education programmes. This reflexive process will support better achievement at first attempt in the future. This will particularly support students who have not achieved so well at school, and are accessing higher educations from qualifications other than A levels, as highlighted earlier, level 3 students are more likely to include students from socially disadvantaged backgrounds, or students with specific needs from the local community. More emphasis on mathematics also supports mature students who are returning to learn.

6.2 The College does keep data on individual characteristics achievement, but to discuss this may enable individual students to be identified, therefore this will not be reported. However, the data is used to ensure pedagogic approach is supporting students with specific characteristics, for example, ensuring expert advice is given to support academic staff to offer the best strategies for students with disabilities. We also encourage alumni students to be mentors for students who have English as a second language. Although EAL students have met the English requirements to study a higher-level course, sometimes more support is required. This supports the personalised learning approach ethos discussed and is supported through the tutorial system, and through the open-door policy in the college.

6.3 In order to gain a better understanding of the student journey, the College has committed to collate and analyse data regarding students, their characteristics, their entry grades and final outcomes and the links. This will enable the College to target support depending on the analysis.

6.4 The College carried out its own survey regarding destination for an Engineering programme and found 98% of students were employed in a relevant industry from 2012 – 2015 (final year students). The College carried out its own survey as it was felt other data did not tell us the full employment story of our students. This story includes mature and BAME students.

6.5 Social Science/Education destination data tends to show 100% employment or further study. The difficulty with much of the employment data however is that many students choose to stay in Early Years, which is particularly true for mature students and those with children, but this choice of career is often not considered 'a graduate destination'. However, students choose to study

Education/social sciences so that they can improve outcomes for children and become an outstanding practitioner. And, because they can work locally, near to family. Most stay in the local community and become room leaders and managers of good and outstanding settings, some become early years Ofsted inspectors, some work with SEND children. The Early Years sector is unfortunately a poorly paid industry which does not always reflect well on our data. Some students do progress onto a PGCE though, which is positive, but there is also a need for highly skilled Early Years practitioners in the early years sector, to work with the very youngest children, improving outcomes for children across the county. Obtaining a professional and academic qualification does offer further opportunities for mature students.

6.6 All the higher education courses we deliver at the college are vocationally based; students develop industry relevant skills and knowledge, as well as graduate attributes which supports employment opportunities.

### **7 Ambition and strategy**

As noted, our higher education numbers are comparatively small, targeting specific groups of students is not possible. The number of students from directly funded courses and charging over the basic fee are very small, with around 20 students expected to progress to top-up years in Sept 19. These students are continuing students who are internal students only; income from these students is therefore low. High cost targeted/standalone activities which target individual groups of students is not possible because of the low student numbers/income involved. However, the college fully embraces the concept of all students having equal opportunities to succeed, so the College implements institutional wide strategies and measures to support **all** students accessing higher education and student success.

The monitoring and evaluation process:

- SSLCs x 4 yearly
- Learning Resource Survey x1 yearly
- Annual Self-Evaluation process for each department with continuous action plan which is reviewed throughout the year and reported to the College's Performance and Quality group (which meets weekly and its members are the Assistant Principals and Deputy Principal). These include student feedback. Governors approve and input on the College's self-improvement plan.
- Higher Education Board of Studies meeting (HEBoS) – including student feedback -termly
- Higher Education Strategy Group Meetings – x 3 yearly with input from HEBoS and SSLCs
- Business Support Group for Higher Education Meetings -x 3 yearly with input from HEBoS and SSLCs
- College Management Group meetings which meet fortnightly and includes all the College management Group. This gives opportunity to discuss any urgent issues or opportunities and disseminate information quickly across the College campuses.

7.1 The College uses a qualitative reflexive approach to ensure activities and improvements meet the needs of students and enhance the student experience. Student Staff Liaison Committees (SSLCs) happen 4 times a year for full time students, (3 times for part time students), throughout the life cycle of the student. Typically, these will be held in October, January, April and June with each student cohort (not just student representatives), giving all HE students the opportunity to have a voice and feedback on their experience. Students are not only asked what the issues are (as well as what is working well), but also to discuss strategies and ways forward for issues or concerns. There is a set agenda for each SSLC, with some standing items such as teaching and learning, resources but specific items such as in SSLC 1, students are asked to feedback on the application, enrolment and induction process. Students are also asked to feedback on the External Examiners report, NSS

surveys etc. Students will also be asked to feedback on additional items, for example, students were asked to feedback (were consulted with) on a new attendance policy that was implemented. Their views were considered in the development of the policy. It should also be noted that the SSLCs were developed with students. Significant issues, concerns and good practice from SSLCs are taken forwards to the Higher Education Board of Studies (HEBoS). Where issues/concerns can be managed within the academic team, this is actioned locally. Student representatives can bring forward issues themselves at HEBoS and attend the meetings which happen termly, or they can add their comments to a section on the SSLC agenda enabling the student comment/voice to be taken to HEBoS on their behalf by the Higher Education administrator. This is important and has been added on reflection with students as many students at the College have caring responsibilities or work commitments, and do not have time to physically attend meetings. The Head of Higher Education, Heads of Departments, the Assistant Principals (which includes the Assistant Principal for Diversity and Equality), Deputy Principal sit on this board. Comments, discussions and feedback from these meetings is disseminated to students via the SSLC meetings, via the Head of Department. However, depending on the issue, students normally have feedback sooner, this is possible because of the small student numbers. If the issue is ongoing then student working groups or focus groups are set up to work with students on the issue. The impact of this will be fed back at HEBoS. All SSLC minutes are tracked and collated by the HE administrator to oversee that all programmes are operating this process efficiently and student concerns are being managed appropriately. Support is given to SSLC where needed, for example, administration of the minutes. Initially, students do not always have the skills to chair and produce minutes, so this is supported when needed.

7.2 The College has a Higher Education Strategy group, this meets 3 times a year. The Head of Higher Education, Assistant Principals (which includes the Assistant Principal for Diversity and Equality), Deputy Principal and Principal are members of this meeting. This group will consider all evidence when developing strategy including the student voice through the SSLCs. Decisions and strategies developed from this group will use the SSLCs to consult with students. Because of small student numbers the College believes all students should be consulted, not just student representatives. This also enables students who have limited time and complex lives to be part of consultations.

7.3. The College has a Business Support Group for Higher Education. Members of this group are the Head of Higher Education, Head of Learning Resource Centre, Head of Learning and Skills Development, Marketing and Careers Manager, HE admissions Team, Safeguarding and Tutorial Manager, Assistant Principal for Quality, and is chaired by the Assistant Principal for Funding and Resources. As above, this group considers issues, concerns and good practice brought forward by students through the SSLCs. Student comments and feedback will be used to develop and improve practice. The group will use data and feedback to discuss financial support and the impact this has to ensure it supports student needs. Consultation with students on approaches/processes can be instigated from this group through the SSLCs.

7.4 A thematic analysis is undertaken at the end of each academic year and a report produced which evaluates the SSLC minutes, trends, comparisons and improvements are noted from previous years. This is presented to the Governing Body, which includes an HE student Governor. A thematic analysis is also undertaken on the National Student Survey (NSS) with comparisons to previous years looking at improvements made and next steps, and also presented to the Governing Body. Similarly, an analysis and report of work experience and impact is also undertaken, and a report written and presented to the Governing Body.

7.5 Analysis and a report will be produced evaluating academic achievement of HE students and comparing this with the student's starting point (i.e. Qualifications on entry) and characteristics. This will give insight into the 'value added' nature of our student profile and assist in supporting students

with the appropriate pedagogic practice. This is not a report that has been produced previously but on reflection the College believes it will support understanding and student achievement.

7.6 Discussions raised from SSLCs and issues, concerns and good practice discussed in the meetings above contribute to each departments and the College's improvement plan which pays due regard to the College's Equality and Diversity Policy and Procedures. This includes progress made against this plan. The College's Strategic Plan encompasses the College's commitment to Equality of Opportunity and action plans deliver equality. The quality improvement plan has equality at its core. Any actions within departments contribute towards the College meeting its Public Sector Duties. All programmes of learning offered are regularly reviewed through the Self Evaluation Report and curriculum planning processes. This examines how far actions meet the needs of all students with particular reference to equality of opportunity. Students' participation, attendance and success is monitored throughout the year and early remedial action is taken as required. The College takes appropriate action where necessary to assist minority or under-represented groups to increase participation, retention and achievement tailored to any patterns within curriculum areas (e.g. gender bias). Teaching observation reports include an evaluation of how successfully equality and diversity is embedded and advanced. Schemes of work, lesson content and teaching resources of staff within their areas are reviewed against the commitments within the Equality and Diversity Policy and action is taken to make improvements or adjustments accordingly. Business Support areas analyse their service and resources against the commitments within the Equality and Diversity Policy and take action to make improvements or adjustments accordingly, accounting for equality in their Self Evaluation Report. The College audits all policies and procedures practice of policy and perception of policy and process. The College obtains metrics and compares them with sector and best practice organisations and seeks student and staff opinion to review policies.

7.6 Students and staff are made aware of the Equality and Diversity Policy through the Student Handbook, student, staff and governor induction programmes and visitor arrangements.

## **8 Access**

### **8.1 Internal Progression**

One area that the College is focusing on is internal progression. We would like more of our own level 3 students to progress onto higher education, including our own programmes, as explained above, level 3 students internally progressing to our own higher-level programmes will include students who would not normally consider going to university. This group of students will include carers, looked after children, young people from disadvantaged backgrounds and young people who need a more nurturing environment.

8.2 Our strategy is to:

- a) Ensure higher education programmes that are developed meet employment, business and student need. The College has developed a suite of new programmes which will start to be delivered from September 20. These programmes meet LEP priorities for STEM which supports economic productivity discussed earlier. The College has carefully mapped level 3 programmes to lead into the science foundation degrees offering students a clear pathway to a career with a 'degree on their doorstep'. Students and businesses were consulted in their development. Where possible, apprenticeship routes are being embedded in degrees to offer as much choice and opportunity as possible, enabling young people to study, earn and stay at home. This approach to new programmes will be the format of future developments and is supported by Dame Martina Milburn who wrote in the State of the Nation Report (2018-19) that *"It is vital that young people have more choice to shape their own lives. This means not only ensuring that they get better qualifications, but making sure*

*they have an informed choice to take up an apprenticeship rather than taking a degree, to find a job which is fulfilling and the choice to stay where they grew up rather than moving away.*" The development of the new Life Sciences degrees coincides with new ambitious building work which is currently in progress and will include new laboratories to facilitate the curriculum. As stated earlier, enabling students to study higher-level courses at their local college supports students who are unable to leave home to study. This may be due to financial restraints, caring responsibilities or other barriers to learning including mental health issues.

- b) To develop a website that meets digital expectations of young people and their families, to ensure the local community is informed of the College's offer. The College has acknowledged the current website no longer meets the expectations of young people. Students and perspective students expect to have information instantly. The College is investing in a new website that will enable perspective students to access instant information. It will also enable students to understand a learning path to their careers, so not just a level 3 programme but a map to higher education into a career, as discussed earlier. The aspiration here is to inspire young people to 'think bigger' about their future and to have a long-term goal. This is particularly important for vulnerable young people, young people who are carers, from socially deprived background and who 'looked after children', who need to study locally. As noted above, with low unemployment there is great attraction for young people to gain employment and not realise their full potential. By inviting young people and their families to consider a whole journey, it is hoped more young people will choose to stay and study higher levels. The College is also piloting more visual information. For the new life sciences foundation degrees, a video has been made to ensure that perspective students understand what 'life sciences' are, to have a peek and be inspired by the opportunities life sciences can provide. A webinar, which will be on our new website, is being produced to give insight to what is studied on an HND, (and what an HND is) to enable perspective students 'to imagine' that they could also access this learning. It is expected that this approach will support an increase in internal applications and encourage young people who would not continue into higher education, to stay and engage in a higher-level course. To understand that higher education does not have to be a 3-year commitment, that there are different approaches. It is believed that this will attract students from more complex backgrounds, including students with mental health issues, and caring responsibilities. It is hoped that by making the website reflect the local community more, the local community will access the College more, increasing diversity.
- c) The College will continue to invest in careers guidance. The new career hubs discussed earlier will begin to have a major impact and will link more closely with a new tutorial system which is being implemented for the new academic year. Specialist tutors will support **further education** students with targets and consider next steps. The personal tutoring has been moved away from academic teams so that students can have a different focus. The rationale is that a more holistic approach will be taken looking at career pathways and the FE student journey, as well as supporting the individual student more, ensuring that each student understands the options they have, and not just focus on academic and course work that needs to be completed. This will nurture all students, but particularly more vulnerable students to be the best they can be. Academic staff will continue to monitor academic work to ensure achievement of students. The new tutorial system will be closely monitored through student and tutor feedback and student profile data.
- d) Groups of level 3 students, which includes young vulnerable students as identified, are targeted when it is known that no application has been made to higher education. Options are discussed with this group of students, specific to their area of study/interest. UCAS application writing is supported, and if students feel that 'our own' HE is the right option for them, then support is given to enable progression, removing barriers to the application

process. This is particularly important as it ensures that students are not missed, for example, carers, young mums or students with mental health issues and disabilities. It enables students with specific characteristics to discuss their support needs in a one to one, in a known safe environment, meeting the academic team if required, and planning for their next steps into higher education. Support can then be given over the summer to enable better transitions into higher education courses.

- e) All level 3 students will be invited to an internal higher education student exhibition in May. This exhibition will showcase final year student work from across the campuses. Not only is this celebrating student success, it enables level 3 students to talk with HE students who are coming to the end of their programme. To meet with current HE students, discussing their journey with them enables level 3 students to realise that it could be them. That they too could graduate with a higher-level qualification. It is hoped that this investment in an exhibition will inspire students to ‘think big’ about their futures and careers, that they will see others ‘like them’ succeeding and be inspired.

## **9 Local schools**

- a) As stated above engineering within the College is underrepresented by female students. The College will continue to organise and run the Women in Engineering event discussed earlier. Now this has been established as an annual event, impact data will be analysed and used for better targeting and follow up on projects schools have started.
- b) The College engages with local schools through school liaison officers and outreach workers who visit schools for talks on higher education. We also organise a Big Bang event which supports STEM activities and is a hands-on experience at the college for school children, Local schools from around the host campus are invited to participate.
- c) The College hold regular open events for each campus to enable the local community to explore the curriculum.
- d) Our bespoke campus at Castle Combe holds specific events on ‘Race Days’ to inspire young people to consider engineering in Motorsport.
- e) From the next academic year, the College will offer HE taster sessions in schools. Schools will be able to book 45-minute sessions from one of our HE areas and the academic staff will deliver an exciting session inviting young people to consider HE and different HE offers, including apprenticeships and level 4 and 5 offers.

## **10 Mature Students**

- a) The College will be proactive in marketing part-time routes to encourage mature students back into education. Support is given to mature students as they tend to not follow the typical UCAS cycle. This is supported by UCAS in their report on Admissions Cycles for Mature Students (2018). The College has a specific HE admissions team who can offer individual support as needed. The target area for mature students is the local area as mature students are more likely to live locally and apply for one institution. The Admissions Cycles for Mature Students (2018) also highlights that mature students are drawn to courses with smaller groups. This is a unique selling point of the College and will be marketed more proactively. Academic staff are also available to talk with mature students about the course they are interested in at a mutually convenient time – not just at designated events. The aim is to make HE ‘feel safe’ for mature students, as well as accessible. Understanding the mature student enables the College to support the whole application process, understanding that many mature students will not have a traditional educational setting, as younger school leavers do, to support the process. The impact of this will be monitored through ‘online data’, evaluating student numbers and through SSLCs.

- b) The visible career hubs will also encourage mature applicants to 'pop in' for a chat to reassure that higher education is for all, including mature students. This will be monitored by analysing contact with career hubs and through SSLCs.

## 11 Student Success

- a) The tutorial process is one of the most important aspects for the students at the College. This was acknowledged and validated by the student group who reviewed this report. Very often the students who come to the College have non-traditional backgrounds, have caring responsibilities, are return to learn mature students, need to work significant hours, are young students from disadvantaged backgrounds, have disabilities and/or mental health difficulties or have complex life circumstances. The College has always and will continue to support tutorials in higher education. Because of the unique relationship the students develop with their tutors, the College is not introducing the new tutorial system for higher education students. This is because the feedback from students is that they get excellent support from their tutors. Although tutorials are timetabled weekly for students, students in some sort of crisis often need a tutorial outside of this time. This is, wherever possible, accommodated. This support enables students to continue with their course who would otherwise become lost and withdraw do to their circumstances. Tutors support the most vulnerable students to succeed, this could be by supporting an action plan with differentiated assessment deadlines, or by having more 1:1s to keep in contact if the student is having a crisis (mental health, children/elderly parents ill). It could also be offering personalised support for academic work, for example, students studying through their second language. The continued investment in tutorials is vital to student success. Wiltshire College is a College that does not operate a one size fits all approach. The College has reflected on the tutorial process, differentiating the different needs for FE and HE students, operating different approaches to maximise success for all students. The tutorial process and student support will continue to be monitored through the SSLCs.
- b) Academic staff and the Learning Resource Centre together are developing better study skills for students, which will also be accessible to higher/degree apprentices. Although the College has many resources for study skills, and franchised students can access their HEI partners, and the Internet is saturated with information, it is felt that students need more guidance at the different levels (4,5,6), so that students are not overwhelmed with information and be put off from reading (for example) academic journals, this is especially true for higher apprentices and mature students and students with barriers to learning who find reading at a higher level difficult or overwhelming. This could be due to a specific learning difficulty or working through a second language for example. The College is working to develop a comprehensive study skills approach for September 2019 which will be user friendly for each level. The aim is for students to more readily seek support suitable for them, which will enhance and develop their academic reading and writing skills and increase their confidence. This will be closely monitored through the SSLCs and through learning resources surveys.
- c) The College offers online support such as software, remote access, Office 365 packages, Onenote to mention just a few. These really enhance the student experience and support access to learning, especially for students who may have barriers to learning (for example affording resources, specific learning difficulties or students who find it more difficult to access college due to disability or caring responsibilities. Onenote will 'talk type' and 'read' downloaded articles. Analysing feedback from students through SSLCs, it became apparent

that not all students were aware of the support and packages available. The College is therefore developing information leaflets telling students how to access the resources and packages available. The information is available online, but as many students are non-traditional and may not be technology savvy, it is important to ensure information is not delivered just electronically. Induction processes for all new students will include a visit from the learning technology co-ordinators ensuring students know what is available and who to contact on each of the campuses. This will be closely monitored through the SSLCs and through learning resources surveys.

## **12 Progression**

- a) The College has invested in new career hubs, this is ongoing as all campuses need to offer the same experience and opportunities to students. One career hub is currently in development but will be ready for Sept 19. As stated earlier the career hubs will provide increased support and guidance to students as they progress onto the next step in their study or career. The importance of ensuring all students understand what opportunities are available in higher education is vital for future life chances, including what is next after studying a higher education programme. The personalised learning approach extends to the career hubs and can offer students with specific learning needs additional support, for example, writing applications, developing CVs and skills such as interview techniques. This will be monitored by career hub data and SSLCs.
- b) The College is committed to collect its own destination data to compliment the destination data we receive from external resources. This is to gain a much deeper understanding of our students' destinations in order to improve opportunities for students. Additionally, this will enable us to better understand the impact the interventions implemented are having. This will be monitored via a thematic analysis of the feedback given and a comparison exercise with the external destination data received. This will also be analysed with data on the student journey described in 6.3.

## **13 Investment**

### **Access**

13.1 To develop a new College website so that students can access information regarding Higher Education more easily, in a more user-friendly way. The website will reach out to the local community more to show that Higher Education is on the doorstep, that we support all applicants including mature applicants, through full and part time routes, and that this leads to employment. Although this could be considered a marketing approach, the website will be fluid with the information and imagery that it can provide, this means that the approach to engaging with mature students will be specific through images of students 'like them' not 'typical' 18-year-old students. Also reflecting the diversity of Wiltshire and local community. This upward comparison approach has been shown to impact significant life transitions, especially in non-familiar situations. This part of the website will be very considered in its approach to encourage inspiration and self-improvement through exposure to successful more experienced 'people like them' (Lockwood, Shaughnessy, Fortune, and Tong 2012). This investment is key for a 21<sup>st</sup> century approach to information and will particularly support potential applicants who are currently not in education and therefore do not have support from schools and colleges through the usual UCAS cycle tutorials. It will of course support all potential applicants for all courses at the College. This will be monitored through online data collection/traffic and through SSLCs.

13.2 To develop 'student journey' leaflets that show student progression routes at application at level 3, so that students are encouraged to 'think bigger'. These will be specific to the area of interest and follow vocational/career routes. These are aimed at our local community and will include young people from disadvantaged backgrounds, young carers or care leavers as well as young people with disabilities and mental health issues who are less likely to be able to leave home to study at university. The College wants to target these young people so that they can have the same opportunities in life as their peers. This will be monitored through our internal progression numbers.

13.3 To launch the first college wide student exhibition – to celebrate student success and to enable potential applicants to believe 'I can do this', aligning with the upward comparison approach identified above. To also reach out to employers to engage with higher education. This will hopefully inspire current level 3 students, particularly students who feel they are unable to leave home to study, to progress on the higher education, and attract mature students to engage with higher education, as they will be able to talk with students 'like them'. This will be evaluated after the event and impact and conclusions drawn.

13.4 To develop a new tutorial process for FE students, with a greater emphasis on a holistic approach with clear target setting and next steps. For level 3 students this will mean greater discussions about higher education. This will be closely monitored via FE student feedback and general monitoring, evaluation and reflection of the new process. It includes the appointment of new tutors to support the approach, who have a specific but different skill sets from academic staff. Their feedback will be used to monitor and evaluate this new approach. It will be linked with progression destinations of level 3 students. As these tutors will be working with the most vulnerable level 3 students, that is one of their targets, it will support the HE Access agenda as students from socially disadvantaged backgrounds, looked after children, carers, refugees etc will be closely supported and tracked by this new system in a more focussed way.

13.5 Continue to develop new career hubs across all main campuses at the College will allow greater visibility and access to knowledge regarding higher education and beyond. This will be monitored through SSLCs and the departments self-evaluation process.

13.6 Development of part-time routes for foundation degrees to enable mature learners and those with caring responsibilities to access higher education. Although not being delivered until Sept 2020, the work to prepare these and ensure the target group is aware of the suite of programmes is commencing from 2019. The development of the timetables will be carefully managed to ensure it supports part time students well. This will be monitored through SSLCs and employer feedback.

13.7 The College will continue to invest in the 'Women in Engineering' event; now this has been established the College will start to gather and analyse impact data, this will include discussions and surveys with schools who attended. This information will then be used to target more females into engineering.

## **14 Success**

14.1 To maintain the level of tutorial support for students, enabling a personalised approach to learning, which supports all students as well as more vulnerable groups of students. Student feedback shows that this is the key to success for all students. This will continue to be monitored through SSLCs.

14.2 To ensure that students are aware of technological support for learning they can access at the College (and remotely). Student feedback suggests that this is not consistent across all courses.

Investment in communicating this effectively and offering support through Technology Hubs and Learning Technology Coordinators will ensure all students can take full advantage of resources. This will particularly support part time students, students who have learning needs and students who are financially challenged. This will be monitored through SSLCs, through Learning Resource Centre surveys and through the departments self-evaluation process.

14.3 To continue to provide, enhance and support technology to support learning both at College and remotely, which includes access to Learning Technology Coordinators who will support students and academic staff. This enables students to have 1:1 support for technology advice, either to access resources from home, or support for projects/presentations. This is used specifically by mature students who may not be confident with technology, or by students with additional learning needs who may find following online instructions more difficult. This friendly human support is vital when students have deadlines to meet and are coping with additional stresses such as caring responsibilities. This will be monitored through SSLCs Learning Resource Centre surveys and through the departments self-evaluation process.

14.4 To have an improved study skills resource aimed at different levels of study (4,5,6). This is important for non-traditional students as reading and writing academically can be overwhelming. There are many resources available already, but not all in one place and not differentiated for levels. This will include increased guidance on plagiarism. This resource will also be developed to enable greater access for higher apprentices who are studying predominantly in the workplace. Some student groups will be used to pilot new resources and gain feedback in order to improve and develop. Resources will be monitored through SSLCs, Learning Resource Centre surveys and department self-evaluation processes.

## **15 Progression**

15.1 Alongside the approved agency for data collection of destination data, the College will undertake its own data gathering processes to better understand the destination data of alumni graduates. The College believes that alumni graduates will engage in meaningful conversations about employment and further study and the College's role in enabling this. This will give the College greater insight and understanding of how to improve, with the voice of experience from alumni graduates included. It has been noted by the College that student progression is an area of improvement identified by the OfS, so this is a step to gain deeper understanding leading to improvement. This will be monitored via a thematic analysis of the feedback given and a comparison exercise with the external destination data received.

## **16 Financial support and Fees**

16.1 The College financially supports directly funded higher education students where students meet the College's criteria for additional funding and support. Information for students is clearly accessible on the College's website <http://www.wiltshire.ac.uk/Student-Services/Money-Matters/University-Funding>. This information is available to both applicants and students through the College's website. Please follow the weblink for full information. Franchised programmes will be supported financially by the policies of the franchised partner. Financial information regarding fees is also sent to students via their offer letters.

16.2 This is monitored through SSLCs, feedback individually through tutorials and through tracking the impact of where the student has stayed on programme and achieved. This is also monitored through departmental self-evaluation processes.

## **16.3 Progression Award**

For students progressing from Wiltshire College & University Centre level 3 provision onto Higher Education courses within the College

The Colleges eligibility criteria include;

- Household income of under £25,000 per annum
- Studying the first year on one of the listed courses (see website)
- Achieved a level 3 qualification from Wiltshire College & University Centre within the last five years
- Ordinarily resident in the UK

#### **16.4 Wiltshire College Bursary**

The Wiltshire College & University Centre Bursary is available to support students from low income households registered on the eligible courses listed earlier.

Other eligibility criteria include:

- Household income assessed of under £16,000.
- Studying the first year of one of the listed courses (see website)
- Ordinarily resident in the UK.
- be responsible for own fees, and they must not be sponsored by an employer or charity.

Students may also need to meet one or more of the following criteria to be considered for the bursary.

- a care leaver or looked after child
- in receipt of a means tested benefit
- in receipt of ESA or DLA
- from a low participation to higher education neighbourhood

16.5 Students are informed of the fees for the duration of their course through the College website and through offer letters. A Higher Education fees policy is available to students and prospective students via the College's website.

**Table 3 - Summary of full-time and part-time course fee levels for 2019-20 entrants**

**Institution name: Wiltshire College**

**Institution UKPRN: 10007527**

**Validation checks:**

1. Please enter statement on increasing your fees by inflation for 2019-20 entrants in subsequent years of study in cell B13.

\* 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 intend to increase the cost of HNC/HNDs to £6000 by 2022/23. This is to ensure that a high quality experience can continued to be delivered to students. All other full time programmes will be franchised. It will be the partner HEI decision regarding fee increases.

<b>Full-time course type:</b>	<b>Additional information:</b>	<b>Course fee:</b>
First degree		*
Foundation degree	Animal Science	£5,950
Foundation year / Year 0		*
HNC / HND		£4,800
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other	Animal science top-up	£5,950
Other	Top- Up (Motorsport and Early Years)	£7,500
<b>Franchise full-time course type:</b>	<b>Additional information:</b>	<b>Course fee:</b>
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
<b>Part-time course type:</b>	<b>Additional information:</b>	<b>Course fee:</b>
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

**Table 8 - Targets and milestones**

Institution name: Wiltshire College  
Institution UKPRN: 10007527

**Validation checks:**

- All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.
- All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.

**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	Part-time	Other statistic - Mature (please give details in the next column)	The College has an ambition of increasing numbers of mature students through flexible routes/part time foundation degrees and apprenticeships. This is in partnership/collaboration with Oxford Brookes and Bournemouth University. This target includes all our HE students including part time directly funded and franchised students. Some therefore will be in partnership with other HEIs some will not.	Yes	2018-19	73 students	75 students	75 students	80 students	85 students	100 students	The target is the same for 19/20 as some of our part time routes which will attract mature students are not recruiting until 20/21
T16a_02	Multiple	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	To increase progression and ambition of our own level 3 students	No	2018-19	79 students	80 students	80 students	100 students	120 students	140 students	The target is the same for 19/20 as some of pathways from level 3 to the HE programmes are only in the first year. Therefore will not be ready to progress until 2020.
T16a_03	Access	Gender	Other statistic - Other (please give details in the next column)	To increase female students to STEM subjects	No	2018-19	2 students	2 students	2 students	6 students	8 students	12 students	The College only has 3 STEM programmes running at the moment. The College will be running Fds in Life Sciences in Sept 20. We are aiming to encourage more females onto these programmes. We are still promoting 'women in Engineering' events to gain further interest for females in this industry.
T16a_04	Success	Attainment raising	Other statistic - Other (please give details in the next column)	Students in STEM subjects have found succeeding in the mathematical elements difficult with students choosing not to progress, or are failing the maths element of their HE programme when they do progress. The College has now included extra maths support and AS level maths from 19/20 at level 3 to support students wanting to progress onto HE STEM courses. In addition, the level 3 programme has been changed to better support the academic level required for HE. Different pathways have been developed to support different academic/practical/technical abilities and interests. This will also support students to be more successful on their HE programme- especially non traditional academic students.	No	2018-19	30 Students are NOT succeeding	20 students NOT succeeding	10 students NOT succeeding	90% success	95% success	95% success	These targets at the start show how many students are not succeeding, which we aim to improve, so there will be less students not achieving maths elements. This then moves into success as the new strategy takes full effect, we expect the majority of students to succeed.
T16a_05	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	The College is going to undertake its own data collection of alumni students to discover what employment or further training students have progressed into. This is to go alongside the agency who already gather this data. Analysis of the data collated by the agency showed that many calls are not responded to, this not only affects our data, but does not provide the insight into destinations required and how supportive programmes and the College have been to prepare students for industry. Having a better understanding of our students' progression will enable us to make positive changes	No	2016-17	more than 1/3 of respondents from the agency data did not respond	All graduands from this year will be contacted by College staff to ascertain destination and further insight. 75% feedback anticipated.	All graduands from this year will be contacted by College staff to ascertain destination and further insight. 80% feedback anticipated.	All graduands from this year will be contacted by College staff to ascertain destination and further insight. 82% feedback anticipated.	All graduands from this year will be contacted by College staff to ascertain destination and further insight. 85% feedback anticipated.	All graduands from this year will be contacted by College staff to ascertain destination and further insight. 85% feedback anticipated.	In order to improve destination data, the College needs to have a greater understanding from alumni students. As the College has a relationship with the alumni cohorts we believe the graduands will engage in conversation, so that we can ascertain how successful their course has been to their career or further study journey and what changes need to be made.
T16a_06	Success	Multiple	Other statistic - Other (please give details in the next column)	Having analysed the data, the College will develop a strategy to offer additional learning support for all students, but will be encouraging disabled students, mature students, BAME students and non traditional students to access further support outside of the programme team. Support will be aimed at level 4 students to develop academic writing skills.	No	2018-19	16% average of HE students have a disability. 5% average of Student are BAME. Just under 1/4 of HE students are over 25.	50% of students identified will access additional support, which will improve success at first attempt at assessment.	60% of students identified will access additional support, which will improve success at first attempt at assessment.	70% of students identified will access additional support, which will improve success at first attempt at assessment.	75% of students identified will access additional support, which will improve success at first attempt at assessment.	80% of students identified will access additional support, which will improve success at first attempt at assessment.	A gentle increase in numbers will be for level 4 students of the target groups identified, as the strategy will be aimed at improving academic writing skills of students, and enabling students to develop good personal strategies leading to independent learning.