Bournemouth and Poole College

Access and participation plan 2020-2024

Introduction

The Bournemouth & Poole College (BPC) is a large, well-established Further & Higher Education College in Dorset with a broad academic and vocational curriculum offered at three College campuses, on employers' premises and through blended learning. The College's 10,000 students study on programmes that range from entry level to higher education (HE). HE courses are currently taught at two campuses, one in Bournemouth and the other in Poole. The College plays a key role in developing the skills and opportunities of people in the South West Region, contributing to regional and national economic strategies. The College is committed to providing an excellent experience for students which supports them to achieve their career ambitions, as reflected in our mission statement: ***Through inspiring teaching and learning, we develop our students' work skills, life skills and knowledge and so help to build a thriving local economy and community.***

The College serves a significantly high percentage of students from hard to reach areas, thus improving the life choices of many who may otherwise be excluded from opportunities to gain higher qualifications. Our commitment to Widening Participation is embedded into the College values and into our working practices:

- A passion for learning and success
- Supportive and caring
- Respectful and considerate
- A champion for equality through learning
- Ambitious and tenacious

In 2017/18, the College had a total of 505 students on Higher education programmes. The majority mode is full time with approximately 55% of students on 'other undergraduate' courses, mostly comprising HNC/D's and Foundation Degrees. Part time enrolments are growing and now represent 45% of the total HE population and include HNC/D's, Foundation degrees and Higher Apprenticeship courses. A significant proportion of students enter HE with non-traditional qualifications and we outperform benchmarks for participation from areas with low percentages of residents entering HE.

The College plays a key role in upskilling the local population and also has a higher than average percentage of mature (21+) students with good rates of continuation and progression to employment. In line with national trends, the mature students are predominantly (82%) on part-time HNC/D or Higher Apprenticeship courses. Part time courses, although attracting adults, have a low percentage of students either with a disability or Black, Asian Minority and Ethnic (BAME) or POLAR4 quintile 1 backgrounds. The full time other undergraduate programmes have above average percentages of students with a disability of from BAME or POLAR4 quintile 1 backgrounds. The College will outline measures to maintain the high levels of participation of students from disadvantaged backgrounds and work towards increasing support for BAME students and those with disabilities.

Continuation rates on part time courses and progression to employment for part time cohorts is significantly above average and has received positive flags in the Teaching Excellence Framework (TEF) metrics since 2016. The OfS APP data sets shows an upward trend of continuation from 2013/14 figures resulting in excellent rates of continuation for 2017/18 at 90%. Continuation for full time

students on other undergraduate courses is in line with national averages. There is limited data, either in the TEF workbook or the AP data sets to evidence significant gaps for most of the groups targeted in widening participation agenda. The gaps in continuation identified from internal data sources in the analysis below show under average performance for some young white cohorts and a gap in BAME cohorts. Measures to address non-continuation will be outlined in detail. This plan also highlights the need for a sustained programme of career support in order to improve progression to further study and into professional employment for full time cohorts.

In line with the Key Performance Measures established by the OfS, the College has amended the priorities previously outlined in the 2019/20 APP. Research for this plan and the availability of more comprehensive data from TEF and OfS have enabled in a more accurate evaluation of the College's provision and resulted in changes to the targets identified in the 2019/20 Plan. Changes are also due to the evolution of HE provision as articulated in the HE Strategy (2018-221) which focuses on increasing part-time and Higher apprenticeship courses to meet student need and local employer demand. Where targets have changed for specific groups this is highlighted and explained in the following analysis.

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

Access

The College makes a significant contribution to widening participation amongst students from areas of low higher education participation, low household income and/or low socio-economic status backgrounds. Relating to OfS Key Performance Measure's (KPM)1 and 2, the College has an increasing trend of intake of full time undergraduate students from POLAR4 quintile 1 over the last five years. There are 10% more students in quintile 1 than quintile 5. OfS data from 2017/18 show quintile 1 population at 23% versus a National average of 12% (all undergraduate study) and 17.5% (other undergraduate level of study).

Students from Indices of Multiple Depravation (IMD) quintiles 1 and 2 represent 27% of our total full time cohort in 2017/18. The national average for IMD 1 and 2 is 54.6% on other undergraduate (on all undergraduate courses is 41%). These rates have decreased by 10% over the 5 year period to 2017/18, compared to an increase of 8.1% of other undergraduate level participation nationally. Students from low income backgrounds tend to enrol on full time rather than part time courses so this decrease can be explained in part by a more than 50% reduction in full time courses since 2014 as the College strives to adapt to both competition and local need.

The following programmes have between 20-28% of their cohorts from low participation areas.

- Computer Generated Image (CGI)
- Business and Management
- Computing
- Performing Arts

Success

With reference to KPM3, there was insufficient data in the OfS data sets on gaps in attainment rates (the percentages of students who achieve either a 2:1 or a first) between the most and least represented groups. This is due to the nature of our provision at Foundation degree level. In 2017/18 less than 5% of students were on level 6 Courses. As per our 2019 Access and Participation Plan we have implemented measures to improve data capture and will outline plans to monitor gaps at Levels 4 and 5.

Non-continuation

For full time and apprenticeships, deprivation Quintiles 1 and 2 2016/17 data sets show a continuation rate of 85%. Although there was a dip in 2013/14, rates have recovered steadily by 5% from 2013/14 to 2016/7 and are 5.9% higher than the national average of 79.1% for other undergraduate level of study in 16/17. However, when compared to all undergraduates we are 1.9% lower than the national average.

With regard to POLAR4 Quintiles 1 and 2 show continuation rates on all undergraduate courses of 80%, showing an upward trend from 70% in 2014/15. Continuation rates for POLAR4 quintiles 3, 4 and 5 have also improved since 2014/15 from 79% to 85% in 2016/17. Thus, there is currently a 5% gap in continuation rates between POLAR4 quintiles 1 and 2 and POLAR4 quintiles 3, 4 and 5 which this plan will address.

Attainment

Insufficient data in the OfS data sets due to the nature of level of study (ie Foundation Degrees and HNC's mostly).

Progression to employment or further study

No data on students from low participation backgrounds. The College has collected Destination of Leavers from Higher Education (DHLE) data but this was below the required response rate for 2016/17 and therefore the data is not reliable. Measures are outlined both to improve data collection and to improve progress to employment and further study in this plan.

2 Black, Asian and minority ethnic students

Access

The College has on average 28 BAME students per year entering undergraduate study over the last 5 years. This represents approx. 10% of the FT student population with the majority of those students taking full time courses. This difference in participation levels reflects the nature of FT and PT provision where computing and business and management courses traditionally attract a higher percentage of BAME students and PT provision in Engineering and Built environment participation is low nationally.

When compared with other England providers where OfS data sets record the size of BAME cohorts at 31%, we are well below average. The relatively low numbers of BME maps the geographical trend in that these applicants are more attracted to higher education providers in large cities, with high proportions of BAME in the local population. In addition, we do not currently offer some of the subjects

which attract large numbers of Asian applicants, particularly medicine and pharmacy and are under-represented in our part time provision in Engineering, Teacher Training and Built Environment.

2011 Census demographic statistics for Dorset record the percentage of BAME residents in Dorset to be 8.1%. Targets to improve BAME participation need to take demographic factors into consideration as the majority of our HE cohorts are from within Dorset and within this context and given the reduction in provision of full time courses, the College has not made it a priority to increase access, rather focusing on BAME continuation, attainment and progression.

There is a lack of centrally held data on BAME students due to the very low numbers and the possibility of individuals on courses being identified. Internal data indicates that the greatest percentage of students at the College are enrolled on Business and Management and Computing courses which reflects the National picture. Creative courses including CGI, VFX, Performing Arts and Graphic Design have virtually no BAME students enrolled. Part time provision in Built Environment, Engineering and Teacher training also attract low numbers of applicants from BAME backgrounds.

Success

In line with previous comments, there are insufficient numbers of students on honours programmes to measure attainment gaps reliably; OfS data sets do not have figures and internal data shows no gaps in attainment of first and 2:1 degrees for students on honours courses. However, an analysis of 2017/18 internal College data shows a significant gap in attainment between BAME and White students achieving a pass and those achieving a merit or distinction on other under-graduate courses. The percentage of white students achieving merit or above at levels 4 and 5 in 2017/18 was 77% compared to only 38% of BAME students. Addressing this gap will be a major focus of our efforts for the next five years. This gap in measure of success has not been previously reported, therefore we do not have reliable trends for this data.

Non-continuation

Insufficient data in OfS data sets but internal data for 2017/18 shows a 3.6% gap in continuation rate. This plan will address measures to reduce the gap to reduce this gap by 2% by 2022 and maintain this rate thereafter. Improving our data reporting systems was a key focus of the 2018/19 APP but prior to that, gaps in non-continuation were not effectively recorded and monitored so we are unable to analyse trends in performance.

In line with previous comments, there are insufficient numbers of students on honours programmes to measure attainment gaps reliably; OfS data shows no gaps in progression but due to low response rates improvements in data capture are required to validate the information.

1.3 Mature students

Access

The number of mature (21+) students has increased significantly over the last 5 years, from 28% in 2013/14 to 55% in 2017/18. This is in stark contrast to national trends. Internal data shows a higher figure of 64.3% overall with more than 84% of students on PT courses over 21. Most of those cohorts are in employment in the engineering and teaching sectors.

Mature students continuation rate is at 84.0% compared with 84.8% for all under-graduate nationally.. There is no OfS data on attainment and internal records are not presented due to the very low numbers of students on Honours degree courses.

Success/Attainment

There is no data recorded on attainment due to the very low numbers of students on honours programmes.

Continuation

The table below summarises relevant data on continuation for both young and adult learners. This plan will not focus on addressing continuation gaps between adult and young learners due to the low percentages and fluctuation over time.

Continuation rates	All under-graduate	National rate	Other under-graduate	National rate
Mature (21+)	84%	84.8%	80%	81.9%
Young (under 21)	83%	92%	82%	80.9%
• The gap between young and mature students on all undergraduate students was statistically insignificant • The gap between young and mature students on other under-graduate students was 2% and deemed to be statistically insignificant				

Progression to employment or further study

The data sets shows 65% progression 2016/17 for all students. This compares to the national average of 67.4% for other undergraduate level of study and 72.3% for all undergraduate under 21's. The College did not meet the minimum Destination of Leavers from Higher education Data (DHLE) target for 17/18 and therefore data is incomplete. However, for part-time students we have positive flags in the TEF data for the last two years.

Our flexible programmes including part-time HNC/D's and Degree Apprenticeships attract high numbers of mature students, the vast majority entering into well paid careers in those sectors (TEF year 4 data). Our HE Strategy is to grow these programmes and increase the provision of part-time courses over the next 5 years. This should deliver continuing high levels of participation of mature students and high levels of graduates going into professional employment which meets local employer needs.

1.4 Disabled students

Access

OfS data sets show an above average performance in terms of enrolling students with a declared disability where we are 2.4% above the national average. Internal data trends show a more complete picture with an increase year on year since 2014/15 from 5.6% to 20.1% on FT courses in 2018/19. In

addition, data from curriculum areas and College Support services puts the figure at 28% of students with a disability and receiving support from the College in a range of interventions.

In 2017/18 internal college data indicates that Full time courses attract a significantly higher percentage of students with a disability at 17.8% versus PT courses at 4.9% of students. Part-time courses have far fewer students with disclosed disabilities at 4.9% of the total. The highest percentages of students with disclosed disabilities are enrolled on Performing Arts, Business and CGI courses with these courses having up to 50% of the cohort declaring a disability.

Success

Non-continuation

Students with a disability continuing in full time education has increased by 5% over the last 3 years to 2016/17 to 90% for all undergraduate courses. This is 0 .6% higher than the national rate for FT all courses. For other under graduate courses, there is an increase of 15% to 85% over 3 years compared to a NA of 80.9%.

For none known disability on all undergraduate courses continuation was 82% in 16/17 (down 1% from 12/13). This is 8.3% below national rate. For none known disability on other undergraduate courses the continuation rate in 16/17 was 80% which is down 3% from 12/13 and below national average by 1.5%.

In conclusion, the non-continuation gap between disabled and non-disabled is students is significant with non-disabled students performing worse. TEF and internal sources of data show that there are no gaps currently for students with disabilities in comparison to those without.

Progression to employment or further study

There is no OfS data and internal records are not presented due to the very low numbers of students in this category

1.5 Care leavers/Intersections of disadvantage and other groups

There is no OfS data on the above groups and internal records are not presented due to the very low numbers of students in this category and the subsequent risk that individual students would be identifiable.

Examination of performance for care leavers

The number of care leavers studying HE at the College since 2014 is 9 in total therefore we have not included information on performance at any stage of the lifecycle as comments on performance would risk identifying individual participants.

Disaggregated groups

The College expects to improve their internal systems to collect data on disaggregated groups for any part of the lifecycle and report it by 2021. Previously this has not been a focus due to the small cohort

sizes, the numbers of those students enrolled, the risk that individuals would be identifiable and limited resources in terms of electronic data capture.

Examination of intersections of disadvantage

The College expects to improve their internal systems to collect data on intersections of disadvantage and report it by 2021. Previously this has not been a focus due to limited resources in terms of data capture, the small cohort sizes, the numbers of those students enrolled and the risk that individuals would be identifiable.

2. Strategic aims and objectives

The overarching strategic aims of the College to deliver equality of opportunity for all students is ambitious and realistic. We aim to create an inclusive learning and teaching environment in which all students, whatever their background, are able to achieve their full potential. However, in the current context of falling numbers of applications nationally for HNC and HND courses, increasing pressure from competitors and lower numbers of applicants due to the demographic profile, we need to have a clear and practical strategy. It is also imperative to set targets which align with current priorities and reflect our specific context in terms of current FE students and local employer and skills demand.

When planning realistic and achievable targets, the College has to consider resources available and the existing activities and services which engage and support students from low participation groups. The College has a very small percentage of students paying above the fee cap, these students are studying BA Hons in Performing Arts validated by Arts University Bournemouth. We therefore receive a limited amount of additional funds to allocate towards widening participation activities. As a large FE College we have a very robust and comprehensive support framework for young and vulnerable adults and it is the aim of the interventions outlined in this report to identify cost effective solutions by utilising existing frameworks and targeting students effectively and enhancing provision where necessary. Many of the objectives will focus on engagement with our own large FE cohort as the most efficient means of targeting inequalities.

The College supports the Widening Participation Agenda through a very successful Access to HE Provision. In 2017/18 the College enrolled 307 students onto Access Programmes and were commended by CAVA for excellent success rates which at 85% were 6% above the CAVA national average (CAVA Officer Summary, Access to HE Diploma Quality Review 2018). The College currently maintains an extensive programme of community engagement through our schools liaison department which deliver employability and careers workshops and attends events in 28 local schools including the 7 local POLAR4 quintile 1 wards.

Our aim is to continue to support local communities by maintaining our current high levels of POLAR4 quintile 1 and 2 students for the next two years whilst developing an offer which will enable us to target more students from those areas. We will significantly develop our collaboration with the Southern Universities Network (SUN) by appointing a SUN Officer to work within the College. This post will play a key role in supporting the evaluation of projects and interventions in collaboration with SUN specialists. The College will strengthen links between BPC and our partners Solent University, Arts University Bournemouth and Bournemouth University with the aim of increasing opportunities for students to engage with their programmes.

In terms of BAME students, we aim to maintain current rates of access rather than to increase. This is due to the College's current strategy of increasing the provision of level 4 and 5 technical subjects and Higher Degree apprenticeships which attract fewer BAME students.

2.2 Target groups

In terms of KPM 1 and 2, although attainment rates for POLAR4 quintile 1 areas are, in opposition to the national trend, above those of other groups, we acknowledge our role in addressing lower than

national achievement rates overall. The College will implement measures to build on this success and increase the rate of those groups accessing HE courses. We aim to increase this by 2% to 25% of all students by 2024. We will also focus on increasing the access of students from IMD quintiles 1 and 2 which analysis shows have declined significantly over the last five years.

To support progress towards KPM's 1 and 2 nationally, the College is committed to working with local University partners, the LEP, SUN and other relevant stakeholders to ensure that our own cohort of National Collaborative Outreach Programme (NCOP) students have a comprehensive programme of information and workshops covering progression to level 4 and to facilitate opportunities for them to engage directly with HE providers.

Given the very high percentage of adult students and their good achievement rates, no specific interventions for increasing access are planned in relation to adults. However, in terms of attainment and progression to further study or employment, these groups will be included in measures to improve performance for all groups.

In terms of KPM3 – non continuation for least represented groups. In 2017/18 we have identified a 3.6% gap in continuation for BAME students when compared with white students and we will implement targets to reduce this gap to 1.6%. Although attainment at level 6 for BAME students cannot be reliably reported, this plan will focus on reducing the significant gap identified at levels 4 and 5. We will also address gaps in attainment between BAME students and white students on other under-graduate courses where these have been identified.

The College support significant numbers of students with disabilities, particularly with regards to mental health issues on full time courses. However, internal data shows significant numbers of students disclose after enrolment and are therefore not captured in the ILR. This results in a lack of reliable data in terms of the remainder of the student lifecycle. Currently the College has a gap in that students with a disability perform better than those without a disability with a very high continuation rate of 93% in 2017/18 in FT courses. With the significant increase in students with mental health issues identified at all levels and raised via student forums and engagement groups, we will allocate resource to ensure that no gaps emerge for this group when compared to the rest of the cohort.

Historic data shows negative flags for POLAR4 quintile 1 continuation in 2014/15, current data shows this has reduced but there remains a gap in access between IMD quintiles 4 and 5 and IMD quintiles 1 and 2 which this plan will address. There is also evidence of some low continuation rates currently amongst young male students so some of the measures to reduce gaps between under-represented groups will be extended to include those cohorts.

Care leavers and other minority groups – as previously stated there is no centrally held data on care leavers and internal records are not presented due to the very low numbers of students in this category and the subsequent risk that individual students would be identifiable. This cohort will receive additional support from the Students services team who will liaise with teaching staff. Care Leavers will be identified at the start of their course and assigned a mentor from student services who will liaise with teaching staff and ensure that any additional learning or pastoral support is provided as appropriate. This will include 1-1 meetings with specialist career advisors from the Ansbury Career ServicesTeam.

In terms of improving progression into high paid employment whilst there is insufficient data in the OfS data sets to identify gaps, we will focus interventions on all under-represented groups and increase our data collection with the aim of evaluating and addressing any gaps in performance.

2.2 Aims and objectives

Target 1: Increase the percentage of POLAR4 quintile 1 students accessing Higher Education courses from 23% to 25% by 2024-25

Target 2: Reduce the gap in access between IMD quintiles 4 and 5 and IMD quintiles 1 and 2 by 10% from 21% to 11% by 2024-25

Target 3: Reduce gaps between the percentage of BAME students and white students achieving merit and distinctions. Working with three year averages, we aim to reduce the gap in attainment between white and BAME students on other undergraduate courses by 25% to 14% by 2024-25.

Target 4: Working with three year averages, reduce the gaps in continuation between white and BAME students from 3.6% to 1.6% by 2022-23 and maintain thereafter.

Target 5: Reduce the 5% gap in continuation rates between POLAR4 quintiles 1 and 2 and POLAR4 quintiles 3, 4 and 5 to within 1% by 2024-25.

Specific milestones for each target are outlined in the accompanying targets and investment plan.

3. Strategic measures

3.1 Whole provider strategic approach

The Access and Participation Plan goals are aligned with the overall College HE Strategy to:
- meet needs of local people and employers;
- address the priority occupational sectors in our region and any corresponding skills gaps;
- provide the skills sets required in an increasingly global economy and diverse society.
- enhance the sustainable employability of our students

The College believes that education and training transforms lives and contributes to social cohesion and equality. The College's HE Strategy meets identifiable local and regional needs to widen participation in higher education by underrepresented groups, which is particularly important in light of low levels of attainment and significant skills gaps within the areas in the wider sub-region.

The targets set in the Access and Participation are firmly aligned with strategic priorities identified in the HE Strategy 2018-2021.

1. Our curriculum reflects current and future skills needs and provides students with relevant routes to progress
2. To create an environment in which students are highly engaged and are supported to make the most of their potential
3. To be in the top quartile of colleges for student achievement
4. Create a culture of continuous improvement
5. To develop the skills of our staff so that everyone can contribute to the delivery of our vision
6. An environment and culture in which staff feel valued and respected, demonstrated through high levels of engagement and performance
7. Be the first choice provider in all our areas of work
8. Partnerships and collaborative working that compliment and strengthen opportunities to deliver our mission
9. Work within our local community to become a true community college

The College is involved with Southern Universities Network (SUN) and will be working with SUN on three key projects over the next two years.

1. To Increase the number of students accessing Level 4 Apprenticeships
2. To Increase Student Knowledge of University Options – thus supporting interventions to improve social mobility and equality of opportunity
3. To Increase staff and student knowledge regarding careers, to include Level 4 courses through CPD activities, thus increasing rates of progression to higher study or into professional occupations. (HE Strategy 2018-2021)

Curriculum, pedagogic, student support developments and employability

In order to enhance and develop a structure and culture of access and participation across the organisation we will undertake the following:

- National KPM's will be presented at our annual Teachers Conference

- Presentation and discussion on gaps in achievement at HE review
- Requirement for all curriculum areas to monitor any gaps in access, success in the Programme Termly Meetings and report on outcomes in their Programme Reports.
- Requirement for all Directors to monitor and report on achievement gaps in monthly Executive Review meetings – ultimately reporting the College Board.
- Targets on the APP will form part of the Performance Review process for staff in related areas including marketing, curriculum and student services.

The strategic measures outlined in the plan are part of a whole provider approach to Quality improvement and enhancing the student experience. The College has focussed on Teaching Quality in HE with a number of initiatives driving the increase in continuation and satisfaction rates as demonstrated in NSS results. The TEF4 Metrics show a clear upward trend in continuation rates as a result of a strategic focus on monitoring and early intervention for at risk students from under-represented groups. In line with the Equality Act 2010 the College priorities an inclusive approach to teaching, learning and assessment. There is a designated lead for Equality and Diversity with a Calendar of events throughout the year for students of all levels, a monthly teaching and learning memo and regular staff training events. Quality monitoring of teaching requires that lecturers demonstrate how they have planned to meet the needs of students with disabilities and extensive use is made of the electronic individualised learning profile (e-ilp) to co-ordinate the work of lecturers and support services. Learning walks and lesson observations require that Equality and Diversity are embedded into the curriculum and this is a standard requirement across all courses. All HE students have termly one-to-one meetings with their personal tutor where they have the opportunity to raise issues, review progress, ask for additional support or discuss career plans. Any concerns are quickly identified and support put in place according to the student need.

Students can access a variety of support in the transition between academic levels. Workshops and tutorials cover academic writing skills, Harvard referencing, research skills and effective note taking. Students can request additional one-to-one sessions with tutors to further develop writing and analytical skills and study support tutors are introduced to the group during the induction process and work closely with tutors in providing comprehensive and appropriate support. Students facing challenging personal and work-related circumstances are offered flexible routes such as the chance to attend different groups to complete different modules, helping them achieve their goals in a timely manner. Tutorials are set at times which support adult students who are juggling careers and families as well as an HE course.

The Student Experience Team provide holistic support to meet needs presented in academic support, metal health, medical and welfare. This support enables all students to engage with their academic programme. Rigorous assessment of individual needs result in high levels of personalised support interventions designed to promote independence and personal growth alongside pastoral support. Fully resourced Study Centres on both main sites are equipped with a range of assistive technology and HE students benefit from training in appropriate use of these resources to improve levels of independence, developing confidence and resilience to prepare students for the workplace. A thorough analysis of the impact of any interventions informs future planning of support for HE students.

Employability is firmly embedded within the HE curriculum and was highlighted as a strength by the TEF panel on award of a Bronze Medal for Teaching Excellence. Employers contribute to course design and validation and students have good opportunities to pursue work based learning in all HE programmes.

Collaboration and alignment with other work and funding sources

We have worked closely with SUN for the last two years and have co-delivered a range of interventions. For 2019/20 we will have a full time SUN funded mentor at the College who will be working with NCOP students across College. We will have an agreed programme of interventions throughout the year which are monitored and evaluated both internally and in partnership with the Regional Project Officer.

We also work closely with our current validating and franchise partners, Solent University, BU, Wolverhampton and AUB to ensure our FE cohorts have access to information, workshops and visits. In the past this has been on a curriculum based plans but moving forward we will be setting central targets for students from under-represented areas to increase their engagement with HE providers.

The College has an extensive programme of outreach work with local schools including Open Events, delivering workshops and presentations on HE. Ansbury Careers Service have premises at the College and offer 1-1 support for all mature students. Careers Advice and Guidance carry out a comprehensive programme of events and presentations, supported by on-line facilities and in line with the Gatsby Benchmarks.

Strategic Measures

Target 1: Increase the percentage of POLAR4 Quintile 1 students from 23% to 25% by 2024-25

The College is working closely with the SUN on a range of interventions in the area. Our main focus will be our own cohort of students as we have over 250 NCOP students attending the College. Based on intelligence from SUN and the House of Commons briefing paper 2018 on widening participation strategy in higher education in England, our measures in relation to widening participation will include:

1. Work with SUN network to target NCOP students in the wider area
2. Increase progression from own NCOP cohorts through targeted intervention
3. Create targeted marketing plans for courses
4. Support university partners in widening access of POLAR4 quintiles 1 and 2

The College works closely with SUN on the design of interventions to improve Widening Participation. The theory of change behind interventions is based on information from SUN and their research into the key influencers on NCOP students. The College manages a wide range of activities targeted at achieving added value targets and supporting students in achieving English and Maths at grade C, or the equivalent Functional Skills qualifications for entry into level 4 courses. A comprehensive programme of advice and guidance and support with UCAS applications is a mandatory part of the tutorial programme. In addition the College hosts a range of events aimed at widening participation including an annual women in STEM conference, an HE Fair which is attended by over 25 HEI's and visits to Universities across the UK for many Level 3 cohorts.

Target 2: Reduce the gap in access between IMD quintiles 4 and 5 and IMD quintiles 1 and 2 by 10% from 21% to 11% by 2024-25

1. Identify students with IMD amongst relevant FE cohorts and offer targeted activities to raise awareness of HE opportunities including taster sessions and visits to Higher education institutions (HEI's)

2. Undertake a programme of school visits with HE staff and/or HE ambassadors in identified low income areas
3. Offer additional support to IMD students in the UCAS application process
4. Undertake research onto the reasons for the low progression across different curriculum areas and review provision accordingly.
5. Provide 1-1 career advice for students via the Ansbury Career service

Assumptions – Theory of Change

Students from IMD quintiles 1 and 2 are less likely to have had extensive exposure to HE than counterparts from quintiles 4 and 5 therefore engagement with HEI's, with graduates and with lecturers throughout the year will enable students to become more confident about their choices. They made need to be encouraged to access services and require additional support in identifying relevant caeer and course opportunities.

Researching local factors affecting this cohort could enable the College to provide more suitable courses or to design better information and support packages.

Target 3:   Reduce gaps between the percentage of BAME students and white students achieving merit and distinctions. Working with three year averages, we aim to reduce the gap in attainment between white and BAME students on other undergraduate courses by 25% to 14% by 2024-25.

These interventions have been planned in line with recommendations from The Higher Education Academy (HEA) report, *BAME student degree retention and attainment* (HEA, 2012) which highlights a number of themes related to the lack of awareness among university staff of the issues that affect BAME students during their time at university. These themes included:

- confusion over definitions of BAME;
- limited awareness of the existence of a BAME attainment gap at their own institution;
- relying on the deficit model to frame the problem;
- Over-reliance on statistics, which can sometimes mask cultural and structural problems.
- In its research with students, NUS (2011) found that 42% of BAME students said that they did not feel that the curriculum reflects issues of diversity, equality and discrimination. They reported a lack of BAME-specific content and a 'mainstream' way of thinking.
- A strong theme in the literature is the importance of inclusion and belonging. NUS (2011) found that when BAME students were asked why they were 'less likely' to be satisfied with their experience and less likely to get a first or upper second, respondents repeatedly cited feelings of discomfort, isolation and a sense of not belonging.
- The most significant contributing factor, according to 87% of respondents, was a lack of role models from different ethnic minority backgrounds. This was closely followed by curriculum delivery (82%), a lack of diversity in the ethnicity of senior staff (79%) and curriculum design (77%).

Strategic Measures

1. Disaggregate groups of BAME students into groups of different ethnicities and consider other aspects of disadvantage in assessing risk and providing tailored support
2. Programme of academic skills delivered by the LRC team to all students

3. Develop scholarship framework - Emphasis on student research led curriculum with research symposium
4. Develop blended learning resources which increase engagement
5. Improve attendance rates on targeted courses to 85% for year 1 and year 2 students
6. Use an innovative tutorial model to address the deficit model where BAME students are identified as being at risk and encourage more in depth conversations about the students' strengths and interests.
7. Raise awareness of the attainment gap at levels 4, 5 and 6
8. Offer bespoke career advice and training sessions for BAME students
9. Ensure BAME cohorts attend workshops on raising aspirations and goal setting
10. Use the 1-1 tutorial process to set and monitor aspirational targets
11. Investigate the feasibility of a programme of mentoring from industry
12. Incorporate diversity awareness training into personal tutor training
13. Improve systems and processes to monitor and evaluate results of interventions

Assumptions - Theory of Change

- BAME students should be disaggregated in order to inform tutors and lecturers about specific attitudes, motivations and needs affecting different groups.

- Additional training on attainment gaps and the importance of diversity awareness for both students and staff would enable open dialogue and a greater focus on finding appropriate means to address gaps

- Engaging students with appropriate role models can increase motivation

- Addressing the specific interests and experience of students and incorporating those interests within the curriculum will improve engagement and therefore attainment

Target 4: Working with three year averages, reduce the gaps in continuation between white and BAME students from 3.6% to 1.6% by 2022-23 and maintain thereafter.

Strategic measures

Raising awareness of facts surrounding BAME access, attainment and progression nationally and at the College is a priority and will be a focus of quality review meetings. Curriculum areas will identify specific actions that they will take to ensure an inclusive approach to teaching. These actions will form part of their Course Development Plan. All undergraduate programmes will comment on attainment gaps (as measured by VA scores) within their annual monitoring reports, and programme actions plans must identify activities to reduce any gaps. The College undertakes to add the Access and Participation Plan KPIs to the HE Quality Improvement Plan and hold senior leaders and the institution to account for the BAME attainment gap.

A more consistent focus on ensuring the curriculum reflects diversity in the UK will require that materials and activities promoting diversity are included in the induction process. This will include facilitating workshops where HE staff and students can explore new ways to promote equality, diversity and inclusivity through five themes of activity (student awareness, training and support, staff awareness, inclusive teaching and learning, an inclusive culture; and environment and data mapping).

The College will continue to emphasise the importance of equality, diversity and inclusion (EDI) as a guiding principle for decision-making, and commits to increasing support for EDI as a strategic priority.

By 2022 the College aims to

1. Continually review and develop the inclusivity of both curriculum and teaching resources (including employer engagement)
2. Raise awareness of issues of inequality across all cohorts at the College
3. Build inter-cultural workshops into the curriculum
4. Use an innovative tutorial model to address the deficit model where BAME students are identified as being at risk and encourage more in depth conversations about the students' strengths and interests.
5. Communication - Information to be sent prior to enrolment which promotes engagement in the College and student life and collects information on student well being
6. Changes to induction process – information in a more accessible format and increased opportunities to engage with student services.
7. Quick scan testing offered to aid early disclosure of issues and identification of at risks
8. Improve student engagement in governance and forums – implement Student partnership Framework and enrichment programme
9. Improved monitoring of students via Pro-monitor
10. Improve attendance rates on targeted courses to 85% for year 1 students

Assumptions - Theory of Change

- Specific organisational targets will result in monitoring progress and therefore a greater likelihood for improvement
- Improved awareness of the BAME issue will result in greater commitment from staff
- Requirements to monitor attainment gaps will lead to a mobilisation of resources to achieve targets
- A greater focus on and celebration of diversity will lead to BAME students feeling less isolated and marginalised and therefore less likely to withdraw
- Internal research shows that the largest percentage of students withdraw, either for undisclosed personal reasons or due to non-engagement in the course. Interventions are planned to address the issue of non-engagement and to improve the uptake of pastoral support.
- Students are more likely to stay in HE if they are engaged in their studies
- Students are more likely to stay in HE if they have identified career goals (see strategic objectives relating to employment)
- Students are more likely to stay in HE if they feel a sense of belonging in the College
- Early identification of issues will increase the opportunities for support to be provided and enable a more effective deployment of resources
- There is a strong correlation between attendance and achievement, particularly in first year under-graduate cohorts.

Target 5

Reduce the 5% gap in continuation rates between POLAR4 quintiles 1 and 2 and POLAR4 quintiles 3, 4 and 5 to within 1% by 2024-25.

1. Disaggregate groups of POLAR 4 quintiles 1 and 2 students and consider other aspects of disadvantage in assessing risk and providing tailored support
2. Early identification system of at risk students using Pro-monitor
3. Provide additional 1-1 careers advice and guidance for students who are identified at risk
4. Conduct research into barriers to study and more comprehensive exit interviews for students withdrawing from studies
5. Investigate further funding and grants from which students may benefit and provide support with the application process
6. Trial a mentor scheme using either HE ambassadors or mentors from industry.
7. Additional monitoring and intervention by personal tutors will be encouraged
8. Focus on developing better resources to support flexible learning if students are not able to attend due to eg caring responsibilities. This is particularly important given the high percentage of adult students at the College

Rationale/Theory of change

- Students from POLAR4 quintiles 1 and 2 have a range of additional pressures and barriers to learning which may not be easily identifiable and are specific to the individual, requiring personalised support.

- Mentors or peer role models may be in a better position to support and influence students with a range of personal issues

- Students who are in most financial need are often less equipped to apply for help as they take on paid work, often working long shifts and working until late at night.

Additional Targets: Improve progression of POLAR4 quintile 1, BAME and students with a disability to higher level study or professional employment.

The College is working with HESA to collect robust data on graduate progression. Previous data from the DHLE survey was not disaggregated and therefore our first priority is to access data that will reveal any gaps in progression between groups. We expect to receive data from HESA to enable the College to set a baseline early in 2020 and then will consider whether to seek a variation to the plan in spring 2020 which includes targets in these areas.

In terms of progression to employment, there are good opportunities in specific sectors in the region. A local forecast by Cambridge Econometrics suggests that by 2024, Dorset is expected to require an extra 29,600 high skilled jobs in expansion demand alone. The shortage of highly skilled workers in aerospace, electronics and aircraft engineering have been identified and the College is growing provision in the Engineering sector. Research indicate that 4,200 businesses have a skills gap in their workforce or have hard to fill vacancies due to skills shortages in the area (Faulkner, P, 2018).

Strategic measures will focus on careers and decision making from the first term and embedding employability skills into the curriculum so that students gain skills and competencies employers want but also to equip them to make good decisions regarding their careers. To support this, in terms of the curriculum, BPC will ensure all courses use an assessment framework which evaluates skills and competencies in addition to knowledge. A greater focus on research led curriculum which has

engagement with industry at its centre is a priority. Programmes are further required to outline how students will engage with industry, professional bodies and work based learning throughout their curriculum and these will be audited via the electronic individual learner profile (e-ilp) system.

Planned developments for 2021 include the delivery of 2 days of workshops on succeeding in the recruitment process by the Colleges Business and Skills Engagement Team. Further input from the Student Union team will Increase opportunities for volunteering and enrichment activities both at the College and with our University partners.

The College will investigate developing the current e-ilp system to monitor and evaluate the students 'Professional Development' through attendance and engagement in their programme and the attainment of employability skills relevant to their field. It will then be possible to identify any correlation between Personal development score and low attainment.

Assumptions – Theory of Change

- Better decision making skills will be more useful to students than providing more/better careers information and advice
- Having clear career ambitions will lead to higher motivation and engagement
- Focusing on skill development throughout the curriculum will equip students with skills employers want and enable them to get better jobs
- A student focused research based curriculum will develop confidence and skills required to succeed in the recruitment process
- Specific training on graduate recruitment will improve student performance at interview
- Opportunities to meet and work with a range of employers will develop networking skills and opportunities and improve students' ability to make career decisions
- Teaching staff and managers will facilitate attendance of students at workshops through communications and timetabling

3.2 Student consultation

Student consultation:

The QAA 2017 Report commended the College for the well-established and comprehensive strategies employed to engage students. The Student Voice processes are highly effective with students stating that they are given regular opportunities to feedback on the quality of their courses and that their opinions are valued by teaching teams (QAA Review 2017). Student engagement in course management is very good and the College actively engages with its students across various levels of governance. Student representatives present their views each term to teaching teams, Senior Management and Link Tutors from partner HEI's and their suggestions have determined the direction of strategies outlined in this plan. HE students are also represented on the Board of Governors and so contribute to strategic decision making. An annual student-led conference provides further opportunity for consultation and comment and feedback has been carefully analysed alongside a range of survey data in order to identify the most effective methods of supporting students to achieve their career goals. SUE surveys carried out on all units and for all courses across HE were analysed to better evaluate teaching, assessment and support structures and determine interventions outlined in the plan.

As part of the APP students were consulted about a variety of related matters including how they are represented at the College with a view to developing student engagement further during the lifetime of

the plan. The College held discussions with students about measures outlined in the APP during student forum meetings and detailed interviews have taken place with 25 students, representing approximately 10% of the total full time cohort, from three curriculum areas. These interviews collected valuable information as to student perceptions about Equality and Diversity at the College and suggestions as to the types of measures which would be most useful in supporting them to achieve higher grades and to succeed in their planned career path.

Student consultation was instrumental in establishing strategies to achieve the targets identified. Initial surveys to gain an insight into student awareness of support resources and their effectiveness led to further targeted questionnaires with specific curriculum groups and resulted in a new plan for student pre-enrolment and induction processes. Initial strategies for supporting BAME students and those with disabilities were also amended in response to feedback gathered in 1-1 interviews with students from those cohorts. A focus group with existing level 3 BAME students progressing within the College provided insight into strategies for addressing diversity within the curriculum.

Interviews revealed that 59% of students were not aware of inequalities for students with disabilities or from Black, Asian and Ethnic minority backgrounds within the Higher Education sector so the original plan was amended to include a greater focus on information dissemination and awareness raising across both staff and student cohorts.

Further engagement is planned during student induction and will form part of the training for College Ambassadors and Student Representatives who will play a key role in monitoring progress towards targets. We also plan to increase student engagement in these issues by better liaison with the Student Union.

3.3 Evaluation strategy

The College is taking action to improve their evaluation strategy for projects and interventions, with the goal of identifying and developing those measures which contribute most to the key objectives. In the first instance the College used the OfS evaluation tool to establish our current position. The tool was used independently by both the HE Services Department and the Quality Team to ensure a balanced perspective. The findings in both cases indicated that generally evaluation could be improved and in some areas development work and more robust procedures are required. The self- assessment highlighted evaluation design and implementation as particular areas for development.

In order to improve our evaluative processes our initial priorities are to improve our data capture systems which will enable better and more accurate analyses of HE related initiatives. This is a multi-strand approach across all departments and includes capture of information from applicant data to the electronic personal learning plans, student support data and student engagement statistics. These objectives are recorded in our Quality improvement Plan and monitored by College Board. The College data providers are developing a dashboard data system which will enable managers of HE courses to better monitor, for example, student attendance, engagement and retention. Half termly review meetings with all HE Programme Leaders and Managers will provide a forum for reviewing interventions and sharing best practice.

The SUN mentor post at the College will ensure comprehensive evaluation of all projects related to NCOP students and those results will be shared with other practitioners across the region. The College will engage with the Higher Education Access Tracker (HEAT) to facilitate the longitudinal tracking of widening participation.

In line with recommendations identified in the evaluation tool, the College will adopt a more project focussed methodology with a requirement for clarity of purpose underpinned by a rationale and

effective mechanisms for measuring impact. These criteria will be reflected in the HE Quality Improvement Plan with an additional section outlining a theory of change for interventions where appropriate where appropriate.

The College has adapted the HE Self-Evaluation report to address targets set in the Access and Participation Plan as well as criteria in the Teaching Excellence framework. Access and Participation data and targets have been shared with Board and will appear in a new section of the Quality improvement Plan. These targets will be reviewed at both HE Planning & Strategy group and at Programme level in HE Academic meetings. Reporting on achievement gaps and attainment for under-represented groups will be added to the evaluation reports provided by curriculum areas.

The College uses a wide range of both qualitative and quantitative methods for collective feedback and evaluating impact. Appropriate methods to evaluate Programme design targeting under-represented groups will be are chosen for each project in line with the design and the level of intensity and investment. Where resources allow, following principles of effective evaluation research set out by Rossi *et al.* (2004), the evaluation focuses on evidencing impact via systematic data collection and analysis. The principles adopted include:

- o Collection of multiple data sets with similar focus in order to support triangulation, enhance reliability and compare views of different stakeholders

- o Ethical principles of integrity, honesty and respect for people. Informed consent will be sought from all participants, with confidentiality and anonymity in data collection and analysis assured. (SUN Evaluation Framework, Phase1)

Methods of evaluation can include:

- Student forums
- Focus groups
- One to one interviews
- Surveys
- Questionnaires
- Data sources
- Reflective evaluation - personal – from both staff and students
- Academic review meetings
- Lesson observations
- Feedback from national Surveys
- Benchmarking data

Evaluating projects will be shared with University partners through the termly Programme review and Annual Partnership Report process. Regular meetings with the appointed mentor and SUN will enable close monitoring and evaluation of NCOP students during their lifecycle at the College. Findings will be shared at the FE SUN Operating Group Meetings at Solent University.

3.4 Monitoring progress against delivery of the plan

The College's Director of Quality, and the Learning Manager with cross college responsibility for HE has oversight of the HE curriculum and the Access and Participation plan and works closely with the Learning Managers in curriculum areas to review targets and evaluate provision. The Vice Principal, who is a member of the College's Executive team, has overall strategic responsibility for HE and reports directly on HE matters to the Principal & Chief Executive. The HE Quality Improvement Plan is reviewed by the College Board of Governors, which includes an HE student governor.

At programme level, all undergraduate programmes now comment on attainment gaps within their annual monitoring reports, and programme actions plans must identify activities to reduce any gaps. Quality monitoring of actions within HE is rigorous with scrutiny at unit, module and course level both within the College and by external validators. All HE teaching and support staff are engaged in the process of producing course level reports which contain robust and clear actions which are monitored at regular team meetings, and approved by validating institutions on a termly basis.

Students will be engaged in monitoring the plan via information given during induction and subsequently updates shared at student Forums. It is the responsibility of the student representatives, student ambassadors and student engagement team to ensure cohorts are involved in the five year plan. For specific interventions, more targeted and structured feedback of relevant cohorts will be collected in collaboration with the parties mentioned above.

1. Provision of information to students

In 2018 the Policy Review Group drafted an internal training document 'Achieving Competition Markets Authority requirements in the HE Sector at Bournemouth and Poole College'. This document was disseminated to the Senior Leadership Team. As a direct result of this training document, we significantly updated our terms and conditions in the fees policy and amended information provided to students.

The College's Tuition Fee Payment Policy is available on the College's website and demonstrates the College's compliance with the Competition and Markets Authority guidance by clearly articulating the financial responsibilities of Higher Education students as well as providing a "cooling off" period if required.

We work closely with our University partners to ensure that all information provided to students at all stages of the application cycle is up to date and accurate. At application stage, we explain and provide in writing details of the course content, structure, fees and associated costs in considerable detail. This includes notice of the 14 day cooling off period, total costs (including any additional costs i.e. educational visits). This is provided for on the basis which covers the FULL duration of the programme (not just the initial academic year).

All relevant and important information and facts are delivered in an accurate, clear and timely manner in advance of the student making a decision on the offer. Information is easily accessible via HE prospectuses, Open Events, College website and, following enrolment the HE handbooks.

During the Induction Process students have access to 1-1 support with any student finance matters. Information on bursaries and additional financial support available is covered during the induction process with members from the Welfare Team on hand to offer advice. Tutors are able to make individual referrals to the Student welfare team should they be in any financial difficulties.

Financial support in the form of bursaries are made available to enable students from low income families and those leaving care to access Higher Education at the College and to support them in continuing and achieving their goals. Evidence from the last two years shows that 100% of students receiving bursaries in 2017/18 achieved their qualification or were able to continue on their course to the second year. In 2018/19, 87% of students receiving bursaries (13/15 students) were retained or achieved their qualification.

Financial support is available to all eligible students from under-represented groups and is offered on a first come first served basis. This is promoted during the induction process and thereafter in all students handbooks, on the website and promoted to students in need of support on a 1-1 basis by personal tutors. In terms of eligibility students must be:

a) Be actively participating in a Bournemouth & Poole College HNC, HND or Foundation Degree programme on a full time basis

b) Be paying the full tuition fee of £6,000 or more

c) Be in receipt of the full student Maintenance Loan

d) Be registered as a UK student

e) Meet the appropriate income criteria as set by The Bournemouth & Poole College and recorded on 31.08.18. The Income information is calculated by Student Finance England and passed on to Bournemouth & Poole College.

There are two bursaries offered, both for £2,000. The first is designated for students who have left care and the second is a general maintenance bursary to support any student in need. These are provided on a yearly basis and subject to the conditions above. The bursaries are paid by on a termly basis.

The Bournemouth and Poole College Maintenance Bursary

- Mode of Attendance: Full time
- Fee Category: Home UK only
- Level of Study: HND or Foundation Degree (Level 4 only—Top up students are excluded)
- Criteria: Family income must be less than £25,000 as per Student Finance England data 31/08/18
- Applicants must have a UCAS status or either U/F or C/F for a Bournemouth & Poole College course at the time of the Bursary application
- Applicants or the applicant's family must be responsible for their own fees and living
- expenses
- Value of Award: £2,000 for Year 1 only

Exclusions: Students funded by Scottish, Welsh and North Irish Governments

Students from outside of England (eg EU or International)

The Bournemouth and Poole College Care Leavers Bursary

- Mode of Attendance: Full time
- Fee Category: Home UK only
- Level of Study: HND or Foundation Degree (Level 4 only—Top up students are excluded)
- Criteria: Applicants must have been in full-time care for a period of 3 months or more in the last 5 years. Family income must be less than £25,000 as per Student Finance England data. Applicants must have a UCAS status of either U/F or C/F for a Bournemouth and Poole College course at time of Bursary application. Applicants or the applicant's family must be responsible for their own fees and living expenses.
- Value of Award: £2,000 for Year 1
- £2,000 for Year 2

Exclusions: Students funded by Scottish, Welsh and North Irish Governments

Students from outside of England (eg EU or International)

Students who have previously studied HE (including Top-up students)

Access and participation plan
Fee information 2020-21

Provider name: Bournemouth and Poole College, The

Provider UKPRN: 10000820

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree	Level 6 Top-up Year - Computer Generated Imagery (CGI)	£6,750
First degree	Level 6 Top-up Year - Performing Arts	£9,250
Foundation degree	Business and Management	£6,750
Foundation degree	Computer Generated Imagery (CGI)	£6,750
Foundation degree	Computing	£6,750
Foundation degree	Performing Arts	£6,750
Foundation year/Year 0	*	*
HNC/HND	Art Practice (New)	£6,750
HNC/HND	Graphic Design (New)	£6,750
HNC/HND	Music (New)	£6,750
HNC/HND	Photography (New)	£6,750
HNC/HND	Visual Effects and Digital Film Production (New)	£6,750
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	Placement Year Computer Generated Imagery (CGI)	£830
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
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	University of Wolverhampton 10007166	£2,975
Foundation degree	Bournemouth University 10000824	£4,000
Foundation degree	University of Wolverhampton 10007166	£3,750
Foundation year/Year 0	*	*
HNC/HND	Bournemouth University 10000824	£3,500
HNC/HND	Solent University 10006022	£3,900
CertHE/DipHE	University of Wolverhampton 10007166	£2,975
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Office for Students

Targets and investment plan
2020-21 to 2024-25

Provider name: Bournemouth and Poole College, The

Provider UKPRN: 10000820

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£50,000.00	£65,000.00	£80,000.00	£95,000.00	£110,000.00
Access (pre-16)	£10,000.00	£15,000.00	£20,000.00	£25,000.00	£30,000.00
Access (post-16)	£20,000.00	£25,000.00	£30,000.00	£35,000.00	£40,000.00
Access (adults and the community)	£20,000.00	£25,000.00	£30,000.00	£35,000.00	£40,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£21,000.00	£24,000.00	£27,000.00	£30,000.00	£33,000.00
Research and evaluation (£)	£10,000.00	£10,000.00	£10,000.00	£12,000.00	£12,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£148,545.00	£201,515.00	£219,385.00	£237,680.00	£259,645.00
Access investment	26.9%	27.3%	31.9%	35.8%	36.6%
Financial support	6.7%	6.0%	6.8%	7.6%	7.7%
Research and evaluation	6.7%	5.0%	4.6%	5.0%	4.6%
Total investment (as %HFI)	40.4%	38.2%	43.3%	48.4%	48.9%

Targets and investment plan
2020-21 to 2024-25

Provider name: Bournemouth and Poole College, The

Provider UKPRN: 10000820

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To increase the numbers of students from POLAR4 Quintile 1 accessing HE	PTA_1	Low Participation Neighbourhood (LPN)	Increase the percentage of POLAR4 quintile 1 students from 23% to 25% by 2024-25	No	The access and participation dataset	2017-18	23%	23.5%	24%	24.5%	25%	25%	
To reduce the gap in access between IMD quintiles 4 and 5 and IMD quintiles 1 and 2 from 21% to 10% by 2024	PTA_2	Socio-economic	To reduce the gap in access between IMD quintiles 4 and 5 and IMD quintiles 1 and 2 by 10% from 21% to 11% by 2024-25	No	The access and participation dataset	2017-18	21%	19%	17%	15%	13%	11%	
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap of students from under represented groups	PTS_1	Ethnicity	Reduce gaps between the percentage of BAME students and white students achieving merit and distinctions. Working with three year averages, we aim to reduce the gap in attainment between white and BAME students on other undergraduate courses by 25% to 14% by 2024-25.	No	Other data source	2016-17	39% gap	34%	29%	24%	19%	14%	As the majority of our students are on other undergraduate courses we will look at the differences between pass, merit and distinction at level 5 on those courses. Due to the very small numbers of BAME students we will work with three year averages rather than in year data.
To reduce the continuation gap for students from underrepresented groups	PTS_2	Ethnicity	Working with three year averages, we aim to reduce the gap in continuation between white and BAME students from 3.6% to 1.6% by 2022-23 and maintain thereafter.	No	Other data source	2016-17	3.6%	2.6%	2.0%	1.6%	1.6%	1.6%	Due to the very small numbers of BAME students we will work with three year averages rather than in year data.
To reduce the gap in continuation rates between students from under-represented groups	PTS_3	Low Participation Neighbourhood (LPN)	Reduce the 5% gap in continuation rates between POLAR4 quintiles 1 and 2 and POLAR4 quintiles 3, 4 and 5 to within 1% by 2024-25.	No	Other data source	2016-17	5% gap	4%	3%	2%	1%	1%	
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
	PTP_1	Low Participation Neighbourhood (LPN)											
	PTP_2	Disabled											
	PTP_3	Ethnicity											
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												