Access and Participation Plan
2020-21 & 2024-25

Degrees at
Bradford College

Providing education and training for the communities of Bradford

We are proud to provide education and training for the communities of Bradford, and are determined to ensure everyone is able to access these opportunities. No matter what their background or circumstances are, we will support every learner to reach their potential, gain qualifications and progress to rewarding careers.

Our Access and Participation Plan (APP) is our promise to:

•• Improve access to Higher Education opportunities at Bradford College for everyone

•• Support every learner to ensure they have the best possible chance of success

•• Enable every student to progress from their higher education on to the path they want to follow, whether they want to undertake further studies or move into employment

Your Degree, Your Way

About Bradford College

Bradford College is one of the largest college-based providers of Higher Education in England.

Our mission is to transform the lives of our students, with one of our key priorities being focused on delivering a curriculum that meets the needs of students, employers and the community.

The Office for Students (OfS) Access and Participation Dataset

This provides vital data and information that shows how well we, as a college, enable everyone who wants to study with us to access Higher Education, compared to other colleges and universities.

In this plan, we have used this data to examine our own performance in access and participation to find out where we need to improve.

At every stage of the plan we are guided by the key principles of equality, diversity and inclusion. This plan has been reviewed by the Equality, Diversity and Inclusion (EDI) Committee.

To ensure a good all-round plan that supports students at every single stage of their journey with us (from application to graduation and further progression), we have involved student representatives and college staff. They include:

•• **Equality, Diversity & Inclusion Committee**

•• **Governors**

•• **Executive Leadership Team**

•• **Staff** – including those who teach degree level courses

•• **Curriculum, quality, admissions and recruitment colleagues**

•• **Student representatives**

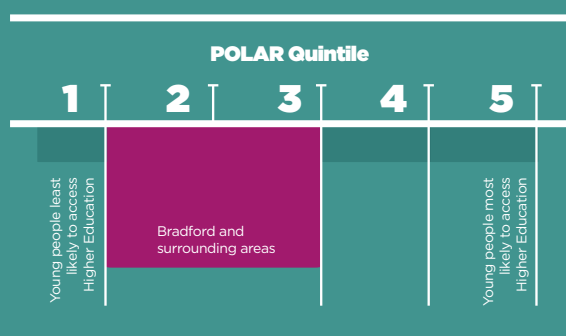# Contents

Assessment of performance

Socio-economic background and POLAR analysis

The population of Bradford and the surrounding areas is a mix of moderate socioeconomic deprivation and low engagement. They typically fall into **POLAR Quintile 2&3,** as defined by the Office for Students' Insert (OfS) measures of participation rates of young people in higher education by local areas:

POLAR Quintile

| 1 | 2 | 3 | 4 | 5 |

Young people least likely to access Higher Education

Bradford and surrounding areas

Young people most likely to access Higher Education

More information on POLAR Quintiles is available from the OfS.

There are areas further out from the centre of Bradford, within commutable distance, that are within regions of POLAR Quintile 4&5, or areas where young people are more likely to attend higher education.

The typical pattern of student recruitment is largely driven by a very small number of wards defined as POLAR Q2 and 3, with some pockets of POLAR Q1, where deprivation is considerable.
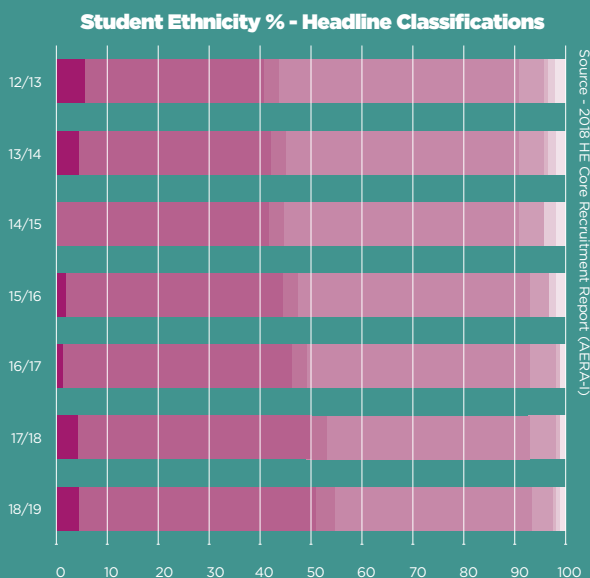
In the last five years:

•• The College's student body has changed from being made up mainly of students from backgrounds with experience of Higher Education (HE), to a population of students who are the first generation to HE.

•• The number of students who come to college from areas of considerable deprivation has grown; however, students with family backgrounds in HE have chosen to move away from their local provision. This is partly due to local colleges and universities who are not restricted by limits to recruitment, and who appear to use unconditional offers to encourage admissions.

As a college we have chosen not to use unconditional offers to attract more students. This is to help provide our own further education (FE) students with greater opportunities to progress to higher education and beyond. Our position on unconditional offers will continue to reflect our position which is supported by growing evidence against such practice.

Ethnicity

Access

Over the past six years the College's HE population has reduced from around 4000 to 2000 students. The college population has shifted from a majority of white students, to a majority of Asian students. As illustrated below, our student population is very diverse and this is our norm.

Student Ethnicity % - Headline Classifications

Source - 2018 HE Core Recruitment Report (AERA-I)

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

12/13
13/14
14/15
15/16
16/17
17/18
18/19

•• Asian and White students are the most represented groups at Bradford College.

•• The number of non-Asian Black, Asian and Minority Ethnic (BAME) groups of students is growing, and is therefore a significant section of our student population.

key

Not known/provided
Asian
Mixed
White
Black
Chinese
Arab
Any other
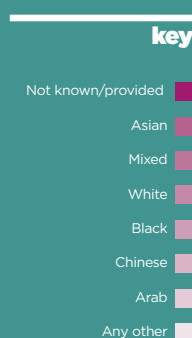
Bradford College reflects the local communities, of which we are very proud. While our student access figures reflect this, we recognise the high priority challenge to ensure the highest possible levels of attainment and successful progression among all our students.
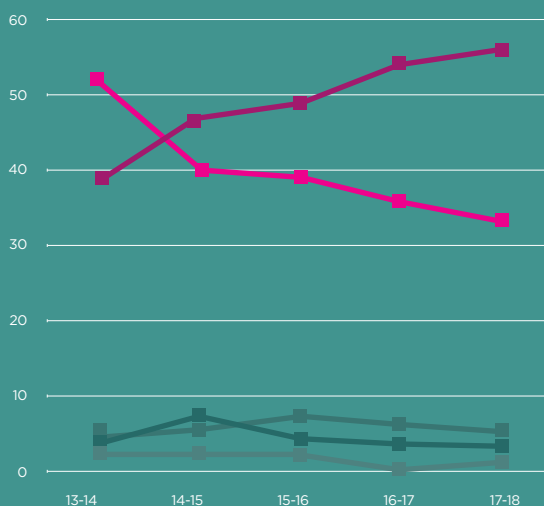
Access by Ethnic divisions %
Full-time

Access by Ethnic divisions %
Part-time
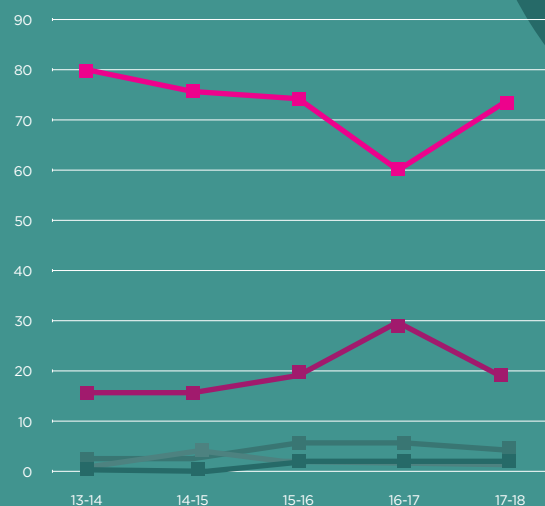
Source - OfS Bradford College (BC) Access by Ethnic division data 2019

key

■ Asian   ■ White   ■ Mixed   ■ Black   ■ Other

As illustrated above, there is a significant number of part-time students at the College, and this has a moderating influence on the whole data for the College. Of all our part-time students, 73% are white students and 19% are Asian.

Our part-time courses include a range of Art, Education, Engineering and Ophthalmic dispensing programmes which range from level 4 through to level 7. These programmes recruit from a broader geographical area and reflect a wider student demographic.

19% Asian

% of our part-time students

73% White

Continuation

College data shows a rise in non-continuation of study for Black, Asian and Minority Ethnic students between 2013-2018. However nationally it has seen a fall. Recovering somewhat in 2018, the College is in an improved position, however, the gap between the continuation of Asian students compared to white students is a concern. We will address this through interventions outlined in section 2 and 3.

When looking at POLAR4 Q1&2 male outcomes, we can see in the chart below[1]:

Though non-continuation amongst the Asian group is statistically significantly higher than for the College as a whole, the limited data at scale throws up anomalies for both parties:

•• Q1 White students are far more likely to fail to continue or complete than either Asian students, or their Q2 peers.

•• However, Asian Q2 students – the largest group in this sample – are twice as likely as White Q2 students not to complete their study.

The disparity between full-time and part-time retention is also highlighted in the data. There is a steady increase in part-time Asian student continuation, compared to the steady downward trend for full-time Asian students. This makes the full-time students issue a key concern. Research into this anomaly will be undertaken to look at the key factors behind this.

Male student Outcome	Completed, Proceeded or otherwise retained in HE	Exited, withdrawn or otherwise not retained*	Grand Total	% Retained	% Effective Non-Retention
White (Q1&2)	87	9	96	90.6%	9.4%
Q1	33	5	38	86.8%	13.2%
Q2	54	4	58	93.1%	6.9%
Asian (Q1&2)	102	13	115	88.7%	11.3%
Q1	11	0	11	100.0%	0.0%
Q2	91	13	104	87.5%	12.5%
Sub Total	189	22	211	89.6%	10.4%
College Total	657	61	1775	92.5%	7.5%

*For this purpose, Suspension of Study and Deferred Action are considered Non-Retention.
(POLAR4 Q1&2 Male outcomes internal data).
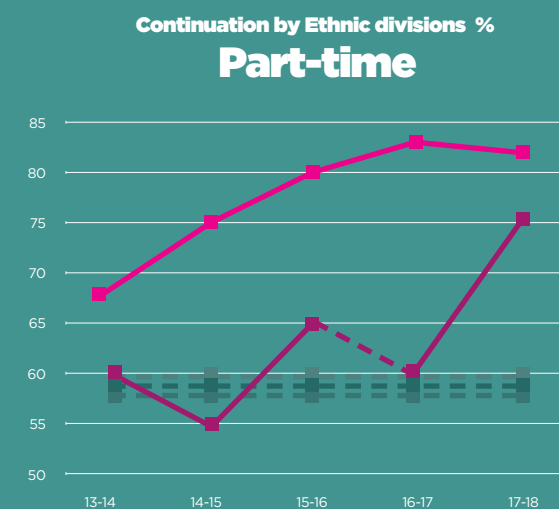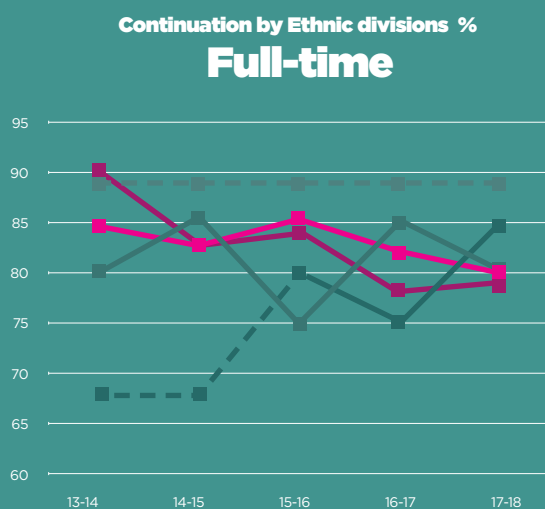
Continuation by Ethnic divisions %
Full-time

Continuation by Ethnic divisions %
Part-time

Source: OFS Access and Participation Data Dashboard 2019.
(OFS BC Continuation by Ethnic divisions data 2019)
Dashed lines: postulated data based on Confidence Limits.

key
■ Asian ■ White ■ Mixed ■ Black ■ Other

[1]Source: Bradford College – Board Decision data, indicating student outcomes and grade decisions; 2018-19 academic year. Update: 06 December 2019.

Attainment

Attainment rates are problematic in some areas of provision compared to others, but the data tells us there is a clear need to raise attainment amongst the Asian population of the College. Following a series of interventions, some progress was made in 2017. However results for this group still show a major shortfall when compared to others.

Again, reviewing Outcome data for 2018-19 students:

In groups of high disadvantage, small sample sizes are a factor, but it is apparent that Asian Male students perform less well than their White peers who, within the sample, clearly outperform College averages. The 24.7% overall gap, and larger relative gap to White peers' Upper Attainment, is the significant concern here for the attainment of Q1&2 Asian male students. At a micro level, whilst some programme areas have no gaps in attainment, other areas have significant differences. We will be addressing the interventions required to reduce gaps in attainment in section 2 and 3 below.

Male student Outcome	Not at qualifying stage	Standard	Upper	No Data	Grand Total	% Upper Award	% Standard Award
White	**43**	**22**	**30**	**1**	**96**	**56.6%**	**43.4%**
Q1	17	11	10		38	47.6%	52.4%
Q2	26	11	20	1	58	62.5%	37.5%
Asian	**68**	**31**	**15**	**1**	**115**	**31.9%**	**68.1%**
Q1	7	1	3		11	75.0%	25.0%
Q2	61	30	12	1	104	27.9%	72.1%
Sub Total	**111**	**53**	**45**	**2**	**211**	**45.0%**	**55.0%**
College Total	**1061**	**379**	**320**	**15**	**1775**	**44.8%**	**55.2%**

Attainment by Ethnic divisions %
Full-time

Attainment by Ethnic divisions %
Part-time
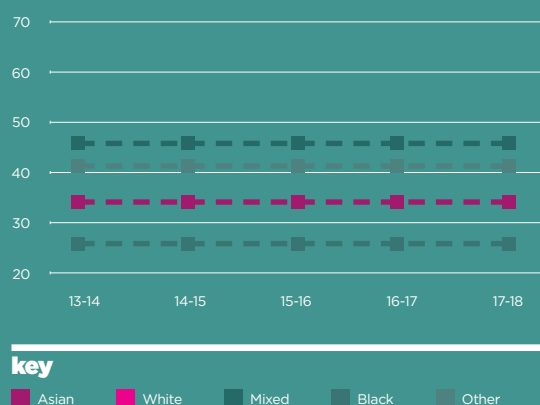
Source: OfS Access and Participation Data Dashboard 2019 (OfS BC Continuation by Ethnic divisions data 2019). Dashed lines: postulated data based on Confidence Limits.

key
■ Asian ■ White ■ Mixed ■ Black ■ Other

Progression

In general, there has been some degree of improvement in progression in the long term, but it is relatively limited. In the last two years of OfS data, full-time study reflects a decline.

Through curriculum redesign, the College has made efforts to improve level 4&5 provision, and has designed Top-Up provision to follow naturally on from the level 5 programmes.

More widely, the Destination of Leaver – Higher Education Survey (DLHE) data over the past few years has indicated a shift towards this 'post-graduate' study as a choice for our students at all levels.

Whilst employment opportunities have declined, unemployment rates for alumni also fell, suggesting it remains possible for students to positively progress. Focusing our APP interventions on employability in the curriculum design and delivery, the College will continue to make sure there are suitable routes for progression and suitable options for postgraduate programmes associated with our most popular degree courses such as Education and Art.

Most Important Activity type	2013/14	2014/15	2015/16	2016/17	% Change 2014 to 2017	Points shift 2014 to 2017
Employment	74.3%	69.5%	73.9%	63.2%	-14.9%	- 11.1
Further Study	15.1%	19.6%	15.3%	26.7%	76.9%	+ 11.6
Other	3.9%	3.3%	3.3%	4.3%	11.5%	+ 0.4
Unemployment	6.7%	7.6%	7.4%	5.7%	-14.2%	- 1.0

Source – Analysis of 2016/17 DLHE data.

Progression by Ethnic divisions %
Full-time
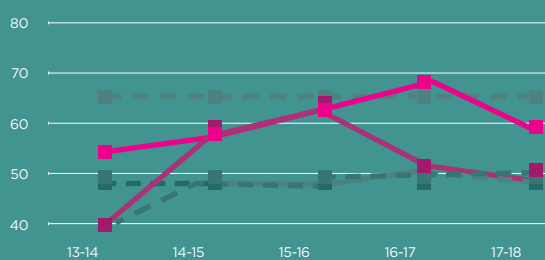
Progression by Ethnic divisions %
Part-time
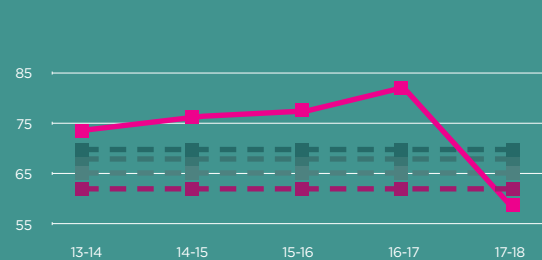
Source: OfS Access and Participation Data Dashboard 2019.
(OfS BC Continuation by Ethnic divisions data 2019.)
Dashed lines: postulated data based on Confidence Limits.

key
Asian   White   Mixed   Black   Other

Progression

It is clear from college DLHE data and our experience with students that the typical Bradford College alumni not only was recruited locally, but after graduation, remains local:

- 87% of the alumni remained in the West Yorkshire region

- 47% working in Bradford itself

- Only 5% ended up outside of a commutable range from the city.

By further aligning the programme portfolio with the increasing demand for highly skilled employees in the city and region, the College hopes to improve the higher skilled employment attainment figures.

Reviewing the current Destination of Leavers data[2], the disparity between different experiences for High Deprivation students can be seen:

DLHE 2017: POLAR Quintiles by Gender	All			White			Black, Asian and Minority Ethnic			Asian only		
	Not in HSE or Education	In HSE or Education	Overall % for Gender	Not in HSE or Education	In HSE or Education	Overall % f White students	Not in HSE or Education	In HSE or Education	Overall % Black, Asian and Minority Ethnic students	Not in HSE or Education	In HSE or Education	Overall % Asian students
Female	125	280	69.1%	50	140	73.7%	75	140	65.1%	61	116	65.5%
Q1	14	26	65.0%	11	14	56.0%	3	12	80.0%	2	8	80.0%
Q2	41	72	63.7%	13	21	61.8%	28	51	64.6%	21	39	65.0%
Male	71	202	74.0%	30	105	77.8%	41	97	70.3%	35	80	69.6%
Q1	7	22	75.9%	3	15	83.3%	4	7	63.6%	4	5	55.6%
Q2	23	55	70.5%	12	23	65.7%	11	32	74.4%	10	27	73.0%
All Alumni	196	482	71.1%	80	245	75.4%	116	237	67.1%	96	196	67.1%

(Internal DLHE data by Polar4 and Gender 2019).

This data shows that:

- Post-study experiences are most challenging for female students

- Whilst Asian males also experience challenges, White females from the Q1&2 categories face particularly severe challenges (although a small group numerically)

- Male performance is buoyed by the better prospects of Q3-5 students statistically

- However, female population suffers at Q2.

Again, there is evidence to suggest the positive distinction of Q1 students from the remainder of the High Deprivation population; this notable difference requires further analysis. This analysis will be undertaken as part of the planned research to support the APP actions and interventions.

[2]Destination of Leavers Results Survey 2017. At this time the first Graduate Outcomes Survey is yet to be published, covering 2018 this is expected no earlier than February 2020, using as it does a more realistic review timeframe.

Mature Students

Access

Whilst the number of students from older age groups is growing, this remains a relatively small proportion of the student body, which is predominantly in the 'Young' and 21-25 years age groups. Although numbers of younger students have grown as a percentage of the College population, the actual number of younger students has fallen within the College. Even so, students aged 25 years or under still make up 69% of the overall College HE population.

Thirty-six percent of our population is aged between 21 to 30; a group traditionally seen as 'late entrants' to Higher Education, or as students having a second attempt at study to support a career change. This has always been a large group within the College due to higher numbers of recruitment in our professional programmes such as Social Work, Ophthalmic Dispensing, and Teacher Education.

Attainment

Mature students continue to be the highest attaining group in the College.

Continuation

Non-continuation amongst younger students has risen and this is a primary concern. Retention in groups over the age of 25 has improved in the past five years, but the numbers involved are relatively small.

When considering attainment, an even tighter focus is required, as of the measurable groups, only students 21 and under show a significant fall in performance. Though 26-30-year olds show a proportionate decline, it is not reflected in like-for-like achievement. The College recruits many students specifically in the 20-29 age range, taking a late or second attempt at Higher Education and consequently showing idiosyncratic completion profiles.

Due to issues the students face, many students in this group take longer than normal to finish their studies, but they are more likely to finish overall. Once the smaller 41+ age group is considered, continuation rates increase still further, to 90.9% for the latter group in separate OfS five-year progression results.
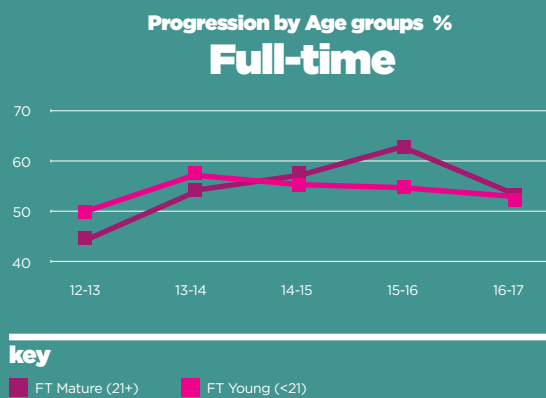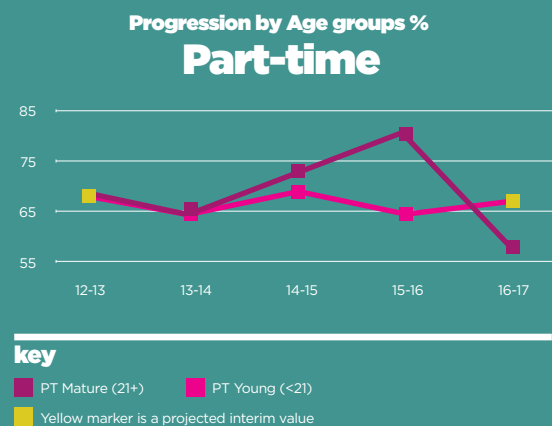
Progression

OfS Data had shown a general rising progression profile for full-time students, though it declined in the last year of data; however, the relative GAP has closed.

Mature student outcomes have developed a negative gap in performance of around 1.5 percentage points, when data for full and part-time students is combined. However, when seen as a separate group, the part-time mature students' progression has fallen dramatically. This fall requires further analysis to gain more understanding of the factors that resulted in this 25% decline over two years.

ILR data profiling for students aged 21 and over indicates that all 21+ students are marginally more likely to come from POLAR4 Q1 backgrounds, with a more significant rise amongst the 41+ age group, especially when compared to the 17-20-year-old population:

Progression by Age groups %
Full-time

key
- FT Mature (21+)
- FT Young (<21)

Progression by Age groups %
Part-time

key
- PT Mature (21+)
- PT Young (<21)
- Yellow marker is a projected interim value

Age Groups	POLAR4 Quintile (%)					
	1	2	3	4	5	Not Local or No Data
All 17-20	9.2%	27.1%	32.4%	16.6%	3.6%	11.1%
All 21+	10.5%	25.8%	30.6%	13.2%	4.6%	15.2%
All 41+	11.5%	25.0%	28.8%	16.7%	4.5%	13.5%
Total	10.1%	26.2%	31.2%	14.2%	4.3%	14.0%

(Internal BC Progression by age groups data 2019).

Specifically, older students (25+) are more likely to come from the White population. This further emphasises a link between age and economically deprived, white working-class communities. However, the disadvantaged younger population tends to come from the urban centred Asian communities. The prospects of different age groups are distinct from the POLAR4 and Ethnicity profiles alone:

The proviso of the DLHE being a six-month review is important, but there is a distinct issue with young graduates. Specific focus on the 20-24 age band would be of particular benefit give the 13.6%-point gap.

DLHE 2017 Age groups (summarised)	All students		
	Not in HSE or Education	In HSE or Education	Overall % for Gender
17-20	40	94	70.1%
21-24	98	170	63.4%
25-40	44	171	79.5%
21+	156	388	71.3%
41+	14	47	77.0%
Not Provided, or otherwise unavailable	0	0	N/A
All Alumni	196	482	71.1%

(Internal BC DHLE by age group).

Disabled Students

Access

The numbers of declared disabled (DD) students, or those with other Learning difficulties / Disabilities (LDD) has grown in the College. However, the growth has not happened at the same speed as national rates. This could be a result of historical issues with recording accurate data, rather than a change in student profile.

We are working to improve the system used to record data for students who have declared disabilities and learning difficulties to ensure we have more accurate data on these groups of students and can provide better support.

We are also working to make sure that more students feel confident about declaring disabilities, and /or learning difficulties to us, and feel confident in the support available to them when they do declare.

Continuation

When non-continuation is considered, the College shows double the national rate of improvement: 80% of students with learning difficulties and disabilities (LDD) were retained in 2018 compared to 76.3% in 2014. This compared to almost flat performance amongst those classed as not disabled in the same timeframe. Staff development work, realigning student services and policy implementation developments have helped support this improvement.

The College continues to develop the support available to those with mental health challenges. As Mental Health has the widest possible definition and impact, breaking down barriers for students in this group could be the most universal and beneficial intervention.

Attainment

Attainment of LDD students appears marginally better than their non-disabled peers, indicating those making it to the end of study have better general results. However, the data set is extremely small and little can definitively be stated.

Progression

Long term progression improvements for LDD students are positive, but last year did see a moderate fall in outcomes. The main concern is the difference to national progression, which is significant.

Bradford College LDD students have far lower results: only 50% progress to high skill employment or further study in 2018, as compared to 71% of the same national group. Support for this group will be a College priority to improve their opportunities for PG studies or HSE.

The same priority areas display concern with Progression as in other stages discussed above. Gap analysis identifies several additional areas that show weakening performance. POLAR4 data for Q1 students with disabilities is notably below that compared to the Ethnicity divisions, and given the understood demographic of this group, the 25%+ shortfall to the performance of the general White population is a major concern which the College will address. Overall the number of disabled students from backgrounds new to HE, and the particulars of the local economy both contribute to a widespread and at the same time specific challenge.

Gender

Continuation

Against a baseline of 80.2%, at 77.3% male continuation is well below sector levels and that of female students. As such, male continuation is and will remain a focus of interventions.

Attainment

Male students perform poorly with only 44.4% in the same period attaining satisfactorily against a College average of 53.1%. Though the overall attainment of White students is higher, and for Asian students it is lower, there are complexities in the data, as discussed, which are hard to convey in a simplistic gender division of performance. However we are confident that male Asian students require a range of supportive interventions to increase their attainment rates.

Intersectionality

We have reviewed the target groups' intersectionality (overlap of categorisations, such as ethnicity, gender, socioeconomic position). The following is based on 2018-19 Exam Board Decision outcome data[3] which displays some of the key divisions in performance:

Reviewing only final year data, we can see a clear shortcoming in the Asian Q2 experience, where attainment may be satisfactory, but high achievement is limited to non-existent. Interventions have begun to address this gap and will continue as outlined below in section 2 and 3.

Male student Outcome Final Year of Study: 2018-19			Completed	Fall-back award	Fail, Suspend or Repeat Year	% Attainment	% With Upper Award
White	Upper Award	Quintile 1	10	0	0	100.0%	White Q1: 56%
		Quintile 2	19	1	0	100.0%	
	Standard Award	Quintile 1	8	3	0	100.0%	White Q2 73%
		Quintile 2	10	2	1	92.3%	
Asian	Upper Award	Quintile 1	3	0	0	100.0%	Asian Q1: 100%
		Quintile 2	12	0	0	100.0%	
	Standard Award	Quintile 1	0	0	1	0.0%	Asian Q2: 0%
		Quintile 2	28	2	6	83.3%	
Sub Total			90	8	8	92.5%	23%

Progression

Limited data is available via the OfS Data Dashboard on Progression. Whilst part-time data is not available from the OfS our internal data will be utilised.

The information shows that outcomes for the small group of Q1 students are generally better than the remaining population. Whilst this in itself is a positive, it highlights the much lower success in Q2, which is a much larger and significant demographic group in overall size. The success of the Q1 students and the challenges faced by the Q2 students requires more understanding.

DLHE data for POLAR4 divisions alone is as follows:

POLAR Quintiles	All students		
	Not in HSE or Education	In HSE or Education	Overall %
Q1	21	48	69.6%
Q2	64	127	66.5%
Q3	62	151	70.9%
Q4	28	85	75.2%
Q5	8	32	80.0%
Not Provided, or otherwise unavailable	13	39	75.0%
All Alumni	196	482	71.1%

Removing Gender and Ethnicity from the equations, High Deprivation students in Q1&2 have lower prospects, though most significantly for Q2 with a 13.5% gap between Q2 and Q5.

[3]Ibid.

Conclusion of Performance

Bradford College compared to the wider sector:

There has been an increase in the Black, Asian and Minority Ethnic population as a whole, and the Asian population in particular. In the context of the local population, this reflects the College's principal catchment areas which are Predominantly Asian households. Whilst the number of Asian students is robust, the College still has a significant role to play in engaging students from the local communities [see section 2].

The representation of Polar Q1 (PQ1) students (areas where young people are least likely to access HE by age 19). The actual representation of students from this group is only 1.5% compared to a sector result of 2%. We recognise the need to address this through initiatives, action plans and evaluation strategies, including through the implementation of Universal Design for Learning. These measures also support the **Polar Q2 and Q3 populations** who make up the vast majority of the student body.

In the most recent data available for 2018-19 enrolment, internal data shows 10.2% of the student body were from the POLAR Q1 group, of which a significant number were students from white backgrounds. For the PQ1 sub-group, the summary ethnicities are as shown below:

POLAR 4 Quintile 1	Count of Ethnicity	% of group	% of whole college population
Asian	31	15.7%	1.6%
Black	19	9.6%	1.0%
Mixed	7	3.6%	0.4%
Other	6	3.0%	0.3%
White	128 (40 male)	65.0% (M: 20.3%)	6.6% (M: 2.1%)
Data withheld	6	3.0%	0.3%
Grand Total	197 (Whole college: 1937)		

(Internal 2018-19 enrolment data).

•• White students make up the large majority of the most economically deprived group, though, as expected, a relatively small proportion of the population as a whole.

•• Time shows some fluctuation in numbers, but we can see a small growth in the proportion of white 'working class' students within the lower participation groups.

•• As a College responding to the needs of our students, whilst White students would not represent a target group per se, this is an important group for the College. This population experiences the negative and disabling effects of deprivation and will therefore benefit from the strategic measures to reduce their barriers to access, success and progression.

Ethnicity Representation	Bradford Local Authority Aggregate representation (2011 Census)	Bradford College Data (2018: 1883 Enrolments)
White	67.4%	39.6%
Asian	26.8%	45.7%
Other Non-Asian BME	6.2%	9.8%
Not Declared	n/a	4.9%

Source: ONS (from Nomis on 13 September 2019).

There is a small but significant and growing gap amongst our Black, Asian and Minority Ethnic Students from Other ethnicities. The UK Census (2011) data for the region shows the non-Asian BME population to be relatively small, and Bradford College recruitment of this group is proportionately higher than the census data:

The Bradford College data reflects the communities closest to the College. Even with undeclared ethnicities excluded, the College appears to recruit 50% more non-Asian BME than is reflected in the local population. This is a growing population and one that requires clear strategies for attainment and progression.

Mature students

Amongst our mature students aged 41+, the proportionate difference here is very small at 0.18 points. We are keen to ensure that we support admissions from mature students, that the APP supports their needs and that this is evidenced in the design of our curriculum offer and delivery.

Intersectionality

Taking all these factors together is difficult to display succinctly; however, some indications can be made from available data, a sample of the key intersections being shown in the next table:

DLHE 2017: Alumni in HSE or Education Subgroups	Not in HSE or Edu	In HSE or Edu	Total	% HSE/EDU No	% HSE/EDU Yes
Asian Q1's aged 21-24	5	5	10	50.0%	50.0%
Asian Q2's aged 21-24	18	28	46	39.1%	60.9%
Female	10	16	26	38.5%	61.5%
Male	8	12	20	40.0%	60.0%
Asian Q3's aged 17-20	9	11	20	45.0%	55.0%
Female	7	7	14	50.0%	50.0%
Asian Q3 Females aged 21-24	11	16	27	40.7%	59.3%
Asian Q4's aged 21-24	11	18	29	37.9%	62.1%
Males	6	5	11	54.5%	45.5%
Asian students where LPN category not available	8	12	20	40.0%	60.0%
Overall Mixed-race students	8	12	20	40.0%	60.0%
Overall students classed as 'Other' ethnicity	4	6	10	40.0%	60.0%
White Q1's aged 17-20	4	6	10	40.0%	60.0%
White Q1's aged 21-24	6	7	13	46.2%	53.8%
White Q2's	25	44	69	36.2%	63.8%
Aged 17-20	5	5	10	50.0%	50.0%
Aged 21-24	13	9	22	59.1%	40.9%
Female	7	4	11	63.6%	36.4%
Male	6	5	11	54.5%	45.5%
White Q3's aged 17-20	7	6	13	53.8%	46.2%
Grand Total	196	482	678	28.9%	71.1%

(Internal BC intersectionality data analysis).

All the groups in the table above have Progression outcomes well below the College average and below the results of other peer groups (noting that only values with more than 10 in the sample are considered). Again, it highlights the 17-24 age group for specific focus.

The College is addressing intersectionality challenges and is fully aware that where a student faces increased complexity, they will require progressive strategies to be able to succeed in their higher education journey. The work by the OfS on 'Associations between Characteristics of Students' gives us important information on specific groups. For example, we know that our Asian British Pakistani students who experience mental ill-health issues are at significant risk of not completing their studies, and this information has allowed the College to design services to meet the access needs of all students.

Care Leavers/Estranged

Whilst numbers of this cohort are relatively small we are committed to ongoing support for this group. Maintaining strong links with the local authority's 'Through Care Team' will be a priority and maximising collaborative efforts to deliver aspiratio- raising activities. Support through the admission process, financial support and through the student support services will also continue for this target group. Our targets indicate the need to increase the number of students declaring as a care leaver or estranged person so we can provide quality support at an earlier stage of the student journey. This will mean an increase in care leavers accessing the additional support available to them.

Other groups who experience barriers in Higher Education

Our own data and tracking of the target group below requires development in order to undertake a gap analysis and deliver evidence-based interventions. That said, we recognise the sector's need to address gaps in terms of access and participation. Therefore, we will work to develop programmes of activity across all lifecycles and improve impact measures and tracking processes.

Strategic aims and objectives

In this section we demonstrate how our targets for student access and participation, including key areas for more rigorous interventions based on our assessment of performance, has strong connectivity with our higher education strategic aims and objectives.

In this section we demonstrate how our targets for student access and participation, including key areas for more rigorous interventions based on our assessment of performance, has strong connectivity with our higher education strategic aims and objectives.

Target Groups

The College takes a realistic approach to targeting based on current performance measures and enrolment forecast. The college recognises that interventions require careful use of resources and planning and has focused its priorities on groups where interventions can have the largest, wide-reaching and positive impact.

Target Group	Stages of Student Lifecycle			
	Access	Success		Progression
		Continuation	Attainment	
Black, Asian and Minority Ethnic	•	•	•	•
Mature (41+)				•
Care leavers/ Estranged	•	•	•	•
Low-participation		•	•	•
Disabled				•

The above groups identify the College priorities.

Interventions, evaluation and support

The table below illustrates some of the general interventions the College will use to improve student outcomes across access, success and progression. Specific interventions for students with disabilities, care leavers and part-time students are also embedded in the student journey (as indicated by the letter S).

Target Group	Interventions	Evaluation / support Tools
Improve access to part-time studies for Black, Asian and Minority Ethnic students	•• Access and Participation community focused outreach programme •• Community / employer data base •• AIG team advice for students considering FT programmes but who have to work FT (S) •• All programmes offered with PT route where possible	•• Community / employer contacts data base •• AIG outcome measures •• Progression Package platform •• Student evaluation of advice and support •• Go Higher West Yorkshire
Improve attainment levels for Asian students to close the gap between Black, Asian and Minority Ethnic students and the overall College attainment %.	•• Study skills package •• Student Experience team •• Personal tutor and enhanced Personal tutor interventions •• Attendance policy and process •• Intervention and progression support tutors	•• Progression tracking and monitoring systems •• Improved data mining for academic and support staff •• Staff development •• Student voice evaluation of academic support
Improve attainment levels for Non-Asian BME students to close the gap between non-Asian Black, Asian and Minority Ethnic students and the overall College attainment %.	•• Study skills package •• Student Experience team •• Personal tutor and enhanced Personal tutor interventions •• Attendance policy and process •• Intervention and progression support tutors	•• Progression tracking and monitoring systems •• Improved data mining for academic and support staff •• Staff development •• Student voice evaluation of academic support
Improve attainment levels for Q1-2 students to close the gap between Q1-2 students and Q4.	•• Study skills package •• Student Experience team •• Personal tutor and enhanced Personal tutor interventions •• Attendance policy and process •• Intervention and progression support tutors	•• Progression tracking and monitoring systems •• Improved data mining for academic and support staff •• Staff development •• Student voice evaluation of academic support
Improve continuation rates for PT Asian students by closing the gap between PT Asian students and their White counterparts	•• Study skills package •• Student Experience team •• Personal tutor and enhanced Personal tutor interventions •• Attendance policy and process •• Intervention and progression support tutors	•• Progression tracking and monitoring systems •• Improved data mining for academic and support staff •• Staff development •• Student voice evaluation of support

Target Group	Interventions	Evaluation / support Tools
Improve continuation rates for Q1 students to that of Q4 students	•• Study skills package •• Student Experience team •• Personal tutor and enhanced Personal tutor interventions •• Attendance policy and process •• Intervention and progression support tutors	•• Progression tracking and monitoring systems •• Improved data mining for academic and support staff •• Staff development •• Student voice evaluation of support
Improve progression for Black, Asian and Minority Ethnic students and close the gap between Black, Asian and Minority Ethnic students and the overall College progression	•• Employability skills, placements and working life experience •• Programmes designed for employability •• Bradford College Plus HE	•• Periodic review and curriculum design •• Longitudinal Education Outcomes (LEO) dataset •• Student voice evaluation of employability skills development
Improve progression for students from Low Participation Neighbourhoods to close the gap between LPN students and the overall College progression	•• Employability skills, placements and working life experience •• Programmes designed for employability •• Bradford College Plus HE	•• Periodic review and curriculum design •• Longitudinal Education Outcomes (LEO) dataset •• Student voice evaluation of employability skills development
Improve progression for students with a declared disability to close the gap between disabled students and the overall College progression	•• Employability skills, placements and working life experience •• Programmes designed for employability •• Bradford College Plus HE •• Learning Support team work on accessing placements (S) •• AIG and Learning Support team guidance on using Access to Work services (S)	•• Periodic review and curriculum design •• Longitudinal Education Outcomes (LEO) dataset •• Student voice evaluation of employability skills development

Financial support will be offered to the following target groups from 2020:

Target Group	Eligibility	Level of financial support each year
Care Leavers/ Estranged Students	Aged 18-24, disclosed as having experienced care or is estranged. Undergraduate study. Grants to all eligible care leavers regardless of their year of study Accommodation bursary available only to those actually leaving care i.e. not to those where foster carers have committed to providing accommodation throughout their studies. Local Authority notification of status will be required. Bursary and grant not available in conjunction with low income household's bursary.	**Accommodation Grant:** £5500 (approximate) - Accommodation costs per annum (including extended accommodation prior to or on completion of course based on individual circumstances). Bursaries are available each year based on a review of the previous year's care leaver eligibility and uptake of grants with the aim of ensuring all entitled students have access to the grant. **Care Leavers Grant:** £500 per year split into 2 payments – £250 on enrolment and re-enrolment, followed by £250 in February of each year.
Undergraduate Bursary (low income households)	Students who are from households earning less than £25000. Undergraduate study. Offered on a first come first served basis to those who apply for it until funds cease. Grant awarded after the first payment of student fees.	**Undergraduate Bursary:** Up to £1000 per annum (depending on household income) £300 household income less than £25000 £600 household income less than £20000 £1000 household income less than £18000

We are committed to widening participation further across the various target groups to meet the needs of our students, the communities we serve and to the OfS key performance measures.

We acknowledge that assessment of our performance for some specific target groups at Bradford College (e.g. care leavers) has been vague to date and this requires additional efforts to improve data collection and measuring impact.

The following objectives remain relevant for the College as we work to ensure that everyone with the ability and desire to undertake higher education studies has the opportunity to access the College University Centre.

We are passionate about making sure that whatever the background, or identity of a student we do not present barriers to their access, success and progression. Furthermore, where gaps are identified within our College population we will tackle and remove these barriers.

Our investment in Access has reduced this year to 6.4% from the previous year's investment of 10.6%. This reduction is in recognition that our targets and investments are now predominantly focused on student attainment, continuation and progression activity.

Aims & Objectives

The target objectives below will be implemented to enhance the existing outreach programmes which target young people and adults from areas of deprivation and low participation, such as white working-class males. This will ensure we continue to embed and further develop our work with our schools and colleges as well as developing new ways approaches to reaching the adult population.

Target group:

White and non-Asian Black, Asian and Minority Ethnic (those not identifying as white British)

By September 2020 the Access and Participation team will have designed and implemented a community centre and school programme of outreach activities.

These activities will increase awareness of and aspiration to higher education for the White, mixed ethnicity, Asian and non-Asian Black, Asian and Minority Ethnic population raising awareness of HE and the potential of HE to improve lives within the target group support networks. Adults will be targeted with information advice and guidance that promotes part-time routes.

Timescales:

- • Outreach programme to be designed and ready to pilot by January 2020
- • Database of at least 30 credible community setting contacts to be in place by September 2020
- • Initial meetings with 10 community leaders to have taken place by December 2020
- • 5 school focussed outreach activities to have been delivered by February 2021

Evaluation:

Evaluation of the above will be undertaken using an improved in-house tracking system, online Progression Package platform, school partnerships for sharing data on attainment and progression, and projection monitoring; all compatible with other College systems and processes.

Target group:

Care Leavers/Estranged people

The College will working in partnership with the Local Authority 'Through Care Team'. Since May 2020, we have had in place a planned series of targeted admissions communications to offer additional and relevant information and support to this vulnerable group, throughout the application process. By September 2020 the Engagement Team will have designed and implemented a programme of aspiration and attainment raising outreach activities and tailored events.

The events will be aimed at care experienced and estranged young people in Bradford to increase their knowledge of and aspiration to progress to HE. We will continue our commitment to the Care Leaver Covenant alongside partner institutions with Go Higher West Yorkshire.

Timescales:

- • Establish working group with relevant stakeholders (local authority, University of Bradford, Bradford College student services) by December 2019
- • March 2020 we will have delivered a number of well-attended Foster Carers information sessions
- • July 2020 we will have delivered a well-attended Care Leavers event
- • May 2020 the Engagement team, the Local Authority and College Student Support team will be running data collection and analysis process to measure the impact of interventions with care leavers and estranged students
- • A suite of targeted marketing and admissions communications developed by September 2020

Evaluation:

Evaluation of the above will be undertaken using an improved in-house tracking system, online Progression Package platform, school partnerships for sharing data on attainment and progression, and projection monitoring; all compatible with other College systems and processes.

Target group:

Pre-16 Black, Asian and Minority Ethnic (Primary & Secondary)

The Engagement Team and specialist advisors from the College Teacher Education Department will devise and implement a schools' outreach programme of Maths and English aimed at raising attainment, and employability activities aimed at pre-16 students to be delivered throughout 2019 and 2020.

This will support and increase access to Higher Education, attainment at GCSE level, and progression to programme pathway in line with student career aspirations.

Timescales:

- •• Pilot programme designed to focus on English and Maths skills, aspiration and attainment raising and employability skills by September 2019
- •• Pilot programme to be delivered to Year 11 pupils throughout 2019 within 2 low performing schools in Bradford
- •• Pilot programme evaluation completed by June 2019
- •• Approved plan in place to deliver the programme to a further 8 low performing schools in Bradford by September 2020

Evaluation:

Evaluation of the above will be undertaken using an improved in-house tracking system, online Progression Package platform, school partnerships for sharing data on attainment and progression, and projection monitoring; all compatible with other College systems and processes.

Target group:

Black, Asian and Minority Ethnic target group

By September 2020 the Access and Participation team will have designed and implemented a community centre programme of outreach activities. This programme of activities will reduce the gap between white students and Black, Asian and Minority Ethnic students on part-time programmes by 2% each year.

These activities will increase awareness of and aspiration to part-time Higher Education programmes with particular focus on our part-time HE offer in a range of programmes and specifically Education, Ophthalmic Dispensing, Art and Engineering.

Timescales:

- •• Outreach programme to be designed and ready to pilot by January 2020
- •• Database of at least 15 credible community setting contacts to be in place by September 2020
- •• Initial meetings with 10 community leaders to have taken place by December 2020

Evaluation:

Evaluation of the above will be undertaken using an improved in-house tracking system, online Progression Package platform, school partnerships for sharing data on attainment and progression, and projection monitoring; all compatible with other College systems and processes.

Continuation and Attainment Plan

Our continuation and attainment plan is founded on a **'Universal Design for Learning'**[4].

Universal Design for Learning (UDL) is a set of principles for curriculum development and delivery that provides all students with fair and equal access to learning.

UDL provides a person-centred approach to teaching, rather than one-size-fits-all. This approach and development of dynamic learning styles that can be modified for individual student needs, will provide improved student experiences that ensure all students have access a positive Higher Education experience.

Following agreement and support from the College's Executive team, the Assistant Principal - HE, Head of Teaching, Learning & Assessment, and champions from each curriculum area have formed a project group to work with curriculum leaders to design and deliver the College strategy for Universal Design for Learning.

Whilst we will track, analyse and evaluate our interventions to improve the continuation and attainment of our students from low socio-economic and low participation (POLAR 4 Q1-2) neighbourhoods, Black, Asian and Minority Ethnic, those who are care leavers and those with disabilities, the majority of the interventions designed to improve access to learning will benefit all students. This is because the majority of our students are from one or more target groups.

The following strategic measures outline the College approach to supporting improved continuation and attainment amongst our student body.

Intervention and progression support tutors

- • Intervention tutors will follow-up on students who are missing lessons to quickly ascertain if there are issues that the College is able to help with e.g. academic support, financial advice, and hardship support or counselling. Evaluation of data has demonstrated that by intervening quickly, it is envisaged that the students' barriers to learning can be managed before they become overwhelmingly disabling[5].

- • Progression tutors will support students at the progression points in their study if they are finding transition from one level to the next challenging to negotiate. Progression tutors will support the students in understanding the challenges whilst developing personal and academic strategies to support their progress. The tutors will help students access advice on further studies, support optional module choices, prepare for work placements and develop resilience and skills to access the next learning opportunity.

- • The student record system will be used by the Intervention and Progression Tutors to track barriers and interventions. The data and outcomes will provide the background to APP reporting on the efficacy of the Intervention and progression tutors.

Enhanced Personal Tutor (EPT) policy

- • The College is partnered with the University of Bolton (UoB) and we share best practice. Following a full review of the Personal Tutor Policy, the College has implemented an Enhanced Personal Tutor (EPT) Policy already embedded at the UoB.

- • The EPTs are additionally trained staff available in each department for students who may be struggling with an aspect of their programme. They will be able to offer the student additional personal tutorials and help design a solution-focused intervention which will support the student through their challenging time. They will withdraw the enhanced support when the student has developed their own strategies.

- • Student monitoring will be used to track and evaluate the use of and impact of the new policy in year 1. The data and outcomes will provide information for the reporting and evaluation of the EPT in September 2020[6].

Progression tracking and monitoring systems

- • Live data on cohort, target group data and individual achievement and continuation is available to inform quarterly programme area reviews.

- • Providing the target group level information needed to drill down to student and programme level, these systems will enable the College to monitor and evaluate in-year performance and modify our approaches to improvement within an evidence-based programme of review.

- • The Head of MIS will work with curriculum Heads of Department to provide training support to all lecturers to ensure people have full access to and ability to use the data systems.

[4] Burgstahler.S.E.(2015) Universal Design from Principles to Practice. Harvard Press

[5] Robins. S.(2012) PASS Intervention: mentoring poorly performing first-year students and turning their academic performance around from failure to success. Oxford Brookes University.

[6] Robins.S. PASS: Personal and Academic Support System – proactive support for students, Oxford Brookes University.

Improved data mining for academic and support staff

•• Beneath the progression information, tracking and monitoring systems will be information to provide live data on cohort, target group data and individual achievement and continuation profiles.

•• This information will be available to inform quarterly programme area reviews.

•• To support data use, quarterly reviews are now timetabled for all departments.

•• Annual evaluation of this process is embedded in the quality monitoring structure led by the Vice Principal for Quality and Student Experience.

Staff development

All staff will be provided with knowledge and skill development opportunities through staff training days to raise awareness of their roles and responsibilities in increasing access to learning for students, developing a Universal Design approach to their practice, and understanding of the Access and Participation Plan.

Attendance monitoring

•• Attendance reviews provide valuable evaluative information on the challenges that students are facing (such and financial pressures, caring responsibilities and ill-health) as well as potential for achievement. By developing our knowledge of the barriers students face in accessing their education we will be more able to target improvements in our services to our students.

•• Attendance monitoring will be evaluated at the end of Semester 1 and Semester 2 and reported to Governors Quality and Standards Committee.

•• The outcomes of the evaluation will be used to analyse the suitability of the student services and support offer and to address opportunities for improvement and innovation[7].

Progression Measures

The following measures outline the College's approach to improving progression to further study or high skilled employment for the student body.

Employability skills, placements and working life experience

•• The programmes that have the poorest progression are, largely, those programmes without professional oversight or exemptions. A whole programme periodic review ensures all HE students have access to a placement / work-based experience opportunity and that all programmes have employability skills embedded.

Progression tutor

•• Personal tutors will be supported to work with Student Services Career staff to help students plan their next steps to further learning or professional employment.

•• Personal and intervention tutors will have a key role in helping to develop the evidence base to identify students facing, or likely to face, barriers and to put in place access interventions.

Curriculum design – career-focused routes to employment

•• A college-wide restructure has enabled increased cross-college curriculum design, centred on career pathways rather than subject areas.

•• The Assistant Principal HE and Assistant Principal FE support the Heads of Department in their annual curriculum design and planning that focuses on career routes for all students through employability, entrepreneurship and enterprise[8].

Bradford College Plus HE

•• Bradford College Plus HE enables all higher education students to maximise their life chances after completing their studies by helping them gain the valuable experience, knowledge and skills that prospective employers and other higher education providers look for.

•• The scheme is designed to prepare students for continuing postgraduate education, employment, life and citizenship. It gives recognition to the extra-curricular activities that students are involved in.

•• The Assistant Principal Student Experience has defined targets to increase, monitor and evaluate HE uptake of Bradford College Plus HE, monitored through Performance Review on a quarterly basis.

[7] Bijsmans.P. (2019) The impact of attendance on first-year study success in problem-based learning. The International Journal of Higher Education Research. Vol 76, 5, pp 865–881.

[8] Rae.D. (2007) Connecting enterprise and graduate employability. Journal of Education and Training. p541 Vol 1.1.

Strategic Measures

This section documents our strategy and key interventions for achieving our stated aims and objectives and provides details of our approach to student consultation, engagement, and evaluation.

Strategic Approach

To support our Access & Participation Plan, we have drawn on the College's vision and HE strategic goals and priorities.

We have one very simple aim at Bradford College: **to transform the lives of our students.**

We are passionate about our students, the experience they have, the support we can provide, the opportunities we can generate and the value we can add to their time at the college.

Strategic priorities

We do this by delivering our five key strategic priorities:

1. Deliver a curriculum that meets the needs of students, employers and our community.
2. Deliver an outstanding student experience.
3. Be an employer of choice.
4. Maintain a sustainable College.
5. Grow the College's reputation and influence.

The goals of the College's Higher Education provision is to provide quality teaching and learning which meets the needs of our students, the community we serve, the wider region and national demand for a well-educated, highly-skilled and creative workforce

Delivering the Plan

The Access & Participation Planning and Monitoring Group (APP&MG) will deliver the plan by:

- • Ensuring all Heads of Department are fully aware of the significance of the APP to their function and their responsibility to the APP

- • Ensuring a robust system and method of measuring required outcomes.

- • Assigning 'APP Champions' from each relevant department (support services and curriculum) to lead on the specific planning, delivery and monitoring of activity for their area across student lifecycles.

- • Collaborating with other partner organisation to share best practice and implements learning from the pilot collaborative evaluation project with GHWY for the Care Leaver Covenant.

Effective Data Collection processes and Evaluation Culture: A more controlled approach to data collection and sustained evaluative techniques will be established by the APP&MG:

- • Ensuring capability of systems and processes to capture relevant data of vulnerable groups at suitable points in the student journey and lifecycle

- • Supporting the improvement of admissions systems to capture, evidence and collate entry grades/qualifications and target group information

- • Continuing to ensure data sharing agreements are in place with relevant partner organisations (GHWY, local authority etc.) and maintain GDPR practices and principles

- • Developing an evaluation strategy that meets the needs of the lifecycle and departments concerned, meets the requirements of the OfS and allows for longer term objective setting and impact measuring

Alignment with other Strategies

Our Access and Participation Plan aligns with The College's Strategic Plan, HE Strategy and a range of other strategies, policies and governance principles designed to drive improvement and deliver positive student experiences.

The APP aligns with Bradford College's:

1. Retention Strategy - which dovetails with the Higher Education Strategy and Recruitment Strategy.
2. Quality Improvement Plan (QUiP) to ensure effective monitoring and assurance through the Governance Structure.
3. HE Attendance Policy – developed to support students at risk of non-attendance and the subsequent impact on attainment and progression.
4. Bradford School Improvement Strategy - in support of the local authority's priorities to 'accelerate education, attainment and achievement' and 'ensure children and young people are ready for life and work' we will provide an outreach offer that will enhance individual schools' needs in terms of the delivery of aspiration and attainment raising activity, IAG/Gatsby Benchmarks requirements and employability skills.

Collaboration and Alignment with other Work and Funding Sources

Collaborative efforts through the Go Higher West Yorkshire (GHWY) partnership as well as with our neighbour HEI, University of Bradford, will ensure our outreach activity avoids duplication of efforts across our priority target groups.

We work strategically via GHWY by pooling resources in support of common goals. Our strength is in delivering information and support to under-represented groups where they are and when they want it. We do this through an integrated programme of research, evaluation, long-term engagement with providers and schools, individual activities and community engagement. We deliver education programmes in over 40 community centres through which we can also deliver HE AIG to adults and young people.

As a GHWY NCOP partner, we play an active role in NCOP governance and employ an NCOP Outreach Officer to ensure complementarity with outreach work in our institution. Our NCOP is supporting sustainability by delivering CPD to key influencers as a 'Train the Trainer' model.

We are a signatory to the National Care Leaver Covenant and are working towards developing a Stand-Alone pledge, with collaborative versions of each drawn together by GHWY to showcase our local offer and commitment.

A close working and validating relationship with the University of Bolton, partnership working in sharing best practice and benefits students and those in target groups as both institutions work to improve access and participation in higher education.

As a member of the National Network for the Education of Care Leavers (NNECL) and an active member on their regional working group Northclass, Bradford College will continue to work with other HEIs and professionals who support care leavers within this network. This will enable us to share best practice and develop collaborative activities that are proven to support looked after children, care leavers and estranged students.

Financial Support

A more effective system to measure the impact that the £150,000 of financial support has on each target group is now in place. This will enable us to ensure there is a positive impact on access, success and progression as a result of any bursaries or grants awarded.

Student Consultation

The APP&MG will facilitate student representation to inform the planning, monitoring, delivery and evaluation of access and participation activity. Students will be invited from a range of backgrounds to provide an inclusive approach, including sourcing students who are studying FE, HE and postgraduate study.

Our Quality Improvement Plan 2019/2021 addresses student engagement and co-production work from module level through to programme level evaluations, programme design and review, student representation on governance committees and through regular curriculum area student experience focus groups. The APP will be discussed and evaluated though these co-production opportunities and the evaluation will be incorporated into our access and participation work.

The College has, for many years, operated a traditional model of gathering and considering student feedback. This has been through the collection and collation of questionnaires at module and programme level and a formal process of programme committees. We have judged the effectiveness of these systems to be adequate. However, we recognise an update of our feedback systems is required as we strive to establish a genuine partnership with our students in shaping the College's environment and ethos. Over the next two years we will transition from our current traditional model to a dynamic system of continuous feedback, working within a partnership model to tackle areas for improvement characterised by opportunities for the co-production of change.

The College's student ambassador scheme will continue to offer the opportunity for WP students to take part in the scheme providing work experience and personal development. This targeted approach to the recruitment of student ambassadors will allow for outreach to be informed by the experiences of underrepresented students.

We have sought views from students and alumni from target groups, on the content of the College 2020/21 Access and Participation Plan. Students and alumni welcomed the plan and offered the following feedback:

- • Applauded their involvement in the planning process
- • Welcomed the scope of the supportive interventions
- • Welcomes the types of support available to students outlined clearly in one place
- • Suggested there is a need to focus on access for mature students and the support they need on the programmes
- • Suggested that the venues we ought to be targeting to engage adult learners from a wider pool
- • Offered advice on the timing of the delivery of modules and how this could be developed to be more attractive to adult learners with jobs
- • Suggested that the information about study methods, expectations, demands on time, and financial considerations which could be clearer before starting a programme

The APPMG now includes student representatives. Any iteration of the plan will not only be evaluated by students through a variety of forums; students will be at the forefront of the design and implementation strategy. This approach is aligned to and reflects UDL.

Evaluation Strategy

Data Collection

To ensure an effective approach to evaluation, data collection and access to data will be vital. Alongside developments to our own systems and processes, we will work with schools and the local authority to ensure we capture relevant and necessary information in line with GDPR regulations. Data-sharing agreements will be put in place, with other organisations that are able to commit to supporting our evaluation processes by sharing data with us.

Systems used to measure the impact of access related activities will include a CRM system to track progress with school engagement, an online progression programme (developed by Virtual College) which will record, track and evaluate activity and progress of student engagement. These are currently under development and will be completed by September 2021 (as above).

Financial Monitoring

Evaluation and monitoring of financial support was previously administered by Registrar Services. Following a College restructure this department no longer exists and a more transparent, cross-college approach to evaluation of financial support will be implemented going forward. This will include an agreed cross-departmental process for assessing eligibility, monitoring of funds and evaluating impact. The teams responsible for the process will include Admissions, the Engagement Team (APP Officers) and a highly experienced Student Finance Team. Applications for student financial support, alongside the results of annual impact measuring will all feature as key points of discussion within the monthly Access & Participation Planning and Monitoring Group meetings which are already established.

Quality Monitoring, Evaluation and Support

The College's Quality Improvement Plan is now being held within a new online quality management system. This will enable all action holders to update the plan, collating evidence and impact assessments within a live system. This allows us to replace the hitherto quality department managed plan with a system that allows a wider contribution and extended ownership.

We will use learning from the GHWY NCOP by engaging in wider dissemination activities. As a multi-layer consortium spanning universities and HE providers with FE provision, there is the potential to bring together relevant data sources to evidence impact, as well as test interventions in a variety of HE settings. Evaluation expertise within the consortium can be utilised by all partners, which hosts good practice events to share and disseminate learning.

We will continue to collaborate with the GHWY NCOP research and evaluation team to assess the effectiveness of collaborative activities and/or activities delivered by Bradford College as part of a progressive programme of outreach activity.

Learning to shape improvements

Improvements will be made as a result of ongoing evaluation and assessment of performance. Through the developments we make to systems, processes, staff training, resources and a cross-college approach, we will be in a position to continuously assess performance and make ongoing decisions to adapt our delivery to meet the needs of our students:
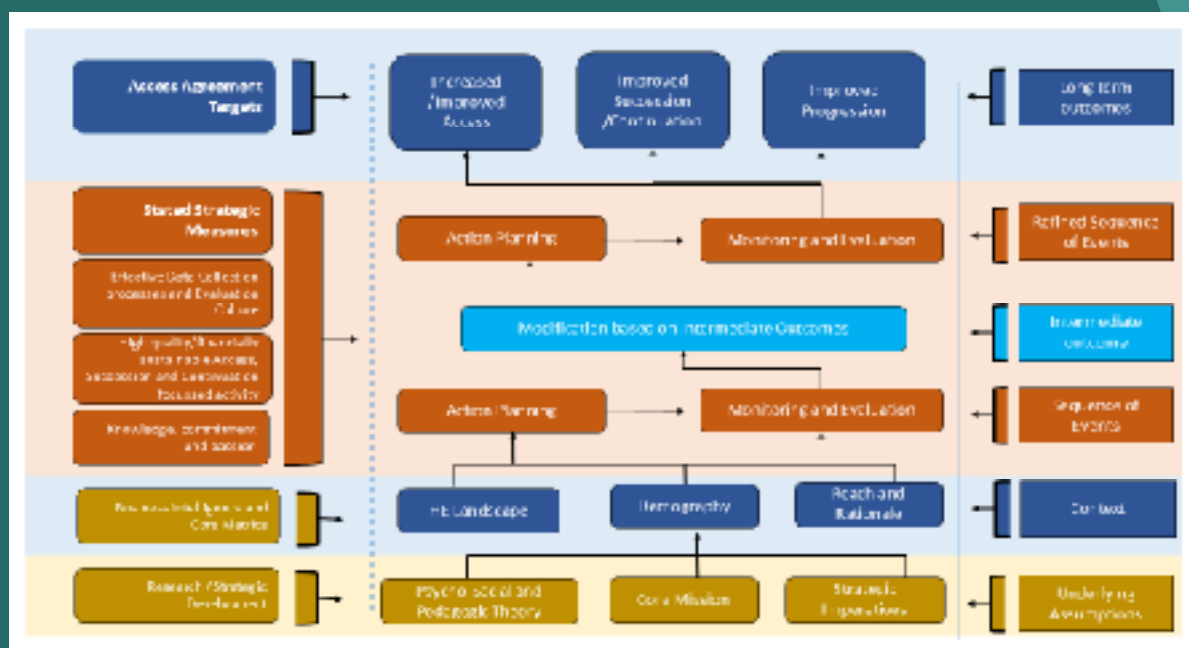
Monitoring Progress against Delivery of the Plan

Overarching responsibility for delivery will sit with the Vice Principal for Curriculum, Development and Growth, Assistant Principal for Higher Education and the Head of Student Recruitment, supported by key staff within Student Services, Management Information Services and Quality. We will ensure regular monitoring of our APP and related interventions through our governance structure. The monitoring will include:

1. Regular review of overall APP KPIs by the APPMG reporting to College Executive and an annual review of impact by our Equality and Inclusion Committee, Student Experience Committee.

2. The monitoring of our APP, key performance measures and detailed delivery plan by the Academic Board and the Academic Quality Committee focussed on the monitoring of key education and student metrics.

3. Ensuring that our students are fully involved in the monitoring and delivery of our APP, as outlined above.

We will develop and maintain the following processes to support the APP:

1. An APP delivery action plan translating our objectives and interventions into specific actions with associated timelines, accountabilities and expected outcomes.

2. Regular reports highlighting progress against APP action plan, which will also allow related committees and groups to see where insufficient progress is being made and to consider mitigating actions required.

3. An issues and risk record linked to the action plan, which will identify current and emerging issues and risks, and trigger appropriate plan to mitigation impact where possible and to record the escalation of a risk where required.

Provision of information to students

We are very aware that providing accurate, informative and timely information is vital for our students, their families and supporters and the communities we serve.

We will ensure that applicants and students have the right information, advice and guidance, at the right time to help them make decisions.

We will deliver:

1. Targeted marketing campaigns to support all access and participation to higher education. Marketing will identify appropriate online channels and produce digital materials relevant to specific target groups.

2. System upgrades to the admissions data collection and communication processes, to ensure timely and relevant information is shared. For example, information around financial support for specific target groups or details of targeted applicant visit days.

3. Course fees and additional course costs presented in a clear and accessible form across marketing materials and applicant communications. This information will be available on our website, UCAS and printed resources, such as the prospectus.

4. Information about any financial support for underrepresented groups on our website and in any pre and post-application communications.

5. Accurate public information, regularly reviewing our compliance to CMA guidelines and auditing information published. This work will continue to be undertaken by the College's Quality department, working in partnership with the Marketing, PR and Communications department.