

Annex A - 2019-20 access and participation plan provider template

Middlesbrough College

2019-20 access and participation plan

Assessment of current performance

The College has a good reputation and has demonstrated positive performance in its higher education provision for several years. In the last year, this has been recognised by: the award of TEF Gold; a positive outcome in the QAA Quality Review (November 2017); and a positive outcome in the Annual Provider Review. The College has also been subject to review by HEFCE to support its application for direct funding (approved March 2018), and extensive review by the Open University as part of the application for validated partnership status (2017/18). Finally, the College has completed a successful Institutional Review with Teesside University, which will be valid for 6 years or until the end of the teach-out period, whichever occurs first.

The College is committed to ensuring that all students are supported to access - and achieve in higher education. The distribution of enrolments by characteristic on higher education courses at the College, is illustrated in the table below.

Percentage of HE enrolments by characteristic (TEF Year 2)				
		Full-time %	Part-time %	Total %
Level of Study	First degree	26%	NR*	12%
	Other UG	74%	99%	88%
Age	Under 21	73%	35%	51%
	21 – 30	22%	40%	33%
	Over 30	4%	25%	17%
Ethnicity	White	87%	92%	90%
	Black	4%	NR*	2%
	Asian	6%	4%	5%
	Other	3%	NR*	3%
	Unknown	0%	0%	0%
Sex	Male	61%	63%	62%
	Female	39%	37%	38%
	Other	0%	0%	0%
Disability	Yes	11%	6%	8%
	No	89%	94%	92%
Entry qualifications	High tariff	7%	0%	3%
	Medium tariff	16%	0%	7%
	Low tariff	63%	0%	26%
	Non tariff	14%	100%	64%

Domicile	UK	99%	100%	99%
	Other EU	1%	0%	1%
	Non-EU	0%	0%	0%
Local students	Yes	63%	86%	77%
	No	37%	14%	23%
POLAR	1	30%	27%	29%
	2	19%	16%	18%
	3	14%	10%	13%
	4	21%	21%	21%
	5	16%	27%	20%

* NR – data not reported to ensure the anonymity of the information provided.

The data provided above is drawn from the TEF Year 2 assessment of the College higher education provision. The College is committed to expanding the basis of this analysis of performance as it makes the transition from indirect to direct funding. It is anticipated that access to the wider set of detailed information that this transition will bring in future, will assist both in assessing performance and formulating plans and targets moving forwards. In addition, the College is actively working on strategies to gather and share information on HE performance with a wider range of external institutions through its new relationships with; External Examiners; The Open University; Advance HE; the North East Colleges Teaching and Research network.

The College has a good track record on supporting and encouraging access to higher education for all students. Using POLAR3 data: 16% full time and 27% part-time students are from Quintile 5 neighbourhoods (20% overall); 21% full time and 21% part-time students are from Quintile 4 neighbourhoods (21% overall); 14% full time and 10% part-time students are from Quintile 3 neighbourhoods (13% overall).

91.9% of HE enrolments for 2015/16, were from Tees Valley postcode areas. A high percentage of the Teesside population live in areas with significant indicators of multiple deprivation. Of the 5 Boroughs and out of 326 districts nationally, Middlesbrough has the highest proportion of lower layer super output areas within the national most deprived 10%, with Hartlepool 10th, Redcar & Cleveland 33rd, Stockton-On-Tees 47th and Darlington 58th.

The Equal Opportunities Committee monitors performance in all aspects of student access, success and progression. Any areas of concern are identified, and actions drawn up to address them. Each academic programme provides an annual analysis of the success of students by protected characteristic.

Students from BME Communities

The proportion of HE students in the College from BME communities is 9.6%. This percentage is higher than the wider Tees Valley BME community percentage which is 5.2%. The College actively promotes equality of opportunity which is reflected in the College Equality Action Plan 2015/16. Some notable outcomes include:

- Staff and student Focus Groups to identify initiatives and actions to improve the way in which the College receives feedback. As a result of these groups, action was taken to improve the location and accessibility of washing facilities and multi-faith prayer rooms.
- Four additional days of leave or approved absences for students have been included in the College Calendar to accommodate religious festivals.
- Additional policies: Wearing of the Kirpan, Looked-After Children; Breastfeeding.

The success and continuation rate of BME students is equal to - and in some categories above - students who describe themselves as white British as reflected in the 2017/18 overall continuation rate comparison; white British = 91.50%; BME = 91.8%. The College is committed to maintaining these high rates of performance and will continue to monitor the performance of BME students relative to white British students, as HE enrolments grow in line with future plans.

The continuation rate for full-time white males is lower than other groups and 3.2% below benchmark. While this reflects the national trend of under-performance amongst white working class males, the College is committed to addressing this disparity.

Students with Disabilities

9.2% of HE students in 2015/16 declared a disability. This percentage correlates well with the proportion of residents in Middlesbrough in receipt of Disability Living Allowance. Key improvements that have been introduced in the recent past include:

- British Dyslexia Accreditation was attained during 2015/16, part of which included 10 staff attending the Dyslexia Awareness trainer programme. Since then 727 staff have attended Dyslexia Awareness Training.
- 316 staff have attended Autism Awareness training to date.
- Staff and students have started to attend and complete an introductory British Sign Language qualification.
- Mental health first aid sessions have been made available for staff during Mental Health Awareness Week.
- Additional policies: Additional Learning Support, student counselling and wellbeing

Height adjustable tables have introduced in all of the College's cafés at the request of students who use wheelchairs.

Of the students with a declared disability, continuation rates are excellent at 93.75%. The College is committed to maintaining these high rates of performance and will continue to monitor the performance of students with declared disabilities, as HE enrolments grow in line with future plans.

Mature and Part-time Students

Applications from part-time learners mirror national trends and have declined in recent years, however, applicants for part-time HE courses are still approximately 10% above full-time.

The College ensures that wherever practical, new course developments are offered in both full and part time mode. In addition, course teams are required to explore the needs of local employers for all new course developments, as well as those undergoing periodic review. The purpose of this activity is to identify and enhance the opportunities for students in employment effectively to participate in higher education courses.

The College delivers higher apprenticeships to 193 students across a range of subject areas, including: business administration, accounting, leadership and management, manufacturing technology, ICT, hospitality and catering, engineering and project management.

In 2016, the College acquired the apprenticeship provision of the North East Chamber of Commerce and formed the Northern Skills Group (NSG). The new organisation works with businesses across the North East of England and Yorkshire to deliver apprenticeship programmes to almost 2,000 apprentices. Moving forward the College intends to build upon this strong base to increase higher and degree apprenticeship programmes to provide progression opportunities for our students.

The proportion of male to female students on HE courses at the College is 49% male and 51% female. This percentage is slightly higher than the proportion of male to females as a percentage of the Tees Valley population which is 48% male and 52% female (ONS 2015). It also represents an improvement over the previous year reflecting a positive outcome from the activities employed to raise female participation numbers.

An example of the actions to tackle female under-representation includes work undertaken with Dr. Liz Dobson of the Yorkshire Sound Women Network and with the Women's Audio Mission in order to or promote gender equality in audio education This activity led to the foundation of a Teesside Sound Women's network, a group

that will serve as a platform for the member of staff involved in their MA Research Project - *The impact of peer support groups for gender equality within audio.*

Many of the College HE students are from areas with significant indicators of multiple deprivation. 16 feeder schools across the Tees Valley are located in areas identified by HEFCE as target wards for the NCOP project. The College actively promotes progression to students from these schools.

Relationship with feeder schools and colleges

Historically, the College relationship with local feeder institutions for HE students has been largely dependent upon the long-standing relationship between the College and Teesside University. As the College moves forward with its new partners, it will be focussing more attention upon developing more direct partnership activity to support and encourage progression to higher education.

Ambition and strategy

For over 20 years, the content of the College HE provision has been determined by a franchise partnership arrangement with Teesside University. In 2017, the College formed new partnership arrangements with The Open University and Pearson Education and at the same time applied for - and has been granted - direct funding status.

This move represents a significant shift in strategic direction for the College's HE provision and is reflected in the focus of investment. Throughout the process, the College is committed to ensuring that its HE offer will continue to be built upon good quality of provision and outcomes for students. Moving forward, the College is investing in - and significantly growing - its infrastructure and support mechanisms for staff and students to ensure that this positive reputation is maintained. This activity includes:

- additional core staff to support HE teaching teams and staff new to HE to provide consistent high quality provision;
- additional staff to support students throughout their time with the College, from application to graduation;
- the provision of additional time to support staff to undertake and apply relevant research and scholarly activity directed at enhancing the student experience;
- the introduction from 2018, of a College-wide HE delivery model that will provide a minimum package of formal scheduled teaching and academic support for all students;
- additional resources to support both new programme development and to enhance existing provision, including the provision of a HE Centre;
- the continued pro-active approach to student engagement at all stages of College HE activity to ensure that new process and policies are student-led;
- the inclusion of additional National Occupational Standard qualifications in HE awards where they are required to support employment or will enhance employment opportunities.

The College is also committed to ensuring that students receive value for money and that they recognise the link between higher education and positive employment outcomes. In order to achieve this ambition, the main HE portfolio will be vocationally focussed with work-based learning and employability at its centre. New course development proposals will be tested against these criteria in advance of approval for development. Central to this activity will be the use of labour market intelligence and employer liaison to ensure that content meets the requirements of employers and that students are prepared for employment.

The College is also reviewing opportunities for the development of higher and degree apprenticeships. While the focus of attention for programme development in 2017/18 has been to re-focus and transfer the existing portfolio to its new partners, plans to develop apprenticeship-based provision will commence in 2018/19. It is anticipated that the first of these developments will be launched in January 2019. As with main stream provision, such developments will be employer led.

As a consequence of its historic HE partnership arrangements, HE recruitment has been primarily drawn from internal direct progression from College based level 3 provision. Moving forward, the College recognises a greater freedom and responsibility to extend its recruitment beyond internal progression and across the wider region. Key to this progress is the relationship with local primary and secondary schools. This aspect of the College strategy will be of particular importance and a key platform to ensure that recruitment is both representative and that key groups are targeted.

Quality Management Cycle

The College Quality Management Cycle ensures continuous improvement in all aspects of higher education activity.

The Governing Body

The Governing Body has oversight of all aspects of College activity, including higher education. The strategic and operational management of the College is then delegated to the Principalship which in turn delegates responsibility for higher education to the Higher Education Standards Committee. This process of delegation ensures that the Governing Body respects the principles of academic freedom and collegiality.

The Governing Body receives regular updates on progress and performance from the Director of Higher Education who presents the HE Annual Monitoring Report to the November meeting of the Standards Committee. The achievements against targets established in this Access and Participation Plan will be included in the report. The report includes an action plan and termly updates on progress against targets are provided in February and May.

Academic Board

The Academic Board is the committee with primary responsibility for all aspects of higher education in the College. As well as reviewing and monitoring all policies and procedures relating to higher education, it also has the responsibility and ownership of the process of annual monitoring of higher education quality and standards. The approval and monitoring of this Access and Participation plan is the responsibility of the Academic Board. The membership of Academic Board ensures cross-college representation, including:

- Students
- Governors

- Senior Management
- Academic Staff
- Service Area Managers
- HE Programme Leaders
- Higher Education Office representation

Higher Education Office (HEO)

Working under the direction of the Academic Board, the HEO is tasked with collating and gathering information and data, on all aspects of HE management and performance. The HEO will have the ownership of the Access and Participation Plan and will take a lead role in ensuring that the College meets its obligations as described in Condition A1 of the Regulatory Framework.

The Access and Participation Plan will be a standing item on the Academic Board agenda and updates on progress against plan will be made by the HEO. Any deviation from plan will be evaluated to identify actions required.

Equality and Diversity

Middlesbrough College is committed to the development of non-discriminatory policies and practices providing an environment in which there is equality of opportunity for members of its community, whether required by legislation or not, in all aspects of its activities as an employer and training provider.

The Equality Statement & Policy applies to Governors, staff and students of Middlesbrough College, which incorporates Northern Skills Group, and also includes partners, volunteers and visitors or contractors working on College sites. The Equality Statement & Policy sets out Middlesbrough College's commitment and intent as an equal and diverse employer and as a provider of education and training. The Equality Statement & Policy is reviewed regularly and at least annually to ensure up to date changes in legislation and effective implementation.

The targets set out in this Access and Participation Plan are aligned to the expectations of the College Equality Statement Policy and will be monitored to ensure that no group or individual is disadvantaged in any way by their implementation.

The Equality and Diversity Committee takes the lead on determining compliance with the expectations of Equality Act 2010 and the requirements of the Public Sector Equality Duty.

Student Consultation and Involvement

The College is committed to the principle of full consultation with its students in relation to all aspects of their experience at the College. All courses have an elected student representative for each year group, who are invited to attend course team meetings and represent the cohort view. All course student representatives are invited to attend termly cross-college student representative meetings which are chaired by senior managers.

The programme of formal College meetings also includes student representation at all levels. Six Higher Education Working Groups meet throughout the year covering key aspects of college activity that impacts on the student experience. The Groups are: Marketing, Estates, IT, Finance, CPD/Research and Learning Resources. Student representatives are listed as members and are invited to attend all meetings or submit items for discussion.

Student representatives are also listed as members of the Higher Education Standards Committee. Finally, the Student Union Sabbatical Officer is a member of the College Management Team.

The College operates and financially supports a duly constituted Student Union which is led by a Student Sabbatical Officer. The Sabbatical Officer is a salaried position and the post-holder is elected annually by students and normally lasts one calendar year. The Sabbatical Officer is supported by a team of Student Ambassadors, drawn from across the student population.

In accordance with the policy on student consultation, this Access and Participation Plan has been made available to all HE students via the College VLE. In addition, student representatives have been provided with a copy and invited to comment. The Student Union, in accordance with a formal agreed constitution, provides the College with a means to consult with the entire student population through its representatives. The Student Sabbatical Officer, as the elected representative of the student body and a member of the Academic Board, has participated in the development of this agreement by reviewing student feedback and representing their views.

Access, student success and progression measures

Improving Access

In order to improve access to higher education the College will:

1. Build on the current programme of outreach to feeder schools and colleges to support and encourage applications to higher education.
2. Build upon feedback from primary school 'Discovery Days' to enhance the content of activities to build interest and enthusiasm for progression to higher education.
3. Continue to monitor BME recruitment trends to ensure that HE recruitment numbers at the College are a representative reflection of the local community.
4. Continue to monitor disabled student recruitment trends to ensure that HE recruitment numbers at the College are a representative reflection of the local community.

5. Continue to monitor mature and part-time student recruitment trends to ensure that HE recruitment numbers at the College are a representative reflection of the local community.
6. Develop flexible and cost-effective routes to higher education, including accelerated degree programmes and higher and degree apprenticeships.
7. Feedback from prospective students has illustrated that concern over fees and the subsequent level of student debt are a barrier to applications. To address the issue, the College will:
 - a. Continue to develop Foundation Degrees plus Top-Up awards wherever possible. The rationale for this approach is to:
 - I. Provide a lower cost model of delivery (Foundation Degrees awards are typically £2,350 cheaper than a full degree equivalent at the College).
 - II. The Foundation Degrees provides students with the option of a step-off point after 2 years of study thus reducing the up-front financial and time commitment.
 - III. Students can return to study in the future to Top-Up to a full degree if they wish, either at the College or at an institution more convenient to their future personal and career location,
 - b. Provide 2-year accelerated degree programmes to reduce the overall debt incurred on a similar 3-year programme.
8. Support parents and other key groups and individuals involved with supporting student decision making to understand the range of pathways into and through higher education. This will be achieved through the provision of open events for parents, carers, careers advisors and school teachers, to explain the nature of the College HE offer.

Evaluation of Approaches to Improving Access

Academic Board will monitor the range of approaches outlined above to ensure that applications, particularly from students low participation neighbourhoods, grows in line with targets. Student views will also be used to inform this evaluation to ensure that the information, advice and guidance as well as curriculum design, continues to meet student needs and expectations. There is also an expectation that information advice and guidance will extend to parents and other key influences on student decisions around application to higher education.

Investment in this area will be monitored closely to ensure that it continues to drive activity in the desired direction. In particular, the focus of outreach work will be monitored closely to identify where it is having the most success and impact through the translation into applications. While it is difficult to pinpoint the exact causal link between the range of activity identified in this section with application, the College will seek to understand which activities are effective. The main approach to this

analysis will be through feedback surveys taken after each event, as well as focus groups with participants to gain insight as well as ideas for improvement.

Improving Success

In order to improve student success rates, the College will:

1. Ensure that all students are provided with a combination of Formal Scheduled Teaching (FST) and Academic Support (AS).
2. Ensure that all FST contact hours reflect the level of study to support the development of student independent learning. This activity will be reflected in a gradual reduction in FST from level 4 to level 6.
3. Ensure that the focus of AS hours reflect the student journey in terms of need, i.e. at level 4, sessions will be primarily tutor-led to ensure that students are supported during the critical phase of their academic development. At level 5, it is expected that there will be a transition toward student-led activity with tutors providing structured guidance and support, targeted at those students with the greatest need. At level 6, it is anticipated that students will primarily lead the AS sessions and use tutors as a resource to support learning.
4. Provide all essential academic resources to support achievement. This activity includes ensuring that students have access to essential resources outside of normal FST or AS sessions. This will include but not be limited to;
 - a. Access to specialist fixed equipment and resources.
 - b. Access to virtual resources such as specialist software and resources via the College VLE or the VPN from remote locations.
 - c. Access to private study areas in the College during including weekends and holiday periods.
5. Ensure that all students are provided with regular access to tutorial support, both academic (accessible via AS sessions) as well pastoral (allocated by appointment on a regular basis).
6. Maintain focus on the needs of BME students to ensure that the high levels of continuation are maintained.
7. Maintain focus on the needs of students with a disability to ensure that the high levels of continuation are maintained.
8. Support improvements in the performance of full time white males so that they are above benchmark performance within 2 years.
9. Provide non-means tested bursaries to students on full 3-year degree programmes in stage 1 and upon successful progression to stage 2. These bursaries will reduce the actual financial burden and support students with part-time employment to top-up their earnings and potentially reduce the need for a maintenance loan.

10. Provide mindfulness sessions for students during induction to support their preparation for study and develop their ability to manage the stress associated with study.

Evaluation of Approaches to Improve Success

The review of the approaches to improve success, will be based on statistical analysis and comparison of relative improvements or decline in student retention and completions rates. This will be carried out termly for all students including those with protected characteristics and reported to Academic Board who maintain oversight of the process. Any negative trends will be flagged and investigated fully to ensure that the pattern is reversed and any intervention strategies implemented.

Mindfulness sessions will be monitored on three levels;

- Student perceptions of the effectiveness will be gathered immediately following the sessions and analysed to understand how well they are received and ensure that the students can see the link to managing study.
- Staff perceptions will be gathered in year to understand whether there is any identifiable shift in student behaviour, particularly around assessment periods.
- Data on student withdrawals, suspensions and requests for mitigating circumstances, will be monitored to identify any shifts in trends.

Formal Scheduled Teaching and Academic Support efficacy, will be monitored through student feedback both in module reviews and the NSS. In addition, student views will be gathered during student representative meetings, and the formal committee structure. Finally, student retention and completion rates will be monitored annually to ensure that targeted improvement is achieved. The approach will be deemed successful if both qualitative and quantitative indicators show that students feel the approach is positive and assisting them to achieve success and that this is supported by actual results.

Student perceptions of the *quality and quantity of specialist equipment and resources including IT and related software*, will be carried out through module reviews and the NSS. In addition, student views will be gathered through the formal committee structure. Academic and support staff expertise will also be used to inform the programme of investment in resources. The approach will be deemed successful if both qualitative and quantitative indicators show that students feel that they can access the necessary equipment and resources when they need them.

The effectiveness of the non-means tested bursary to support students, will be evaluated 13 months after enrolment, to ensure that it is driving improvements in continuation rates. Data on continuation for the cohorts in receipt of the bursary will be compared with both previous years as well as with cohorts not in receipt of bursaries. In addition, the College intends to engage with the OfS financial support evaluation toolkit, to enhance understanding of the effectiveness of the process.

Given the number of students eligible to receive the bursary, the intention will be to use the survey tool and the interview tool to support analysis.

Investment

Activity	Total (£)	APP Countable (£)	Percentage of total spend
Access	135 691	44 252	32.61%
Student Success	219 340	41 006	19%
Progression	101 599	39 511	38.89%
Post-graduate expenditure	13 343	3 336	25.0%
Total	449 763	122 892	27.32%
Higher Fee Income (HFI) 2019/20			£ 401,300
APP countable expenditure as a percentage of HFI			30.6%

The breakdown of investment by activity is shown in the table above. The areas of expenditure reflect the College actions designed to meet the needs of students and broader College objectives as outlined in the previous sections.

Provision of information to students

The College manages and monitors the information provided to students through the Higher Education Working Group (Marketing). This ensures that information provided to students is accurate, timely and consistent. The Working Group welcomes student representatives as members.

The Group reviews the content of all web and print based communications to ensure that they are accurate, fit for purpose and comply with legal requirements. Specifically, this includes all information on:

- course content, structure and length, location of study and the award given on successful completion;
- total cost of the course, including tuition fees and any additional essential costs;
- information relating to the payment of bursaries or other financial support;
- ensuring that students have access to all relevant policies both prior to application and after enrolment that explaining what they will be charged for;
- arrangements for payment and rights of cancellation;

- complaints handling.

All College staff engaged in discussing courses and offers to prospective students are trained in how to manage the process. They are aware of the importance of being accurate, clear, timely and complete in the information, advice and guidance that they provide to prospective students. They are also aware that the information provided at this stage can influence students' decisions and hence form part of the contract between the student and the College.

The College commits to maintaining the level of fee advertised at the time of application/enrolment and does not increase fees on an annual basis in line with inflation. This is explained in the fees policy available on the College web-site.

The approach to the fees and charges policy is shared and discussed in the Higher Education Working Group (Finance and Registry). This working group welcomes students as members.

The College does not sub-contract any of its provision to other providers. From 2018/19, the College will be working with new validating partners. All existing students that are enrolled on to Teesside University awards at the College will remain on those awards for the duration of their studies. There will be no changes made to the terms or conditions of their enrolment throughout this period.

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

Please enter inflationary statement in the free text box below.

The College will not increase fees for 2019-20 entrants in subsequent years of study in line with inflation.

Full-time course type:	Additional information:	Course fee:
First degree	N/a	£8,500
Foundation degree	N/a	£6,150
Foundation year / Year 0		*
HNC / HND	N/a	£4,500
CertHE / DipHE	N/a	£6,150
Postgraduate ITT	N/a	£5,000
Accelerated degree	N/a	£9,250
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	N/a - N/a	£6,935
Foundation degree	N/a - N/a	£6,150
Foundation year / Year 0		*
HNC / HND	N/a - N/a	£4,500
CertHE / DipHE		*
Postgraduate ITT	N/a - N/a	£2,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Increase in full time student retention	No	2015-16	89%	90%	91%	92%	93%	93%	
T16a_02	Progression	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Increase full time student pass rate	No	2015-16	81%	85%	86%	87%	88%	89%	
T16a_03	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Increase percentage of full time leavers in work or further study	No	2015-16	92.6%	93%	93%	93%	93%	93%	
T16a_04	Access	Multiple	Other statistic - Gender (please give details in the next column)	Maintain the percentage of female to male students on courses	No	2015-16	38%	51%	50%	50%	50%	50%	
T16a_05	Progression	Multiple	Other statistic - Other (please give details in the next column)	Review and refresh the portfolio of courses in line with student, employer and PSRB recommendations	No	2015-16	35	49	55	60	65	70	
T16a_06	Multiple	Multiple	Other statistic - Other (please give details in the next column)	Maintain high NSS overall satisfaction rate	No	2015-16	90%	90%	90%	90%	90%	90%	
T16a_07	Success	Multiple	Other statistic - Other (please give details in the next column)	Maintain formal links with employers on all new programme developments. To be achieved through, placement, work-based learning, knowledge transfer, research projects and employer input.	No	2015-16	100%	100%	100%	100%	100%	100%	
T16a_08	Success	White economically disadvantaged males	Other statistic - Completion/Non continuation (please give details in the next column)	Improve completion/continuation rates for full-time white male students	No	2015-16	85%	87%	88%	89%	90%	91%	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Attainment raising	Other (please give details in Description column)	Provide support for students in 65 local schools through: GCSE revision classes; A-level taster days; Master Classes; STEM focus-days	No	2015-16	65 schools	65	65	65	65	65	The college works with schools in the local area to raise participation rates and encourage application to university. To assist in this activity, the College is committed to working with as many local schools as possible to support attainment at GCSE and A-level through the delivery of revision classes, master classes and discovery days. The objective is to support students from low participation neighbourhoods to build the necessary pre-requisite skills to support university level study. A key approach to supporting this ambition, is to maintain the number of institutions that we work with.
T16b_02	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Raise the aspirations of school leavers in low participation neighbourhoods through understanding of the diversity of higher study options available to them and where they can lead.	No	2015-16	35 schools	38	39	40	41	42	Regional historic employment patterns led to a significant proportion of the population moving into unskilled and skilled roles in the steel and chemical industries, which were largely non-graduate professions. Both sectors have seen significant reductions in employment opportunities in the last 20-30 years, which has required a change in focus amongst the population when looking at employment prospects. There is a lack of understanding about the range of non-traditional HE e.g. HNC/D, higher and degree apprenticeships, foundation degrees etc. amongst students, parents and advisors and how they interlink. The College is committed to working with schools and local feeder institutions, to increase understanding of the opportunities that these routes into higher education present. In particular, and in line with our stated ambition, to raise awareness of the range of opportunities for vocational higher level study. The planned growth in institutions reflects the planned growth and development of the College as a higher education provider.