Myerscough College (10004478)
Access and participation plan
2020-21 to 2024-25

1. Assessment of performance

For our assessment of performance, we have used our own internal data for enrolments, non-continuation and achievement (successful completion of year), data from the OfS dashboard and some TEF year 4 data (continuation and employment data, absolute values). HESA widening participation and continuation data with breakdown by priority groups are not available for Colleges nationally.

We have used internal data as there are some gaps in in our data on the OfS data dashboard due to low numbers. We have used the OfS individualised data for comparison in some areas although where there are low numbers, it can provide limited statistical confidence. Additionally, using own internal data means it is more readily available to support in-year monitoring of progress and a more responsive approach to actions that will support achievement of our targets (or in the event of any worsening of progress or data).

Our internal data for non-continuation follows the HESA criteria for non-continuation as closely as possible. Our internal data for achievement is a measure of the number of students who successfully completed the year of study, compared with the number that started that year of study. Our degree outcomes data follows HESA criteria for degree attainment but also includes foundation degree students, the data is based on high grades of 2.1 or above for honours degrees, merit and above for foundation degrees. Internal data is presented in graphical form, where appropriate. Groups that have very low numbers and limited statistical confidence are highlighted, but no actual numbers are given in such cases.

Statistically significant differences identified by the OfS data dashboard have been included as a cross-check against significant gaps that we have identified from our internal data.

There are some small differences in numbers and percentages between the data from the OfS dashboard and our own internal data. This is mainly due to the way in which students are counted (OfS data only includes students by registering provider, our internal data includes all students taught at the College regardless of registering provider).

However, all our higher education is awarded by just one awarding HEI and all our students are now on direct contract, so all our students are both taught and registered at Myerscough and the data will be reliable in this respect and comparative with the OfS data, where it is available (for example, the denominator on the OfS dataset is 190 full time for 2017-18 with some possible rounding, our internal data is 210 full time year 1 enrolments in 2017-18).

The transfer of students to direct contract has been a transition process since 2012 so there may have been a small legacy of some students registered by our awarding body but taught by us in some of the earlier data.

We only used absolute values from TEF data in our Access and Participation plan but in some areas, this was the only data source we had available that included splits for disadvantaged groups.

As all our provision is now on direct contract, our internal and TEF data will not include students who may be covered in other provider's Access and Participation plans.

Our DLHE survey of student progression destinations has been sub-contracted to the HEFCE/OfS preferred supplier in recent years. Although we have data for the overall College and by subject from the DLHE preferred supplier, the data was not split by the different target groups. The TEF year 4 data is the only employment data we have that provides splits by target groups and this is the main data that has been used for progression in our assessment of performance.

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

In our context, as a small College-based provider in the north west of England, POLAR 4 provides a more reliable reflection of disadvantage. Our own data and reporting is also focused around POLAR 4 rather than IMD for this reason and we do not have our own internal data on IMD.

The guidance stresses the importance of writing the plan in relation to the providers own context and in the context of the size, location and nature of our institution, we feel that POLAR 4 is a more suitable and reliable measure of disadvantage that IMD. As suggested on the FAQs section of the OfS Access and Participation Plan webpages, we have focused on POLAR 4 rather than IMD throughout our Access and

Participation plan. However, we have also included references to the OfS IMD individualised data for comparison, where they are available.

Access

Our internal data of overall student enrolments split by proportions of students from POLAR 4 group 1 and group 5 is as follows:
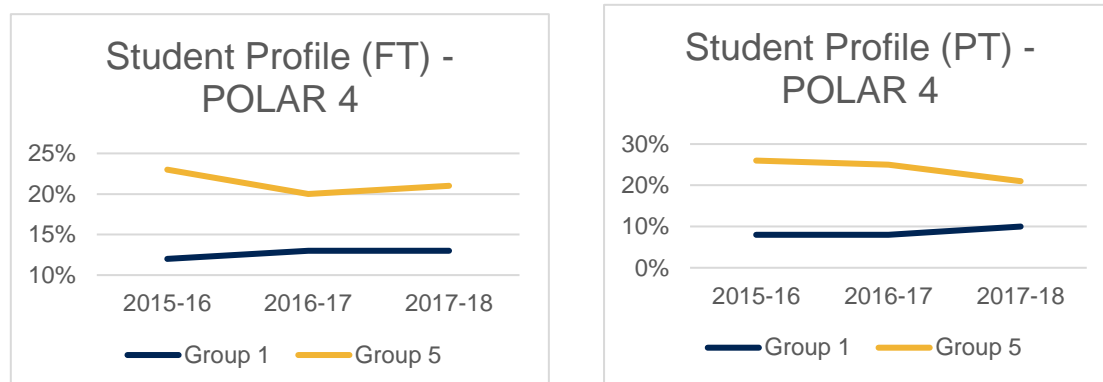
Our data from the OfS data dashboard confirms similar figures for 2016-17 and 2017-18.

KPM		Target	Myerscough (OfS Data Dashboard)	Myerscough (FT) (internal data)
KPM1	Gap in participation between most and least represented groups	Eliminate the gap Reduce the ratio by 2024	2016-17 – 15% Q1, 22%Q5 2017-18 – 10% Q1, 22% Q5	2015-16 – 12% Q1, 23% Q5 2016-17 – 13% Q1, 20% Q5 2017-18 – 13% Q1, 21% Q5

Our internal data shows that the gap in access for students from disadvantaged areas has reduced for full time and part time students. However, our internal data shows the average gap for full time students over 3 years is over 8%. The OfS individualised dataset identified a gap of 11.7% for access between POLAR 4 group 1 and group 5 for full time students in 2017-18 (ratio 2.2).

Furthermore, the OfS data dashboard identifies statistically significant gaps for POLAR4 Q1 in the population compared with at the provider (2015-16) and IMD Q1 in the population compared with at the provider (2015-16 and 2016-17).

The OfS individualised dataset also identified a gap in access between part time IMD Q1 and Q5 students of 14.3% in 2017-18. However, this was a decreasing gap (decreased from 18.2% the previous year) and was from very low numbers and not identified as statistically significant.

In line with OfS KPM1, reducing the gap in access for full time students from the most and least disadvantaged areas will be one of our strategic targets.

Success

Our internal data of student non-continuation split by proportions of students from POLAR 4 group 1 and group 5 is as follows:

| POLAR 4	Full Time		Part Time	
	2016-17 – 2017-18	2017-18 – 2018-19	2016-17 – 2017-18	2017-18 – 2018-19
Group 1	6.4% (low numbers)	26.1% (low numbers)	9.1% (low numbers)	17.6% (low numbers)
Group 5	10.9% (low numbers)	7.3% (low numbers)	15.2% (low numbers)	3.4% (low numbers)

Our TEF data for continuation (absolute percentage values, 3-year averaged data) split by proportions of students from POLAR 4 groups 1 or 2 and groups 3, 4 or 5 is as follows:

|	POLAR4		National IMD	
Full-time	Q1 or Q2	Q3, Q4 or Q5	Q1 or Q2	Q3, Q4 or Q5
Continuation	87.6	89.5	85.7	90.6

We have no comparative data for these groups of students from the OfS data dashboard. A comparison with OfS KPM3 is as follows:

KPM		National	Target	Myerscough (OfS Data Dashboard)	Myerscough (internal data)
KPM3	Gap in non-continuation between most and least represented groups	2015-16 – 4.6% 2016-17 – 4.4%	Approx. 2% by 2022-23, eliminate the gap by 2030	2015-16 – No data for Q1 2016-17 – No gap	2016-17 – Gap -4.5% FT, -6.1% PT 2017-18 – Gap 18.8% FT, 14.2% PT

Our internal data of student achievement (successful completion of the year) split by proportions of students from POLAR 4 group 1 and group 5 is as follows:
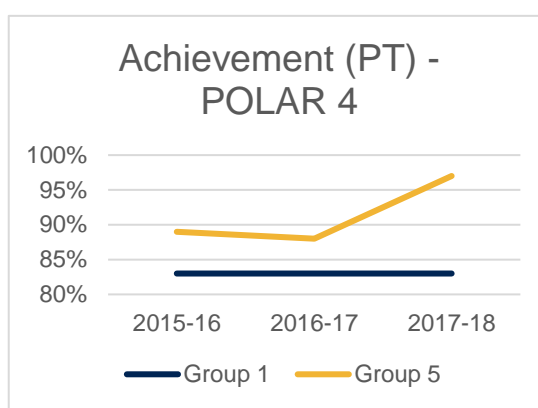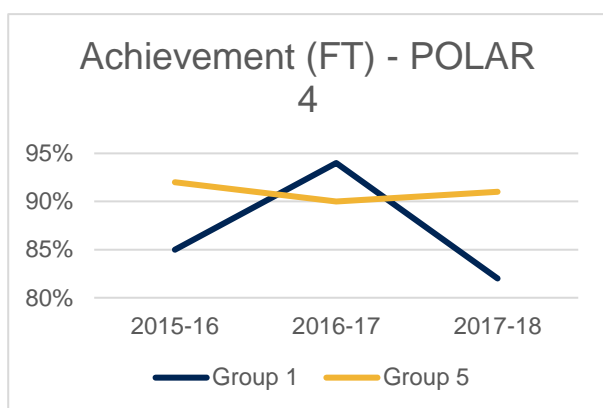
Our internal data of student degree outcomes (1st & 2.1 on honours degrees / Merit+ on other undergraduate) split by proportions of students from POLAR 4 group 1 and group 5 is as follows:
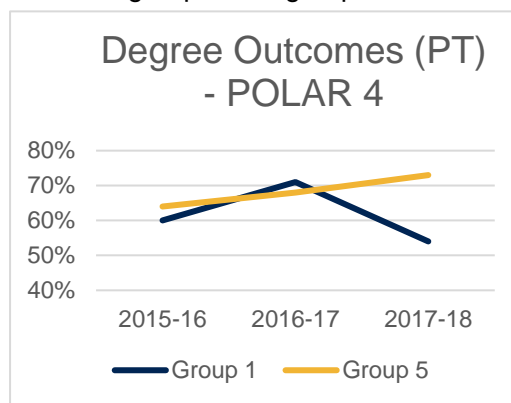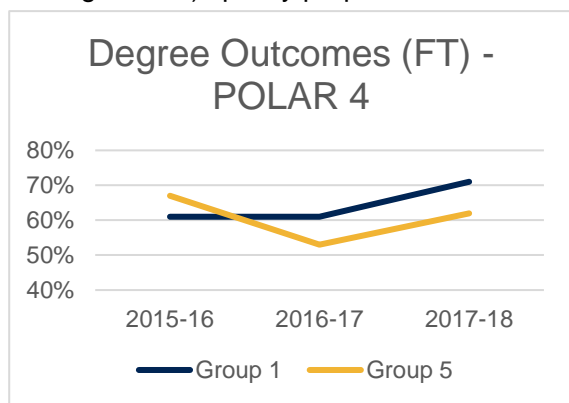
Our internal data shows that the gaps in non-continuation, achievement and degree outcomes for students from disadvantaged areas are variable. The gaps in non-continuation are affected by low numbers and have limited statistical confidence. However, our internal data shows the gap in achievement for the most recent year is 9% for full time students and 14% for part time students. Degree outcomes for students from disadvantaged areas are currently higher for full time students but lower for part time students (19% gap).

Reducing the gaps in success (achievement and degree outcomes) for students from the most and least disadvantaged areas will be one of our strategic targets.

Progression to employment or further study

Our TEF data for progression to employment or further study and progression to highly skilled employment or further study (absolute percentage values, 3-year averaged data) split by proportions of students from POLAR 4 groups 1 or 2 and groups 3, 4 or 5 is as follows:

Full-time	POLAR4		National IMD	
	Q1 or Q2	Q3, Q4 or Q5	Q1 or Q2	Q3, Q4 or Q5
Employment or further study	97.5	97.9	97.6	98.2
Highly skilled employment or further study	45.6	56.9	52.9	58.4

Our benchmarked TEF data for progression to highly skilled employment or further study does not identify any significant negative differences in outcomes for students from POLAR4 group 1, suggesting that our performance in this area is line with similar institutions in our sector. However, our TEF data shows the average gap in progression to highly skilled employment or further study averaged for full time students over 3 years is 11.3%. for POLAR4 and 5.5% for IMD.

The OfS individualised dataset identified a gap in progression of 20.6% in 2016-17 between full time IMD Q1 and Q5 students, an increase from 9.2% in 2015-16. However, this was from very low numbers and not identified as statistically significant.

Reducing the gaps in progression to highly skilled employment or further study for full time students from the most and least disadvantaged areas will be one of our strategic targets.

1.2 Black, Asian and minority ethnic students

Access
Our internal data of overall student enrolments split by proportions of students from white and BAME groups is as follows:
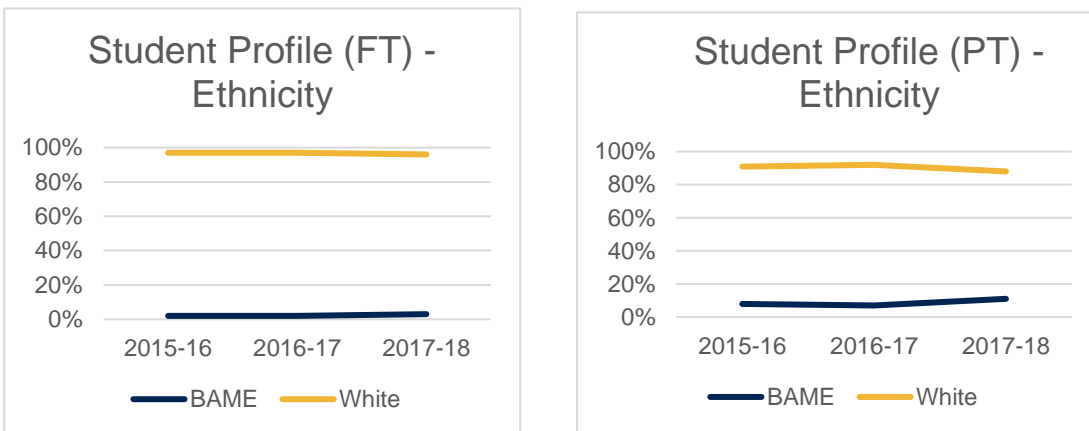
We have no comparative data for these groups of students from the OfS data dashboard. However, the OfS data dashboard does identify a statistically significant difference for these groups of students in 2017-18.

Access	2013-14	2014-15	2015-16	2016-17	2017-18
White in the population compared with at the provider (18 year olds)					Yes (95% provider compared with 84% population)

Additionally, the OfS individualised dataset identified significant gaps between 18 year olds in the population for students from black, Asian and mixed ethnicities. The gap between white and all BAME students was 87.5% which increased to around 92-93% for each category when further disaggregated by black, Asian, mixed and other ethnicities. However, the numbers of BAME students were extremely low and these low numbers were further exaggerated when disaggregated by separate black, Asian, mixed and other ethnicities.

It is clear that our gap in access for students from black, Asian and mixed ethnicities is high. This is comparable with other providers across the land-based sector, as evidenced by comparisons of access proportions for ethnicity from the OfS Access and Participation data dashboard (Myerscough 4% BAME, Askham Bryan College 3%, Bishop Burton College 1%, Reaseheath College 3%, Harper Adams University 0%, Hartpury University 6%, Royal Agricultural university 2%, Writtle University College 5%).

For all providers of agriculture and related subjects, only 2.4% of students in the subject were BAME (HEIDI data in 2017/18). In the sector, only 1.5% of workers in agriculture and related subjects were BAME (ONS figures 2015-18).

The gap in access for students from black, Asian and mixed ethnicities is clear from our own data. This gap has also been identified as one of our statistically significant gaps by the OfS data dashboard and in the individualised dataset and this will be one of our strategic targets.
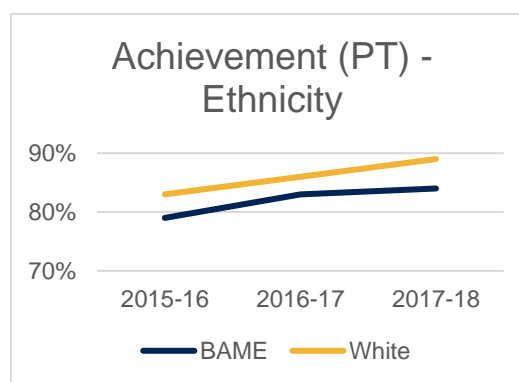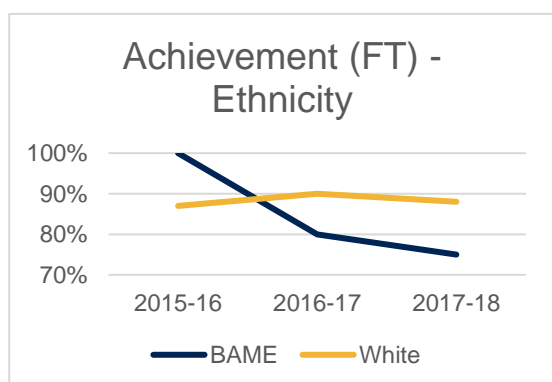
Success

Our internal data of student non-continuation split by proportions of students from white and BAME groups is as follows:

	Full Time		Part Time	
	2016-17 – 2017-18	**2017-18 – 2018-19**	**2016-17 – 2017-18**	**2017-18 – 2018-19**
BAME	No data	No data	9% (low numbers)	8% (low numbers)
White	No data	No data	9% (low numbers)	13% (low numbers)

Our TEF continuation data for students from black, Asian and mixed ethnicities is suppressed due to very low numbers.

Our internal data of student achievement (successful completion of the year) split by proportions of students from white and BAME groups is as follows:

Our internal data of student degree outcomes (1st & 2.1 on honours degrees / Merit+ on other undergraduate) split by proportions of students from white and BAME groups is as follows:

	Full Time			Part Time		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
BAME	40% (low numbers)	25% (low numbers)	80% (low numbers)	22% (low numbers)	50% (low numbers)	64% (low numbers)
White	63%	54%	59%	65%	56%	62%

We have no comparative data for these groups of students from the OfS data dashboard. A comparison with OfS KPM4 is as follows:

KPM		National	Target	Myerscough (OfS Data Dashboard)	Myerscough (FT) (internal data)
KPM4	Gap in degree outcomes (1sts or 2:1s) between white students and black students	2016-17 – 23.8% 2017-18 – 23.1%	Approx. 8% by 2022-23, eliminate the gap by 2030	No data	2015-16 – 23% 2016-17 – 29% 2017-18 - +21% Very low numbers

As our non-continuation, achievement and degree outcomes for BAME students are affected by low numbers and have limited statistical confidence, we will focus our strategic measures on access for BAME students as detailed above.

Progression to employment or further study

Our TEF employability data for students from black, Asian and mixed ethnicities is suppressed due to very low numbers.

As our progression outcomes for BAME students are affected by low numbers (<10) and have limited statistical confidence, we will focus our strategic measures on access for BAME students as detailed above.

BAME Disaggregation

As our overall enrolments of black, Asian and mixed ethnicities students are so low, further disaggregation by separate black, Asian and mixed ethnicities groups becomes statistically meaningless.

We have provided some contextual data for disaggregation in the 'BAME access' section of this Access and Participation Plan (OfS individualised dataset identified gaps between white and disaggregated black, Asian, mixed and other ethnicity groups of around of 92-93% for each category but from extremely low numbers).

Further disaggregation of student achievement and progression outcomes by separate black, Asian and mixed ethnicities groups has not been undertaken as the numbers are even lower. In our context, our current focus is to improve the proportion of BAME students on full time programmes and then when we have more substantial numbers further disaggregation will be more appropriate.

1.3 Mature students

Access

Our internal data of overall student enrolments split by proportions of young and mature students is as follows:

	Full time			Part Time		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Young (<21)	63%	74%	80%	4%	6%	8%
Mature (21+)	37%	26%	20%	96%	94%	92%

Our full time enrolments from mature students is proportionately lower compared with young students and this is to be expected. Our proportion of full time enrolments from mature students also show a decreasing trend and reversing this trend will be one of our strategic targets. However, as the demographics of 18 year-olds is set to rise from 2021, we acknowledge that this may make this target particularly challenging.

Success

Our internal data of student non-continuation split by proportions of young and mature students is as follows:

	Full Time		Part Time	
	2016-17 – 2017-18	2017-18 – 2018-19	2016-17 – 2017-18	2017-18 – 2018-19
Young (<21)	6% (low numbers)	10% (low numbers)	25% (low numbers)	50% (low numbers)
Mature (>21)	18% (low numbers)	6% (low numbers)	12% (low numbers)	12% (low numbers)

Our TEF data for continuation (absolute percentage values, 3-year averaged data) split by proportions of young and mature students is as follows:

Full-time	Young	Mature
Continuation	88.9	89.0

The OfS individualised dataset identified a gap in continuation rates between mature and young students of 7.3% in 2016-17, an increase from 1.5% in 2015-16 following three years of a reducing gap. When

examined further, the change in mature non-continuers was very low actual numbers and the actual percentage change of mature continuation for 2016-17 was just 2.1% from the previous year.

We are a small provider with very low proportions of mature students on full time programmes and individual students have a significant impact on percentages for the gap and this leads to limited statistical confidence. In our context, the numbers for non-continuation are very small and our priority is focused on access for mature students to FT programmes.

Our internal data of student achievement (successful completion of the year) split by proportions of young and mature students is as follows:

	Full Time			Part Time		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Young (<21)	89%	91%	87%	56%	68%	85%
Mature (21+)	86%	87%	87%	84%	87%	88%

Our internal data of student degree outcomes (1st & 2.1 on honours degrees / Merit+ on other undergraduate) split by proportions of young and mature students is as follows:

	Full Time			Part Time		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Young (<21)	53%	46%	56%	0% (low numbers)	25% (low numbers)	33% (low numbers)
Mature (21+)	73%	67%	69%	63%	55%	64%

Our internal data shows that the gaps in non-continuation are variable. The gaps in achievement for young and mature students on full time programmes are small with no gap in the most recent year. Achievement is generally higher for part time mature students and degree outcomes are generally higher for full time and part time mature students. The gaps are also affected by low numbers of mature students on full time programmes and low numbers of young students on part time programmes and have limited statistical confidence.

Progression to employment or further study

Our TEF data for progression to employment or further study and progression to highly skilled employment or further study (absolute percentage values, 3-year averaged data) split by proportions of young and mature students is as follows:

Full-time	Young	Mature
Employment or further study	97.8	98.4
Highly skilled employment or further study	53.4	66.8

Our TEF data shows the outcomes for progression to highly skilled employment or further study for full time students, averaged over 3 years, is 13.4% higher for mature students than for young students.

1.4 Disabled students

Access

Our internal data of overall student enrolments split by proportions of students with a known disability and no-known disability is as follows:

	Full time			Part Time		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Known disability	12%	13%	17%	8%	8%	7%
No known disability	88%	87%	83%	92%	92%	93%

Our internal data on disaggregation of declared disabilities is as follows:

Primary LLDD and health problem	Number of Students		
	2016-17	2017-18	2018-19
Mental ill health	14	17	17
Specific learning difficulties	60	66	79
Physical impairments	11	6	15
Other disability (medical condition etc)	20	15	20

Our proportions of access for full time students with a disability is increasing generally and across each disaggregated type of disability (this could also be due to higher proportions that are declaring). The highest proportion is for students with a specific learning disability. However, the data includes only the primary disability declared by a student and many students declare multiple disabilities and it is mental health disabilities that can often be the least visible or least likely to declare by some groups of students and we will include this in our considerations as part of our strategic measures to support success for these groups of students.

The OfS dataset shows a decrease in the proportion of part time students with a disability or learning difficulty although this was not identified as being statistically significant. Our internal data shows only a 1% decrease in access for part time students with a disability or learning difficulty over the last 3 years. The actual numbers are very small and easily affected by individuals (actual numbers were 34 students in 2015-16, 35 in 2016-17 and 30 in 2017-18). We will, of course, continue to promote access to our part time courses for students with a disability or learning difficulty but given that the numbers are small this is not a strategic priority for us in our own context.

Success

Our internal data of student non-continuation split by proportions of students with a declared disability and no declared disability is as follows:

	Full Time		Part Time	
	2016-17 – 2017-18	2017-18 – 2018-19	2016-17 – 2017-18	2017-18 – 2018-19
Known disability	No data	5% (low numbers)	No data	67% (low numbers)
No known disability	No data	10% (low numbers)	No data	11% (low numbers)

Our TEF data for continuation (absolute percentage values, 3-year averaged data) split by proportions of students with a declared disability and no declared disability is as follows:

Full-time	Disability	No Disability
Continuation	92.7	88.5

Our internal data of student achievement (successful completion of the year) split by proportions of students with a declared disability and no declared disability is as follows:
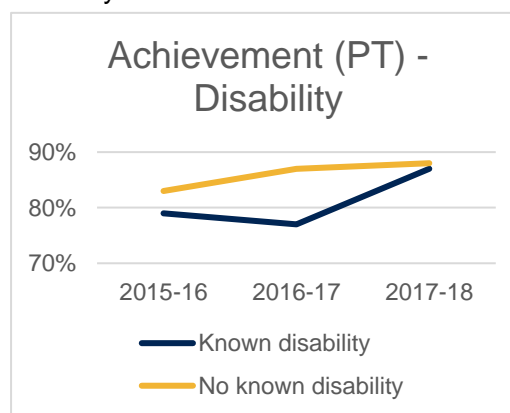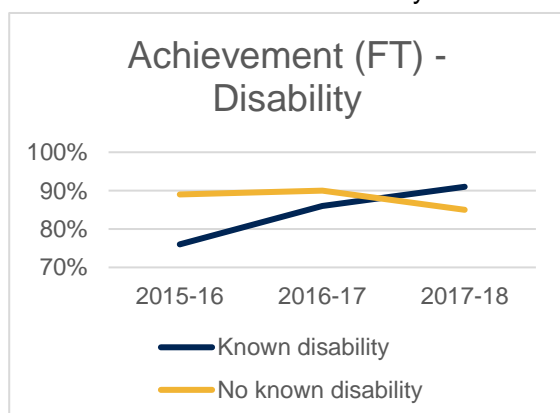
Our internal data of student degree outcomes (1st & 2.1 on honours degrees / Merit+ on other undergraduate) split by proportions of students with a declared disability and no declared disability is as follows:

	Full Time			Part Time		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Known disability	42%	59%	51%	50% (low numbers)	62% (low numbers)	44% (low numbers)
No known disability	65%	52%	61%	63%	54%	62%

We have no comparative data for these groups of students from the OfS data dashboard. A comparison with OfS KPM5 is as follows:

KPM		National	Target	Myerscough (OfS Data Dashboard)	Myerscough (FT) (internal data)
KPM5	Gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students	2016-17 – 2.9% 2017-18 – 2.8%	Approx. 1% by 2022-23, eliminate the gap by 2025	No data	2015-16 – 23% 2016-17 – +7% 2017-18 – 10%

Our internal data shows that the gaps in non-continuation, achievement and degree outcomes for students with a declared disability and no declared disability areas are variable. The gaps in non-continuation are affected by low numbers and have limited statistical confidence. However, our internal data shows the gap in degree outcomes for the most recent year is 10% for full time students and 18% for part time students (although from low numbers).

Reducing the gap in degree outcomes between students with a declared disability and no declared disability will be one of our strategic targets. Following our disaggregated data of declared disabilities, this work will focus on students with a declared learning difficulty and those with mental ill health.

Progression to employment or further study

Our TEF data for progression to employment or further study and progression to highly skilled employment or further study (absolute percentage values, 3-year averaged data) split by proportions of students with a declared disability and no declared disability is as follows:

Full-time	Disability	No disability
Employment or further study	98.7	97.8
Highly skilled employment or further study	61.5	56.5

Our TEF data shows the outcomes for progression to highly skilled employment or further study for full time students, averaged over 3 years, is 5% higher for students with a declared disability than for those with no declared disability.

1.5 Care leavers

We do not currently formally collect data on care leavers. However, informal data collected through the work of our Student Support Services department suggests that the numbers are very low (<10). We recognise this is an area that we need to develop so that we have robust data on which to base our future plans for addressing any gaps in access, participation and progression for care leavers.

Developing our data and increasing awareness of support requirements for Care Leavers across each stage of the student lifecycle will be one of our strategic targets.

1.6 Intersections of disadvantage

The OfS data dashboard identified the following statistically significant difference for multiple intersections of disadvantage for students at the college:

Progression	2013-14	2014-15	2015-16	2016-17	2017-18
Interaction of sex and deprivation - Male and IMD Q3,4 or 5 compared with female and IMD Q1 or 2				Yes (45% gap - low confidence)	

As detailed in our introduction, our DLHE data does not enable us to explore this interaction. However, it is noted that the statistical significance for this intersection of groups is with low confidence.

We are aware that intersecting characteristics can compound disadvantage for some groups. Our own internal data and assessment of performance suggests that the following groups are at higher risk:

- Access for full time mature students from disadvantaged areas and full time BAME students from disadvantaged areas.
- Achievement and degree outcomes for full time students from disadvantaged areas who also have a declared disability.

When split by these multiple intersections of disadvantage our numbers become very low (<10). As with the OfS identified statistically significant difference identified above, they have limited statistical confidence and are of limited value for us to draw any firm conclusions on which to base specific strategic measures for those groups of multiple intersections of disadvantage. However, the groups of students identified above are already targeted as separate groups in our strategic measures.

We may also be more able to identify specific strategic measures for multiple intersections of disadvantage in future Access and Participation Plans as our data collection improves and our headline gaps reduce.

1.7 Other groups who experience barriers in higher education

There are a number of other groups we are aware of, who experience barriers to higher education and we are exploring plans for improving access and support for these groups through our Equality, Diversity and Inclusion Strategy.

- We have only just started gathering data on students who are also carers. We recognise that this group of students have additional needs and have put in place an additional bursary package to provide financial support for students in this group. We will continue to develop plans to support the wider needs of these students.
- We collect data on students from Gypsy, Roma and Traveller communities where they declare it but the numbers are currently very small. We are aware that working closely with local Gypsy, Roma and Traveller communities will provide the basis for building relationships with these groups and promoting access to higher education.
- We do not currently have formal data on estranged students, those from military families and students who are refugees. We are aware that numbers of students from these groups are starting to increase in our area and our strategic measures for access need to include these groups.

2. Strategic aims and objectives

2.1 Target groups

Given our assessment of performance, the groups we will be targeting in our access and participation work and at the stages of the lifecycle for each group are as follows:

Stage of the student lifecycle	Ref	Group	Target
Access	PTA1	Students from disadvantaged areas	Reduce the gap in access for full time students between POLAR 4 group 1 and group 5 (OfS KPM1)
	PTA2	Ethnicity	Increase the proportion of BAME students on full time programmes
	PTA3	Age	Reverse the declining trend for the proportion of mature students on full time programmes
	PTA4	Other groups	Increase access for students who are carers, care leavers, estranged, refugees and from Gypsy, Roma & Traveller communities and military families
Participation	PTS1	Students from disadvantaged areas	Reduce the gaps in achievement for full time students between POLAR 4 group 1 and group 5
	PTS2	Students from disadvantaged areas	Reduce the gaps in degree outcomes for part time students between POLAR 4 group 1 and group 5
	PTS3	Disability	Reduce the gap in degree outcomes for full time students with a particular focus on students with a declared learning difficulty and those with mental ill health (OfS KPM5)
	PTS4	Care leavers	Develop data reporting and increase awareness of support requirements.
Progression	PTP1	Students from disadvantaged areas	Reduce the gap in progression to highly skilled employment or further study between full time students from POLAR 4 group 1 and group 5

2.2 Aims and objectives

Access

Our analysis of performance shows that, although our access activities have generally been successful in widening participation for students from identified groups, we still have work to do for some of our target groups. Our aims and objectives to reduce gaps and increase access for those identified target groups are as follows (specific targets are detailed in Appendix 1):

- **PTA1 - Students from disadvantaged areas:** We will increase focus on our work with schools, colleges and communities in disadvantaged and low-participation areas. We have not set a specific target for raising attainment in schools as this is not an area of key strategic focus for us. However, as part of our work in this area, we will continue to raise aspirations and attainment prior to higher education through our work with our students in the FE sector and with our on-campus schools groups, both of these groups include significant proportions of students from disadvantaged areas. We aim to reduce the gap in access for full time students between POLAR 4 group 1 and group 5 to 2% by 2024-25. Our long term aim is to eliminate the gap.
- **PTA2 - Ethnicity:** We will focus our work with communities, parent groups and schools representing black, Asian and other ethnicity groups to build relationships and increase awareness of graduate careers in land-based and sports industries. We aim to increase the proportion of BAME students on full time programmes by 100% over the duration of this plan.

  As we are a specialist provider of land-based subjects, we feel this particular issue has to be considered in the context of the land-based sector. Access for BAME students to land-based subjects is a national subject-specific issue. The difficulties of attracting BAME students to careers in land-based subjects are widely recognized (1.5% BAME workers in agriculture and related subjects) and the proportions of BAME students on land-based programmes are extremely low across the land-based sector (2.4% BAME for all providers). Given our proportion

of BAME students in the baseline year is low, our starting point is also much lower than the national overall access figures for BAME students (across all subjects). As a specialist provider of land-based subjects, we believe that a 100% increase from a lower starting point is significantly ambitious and challenging for us in our own provider context.

We have used our own data for this target rather than the OfS dataset. As detailed above, access for BAME students to land-based subjects is a national subject-specific issue and it is far more meaningful in our context to consider a target for BAME students as a proportion of our own provider than as a proportion of the population, which the OfS data provides.

- **PTA3 - Age:** We will explore ways of increasing our offer and reach to mature students for full time programmes, part of this work will include introduction of an Access to HE Course in Land-based Science aimed specifically at mature students who are interested in a career in the land-based industries. We aim to reverse the declining trend for the proportion of mature students on our full time programmes by 2024-25.

- **PTA4 - Other groups:** We will undertake data gathering on access from other identified target groups. We will work with representative organisations and community groups to build relationships and increase awareness of careers in land-based and sports subjects for students who are carers, care leavers, estranged, refugees and from Gypsy, Roma & Traveller communities and military families. The individual numbers of students in each group are likely to be small but we aim to increase our understanding of the needs of these individual groups over the duration of this plan.

Participation

Our achievement targets use internal data for achievement (successful completion of year) and degree outcomes (high grades of 2.1 or above for honours degrees, merit and above for foundation degrees). The data included students on all undergraduate programmes (degree and foundation degree) and these are already included in the figures provided in the assessment of performance.

We have used our own data for these targets as there are some gaps in in our data on the OfS data dashboard and in the OfS individualised data due to low numbers. Additionally, using own internal data means it is more readily available to support in-year monitoring of progress and a more responsive approach to actions that will support achievement of our targets (or in the event of any worsening of progress or data).

Our analysis of performance shows that we have high overall continuation and achievement, indicating that our overall success measures are broadly successful. Our aims and objectives to build on this success and reduce gaps for our target groups are as follows (specific targets are detailed in Appendix 1):

- **PTS1 and PTS2 - Students from disadvantaged areas:** We will explore ways of monitoring students from disadvantaged areas and making the target group more visible to academic and support teams so that they can be signposted to financial and other support activities throughout their programme of study. We aim to reduce the gaps in achievement for full time students (**PTS1**) to 3% and the gap in degree outcomes for part time students (**PTS2**) to 8% between POLAR 4 group 1 and group 5 by 2024-25. Our long term aim is to eliminate the gaps.

- **PTS3 - Disability:** We will continue to raise awareness of the needs of students with disabilities with a particular focus on students with a declared learning difficulty and those with mental ill health. We will provide a programme of targeted activities tailored to support those who need it throughout their programme of study. We aim to reduce the gap in degree outcomes between full time students with a disability and those without to 2% by 2024-25. Our long term aim is to eliminate the gap.

- **PTS4 - Care leavers:** We will build data reporting for care leavers into our current systems to develop baseline data in the first year of this plan. We will use that data to increase awareness of the needs of care-leavers and enable signposting to support activities where that is needed. We aim to ensure that outcomes for care leavers are on a par with outcomes for all students by completion of this plan.

Progression

Our analysis of performance shows that we have very high overall progression to employment or further study for our students and graduate employability for most groups of students is high. Our aims and

objectives to reduce the gap in progression to highly skilled employment or further study for our target group are as follows (specific targets are detailed in Appendix 1):

- **PTP1 - Students from disadvantaged areas:** We will continue to enhance ways in which we develop employability skills for our students from disadvantaged areas, signpost them to our progression activities and introduce them to networking opportunities with employers. The introduction of the Graduate Outcomes survey, and lack of comparative or continuous data, means that we are unable to set specific targets for graduate employability. However, we aim to reduce the gap in progression to highly skilled employment or further study between full time students from POLAR 4 group 1 and group 5 to 5% by 2024-25. Our long term aim is to eliminate the gap.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

Strategic aim 3 of our College Strategic Plan (2012-22) is 'We will Create opportunities for all to Succeed'. This is underpinned by the following strategic objectives:

- We will lead our peers in promoting equality of educational opportunity & outcome for all.
- Myerscough will narrow the gaps in performance between all groups within the College

These strategic aims and objectives reflect our whole-provider approach and high level, long-term commitment to reducing gaps for target groups over time.

Our HE Strategy (2019-22) includes the following objectives that set out our approach to how we will achieve the overall College strategic objectives for our higher education provision:

- Provide curriculum content and delivery that is inclusive and attracts students from under-represented groups.
- Develop initiatives that provide flexible pathways to access for under-represented groups.
- Focus on a targeted approach to collaboration with schools and colleges to maximise outreach.
- Evaluate recruitment patterns and activities to promote continuous improvement in widening access for all students.
- Develop initiatives to reduce gaps in entry rates between the most and least represented groups.
- Use digital technologies to support access and inclusion.
- Ensure appropriate signposting to student support services for at-risk students.
- Evaluate retention and achievement activities to improve outcomes for all students.
- Develop initiatives to reduce gaps in retention rates between the most and least represented groups and achievement between disabled and non-disabled students.
- Equip all students with work-readiness and transferable skills for graduate level employment.

Our HE Strategy also includes a section on '*Turning Strategy into Reality*' which identifies the following drivers for change:

- Building on our work with schools, parents, employers and other stakeholders to enhance our brand and reputation and meet employer, economic and community needs.
- Developing and maximising opportunities for progression from FE with focus on a distinct HE offer that students can aspire to and clearly benefit from.
- A mindset and culture focussed on student progress, achievement and destinations.
- A focus on tutorials with emphasis on skills and targets, underpinned by clear advice and guidance.
- Developing the technical and employability skills students need to achieve their intended destinations.
- Close working relationships and strong lines of communication between academic and support staff.

These drivers for change outline how we will engage with all staff and support services to address systemic issues to ensure equality of opportunity and inform the strategic measures we have outlined for access, participation and progression in this Access and Participation Plan. The measures identified above will also provide mechanisms for actions to be taken in the event of any worsening of progress or data for underrepresented groups.

We have identified that improved visibility of target groups as identifiable groups while on programme, is fundamental and central to our ambitions for change. This will enable us to signpost students more directly to support initiatives to help their achievement.

Our central theory of change is therefore around data visibility. This will provide an evidence-led approach to drive our ambitions for reducing gaps in access, participation and progression for target groups:

Theory of Change

| Improved data collection (focus on disadvantaged areas, care leavers, other groups) | → | Improved capability in data analysis and availalability for academic and support staff using PowerBi and Pro-Monitor | → | Develop detailed institutional and course profiles identifying target groups for use by academic and support staff | → | Improved use of institutional and course profiles to signpost students to targeted on-programme and extra-curricular activities | → | Evaluation of data to inform future developments |

Alignment with other strategies

Our Access and Participation Plan is aligned with the following strategies which provide the primary mechanisms for implementation of our strategic aims and objectives:

Information, Advice and Guidance Strategy

We provide high quality information, advice and guidance, linked to the standards required for Matrix accreditation and the original National IAG Board Principles, and focussed on the full student journey from pre-enquiry to achievement and employment. Some of the objectives in our information, advice and guidance strategy that support under-represented groups and the work of this Access and Participation Plan include:

- **Continue to work to widen participation (and work with partner organisations) to cascade IAG to the wider marketplace**. Our work to support this will include Careers Advisor VIP information events, increased contact and relationship building with school and college careers staff in relevant geographic areas, utilising NCOP funding to create programmes to raise aspirations with students from disadvantaged areas, improved partnership working with community groups, care leaver groups and faith groups and a roadshow of events to focus on mature student recruitment and IAG.

- **Access provided to appropriate and comprehensive IAG for students on programme to enable current students to make the most of their learning opportunities**. We will ensure the CORE (Student Support Centre) is the focus for IAG for learners on programme, establish programmes to provide co-ordinated IAG for careers, employability, work experience and progression, provide IAG regarding career progression to education, training or employment and maintain strong links with employers and the industries to enhance progression opportunities.

Equality, Diversity and Inclusion (FREDIE) Strategy

We are firmly committed to sustaining a highly effective learning and work environment characterised by the FREDIE principles of *fairness*, treating others with *respect, equality* of opportunity, recognising, promoting and celebrating *diversity* where *inclusion* and *engagement* underpin all areas of provision, interventions and support.

We continue to comply with legislative specified duties under the Equality Act (2010) and Public Sector Duty (2011). Our Access and Participation Plan sets out clear plans and supports our commitment to improving equality of opportunity for underrepresented groups to access, success in and progress from higher education.

Strategic objectives from our Equality, Diversity and Inclusion Strategy which demonstrate a whole college commitment to advancing equality and link directly to the work of this Access and Participation Plan include:

- **Develop a college wide culture which actively promotes equality, diversity and inclusion**: We will continue to ensure effective leadership in FREDIE at all levels of the College. We will demonstrate this through successful reaccreditation of Leaders in Diversity (June 2019), reaccreditation as a Disability Confident Employer, and further work towards being a Disability Confident Leader.

- **Ensure a positive inclusive learning and social experience through equality of opportunity and the celebration of diversity**. Activities to achieve this include our work to develop effective identification, monitoring and reporting systems to monitor identified groups of students with protected characteristics and in other identified groups who may experience challenges or barriers to learning.

- **Ensure an inclusive approach to the staff experience which promotes equality and diversity and provide a positive working environment:** We will achieve this by designing a staff training programme on a wide range of FREDIE related topics to increase staff awareness, address any bias and provide the required skills and qualities to promote access and participation for all students regardless of circumstance.

Teaching, Learning and Assessment Strategy

Our Teaching, Learning and Assessment Strategy outlines the ways in which we ensure teaching, learning and assessment are inclusive and meet the individual needs of students. Some of the objectives in our strategy that support under-represented groups and the work of this Access and Participation Plan include:

- **Design and deliver curriculum which is underpinned by teaching excellence that engages, inspires and stimulates all students:** We provide inclusive learning opportunities which are flexible and responsive to the diverse needs of the students to ensure that all students are supported and not presented with unreasonable barriers to achieve and progress.

- **Cultivate an inclusive learning environment that supports staff and students to progress, integrates technology into the learning process, using industry leading resources to inspire:** A variety of approaches to teaching and assessment are adopted in order to be inclusive. Examples of this are learning materials that are presented in accessible formats and where appropriate, are available prior to the session.

- **Develop support systems which are tailored to individual needs and foster aspirations and promote independent learning:** Activities to achieve this include ensuring 1:1 tutorials are in place for all students to facilitate coaching and mentoring, review and set targets and progress and explore progression options.

- **Ensure assessment methods and learning opportunities promote achievement and progression:** We ensure assessment strategies are diverse and, in many cases, can be tailored to the needs and interests of individual students. Teaching staff also maximise formative assessment opportunities to provide bespoke guidance and feedback to students.

We continually monitor the success of our approaches to teaching, learning and assessment by working in partnership with students to ensure the course is meeting their needs. We use student voice feedback to inform our course and module review activity and make changes to our course delivery to meet the individual needs of students.

Other Strategies

We are also in the process of developing a number of other new strategies to inform and direct our work to support under-represented groups. These include a new Mental Health Strategy and a new Looked After Young People and Care Leavers Strategy. We will ensure that the development of those strategies is aligned to the aims, objectives and targets of this Access and Participation Plan.

Looked After Young People and Care Leaver Strategy

The College has completed a holistic self-assessment on our provision for Looked After Young People and Care Leavers. Our new Looked After Young People and Care Leaver Strategy is currently under development and will outline the ways in which we remove any potential barriers to access and participation and improve the learner experience through:

- Providing staff training to ensure all staff are aware of the experiences of Looked After Young People and Care Leavers in order to promote understanding of some of the challenges faced in access to opportunities for this group of young adults.
- The allocation of a senior member of staff to lead, monitor and review provision for Looked After Young People and Care Leavers.
- Designing appropriate information, advice and guidance materials to effectively publicise the support we offer to potential students with a care background and those colleagues who are supporting them.
- Improving early identification of applicants to support effective transition through application, entry and induction.
- Developing holistic personalised support systems and packages from pre-entry, on programme and through positive progression routes.
- Building on existing links with partner organisation and local authorities.

These objectives are closely aligned to the recommendations of the DfE policy paper 'Principles to Guide Higher Education Providers on Improving Care Leavers Access and Participation in HE' (DfE 2019).

Mental Health Strategy

We recognise that we have a responsibility to create an environment that proactively supports student and staff mental health. We want to build on our existing culture of inclusion and respect for those with mental ill health and promote positive emotional health and mental wellbeing. Our new Mental Health Strategy is currently under development and will aim to:

- Ensure a whole college approach which includes students, their families, stakeholders and partner agencies in statutory and voluntary organisations.
- Ensure there is clear learning on our curriculum regarding emotional wellbeing and mental health.
- Improve the identification of mental health support needs by building an ethos of declaration to support tracking and monitoring and measure the impact of interventions.
- Provide targeted individual mental health support where appropriate or alternatively signpost to external support services.
- Provide access to a range of support services and opportunities for staff health and wellbeing.
- Develop a programme of CPD programmes to meet the needs of staff around a range of mental health issues and support strategies.
- Promote equality of opportunity and challenge mental health stigma.
- Continue to be recognised as a Mindful Employer

Strategic measures

The strategic measures outlined in this access and participation plan set out how we will provide equality of opportunity for underrepresented groups to access, success in and progress from higher education.

Access:

A high proportion of HE students who are from the north West, study in FE colleges in their home region (83%), this is in line with the national rate and affirms that access to college-based higher education is largely regional (Lancashire Labour Market intelligence report 2018). This will be reflected in our strategic approach to access which will focus on targeted local activities.

To support local access to higher education, we will also introduce a new local bursary of £1000 for the first year of their course, for all new full time higher education full time students whose home address is within Lancashire, South Lakeland & Furness or Merseyside

We will continue to target our outreach work with local schools in disadvantaged areas as part of our work to support fair access and reduce the gap in access between those from the least and most disadvantaged areas. We will also introduce enhanced financial support measures for low income families in the form a £1000 bursary for each year of the course for all students from households with less than £25,000 overall household income. Other activities to support this work include contextual admissions and differentiated applicant engagement for students from disadvantaged areas.

We accept there are differences in subject and mode of study in our access for BAME students and we will continue to develop opportunities at subject level to attract BAME students. For example, this may

include courses targeted specifically at the groups we want to attract (our new Basketball Coaching and Performance course is an example of this).

However, we will also continue our whole provider approach to work with local schools with high concentrations of BAME students and representative BAME community groups to raise aspirations and awareness of graduate careers in land-based subjects through activities such as taster days and applicant events. We aim to extend this work to include BAME parent groups, as parental influence may be more likely to have impact for these groups of students. We are also working with the national organisation for land-based providers of further and higher education (LANDEX) and Advance HE to develop a project to explore areas of action that we could potentially work together on with other land-based providers of higher education to deliver this aspect of our Access and Participation Plans.

Our work to improve access for mature students to full time programmes will include the introduction of an Access to HE in Land-based Science to bridge gap in academic skills for those students. This will be linked to the Advanced Learning Loan scheme which can be written off if the student completes a higher education course.

We will further develop an inclusive approach to admissions and remove barriers to higher education for our internal progressing students by offering direct entry to higher education for those who have achieved the entry criteria as an alternative to UCAS. This may also help and those with learning difficulties/disabilities and those who are the first in their family to apply for higher education who may not benefit from parental experience of higher education.
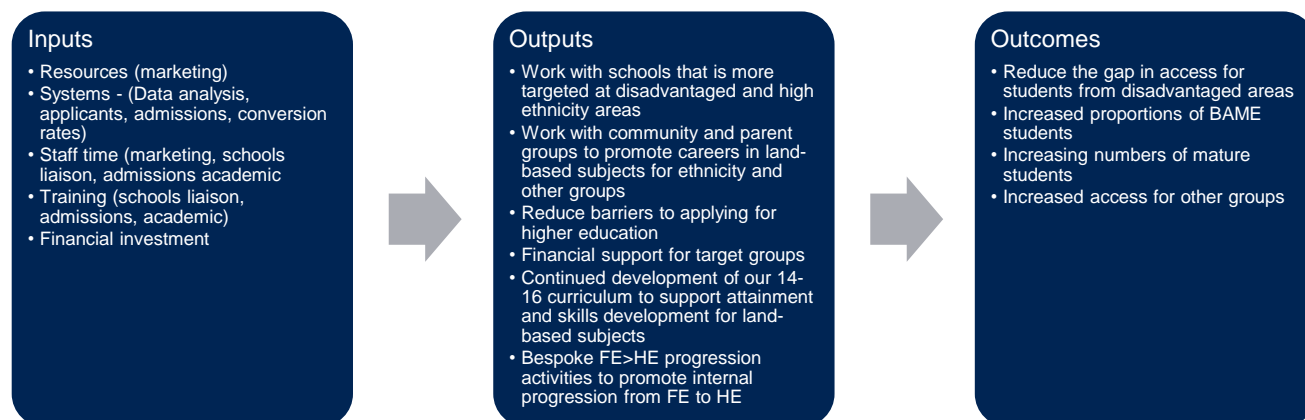
We will continue to develop our 14-16 on-campus vocational curriculum to support the attainment and development of land-based skills for schools and home-educated students, and raise aspirations for those students of vocational pathways through further education to higher education. The 14-16 programme includes accredited day release courses for under 16 learners at entry level and level one, access to college enrichment programmes for specialist LLDD providers and a pupil progression pathway for home educated and students who have come through other non-standard school routes.

Our work to improve access for students who are carers, care leavers, estranged, refugees and from Gypsy, Roma & Traveller communities and military families will focus on working with representative organisations and community groups to build relationships and increase awareness of careers in land-based and sports subjects for students from those groups. We are aware that carers and care leavers may have additional financial needs and we will introduce additional bursaries of £1000 for each year of their course specifically for students from these groups.

We are currently undertaking a review of our marketing and brand. This will help inform how we are perceived by some of the above groups and identify areas where we can increase awareness of opportunities for higher education and careers in land-based and sports subjects for students from those groups.

We will continue to work with higher education institutions and further education colleges across the north west through the Lancashire and Cumbria outreach hubs of the National Collaborative Outreach Programmes (NCOP). This collaborative activity supports people from the most disadvantaged areas to progress into higher education by undertaking outreach activity in geographical areas where gaps or needs are identified. We will map our outreach activities with NCOP activities to ensure that the work delivered through this Access and Participation Plan complements the work delivered through the NCOP.

Logic Chain – Access

Inputs	Outputs	Outcomes
• Resources (marketing) • Systems - (Data analysis, applicants, admissions, conversion rates) • Staff time (marketing, schools liaison, admissions academic • Training (schools liaison, admissions, academic) • Financial investment	• Work with schools that is more targeted at disadvantaged and high ethnicity areas • Work with community and parent groups to promote careers in land-based subjects for ethnicity and other groups • Reduce barriers to applying for higher education • Financial support for target groups • Continued development of our 14-16 curriculum to support attainment and skills development for land-based subjects • Bespoke FE>HE progression activities to promote internal progression from FE to HE	• Reduce the gap in access for students from disadvantaged areas • Increased proportions of BAME students • Increasing numbers of mature students • Increased access for other groups

External Factors:

- Potential changes to tuition fees and/or funding (Augar Report)
- Personal circumstances for students from disadvantaged areas and care leavers
- The national trend of low participation in land-based higher education for BAME students.

Participation:

As identified in our theory of change, we will explore ways in which we can make target groups more identifiable while on programme to tutors and support teams. This will include the use of Pro-Monitor at subject and course level, and PowerBi at whole College level, to create course profiles that include information of target groups.

We are aware that we do not want to label these target groups as such and that it would be wrong to assume that every student in a target group needs the support. As part of our whole provider approach, we will make our support activities available to all students. However, our work on making target groups more identifiable will enable us to promote and signpost specific activities to target groups.

We will continue with our current effective practice and programme of activities to support all students to succeed on their programme of study. Examples of current practice include our digital skills VLE site for students, and our study skills drop-in sessions for students. Additionally, we will continue to enhance or programme of activities to create new initiatives that will support our target groups. For example, this may include the introduction of a peer-assisted-learning (PAL) scheme to support students from disadvantaged area and those with a learning difficulty or disability.
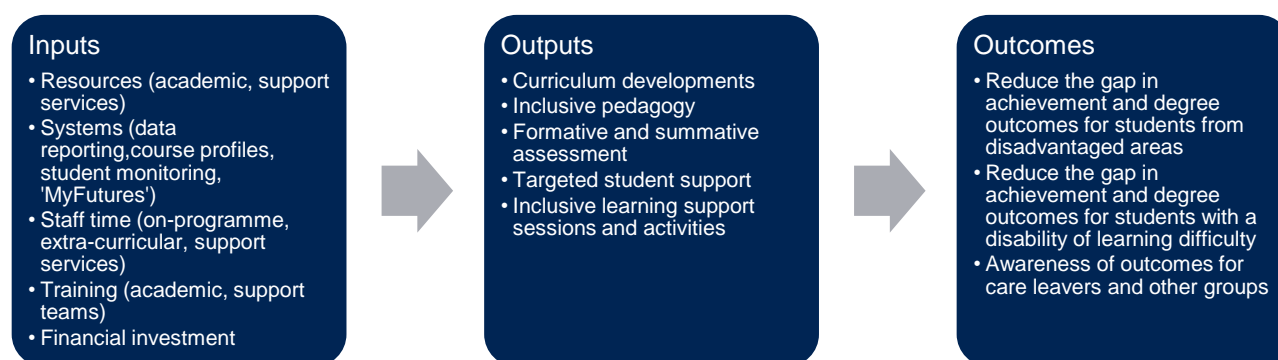
Our work to reduce gaps in degree outcomes for disability students with mental health will be driven by the work of our Mental Health Strategy Group and our work towards the Mental Health Charter.

This will be supported by our approach to data visibility of target groups, which will include disaggregation of disability groups by learning difficulty, physical disability, mental health and other disability. This will enable us to take a more focussed and targeted approach to support measures for specific groups of disability students such as more bespoke inclusive learning drop-in workshops, live chat and low-sensory sessions for students with learning difficulties.

Our approach to data visibility of target groups will also support our work to reduce gaps in achievement and degree outcomes for students from disadvantaged areas. The increased data visibility through course profiles will enable both academic and support teams to signpost students to financial and other support mechanisms such as our digital skills VLE site, academic skills tutorials, and the services of the WISER (study skills support team) at our partner HEI, UCLan.

We will also continue to develop our portfolio of flexible and alternative modes of delivery through fully online and blended learning programmes to support access to higher education from mature and second-career part time applicants.

Logic Chain – Student Achievement

Inputs	Outputs	Outcomes
• Resources (academic, support services) • Systems (data reporting, course profiles, student monitoring, 'MyFutures') • Staff time (on-programme, extra-curricular, support services) • Training (academic, support teams) • Financial investment	• Curriculum developments • Inclusive pedagogy • Formative and summative assessment • Targeted student support • Inclusive learning support sessions and activities	• Reduce the gap in achievement and degree outcomes for students from disadvantaged areas • Reduce the gap in achievement and degree outcomes for students with a disability of learning difficulty • Awareness of outcomes for care leavers and other groups

External Factors:

- Assumption that students are willing to engage with support initiatives.

Progression:

We will continue to develop our approach to the development of academic, personal and wider employability skills to support all students in preparing for graduate-level employment or further study in their chosen field.

Our work to narrow the gaps for progression to highly skilled employment or further study for students from the most disadvantaged areas will focus on three main areas of embedding of employability skills in curriculum delivery, supporting employability resources and developing employer links for students.

We will continue to develop our work to embed employability skills in our curriculum through specific career development and work-related learning modules in all programmes, use of vocational assessments such as live briefs, real work environments (for example, opportunities for our students to work at national and international events) and a centralised, structured programme of course and personal tutorials.
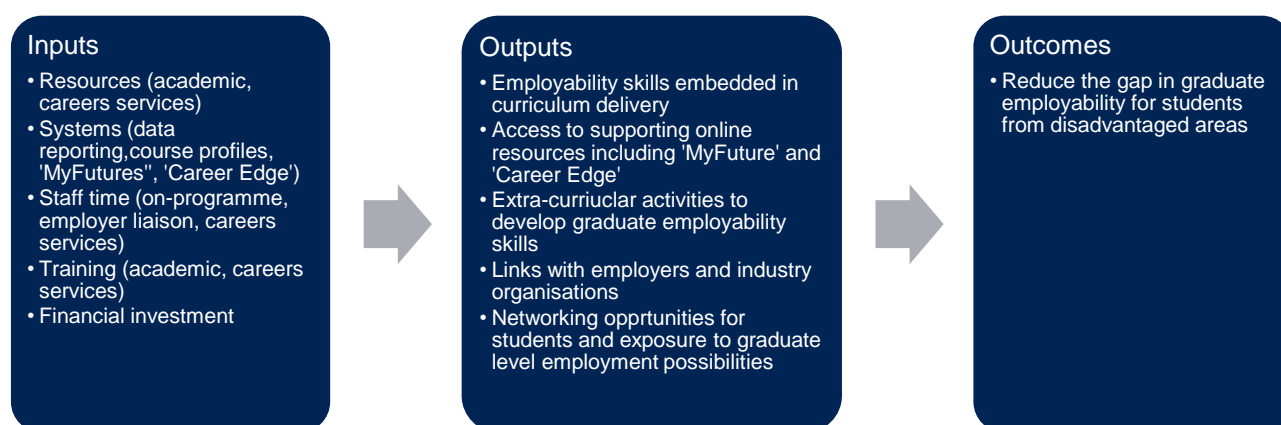
This will be supported by access for students to our 'MyFuture' programme to provide a framework of support materials for the development and enhancement of student employability skills. Our MyFuture programme also provides students with access to the 'Career Edge' employability resources of our partner HEI, UCLan.

As outlined in our other strategic measures, our approach to data visibility of target groups will enable both academic and support teams to signpost students to these resources so they can be tailored to the needs of students from under-represented groups such as students from disadvantaged backgrounds who may have little or no previous work experience.

We will continue to develop our extra-curricular graduate employability activities to provide opportunities for our students to meet and network with employers, including subject-specific employer events for students, opportunities to attend industry events, workshops, conferences and trade shows, and a graduate showcase event for our finalist students to showcase their work to employers and industry representatives.

Our careers team will provide a centralised service to support our employer liaison and work experience activities, provide a coherent approach to the development of employability skills for students, and ensure our progression activities are mapped to the requirements of the Gatsby benchmarks.

Logic Chain – Student Progression

Inputs	Outputs	Outcomes
• Resources (academic, careers services) • Systems (data reporting, course profiles, 'MyFutures", 'Career Edge') • Staff time (on-programme, employer liaison, careers services) • Training (academic, careers services) • Financial investment	• Employability skills embedded in curriculum delivery • Access to supporting online resources including 'MyFuture' and 'Career Edge' • Extra-curriuclar activities to develop graduate employability skills • Links with employers and industry organisations • Networking opprtunities for students and exposure to graduate level employment possibilities	• Reduce the gap in graduate employability for students from disadvantaged areas

External Factors:

- The national trend of low participation in land-based careers for students from BAME groups.
- Definition and targets may need to be re-visited in light of change from DLHE to Graduate Outcomes

Financial support

We will provide financial support to eligible students through a range of measures including the bursaries aimed at our target groups detailed in our access measures, additional progression bursaries for internal progressing students, a series of Scholarships and a 'Welcome Package' of free resources to new students. Full details of eligibility and processes for applying for financial support will be published for potential applicants on the College website in the 2019-20 academic year.

Our overall allocation of financial support for 2020-21 is approximately £157,000. The amount allocated is based on the proportion of students from low participation areas and is monitored and reviewed on an annual basis to ensure sufficient funds are available.

Student Premiums are not a major source of our funding. However, as detailed in the terms and conditions of OfS funding, the student premiums will be earmarked to contribute towards the strategic measures for access, participation and progression set out in our Access and Participation Plan.

Outline details and examples of how we have evaluated our financial support are outlined in the Evaluation Strategy (section 3.3). Mechanisms used to inform our approach include listening sessions with students (either through course reps meetings or drop-in sessions) where students can feedback on the financial support available from the College. A survey is sent to all students who applied to the bursary to evaluate the application and awarding process plus the students' views on the value of the fund. Retention, achievement and high grade data is reviewed for those in receipt of the bursary compared to the student cohort as a whole. We feel that this was sufficient to inform our approach and did not use the OfS financial support evaluation tool to inform our financial support approach.

3.2 Student consultation

We have consulted with students who are on-programme and with those who are currently applying for higher education in the development of this Access and Participation Plan.

We consulted with our applicants to higher education through an online survey about our aims and objectives to support access to higher education for students from under-represented groups. When asked what activities they found most beneficial to promote access to higher education, applicants preferred direct forms of face to face contact, such as course advice events, applicant days and direct contact with academic and support staff. We are still analysing the results from the survey and these will inform our approaches to promoting access to higher education for students from disadvantaged areas, BAME and other under-represented groups.

We arranged a focus group of current students to consult on our strategic aims and measures to support achievement and progression for students from under-represented groups. The group included a range of students including disabilities, internal progressing students and mature students. The focus group identified that non-specific support measures such as direct contact with tutors and tutorials were generally most useful for students. However, for under-represented groups, the focus group identified that more specialist initiatives and professional support services (such as the work of our specialist Student Support Services, our Inclusive Learning team and equivalent services provided by our partner HEI, UCLan) were more beneficial. This supports our theory of change to provide improved visibility of target groups as identifiable groups while on programme which will enable us to signpost students from under-represented groups directly to more bespoke and specialist support, where it is required.

The student focus group identified that more general digital resources (such as our student Digital Skills VLE site) were less useful to on-campus students but that resources of this type were more useful to distance learning students. Our students also identified a number of other activities that would be useful to support students from under-represented groups, including introduction of a peer mentoring scheme.

We will be analysing the outcomes of our student consultation further to inform our practice through our relevant strategy groups.

We provided a draft of our access and participation plan to the student focus group, the Student President and the Students' Union Liaison Officer to give them opportunity to consult with the student body and express their views about the content of the plan before it was submitted for approval. Although the timing of this was not ideal as it coincided with the summer break, no further changes were suggested.

We will continue to work in partnership with our students in the implementation, monitoring and evaluation of our access and participation plan, for example, through student surveys and other feedback mechanisms as detailed in our evaluation strategy.

We are also currently finalising our new Student Engagement Strategy which will outline how we intend to further develop our work on student engagement and this will inform how we will continue to consult with students over the duration of this Access and Participation Plan.

Student involvement in monitoring of performance and implementation of this Access and Participation Plan is also facilitated at the highest level, through student representation on the membership of the Corporation and Quality and Standards Committees of the College governing body.

3.3 Evaluation strategy

We currently evaluate our activities by a range of measures including uptake on the activity, surveys and other feedback mechanisms, and outcomes for target groups. We use institutional and UCAS data on

enrolment patterns for evaluation of access measures. We use institutional data on student outcomes for evaluation of success and progression measures, supplemented by external sources such as NSS, TEF and DLHE (or Graduate Outcomes) data.

For example, we produce institutional analysis documents on evaluation of NSS, continuation and achievement outcomes. These include analysis of outcomes by groups with different characteristics. The areas for improvement in the analysis documents are then taken forwards to our Quality Strategy Group and subject-specific review meetings and feed into action planning for continuous improvement and both institution and subject level. This model provides a robust mechanism to identify institutional and subject-level trends and variances for groups with different characteristics and ensure that the outcomes of evaluation can influence continuous improvement and practice at all levels.

We also undertake bespoke evaluation of our specific access, participation and progression activities. Examples of this include:

- We evaluated the financial support we provide for students through surveys of those students in receipt of financial support to gather their own opinions on how the financial support had impacted on their access to higher education and success in their studies.
- We evaluated our schools activities by analysis of geographic recruitment patterns and conversion rates.
- We evaluated the success of our applicant days by uptake, feedback from of those attending and conversion rates for those who attended. We used the information to review our applicant days and adopted the key elements of the most successful format in our revised cross-College model for our applicant event.

Our evaluation informs the monitoring and action planning of our Strategic Plan targets to help us understand whether we are meeting our institutional ambitions and goals. Where possible, our Strategic Plan targets are set against external benchmarks such as those used by the TEF and upper quartiles for the NSS to ensure that what we are evaluating and monitoring internally is aligned to the benchmarks by which we are measured externally.

Our evaluation includes working with students through a variety of mechanisms and channels for feedback and student engagement, including the Students' Union, course representative meetings, Staff:Student liaison meetings, student focus groups and surveys.

However, we acknowledge that we can further evolve our evaluation strategy to inform our work with under-represented groups.

We made use of the evaluation self-assessment tool to review our approaches to evaluation. The exercise confirmed that our strategic culture and context provides appropriate mechanisms for undertaking evaluation and reporting on outcomes. The evaluation self-assessment exercise also confirmed that we have many areas of good practice when designing, implementing and learning from our evaluation activities. However, the self-assessment also confirmed that our approach to evaluation is not always consistent across all our activities and there are areas where we can further develop our evaluation strategy. Key areas for further development highlighted by the self-assessment were, the need for more triangulation of evidence, a more planned and structured approach to evaluation activities, linking cause to impact, and developing longitudinal approaches to evaluation.

The outcomes from the evaluation self-assessment identified that there are areas where we can further develop a more structured and evidence-informed approach to our evaluation strategy, while remaining proportionate to the institution. We aim to do this in the following ways:

1. Adopt a more structured and evidence-led approach within our relevant strategy groups (as detailed below) to how we learn from our evaluation through consideration of outcomes against the aims and objectives of initiatives.
2. Identify areas where we can incorporate of multiple forms of evidence into evaluation, for example through linkage to external research to ensure our evaluation is evidence-informed.
3. Promote a more consistent approach to evaluation through sharing of good practice, where it already exists.
4. Identify areas where trend analysis can inform a more longitudinal approach to evaluation.
5. Further develop our understanding of the impact of activities through evaluation of demonstrable changes in behaviour and student outcomes.

We will aim to develop our evaluation strategy in the above ways through the duration of this Access and Participation Plan. Some of the approaches that we have outlined will take some time to develop and implement the changes (Eg, longitudinal approaches and changes in student outcomes) and we feel the duration of the plan is an appropriate, challenging and ambitious timescale in relation to this.

Our evaluation strategy will be driven by our relevant strategy groups including the Information, Advice and Guidance Strategy Group, the Teaching, Learning and Assessment Strategy Group and the Equality, Diversity and Inclusion Strategy Group.

3.4 Monitoring progress against delivery of the plan

We will monitor progress against delivery of the aims, objectives and targets of this Access and Participation Plan (including any worsening of progress or data) through our strategic and operational reporting mechanisms. The Assistant Principal Higher Education and Director of Finance are primarily responsible for the delivery and monitoring of this access and participation plan.

We will use institutional data to inform our monitoring and evaluation of progress against the targets. Where appropriate, this will be supported by external data sources, such as UCAS, TEF metrics and HESA data, to inform our evaluation and analysis. This will also provide us with an early indication of any worsening progress or data to enable us to put appropriate actions in place.

Evaluation of progress against the targets will feed into the annual Institutional Report and Action Plan for higher education, and the College self-assessment process. These feed annual action plans to ensure continued improvement by institution, academic Curriculum Areas and support services.

The primary committees for monitoring progress against delivery of the aims, objectives and targets of this Access and Participation Plan include:

- Monitoring progress of our aims, objectives and targets for access will be through our Recruitment and Marketing Group and our Information, Advice and Guidance Strategy Group.
- Monitoring progress of our aims, objectives and targets for participation and progression will be through our HE Managers Meeting (chaired by our Assistant Principal Higher Education) and our College Management Team (chaired by the Chief Executive and Principal).
- Our Equality, Diversity and Inclusion Strategy Group will also have overall oversight of the progress against our aims, objectives and targets for under-represented groups and this will feed into our College Equality and Diversity Annual Report and action plan.

These committees will also monitor any worsening of progress or data and provide the mechanisms for taking appropriate action in the event of worsening progress or data.

These groups report to the College Senior Leadership Team and ultimately to the Corporation and the Quality and Standards Committee of the College governing body. These reporting mechanisms and processes ensure the governing body are fully informed and engaged with monitoring of progress of the Access and Participation Plan.

Student oversight and involvement in monitoring of performance is facilitated at the highest level, through student representation on the membership of the Corporation and Quality and Standards Committees of the College governing body.

4. Provision of information to students

We are compliant with the requirements of consumer protection legislation and the Competition and Markets Authority. We will also provide the transparency information for admissions and enrolments on our website in line with OfS requirements.

We provide information for current and prospective students on the fees for the duration of their course and any additional details of financial support available (including eligibility criteria and processes for applying) on the College website. We also ensure that our fees information is provided to UCAS and other key organisations in a timely manner to populate their applicant-facing web services. Details of the specific bursaries for under-represented groups and our overall investment in financial support are outlined in our strategic measures set out in this Access and Participation Plan.

Our student enquiries, student finance, student services, admissions, course tutors and marketing teams provide information, advice and guidance (IAG) on tuition fees and financial support for higher education students through series of course advice events and open days for prospective students.

All full time applicants with offers are offered opportunity to attend applicant events, where information regarding the fees and the financial support available through the College can be discussed further. Where applicants have declared a learning difficulty or disability, the applicant events are attended by a member of our inclusive learning team to discuss the support available.

We have also set up an online facility to provide clear and easy access for applicants to information such as interview arrangements, course details, travel, finance, enrolment and joining instructions.

At the point of offer, applicants are provided with specific information in a durable format (usually in the form of a PdF document) relating to their chosen course, including the following:

- Tuition Fees
- Course Dates
- Course Leader
- Mandatory and optional fees associated with the course
- Course Handbook
- Programme Specification, Course Structure and Module Descriptors
- Advice on the 14 Day Right to Cancel

Our Inclusive Learning team provides specialist advice for students with additional learning needs and those in receipt of DSA. Our central student support services centre, 'The Core', provides a student finance advisor and other sources of support on academic, personal and career development for current students. These teams continue to provide advice and support for students throughout their programme to ensure that appropriate IAG is provided through all stages of the student life-cycle.

Upon enrolment, students are provided with a hard copy contract (Learning Agreement) which reinforces their right to a cooling off period, states the financial responsibilities associated with their studies once they enter into the contract and confirms the terms and conditions relevant to their studies

We provide access to all our student-facing policies for applicants and students on the College Website, including the tuition fees policy. We also provide a link to our partner University's website, where applicants are able to access the respective policies, rules and regulations of the University.

We ensure that terms and conditions are fair, clear and understandable to students by continual review of our approach to consumer protection requirements. We also work closely with our partner University to ensure our terms and conditions reflect those of the University and meet their expectations. This is checked by the University through course approval and re-approval processes.

Our most recent re-accreditation with the MATRIX quality standard for information advice and guidance services (January 2018) confirmed that our arrangements for provision of information to students are robust. The MATRIX report identified 11 key areas of strength with no criteria that were not met. The MATRIX report concluded: '*This was Myerscough College's third matrix assessment and it is clear that they have embraced and acted upon previous recommendations. Evidence was obtained to support all of the criteria of the matrix Standard*'.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Access and participation plan
Fee information 2020-21

Provider name: Myerscough College

Provider UKPRN: 10004478

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,500
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree		£4,500
Foundation degree		£4,500
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE		£3,375
Postgraduate ITT		£2,925
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	This is a single module 'Certificate' course (not a Cert HE)	£1,125

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

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

Targets and investment plan
2020-21 to 2024-25

Provider name: Myerscough College

Provider UKPRN: 10004478

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£209,500.00	£209,500.00	£216,000.00	£220,500.00	£225,000.00
Access (pre-16)	£44,000.00	£44,000.00	£45,000.00	£46,000.00	£47,000.00
Access (post-16)	£153,000.00	£153,000.00	£158,000.00	£161,000.00	£164,000.00
Access (adults and the community)	£12,500.00	£12,500.00	£13,000.00	£13,500.00	£14,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£156,900.00	£156,900.00	£162,000.00	£165,000.00	£168,000.00
Research and evaluation (£)	£10,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,638,875.00	£1,638,875.00	£1,689,050.00	£1,719,900.00	£1,754,650.00
Access investment	5.0%	5.0%	5.0%	5.0%	5.0%
Financial support	9.6%	9.6%	9.6%	9.6%	9.6%
Research and evaluation	0.6%	0.6%	0.6%	0.6%	0.6%
Total investment (as %HFI)	15.2%	15.2%	15.2%	15.2%	15.2%

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Targets and investment plan
2020-21 to 2024-25

Provider name: Myerscough College

Provider UKPRN: 10004478

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Reduce the gap in access for full time students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Percentage difference between full time students from POLAR 4 group 1 and group 5 (OfS KPM1)	No	The access and participation dataset	2017-18	11.7%	10%	8%	6%	4%	2%	In our context, as a small College-based provider in the north west of England, POLAR 4 provides a more reliable reflection of disadvantage. Our targets and reporting are focused around POLAR 4 rather than IMD for this reason.
Increase the proportion of BAME students on full time programmes	PTA_2	Ethnicity	Percentage of full time BAME students	No	Other data source	2017-18	3%	4%	4.5%	5%	5.5%	6%	We feel this issue has to be considered in the context of the land-based sector (2.4% BAME for land-based). We have used our own data for this target as BAME students as a proportion of our own provider is far more meaningful in our context than as a proportion of the population, which the OfS data provides. Our target is 100% increase. This is highly challenging and ambitious in our context and in relation to the land-based sector and we request that our context is taken into consideration.
Reverse the declining trend for the proportion of mature students on full time programmes	PTA_3	Mature	Percentage of mature students on full time programmes	No	Other data source	2017-18	20%	21%	22%	23%	24%	25%	We have used our own data for some targets as there are some gaps in in our data on the OfS data dashboard due to low numbers. Additionally, using own internal data means it is more readily available to support in-year monitoring of progress and a more responsive approach to actions that will support achievement of our targets (or in the event of any worsening of progress or data). All our students are both taught and registered at Myerscough and the data will be reliable in this respect.
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Reduce the gaps in achievement for full time students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in achievement between full time students from POLAR4 group 1 and group 5	No	Other data source	2017-18	9%	7%	6%	5%	4%	3%	Our achievement targets use internal achievement data (successful completion of year) and include students on all undergraduate programmes (degree and foundation degree). In our context, as a small College-based provider in the north west of England, POLAR 4 provides a more reliable reflection of disadvantage. Our own data, targets and reporting are focused around POLAR 4 rather than IMD for this reason.
Reduce the gaps in degree outcomes for part time students from underrepresented groups	PTS_2	Low Participation Neighbourhood (LPN)	Percentage difference in degree outcomes between part time students from POLAR4 group 1 and group 5	No	Other data source	2017-18	19%	16%	14%	12%	10%	8%	Our degree outcomes target uses internal data based on HESA attainment criteria but also includes students on all undergraduate programmes (2.1 attainment for degree and merit+ attainment for foundation degree). In our context, as a small College-based provider in the north west of England, POLAR 4 provides a more reliable reflection of disadvantage. Our own data, targets and reporting are focused around POLAR 4 rather than IMD for this reason.
Reduce the gaps in degree outcomes for full time students with a disability	PTS_3	Disabled	Percentage difference in degree outcomes for full time students with a disability and those without a disability (focus on students with learning difficulties and mental health) (OfS KPM5)	No	Other data source	2017-18	10%	8%	6%	4%	3%	2%	Our degree outcomes target uses internal data based on HESA attainment criteria but also includes students on all undergraduate programmes (2.1 attainment for degree and merit+ attainment for foundation degree).
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)

Reduce the gap in progression to highly skilled employment or further study for full time students from underrepresented groups	PTP_1	Low Participation Neighbourhood (LPN)	Percentage difference in progression to highly skilled employment or further study between full time students from POLAR4 group 1 and group 5	No	Other data source	2016-17	11%	9%	8%	7%	6%	5%	In our context, as a small College-based provider in the north west of England, POLAR 4 provides a more reliable reflection of disadvantage. Our own data, targets and reporting are focused around POLAR 4 rather than IMD for this reason.
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												