Loughborough College

Access and participation plan

2020-21 to 2024-25

1. Introduction

This document sets out Loughborough College's approach to identifying and addressing any gaps in access, success or progression amongst its higher education student body and to ensuring that, regardless of a student or applicant's background, everyone is given the same opportunities to

- access higher education
- succeed within it
- progress to a positive destination

The college is committed to equal opportunities for all of its students and to supporting the Office for Students (OfS) in its key aim of improving equality of opportunity for underrepresented groups throughout the stages of the student lifecycle.

Data provided throughout this plan is taken primarily from the OfS Access and Participation (A&P) data dashboard (https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/) unless otherwise stated. In some cases there is insufficient data available in order to disaggregate specific underrepresented groups, the college will develop it's own data over the next year in order to address this. This enhanced data will inform future analysis, monitoring and re-setting of targets. Where data from the OfS data dashboard is unavailable we have used other sources such as that provided by the Teaching Excellence Framework (TEF) metrics to support our analysis.

2. Assessment of performance

2.1 Higher education participation, household income, or socioeconomic status

Access

Loughborough College has recruited an average of 11.4% of students from POLAR 4 quintile 1 (those young students least likely to enter higher education) over the past 5 years (13% in 2017/18) with 15.8 % of students recruited from quintile 2. These figures compare favourably with the national picture as it is only at quintile 5 (most likely to participate), where Loughborough College has a lower participation (23%) against a national average of 30%. This therefore equates to an overall more even student participation across the 5 quintiles than that seen nationally. There is however, a significant gap within the college (10 percentage points (pp) 2017/18 reducing to 5pp in 2018/19) between those students entering from Q1 and those from Q5, which will be targeted for improvement.
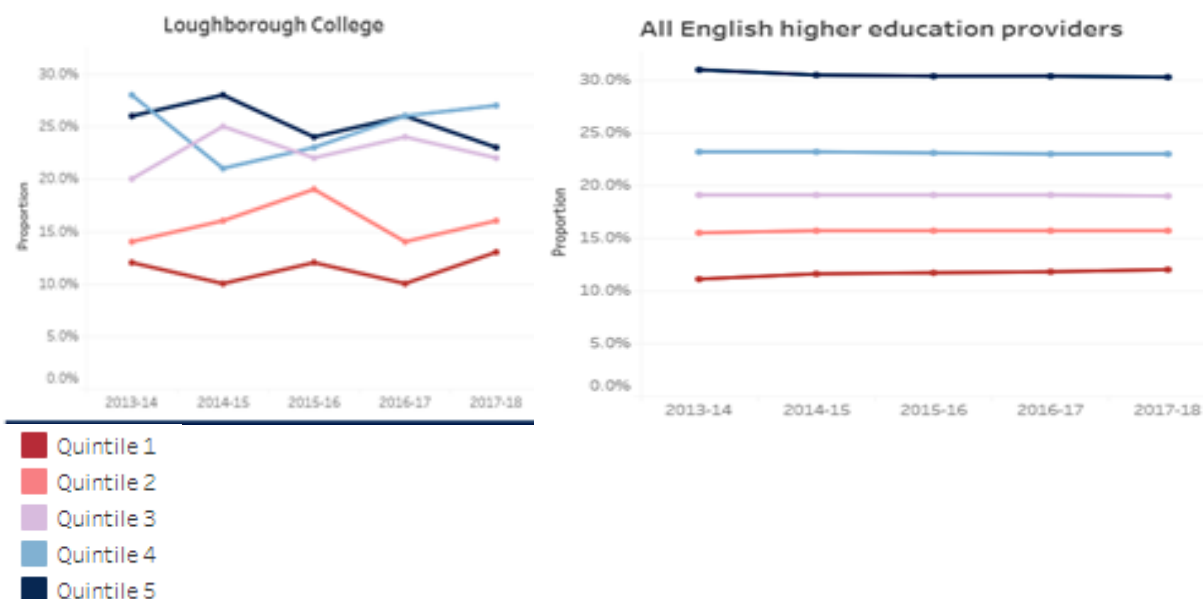
Fig 1. Profile of students entering higher education at Loughborough College by POLAR 4 quintile.

Transparency data reveals that there was no difference in the percentage of applications that received an offer when comparing applications from quintile 1 & 2 to 3, 4 & 5 (96%). There is therefore no identifiable bias in the admissions process.

The college has eradicated the gap between the Index of Multiple Deprivation (IMD) quintiles 1 (most deprived), 2 & 3, however there remains a 12pp gap between Q1, 2 & 3 and Q 4 & 5 (least deprived).
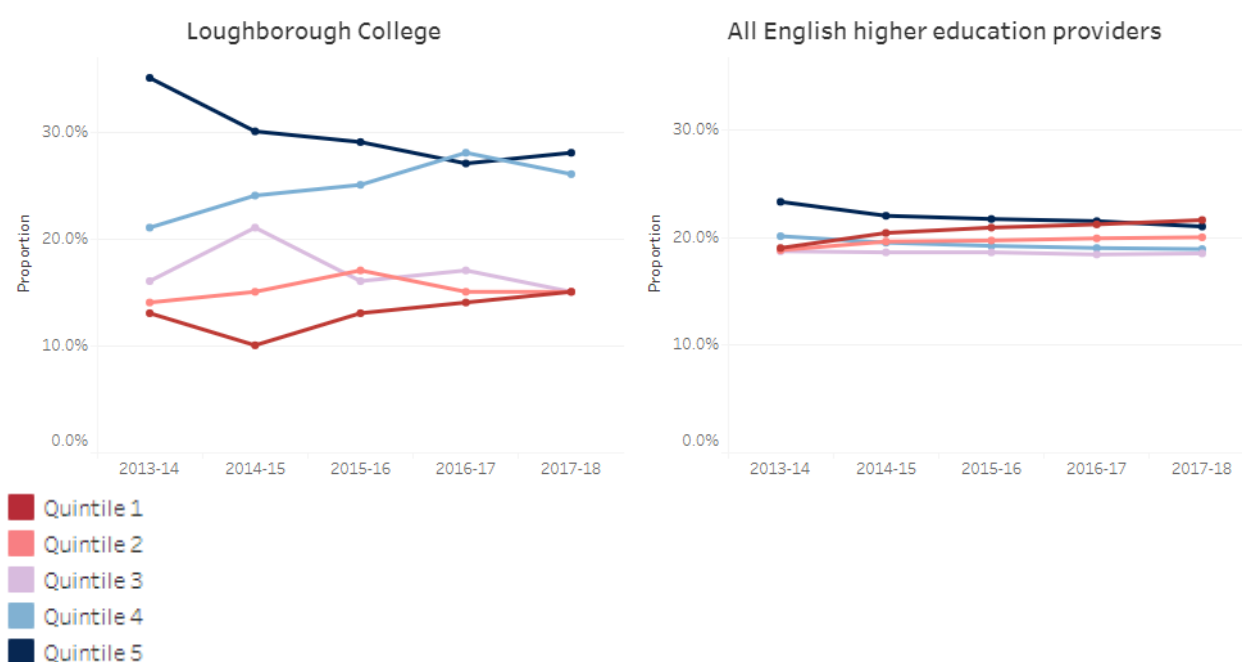

Fig 2. Profile of students entering higher education at Loughborough College by IMD quintile.

Success

Non-continuation

Whilst POLAR 4 data is not available for the college on the OFS data dashboard, non-continuation by students from IMD Q1 & 2 has decreased over the past five years and remains largely in line with national averages. Furthermore, TEF yr 4 metrics support this with double positive flags for IMD Q1 or 2 and single positive flags for Q3, 4 & 5, suggesting performance in this area is strong and that the college performs well against OFS' key performance measure KPM3. The college will continue to monitor performance in this area.
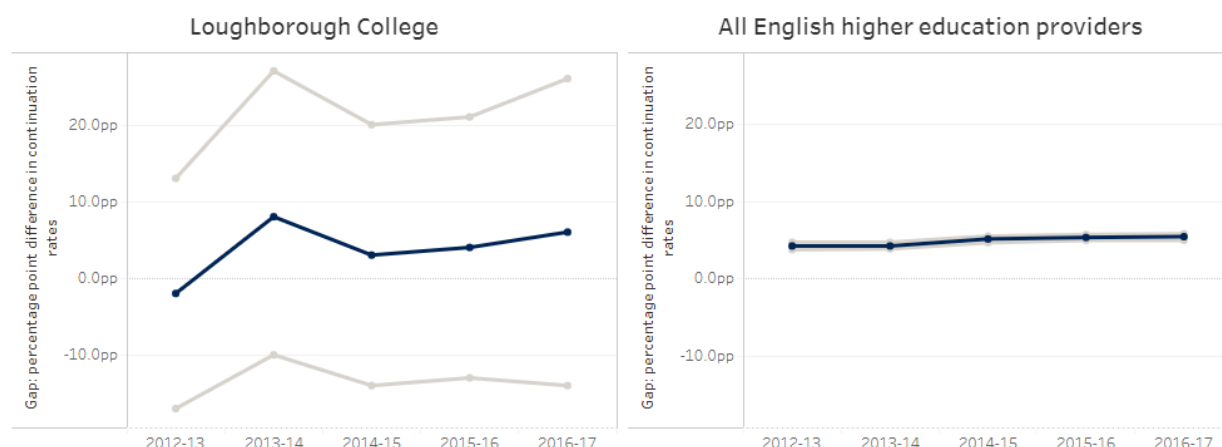
Fig 3. Non continuation rates of IMD Q1 or 2 compared to Q 3 - 5 at Loughborough College.

Attainment

The attainment gap between the least deprived IMD quintiles 3, 4 & 5 and the most deprived quintiles 1 & 2 has been steadily narrowing since 2013/14 and was 5pp in 2017/18 (from 10pp in 2013/14). This compares favourably to the national average which has remained largely unchanged at 12pp since 2013/14.

Fig 4. Attainment rates of students from IMD Q3-5 compared to Q1 or 2 at Loughborough College.

The college does not currently have access to data for analysis of attainment by POLAR 4 quintile. This data will be collected from 2020 and monitored over the course of this plan and beyond.
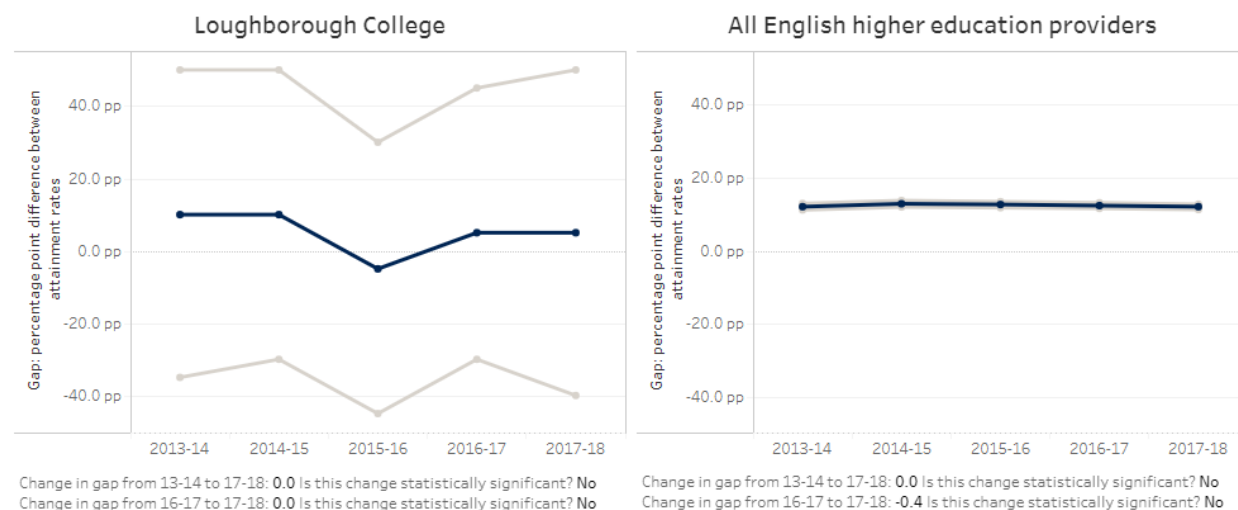
Progression to employment or further study

Students from IMD Q5 have progressed to employment or further study more readily than those from Q1 in years 2014/15 (10pp) and 2015/16 (15pp). There is insufficient data available in 2016/17 to assess whether improvement has been made in this area and further monitoring will take place during 2020/21 to ascertain the colleges performance in this area. Should a continuing gap be identified, the college will add an additional target for improvement. The college received a double positive flag for students progressing from Q1 & 2 into further study in TEF yr 4 metrics suggesting that historically, this is an area of strength and will continue to monitor at a local level over the course of this plan.

Change in gap from 12-13 to 16-17: 0.0 Is this change statistically significant? No
Change in gap from 15-16 to 16-17: 5.0 Is this change statistically significant? No

Change in gap from 12-13 to 16-17: -1.8 Is this change statistically significant? Yes
Change in gap from 15-16 to 16-17: -1.1 Is this change statistically significant? No
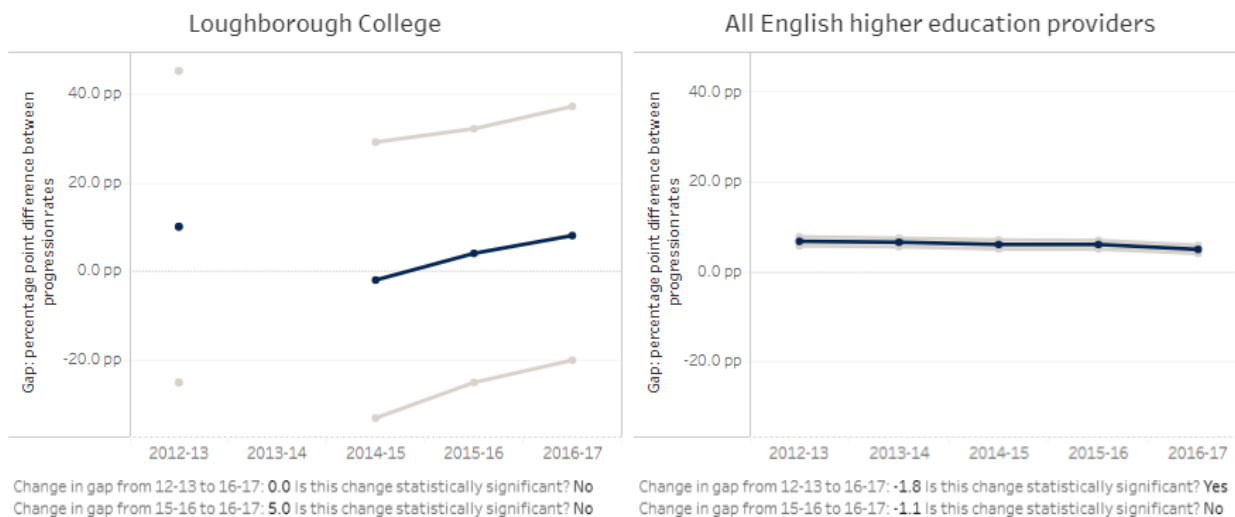
Fig 5. Progression rates to employment or further study for students in IMD Q 3 - 5 at Loughborough College, compared to students in Q 1 or 2.

There was no gap in rates of progression to further study or employment for students at Loughborough College when comparing by POLAR 4 quintile in 2016/17. This compares favourably to the national picture which has been steadily decreasing but remains at 3.3pp in 2016/17. There is insufficient data available to determine whether this is a long-term trend, and this will be monitored over the course of this plan. It is worth noting that the college received positive flags for the performance of its students progressing to further study or employment, regardless of their POLAR quintile.
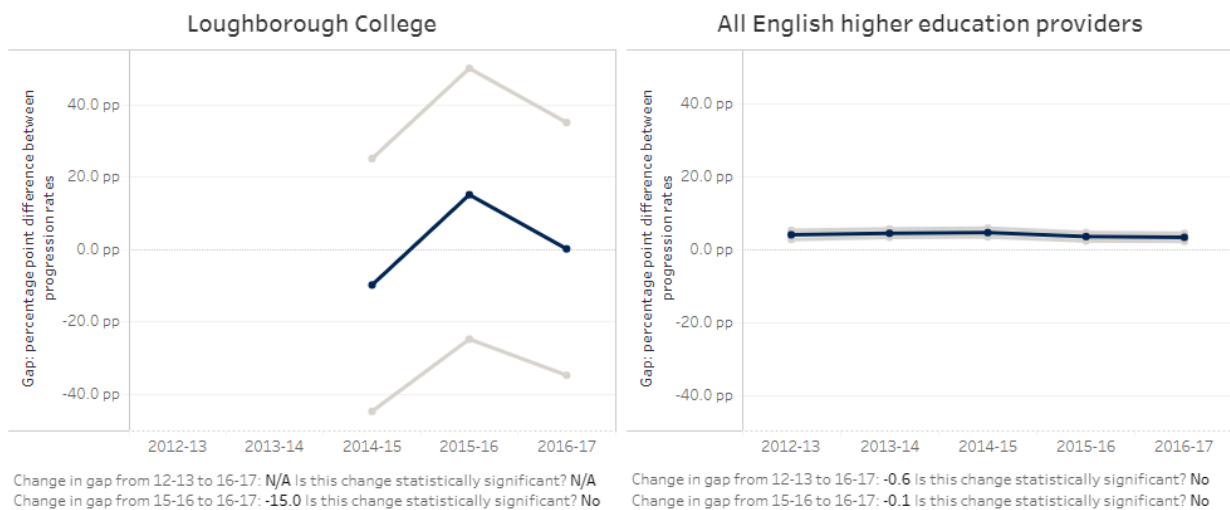
Fig 6. Progression rates to employment or further study for Loughborough College students in POLAR 4 Q 3-5 compared to Q1 or 2.

2.2 Black, Asian and minority ethnic students

Access

The colleges percentage of BAME students has remained reasonably consistent over the past five years at approximately 20%. This compares with a national average that has been increasing steadily over the period from 26% (2013/14) to 31% (2107/18). The percentage of BAME 18 - 24-year olds within the East Midlands region however, is just 16% with the college traditionally recruiting approximately 75% of its students from this region. The college witnessed a single year fall in proportion of Black students accessing its programmes in 2017/18 (7pp) however, there is insufficient data to establish whether this is a continuing trend in 2018/19. The college will continue to monitor performance in this area and will act accordingly should a gap appear.
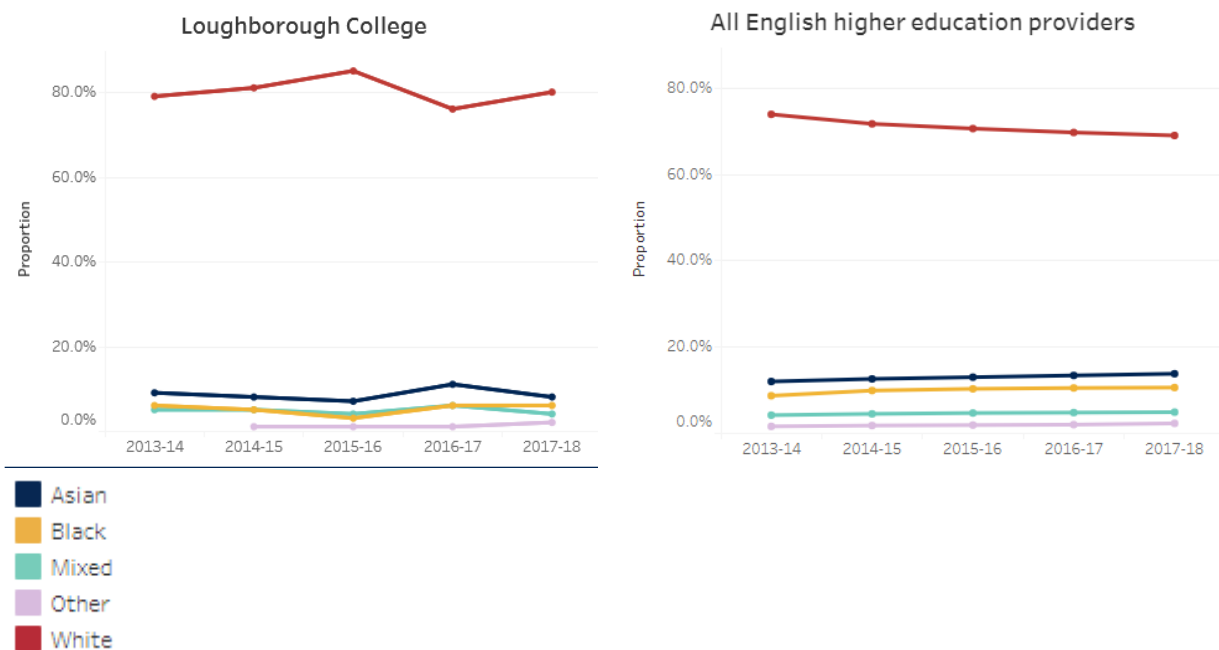
Fig 7. Profile of students entering higher education at Loughborough College by ethnicity status.

Success

Non-continuation

Performance of BAME students versus white students at the college has aligned closely to national averages over the past five years with there being no gap in performance at the provider in three of the last five years. Indeed, the college received double positive flags in the TEF yr 4 metrics for the continuation rates of all students, regardless of ethnicity. In 2016/17 however, there was a gap of 6pp (compared to 3.2pp nationally) which reduced to 2pp in 2017/18. The college will continue to monitor performance in this area and add additional targets should this gap widen.

Change in gap from 12-13 to 16-17: 0.0 Is this change statistically significant? No
Change in gap from 15-16 to 16-17: 7.0 Is this change statistically significant? No

Change in gap from 12-13 to 16-17: 1.3 Is this change statistically significant? Yes
Change in gap from 15-16 to 16-17: 0.4 Is this change statistically significant? No

Fig 8. Non continuation rates of white students at Loughborough College compared to non-white.

Attainment

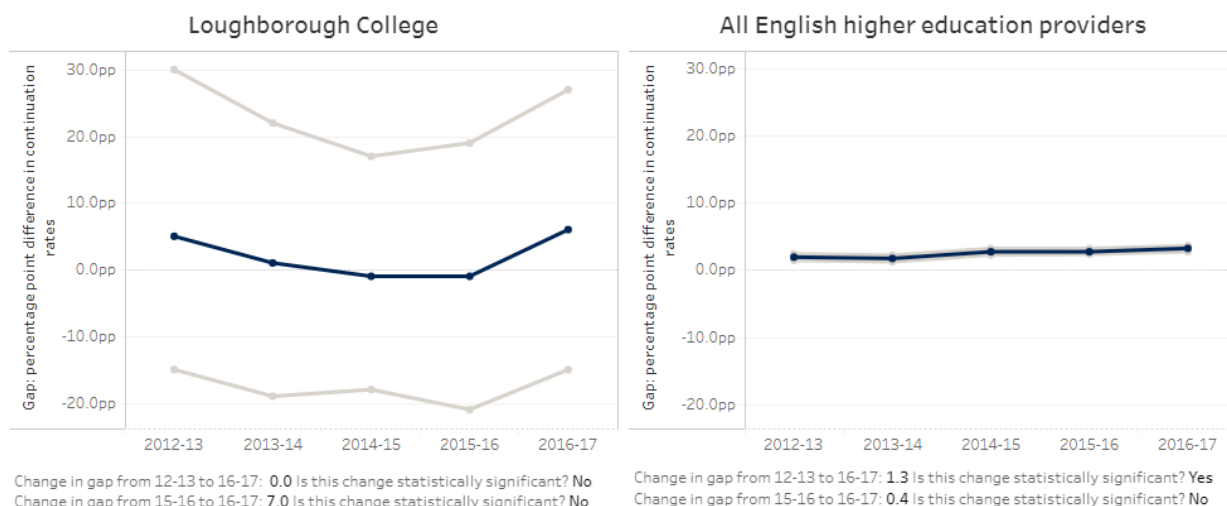The college's data has been suppressed and, in some instances, not included due to small numbers in the student population over the full five years, therefore limiting our ability to analyse attainment rates by ethnicity of our students. The college is developing datasets in order to monitor attainment by ethnicity to include sub-divisions by various ethnic and mixed ethnicity cohorts, to enable analysis of any gaps in attainment and take appropriate action. This data will be available for analysis by 2020/21.

When looking at performance by white students compared to all ethnicities other than white, the limited data available suggests that there was a gap in attainment of 35pp in 2016/17 reducing to 25pp in 2018/19. This gap has been targeted for improvement within this plan.
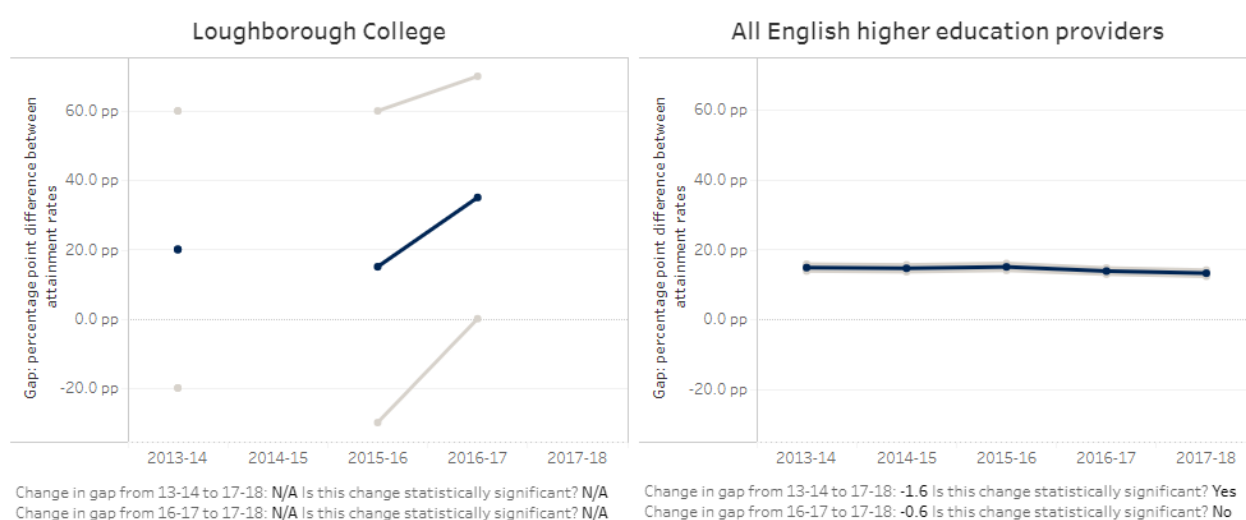
Fig 9. Attainment of white students compared to non-white students at Loughborough College.

Progression to employment or further study

There appears to be very little difference in the progression rates of students at the college whether they be white or non-white. The average gap over the past 5 years is zero which compares favourably to the national picture. The college also received a positive flag for the performance of its BAME students progressing to further study in the TEF yr 4 metrics. There are, however, gaps in the college's data and it is not yet possible to examine comparisons between specific ethnic groups. In 2016/17 there was a 5pp gap in performance between white students and all ethnicities other than white. This gap and all other comparisons by ethnicity will be monitored over the course of this plan and beyond. Should gaps appear or trends develop, the college will act to specifically target improvement in these areas.
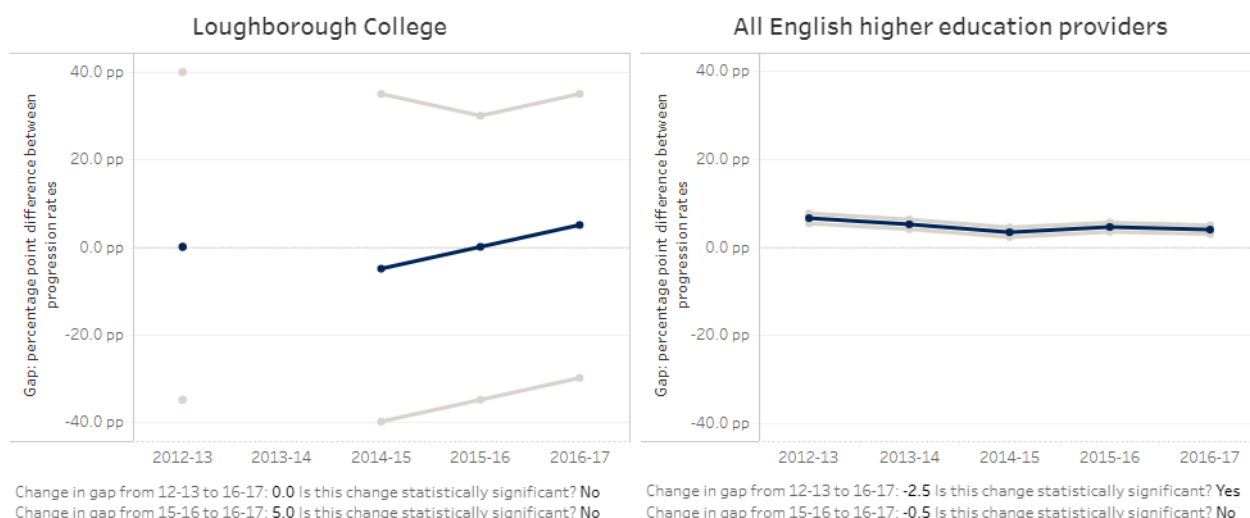
Fig 10. Progression rates to employment or further study for white Loughborough College students compared to non-white students.

2.3 Mature students

Access

The college has performed well in recruiting mature students to its programmes having almost eradicated entirely the gap between young and mature in 2016/17. Whilst this gap has increased in 2017/18 to18pp, this compares favourably with the national picture which was at its lowest in 17/18 at 44pp.
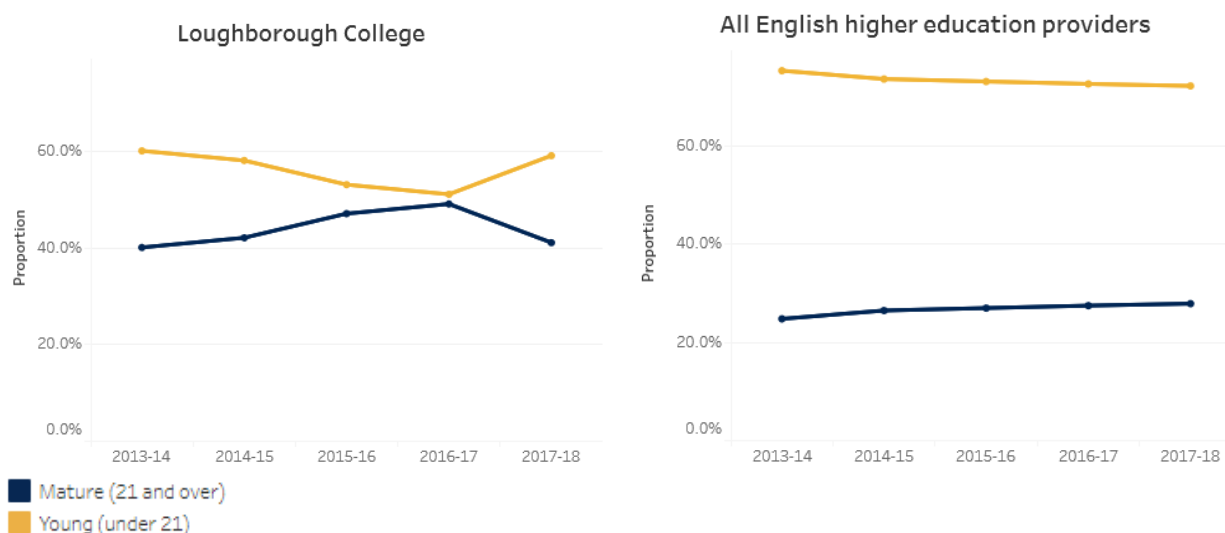
Fig 11. Profile of students entering higher education at Loughborough College by age (Young / mature).

Success

Non-continuation

In recent years a small gap in continuation rates between young and mature learners at the college has developed. The college's results in this area have outperformed the national average, however figures for 16/17 show an increase in the gap in non-

continuation to 7pp reducing to 3pp in 2017/18. Despite good performance against the national picture and that the college received double positive (Young) and single positive (Mature) flags for continuation in the TEF yr 4 metrics, the college will target improvement in this area as part of this plan.
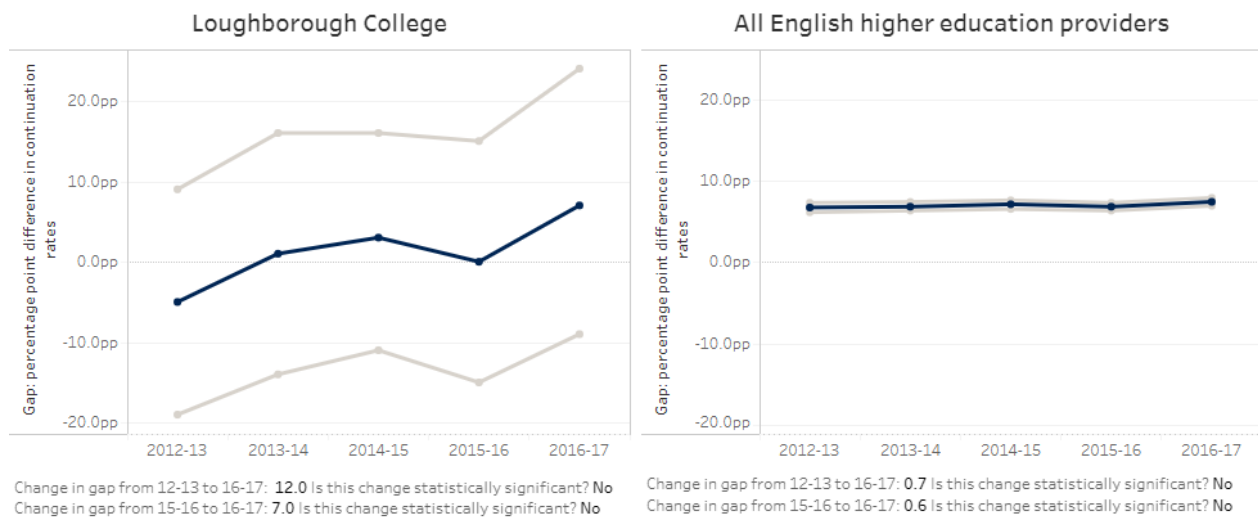
Fig 12. Non continuation rates of young students at Loughborough College compared to mature students.

Attainment

Loughborough College has seen a reverse in the national trend for young students to outperform mature students in recent years. The gap in performance peaked in 2014/15 when young students performed 20pp worse than their mature counterparts. However, the gap has been closing steadily since then with just 1pp difference recorded in 2017/18. This compares favourably with the national average which has remained constant at around the 10pp mark for the past five years with young students consistently out-performing mature students.
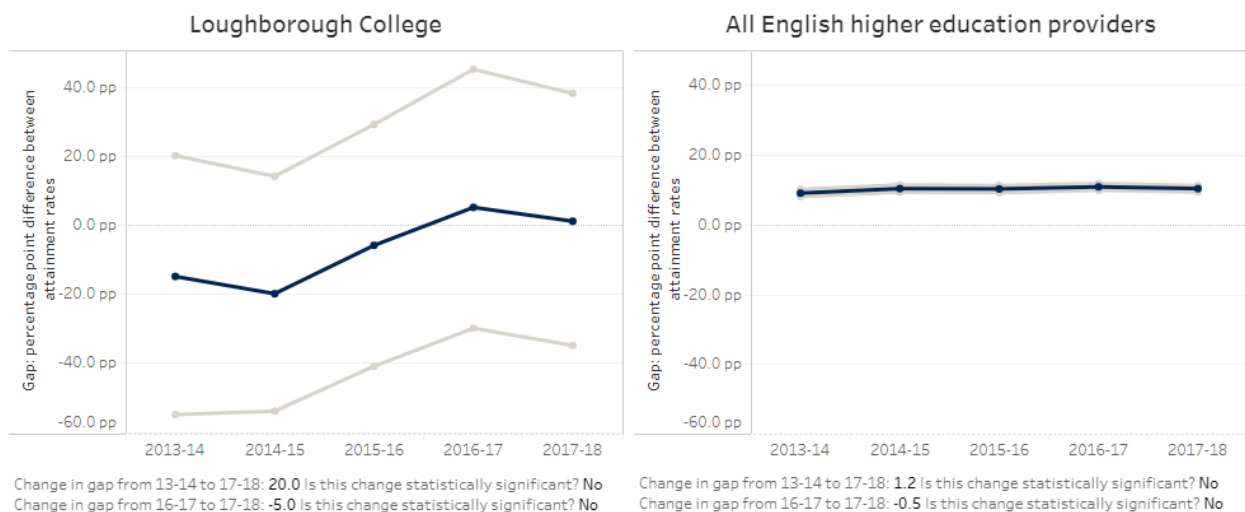
Fig 13. Attainment of young students compared to mature students.

Progression to employment or further study

The college has outperformed the sector in terms of supporting its young students into further study or employment over the past five years receiving a double positive flag in this category in the TEF yr 4 metrics. Loughborough College 'young' graduates have averaged a 76% progression rate over the past 5 years compared to a national average of 68%. The progression rates of mature students is more in line with the national average at 73%, enough to merit a positive flag in TEF yr 4 metrics. There is however a single year gap of 10pp in the latest year available (2016/17) and the college will monitor performance in this area.

Change in gap from 12-13 to 16-17: **-13.0** Is this change statistically significant? **No**
Change in gap from 15-16 to 16-17: **11.0** Is this change statistically significant? **No**

Change in gap from 12-13 to 16-17: **3.9** Is this change statistically significant? **Yes**
Change in gap from 15-16 to 16-17: **0.0** Is this change statistically significant? **No**
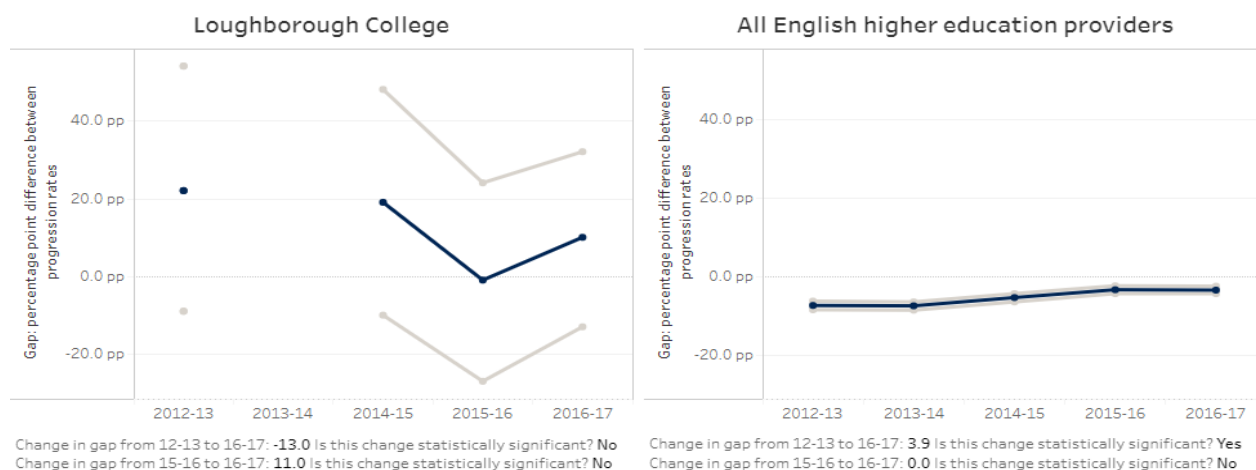
Fig 14. Progression rates to employment or further study for young Loughborough College students compared to mature students.

2.4 Disabled students

Access

The college is consistently attracting a higher number of students declaring a disability than the average for the sector. This is increasing over time and is largely in proportion to the national picture.
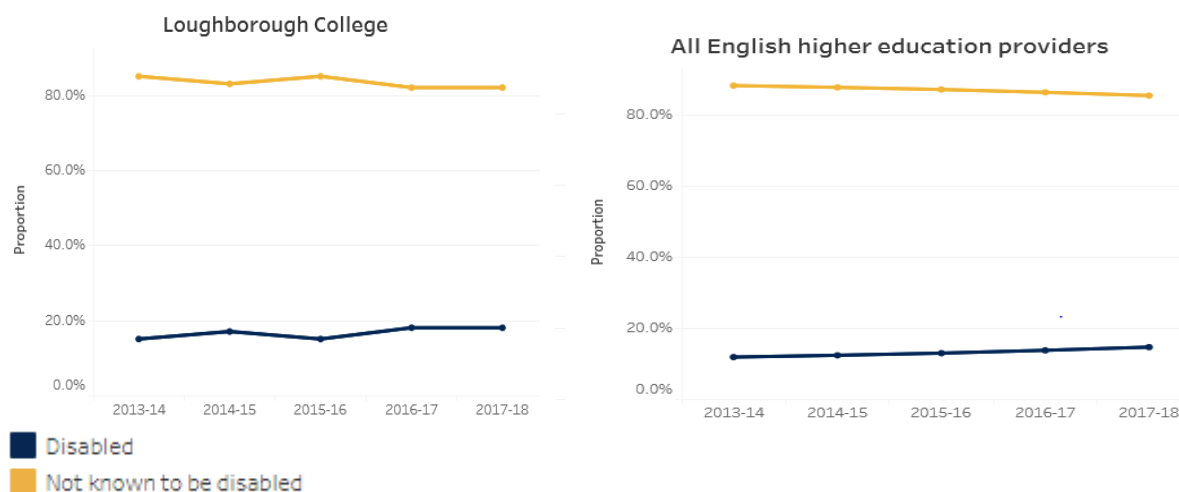
Fig 15. Profile of students entering higher education at Loughborough College by disability status.

Success

Non-continuation

There is no difference in continuation rates at the college for disabled and non-disabled students (0pp 2016/17 compared to 1pp nationally). The college received a positive flag in TEF yr 4 metrics for the continuation rate of its disabled students and a double positive for those that are non-disabled.

Change in gap from 12-13 to 16-17: N/A Is this change statistically significant? N/A
Change in gap from 15-16 to 16-17: 2.0 Is this change statistically significant? No

Change in gap from 12-13 to 16-17: -0.5 Is this change statistically significant? No
Change in gap from 15-16 to 16-17: -0.1 Is this change statistically significant? No
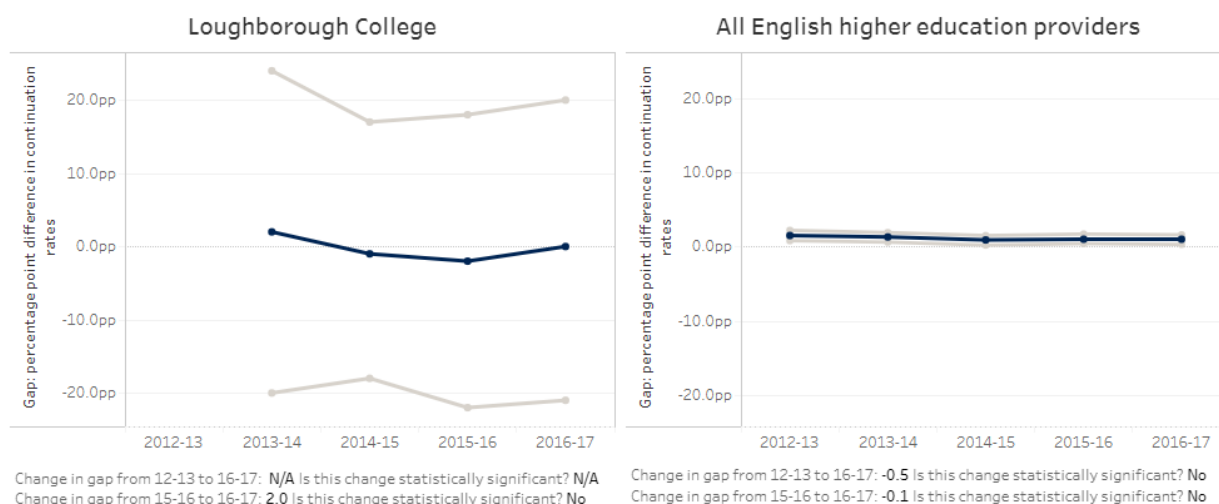
Fig 16. Non continuation rates of students not known to be disabled at Loughborough College compared to students self-identifying as disabled.

Attainment

The college's data for attainment rates by the disability status of its students has been suppressed and, in some instances, not included due to small numbers. When looking at performance by non-disabled students compared to those who have identified themselves as disabled, the limited data available suggests that there is a gap in attainment (15pp in 2016/17 & 2017/18) which was 12pp higher than national average. This represents a large increase from 2014/15, where students with a disability performed marginally better than those with no disability and better than National average. Although this gap reduced in 2018/19 to 5pp, improvement in this area will be targeted as part of this plan.

Change in gap from 13-14 to 17-18: N/A Is this change statistically significant? N/A
Change in gap from 16-17 to 17-18: -5.0 Is this change statistically significant? No

Change in gap from 13-14 to 17-18: -0.6 Is this change statistically significant? No
Change in gap from 16-17 to 17-18: -0.2 Is this change statistically significant? No

Fig 17. Attainment by students that have not identified as disabled against those that have.

Progression to employment or further study

The college has very little data available with which to analyse the progression rates of its disabled students due to low numbers. In the most recent year that data is available (2016/17), disabled students' progression was broadly in line with the national average (70% compared with 71.5%). The college is aware that the progression rate for all students consistently outperforms the national average and for disabled students progressing to further study, the college received double positive flag in the TEF yr 4 metrics. There is however a single year gap in performance of 10pp in 2016/17 and this will be monitored to ensure that this does not become a trend.

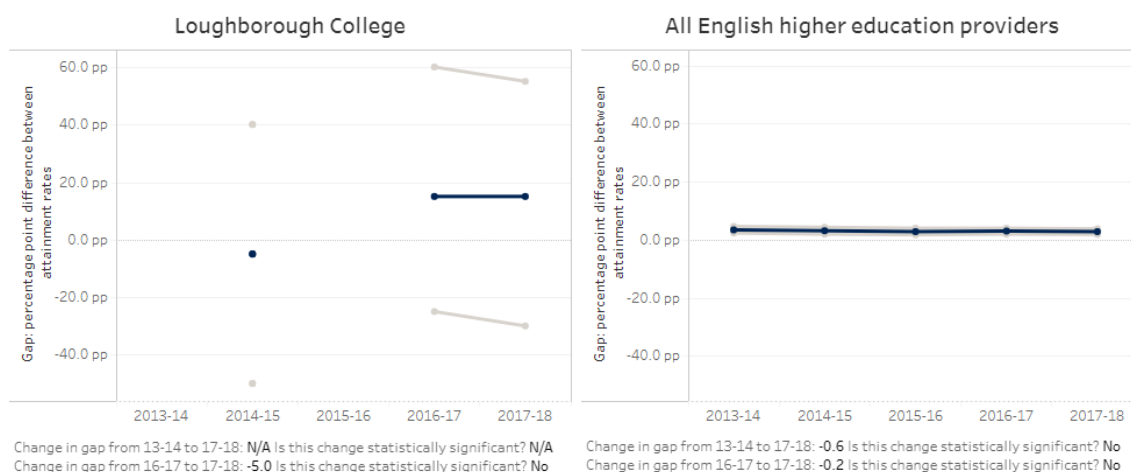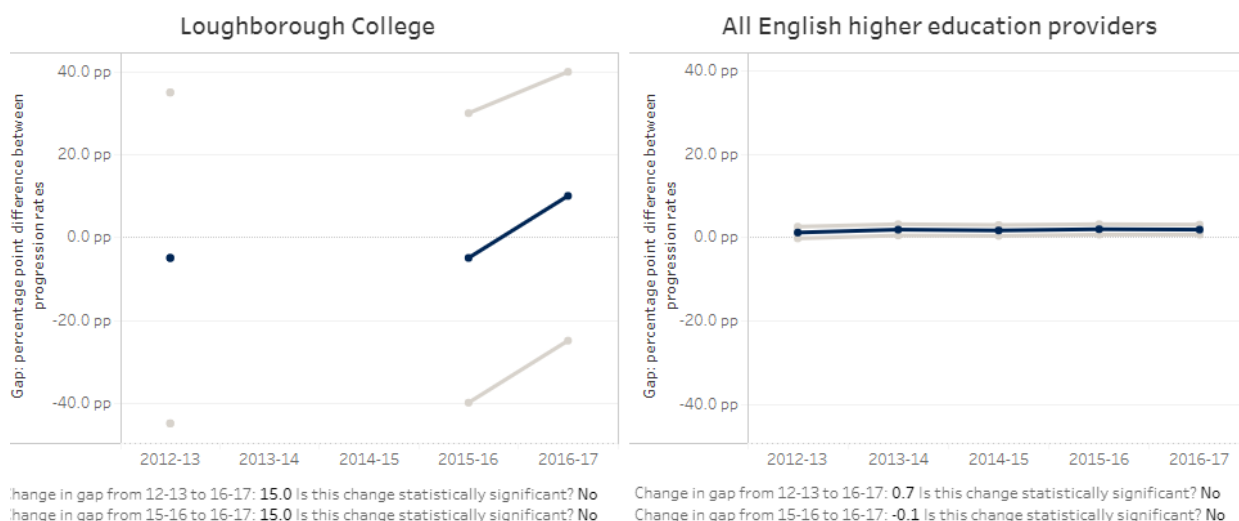Fig 18. Progression rates to employment or further study for non-disabled Loughborough College students compared to disabled students.

2.5 Care leavers

Access

There is no formal mechanism for capturing the status of students in relation to having been in care. The college does not currently have any students who have declared as a care leaver and we acknowledge that we need to improve the accuracy of our data in this area. Whilst the question is asked during the enrolment process, it is not a compulsory field. We will use the data that UCAS collects in the application process, to identify care leavers prior to enrolment from 2020 and monitor performance across the stages of the student lifecycle accordingly. Where under performance is identified, we will take appropriate steps and amend targets and investment to address these.

Success and progression

The college recognises that students arriving from a care background are less likely to succeed in and positively progress from higher education when compared to the general population. Unfortunately, robust analysis of this group's continuation, degree success or rate of progression is not possible due to the lack of care leavers registered at the college. The college will positively seek to identify these students and ensure that they are supported through the bursary and financial support on offer. We will also ensure that care

leavers are adequately represented in future monitoring, evaluation and student consultation of the Access and Participation plan targets.

2.6 Intersections of disadvantage

The college has small student numbers in each category and whilst there is data available to consider the intersections of disadvantage, across the stages of student lifecycle, percentages are misleading and exaggerated by small changes.

Access
The college has identified a gap in access for those students from quintiles 1 & 2 of IMD. Further analysis shows that in the most recent year (2017/18) there was a gap of 11pp within those students between those that are white (21%) and BAME (10%). There is however inconsistency over the past five years of data, and we believe that this should be monitored further, rather than specifically targeted at this point. Similarly, we acknowledge the gap in 2017/18) between students from IMD Q1&2 that are white (24%) and BAME (6%). This gap is more consistent and generally in line with the national average however, we suggest further monitoring against the wider identified target of increasing access from IMD Q1&2 on the whole.

2.7 Consideration of other underrepresented groups

Commencing in 2020, we plan to collect information relating to and monitor performance of the following groups throughout the stages of the student lifecycle:

- Carers
- Children from military families
- People from Gypsy, Roma and travelling communities
- People estranged from their families

As we develop an understanding of the proportion of students that fall in to these categories, we will monitor performance and act to address any gaps as they arise.

2.8 Summary from assessment of performance.
The assessment of performance has provided clear insight into where there are gaps evident in the performance of the college and its students across the student lifecycle. There are, however, areas where either insufficient data exists to inform this analysis or where gaps are present for a single year and are not yet established as a trend. These areas should provide an additional focus over the duration of this plan and beyond. Where gaps are identified these will be addressed and if necessary, added to the targets contained within this plan.

Table 1. Summary of identified gaps across the student lifecycle.

Access	Gaps identified for POLAR 4 and IMD when comparing performance between Q1 and Q5
Continuation	Gap identified for mature students when compared to young. Additional datasets and monitoring required for BAME students
Attainment	Gaps identified for BAME students and students declaring a disability
Progression	No significant gaps identified

3. Strategic aims and objectives

3.1 Target groups

Following the analysis of performance, the following groups will be targeted through our access and participation work:

- Higher education participation, household income, or socioeconomic status

    o At access stage

- Black, Asian and minority ethnic students

    o At attainment stage

- Disabled students

    o At attainment stage

- Mature students

    o At continuation stage

3.2 Aims and objectives

Based upon the above targets, a series of strategic aims and objectives have been developed to significantly reduce gaps amongst our student body over the next five years, providing us with the emphasis and drive to eliminate these gaps altogether in the longer term. The college has set challenging targets wherever significant gaps have been identified and has committed to further development of sub-divided datasets to enable specific monitoring of our student data to ensure that any emerging gaps in performance, are addressed at the earliest opportunity.

Aim 1 - Access: Increase the intake of students from areas of low HE participation / high deprivation (KPM2) to eliminate the gap between POLAR4 Q 1 and quintile 5.

- Objective 1 (Target PTA_1)

    o Increase the number of students recruited from POLAR4 Q1, eradicating the gap between this group and quintile 5 from 10pp to 0pp within 5 years.

- Objective 2 (Target PTA_2)

    o Increase the number of students recruited from IMD Q1, eradicating the gap between this group and quintile 5 from 13pp to 0pp within 5 years.

Aim 2 - Attainment: Quantify and understand the different attainment rates by ethnicity and disability and eliminate the gaps identified (KPM4)

- Objective 3 (Target PTS_1)

- o Eradicate the difference in degree attainment (1st and 2:1) between disabled and non-disabled students, from 15pp to 0pp within 5 years.

- Objective 4 (Target PTS_2)

  - o Eradicate the difference in degree attainment (1st and 2:1) between white and all ethnicities except white students from 35pp to 0pp within 5 years.

Continuation: This is a current area of strength for the college, nevertheless, we are mindful of the importance of this measure both institutionally and on a national scale and commit to:

- Objective 5 (Target PTS_3)

  - o Eradicate the difference in continuation rates between young (21 and under) and mature students from 7pp to 0pp within 5 years.

- Monitor student continuation across all groups and act where any issues are identified

Progression: This is a current area of strength for the college, nevertheless, we are mindful of the importance of this measure both institutionally and on a national scale and commit to:

- Monitor continuation to further study or employment across all groups and act where any issues are identified

4. Strategic measures

4.1 Whole provider strategic approach

Overview

Loughborough College has recently developed a new college wide strategy which replaces the '2020 Vision' previously in place. The new strategy sets out the college's ambition to provide a holistic approach to Access and Participation that stretches across the whole college and every aspect of the student lifecycle. Our aim is to provide educational experiences to all students that are so positive that they are life shaping and this will extend and be reflected in the college's approach to outreach, pre-entry support, and the raising of aspirations for all students from all backgrounds. The college has, in this new strategy, aligned its policies and procedures to best enable the delivery and realisation of these aims and commit to continuing to actively seek out and address areas for further improvement. The strategy confirms the college's commitment at an institutional level, to address the inequalities of opportunity across the student lifecycle for the duration of this plan and beyond. Increased awareness of inequality wherever and whenever it exists, has enabled the college to put in place measures to address these and ensure that Loughborough College is a truly inclusive institution.

With this aim in mind, the college has an Equality and Diversity Manager to oversee college wide activities and ensure that equality of opportunity is embedded in all that we do. All college policies, procedures and practices undergo an equality and diversity impact assessment and any identified issues have an executive level support in place to facilitate necessary change to bring all processes in line with equalities legislation.

The college will particularly look to build upon the strong relationships it enjoys with the wide and diverse range of employers and the excellent links that it has developed with local schools in the Leicestershire area. We will build upon these relationships to further enhance outreach activities and increase the number of specific events for raising aspirations. We will target those areas that form the greatest levels of disadvantage and work alongside our partners to create opportunity. In doing this, the college is continuing to invest in a range of initiatives to reduce the barriers to education that currently exist. We are developing and investing in additional Access to HE programmes, part time courses and non-traditional delivery modes such as blended learning, block release and evening delivery. The college is also rapidly expanding its OFSTED outstanding apprenticeship delivery and is investing heavily in this area to ensure that it can satisfy the demand from the growing number of employers with whom we have such strong links.

The college is proud to partner with a number of Universities in validating and/or franchising arrangements for the delivery of its higher education programmes. The college works closely and collaboratively with these institutions and will continue to seek out opportunities to partner in activities to raise aspiration and make higher education more accessible.

The college has recently renewed its admissions policy for higher education and will provide contextualised offers for those students who demonstrate the greatest levels of disadvantage. These students will also be directed to and assisted with applications for bursary/scholarship support where applicable. Further work is being undertaken to

broaden the access HE student have to college support services including inclusion, wellbeing and mental health.

4.1.2 Alignment with other strategies

The college has a number of strategies in place that complement the ambitions detailed in this plan and demonstrate a whole provider approach to widening participation and improving access for all students. Key strategies include a Higher Education Strategy, an Adult Learner Strategy, a STEM Strategy, Apprenticeships Strategy, Community and Inclusion Strategy and an Education for Young People Strategy. Oversight of the progress made towards the objectives set out in this plan through the work undertaken in these various strategies, is through the college's HE Sub Committee. This board consists of a broad range of staff from across the college and higher education student representation.

Teaching Leaning and Assessment (TLA): The college's TLA strategy aims to develop both staff and students alike to have high expectations, to maximise engagement and to provide high quality, inclusive teaching learning and assessment which promotes high levels of progress and achievement for all students. The college is engaged in continuous professional development for all staff and has robust processes in place for ensuring the quality and standards of our provision. The college embeds inclusive learning practices throughout its curriculum design and delivery. All staff new to teaching are entered onto an Excellence in Academic Practice apprenticeship programme which is delivered by Loughborough University and takes between 18 months and two years to complete, aligns to the UK Professional Standards Framework and leads to Fellowship of the HEA. This programme sits alongside the staff CPD programme and excellence in Teaching and Learning is recognised at an annual awards ceremony, enabling the college to recognise and promote inclusivity in teaching and learning and to share best practice.

Equality and Diversity: Loughborough College has an Equality and Diversity Statement which underpins whole college ethos and strategy, which spans 2020-2025. The statement demonstrates how we offer all students equality of access to aspire to and achieve the best that they can in a safe, welcoming and supportive environment. A revised Equality Duty Framework includes equality objectives spanning 2020-2025 and an annual action plan. Objectives include a commitment to ensure that our student population reflects feeder communities, that any gaps in attainment between different groups of learners are closed and that the curriculum we offer and design enables full access and progression for all learners. These equality objectives marry closely with the outcomes and actions reported above.

Students consistently feedback that they feel treated fairly and with respect and that the college welcomes and celebrates diversity. The College Equality, Diversity and Inclusion Strategy Group reviews and reports on progress against action plans and objectives and leads in shaping decisions to promote inclusivity.
The college is committed to providing an environment which:

- Promotes and upholds equality
- Prevents discrimination
- Promotes and celebrates diversity and cultural differences

- Enhances the positive experiences of staff and students through a culture of inclusion

Higher education: The college developed a higher education strategy in 2017 aimed at delivering growth in provision and equality of experience and opportunity for all students. The strategy is aligned to the access and participation goals and forms part of the department's key performance indicators and is linked to the staff appraisal process, ensuring all staff are engaged in the process and work together to achieve our ambitions.

STEM: The college developed a 5-year STEM strategy in 2018 to support the development of a significant and high-quality STEM curriculum (including Creative Industries such as IT, Design, Software Development, Media and Informatics) and to formalise strong and sustainable partnerships with education and industry stakeholders. The strategy aims reduce regional and nation skills gaps in the sector and to maximise student employment opportunities by aligning provision to government and industry priorities. A further focus is to increase the number of females entering STEM careers, currently an underrepresented group in the sector.

4.1.3 Other strategic measures

Pre-application and admission: The college will continue to engage with local schools and employers in its outreach initiatives that support the progression of students from under-represented groups into higher education. These initiatives include:

- Higher education taster days
- Progression to HE outreach in schools and colleges
- Advice for parents
- Fees and funding advice

The college has a dedicated Admissions Officer for higher education and has recently developed an admissions policy to ensure that under-represented groups are provided with the opportunity to study at Loughborough. The college is utilising contextualised offers for those students from under-represented groups and is broadening the measures used to identify students beyond POLAR. From 2020/21, this will be accompanied by work to communicate our policy with schools, colleges and applicants in addition to ongoing monitoring of the impact of this type of offer making. For those students without the necessary academic background for direct entry to our undergraduate programmes, we are expanding our 'Access to HE' provision (see below) to ensure that there is a programme at Loughborough college for all applicants.

The college will implement an initiative during 2020/21 to employ student ambassadors to work in outreach for the college, particularly targeting access for thiose students from the most deprived areas or from areas of low participation in HE (POLAR4 and IMD Q1). These students will be trained appropriately and tasked with a number of outreach activities in schools and colleges that are aligned to the targets contained in this plan. The ambassadors will additionally provide digital responses to social media and web-based enquiries.

Student Mentors: The college will put in place during 2020/21, a student mentoring programme that will target raising attainment of all students but particularly those where attainment gaps have been identified. Final year students will be provided with training to support mentoring activities and will be paired with first and second year students who wish to take part in the scheme.

Employability: The college has an enviable reputation for its success in preparing its students for the workplace. This reputation is deserved and is a result of consistently applying vocational relevance to its programmes (content and assessment), its engagement and consultation with employers, the extracurricular activities and experiences on offer to students and its college wide, systemic engagement with the Young Enterprise programme. Students at the college are provided with opportunity to engage with employers and enhance their skills at all stages of their programme, many of which are embedded within assessment methods that have been devised through consultation with employers.

In place of a traditional 'Reading Week' the college operates a highly successful 'Student Development Week'. Aligned to our 'Be More' programme, the initiative enables students to access a wide range of opportunities, qualifications and experiences free of charge, with the aim of building knowledge, self-esteem, confidence and employability skills. Initiatives so far have included:

- Vocational qualifications
  - Coaching qualifications
  - Safeguarding
  - First Aid
  - Working with children
- Guest speakers
- Academic workshops
- Trips and visits
- Attendance at conferences

Curriculum, pedagogic and student support: The college is actively seeking new ways of working and new areas of provision in response to meeting local demand and the recommendations in the Post 18 review of education and funding (2019). A key element of this is our investment into Blended Learning initiatives which have experienced rapid growth over the past two years and have provided opportunities to those students who may otherwise not have attended university. Early indications are that these programmes are particularly attractive to students from low socio-economic backgrounds, areas of low IMD and mature students. We hypothesise that this may be due to the savings that can be made in accommodation and living expenses through traditional university routes and will continue to monitor the uptake of these programmes. We will explore with students the decision-making process behind their choices to better understand these factors.

We are working with Loughborough University to expand the partnership that we have, to include engineering provision which, we believe, will have the potential to attract increasing numbers of mature and part time students and to make a contribution to lifelong learning in Leicestershire. We are also in discussion with other awarding bodies to develop a modular approach that will allow students to access their learning in more manageable stages.

The college is also in the process of expanding its 'Access to Higher Education' courses, which have proved to be an attractive route into HE for many under-represented groups and provide a cost-effective alternative to the 'Foundation year's' offered by many universities. These Access programmes have been aligned to existing provision within the college with a view to providing opportunities to these students for progression (Access). 'Access to Science' will provide progression opportunities to our Engineering programmes from 2020/21 and will provide an opportunity for female students to engage in STEM subjects, itself a college priority as part of our STEM strategy. The college has a good reputation for its delivery of teacher training and a new Access to Education programme will further enhance this and provide progression opportunities.

To support success and progression, the college has launched 'Be More', a programme designed to enhance the student experience and help students to develop personally, academically, professionally and socially. The programme is multi-faceted and includes initiatives to enable students to raise their self-awareness, success and employability. Whilst this programme is open to all students, we believe that the programme will be of greatest benefit to those from under-represented groups and will monitor engagement and effect accordingly. Where differences are observed we will take measures to address these.

The college has a well-developed system of Academic tutoring which is in place to aid students from all backgrounds to develop and achieve to their best ability. Tutors provide pastoral support in addition to academic advice and are the focal point for signposting to the colleges wider network of support facilities available to students.

Financial support: Our financial support packages are targeted at those students who are considered to be most in need and for whom financial help will have the greatest impact and are designed to remove barriers to participation for all students and to ensure all students have the opportunity to access their programme and develop their skills alongside. The college will commit up to £52,000 in financial support for students from underrepresented groups. Research suggests that financial support may affect student decision making (Nursaw Associates, 2015) and that particular groups of students are less willing to take on debt to support their studies (those from lower socio-economic groups, those planning to live at home and ethnic minorities) (Fagence & Hansom, 2018). For this reason, our financial support packages focus upon alleviating hardship, supporting care leavers, those from low participation neighbourhoods and mature students whilst providing opportunity for career development and positive progression. These packages will contribute to positive social mobility where it is required most and include:

- **Loughborough College Hardship Fund** - The College has committed £10,000pa to support enrolled students to continue to access their Higher Education study programme at times when financial hardship would otherwise deter them from doing so.
- **Raising Aspirations Bursary –** Students aged 18-20 years old from a low participation neighbourhood (POLAR4 Q1) and those from the most deprived areas (IMD Q1) will automatically qualify for a bursary of £250 per annum (pro rata for part time study).

- **Care Leavers Bursary** - The College has committed to bursaries of £1,000 per student, per year of study over the duration of their programme (pro rata for part time study), ring fenced for those students who are entering a degree programme and have identified as Care Leavers. This fund will assist those qualifying students to continue their programme in times of hardship and is provided in addition to any other funds available.
- **Student Employability and Enhancement Fund** – Funding up to £500 per approved project, aimed at developing and enhancing our student's employability skills and career prospects, by supporting them to undertake additional qualifications, experiences and projects to foster the development of the skills and attributes which will help them progress to their chosen career destination.
- **Free access to additional vocational qualifications**
  The college will continue to develop its students by making available vocational qualifications that will build experience and knowledge relevant to intended progression destinations.
- **Part-time Mature bursary** - A bursary of £250 per annum for the duration of their programme, available to all mature students studying on a degree programme on a part time basis to help with additional costs of travel and access.

Adams and Moore (2007) identified that debt is a significant contribution to student's stress and impacts negatively upon health. By introducing these targeted financial payments, the college aims to:

➢ Reduce non-continuation rates amongst the least well off and incentivise those most likely to withdraw
➢ Increase attainment by supporting students to complete their academic programme
➢ Support students to improve or maintain their attendance, increasing attainment
➢ Support students to maintain positive wellbeing by removing stress caused by financial uncertainty.

These support packages will be communicated to all students as part of the 'Offer pack' that is sent out alongside other important information at the point when the college confirms an offer through UCAS. These measures will also be available on the college's website.

4.2 Student consultation

The college has a robust and well-developed student engagement mechanism that includes students in all aspects of the college's decision-making processes. In addition to the forums and committees mentioned below, there is student representation on both the HE Sub Committee and the Board of Governors, ensuring that students are part of the decision-making process at all levels and that the governing body is actively assured and informed directly by students. We recognise students are important partners and their views make a significant contribution to refining college practices, policies and procedures as well as helping to shape the interventions associated with this plan.

The college has a diverse student representative network, run in partnership with the Loughborough Student's Union (LSU) and the college's Equality and Diversity Manager, which represents the views of the student body across the range of provision at Loughborough College. Student Rep meetings take place throughout the academic year to discuss topics related to the access and participation of our students and feedback from this group has helped to shape the direction and actions of the plan. Via our Student Rep network we are continuing to further our insight into issues related to access and are currently piloting a student ambassador programme to work with us to evaluate our internal and external liaison activities, offering suggestion for improvement as well as supporting outreach work to engage hard to reach groups.

Additional feedback channels include two internal college surveys and module feedback collected twice during each module. This is pivotal to shape future direction and enables us to capture feedback at different stages of the student lifecycle. In addition to this, all first-year students were surveyed to analyse aspects related to their access to studying at the college, feedback from which helped to shape our responses in this plan. For example: Due to its strong and longstanding links with elite sport in the country, the college previously operated a specific fund accessible to elite athletes which formed part of its previous Access agreements and Access and Participation plans. Students commented that whilst helpful, this fund was only accessible to a relatively small number of students and that a fund that support success and progression more widely throughout the student body, would have greater effect. The elite athlete scholarship fund was therefore replaced by the Student Employability and Enhancement Fund (above).

Students form a part of many of the groups that have contributed to our Access and Participation strategy and there has also been opportunity for students to contribute through the committee structure and as part of Learner Voice forums. As such, the student voice has made a major contribution to the overall plan and will also play a part in the ongoing monitoring. This structure facilitates student representation at all levels of the review and monitoring of the Access and Participation Plan. We plan to build on this work further and, alongside other student feedback channels, intend to facilitate regular 'Access and Participation focus groups' during the 2020/21 academic year, with students from our target groups to monitor, evaluate and, where needed, refine our activities across the entire student lifecycle. Involving our own students in the college's decision-making processes has been central to our approach for a number of years and we intend to continue to engage our students fully in the development, implementation and evaluation of future Access and Participation Plan activity.

4.3 Evaluation strategy

We acknowledge that monitoring and evaluation is integral for an evidence-led, strategic approach to access and participation and have used the OfS' Self-Evaluation Tool to review our evaluation methodologies, with a view to identify areas of strength and those for development. These are outlined below:

i) Strategic context

The college's Higher Education Sub Committee is ultimately responsible for the strategic management and oversight of all aspects of the Access and Participation Plan, including the monitoring and evaluation measures associated with each. Access and participation activities are a standard item of discussion on agendas and acts as an opportunity to discuss impact and evaluation. The college's MIS team provide reports to the board, detailing progress against APP targets and the board provides opportunity for discussion, monitoring and evaluation of progress against targets and the ability to evaluate any emerging trends.

The College's quality/governance structure also provides multiple points of challenge and review of access and participation activity, both at key points in the college calendar and within different levels of the organisational structure:

- Board of Governors
- Higher Education Sub Committee: Oversees all Access and Participation activity
- Equality and Diversity Strategy Group: Monitors progress towards closing gaps in attainment between different groups of students and that the curriculum we offer enables full access and progression for all.
- Learner Progress Review (LPR): Regular review of student success (attainment and continuation) per programme and an analysis of interventions in place/ required.
- Self –Assessment Report (SAR) and Quality and Improvement Plan (QIP): The SAR is a detailed end of year evaluation tool that monitors performance and impact across a range of parameters within each curriculum area. Areas for improvement are drafted into the QIP which outlines clear actions to address inequalities. The college has ensured Access and Participation targets are pivotal to this process moving forward.
- Curriculum Development Review (CDR): The quality team operates a short notice inspection of each area annually to independently check and verify data, quality and student experience. A focus on Access and Participation data and activities forms part of this process for HE, allowing scrutiny at a curriculum level and the facilitation sharing amongst delivery teams.
- Access and Participation student focus groups: From 2020/21 a student focus group drawn from a diverse population will engage in monitoring and evaluation of the college's A&P activity.

ii) Programme and Evaluation Design

The college has identified clear and measurable objectives and through a process of self-assessment we are continuing to improve our Management Information Systems and data collection processes to ensure readily accessible and accurate data is available to shape and measure improvement activities. The introduction of the college's Clearview analytics platform provides clear and comparable data for staff involved in access and participation activity. A key priority for the college is to refine datasets to ensure evaluation data is readily available for all outcomes across the student lifecycle which will allow a more robust approach to evaluation.

A mixed methods approach to evaluation design will be adopted, including both primary and secondary research, inclusive of qualitative and quantitative methodologies to provide a rich picture on the impact access and participation initiatives have had on our students and shape decision making regarding potential changes. The college will use the opportunity to engage staff and students in academic research related to Access and Participation activity to further strengthen available insight.

iii) Evaluation implementation

Institutional data will continue to be collected by our central MIS (Pro-Suite) and allows us to analyse data at individual, cohort and level. Where we plan to introduce to research methods, both qualitative and quantitative, we will strive to achieve a joined-up approach so a centralise data source can be maintained.

Policies relating to the processing of our students' personal data necessary to support and evaluate student success initiatives are GDPR compliant and any research is approved by the college's ethics committee. Furthermore, as part of our institutional compliance with the data protection legislation, there are data sharing agreements in place with existing partners and this process will be extended to all new partnerships the college makes.

As part of the budget developed for the Access and participation Plan, there are specific funds allocated for resourcing the proposed evaluation activities.

iv) Learning to shape improvements

Interim findings will be reported at the Higher education Sub Committee, alongside any issues or limitations in the research design. The mixed- methods approach we are adopting will allow us to gather information from a range of perspectives in order to best shape activities and adjust practice for those that lack desired progress

Higher Education Sub Committee content is shared both with the governing body and delivery staff, creating an awareness of access and participation work across the institution. Furthermore, best practice between curriculum areas will also be shared across the institution.

4.4 Monitoring progress against delivery of the plan

The college's compliance with this APP forms part of our risk management framework which is overseen by the college's Executive team via the Higher Education Sub Committee. This committee reports directly into the Governing body via the Quality, Teaching, Leaning and Assessment committee. The Governing body engage with ongoing monitoring and progress against targets, review the outputs of the HE Sub Committee and provide challenge where necessary. The Governing body will also receive assurances that APP targets, monitoring and evaluation are scrutinised and that appropriate action is being taken should the college's performance worsen or fail to improve.

Access and Participation Monitoring and Evaluation will be undertaken by the HE Sub Committee. This committee (which includes student representation) monitors the delivery against all aspects of the plan and will assess the effectiveness of the college's approach.

The HE Sub Committee meets on a termly basis and will assess progress towards the milestones within the plan and the objectives and will further monitor those areas not included by a specific target, to ensure that any gaps that may appear as the student population changes, will be addressed. Where monitoring and evaluation shows that the college's APP performance is standing still or worsening, the HE Sub Committee will instigate actions to address poor performance, developing or changing existing practice where necessary.

Student representatives participate in the monitoring of targets through the network of representatives, representation on HE Sub Committee and in Governance.

In addition to the monitoring in place as described above, the college's curriculum areas complete an annual self-evaluation and termly reviews which will include the course level targets and milestones. The course team report on achievement against targets to the HE Sub Committee through Heads of Department. There is in addition, a Curriculum Development Review process within the college that operates as a form of short notice inspection to independently check and verify course team data.

Access and participation targets and criteria have been included in the college's SAR and QIP processes and this, alongside the regular ongoing monitoring described above, will ensure that awareness and monitoring of equality of opportunity is embedded across the college.

5. Provision of information to students

The college recognises the need to provide clear, timely and accurate information to both prospective and existing students and is committed to doing so. The college has made recent improvements to the quality of information held on its website by launching a dedicated section for undergraduate entry. This site provides accurate information on tuition fees and any additional costs that may be encountered, together with details of bursaries and scholarships that may be available together with eligibility criteria, support levels and the method of assessment. We are further developing this area to signpost students directly to the relevant college policies or conditions linked to the support together with any application requirements. We are providing training to admissions staff and those involved in providing guidance at open days, enrolment events and during induction to ensure we are providing accurate and timely advice to students.

Details of the appropriate tuition fee are included in the letters sent to communicate our offer of a place. Students are notified by email of any bursary/scholarship (see 'Strategic measures') awarded to them.

Advice is offered to prospective students face-to-face through visits to schools/colleges, open days and other events on campus and the college has employed a dedicated Higher Education Admissions Officer who coordinates this work. Individual prospective and current students can also access confidential advice through the college's Student Support Service.

Our approved 2020/21 - 2024/25 Access and Participation plan will be published on the college's website.

6. 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: Loughborough College

Provider UKPRN: 10004112

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

As a provider who does not charge the maximum permissable fee, we will continue to monitor our fees in line with the sector and set fees accordingley. We commit to providing fee information to students and the OfS in a timely manner and gaurantee that fees will remain constant to students whilst continuosly enroled at the college.

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

Full-time course type:	Additional information:	Course fee:
First degree	Business and Management, Care,	£7,395
First degree	Sport and Engineering	£7,956
Foundation degree	Business and management	£7,395
Foundation degree	Music	£7,395
Foundation year/Year 0	*	*
HNC/HND		£7,395
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
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	St. Peter's College of London Limited 10020297 - Sport	£7,395
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
First degree	Sport & Engineering	£4,500
Foundation degree		£4,500
Foundation year/Year 0	*	*
HNC/HND		£4,500
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: Loughborough College

Provider UKPRN: 10004112

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 (£)	£62,000.00	£62,000.00	£68,000.00	£68,000.00	£68,000.00
Access (pre-16)	£2,000.00	£2,000.00	£3,000.00	£3,000.00	£3,000.00
Access (post-16)	£40,000.00	£40,000.00	£43,000.00	£43,000.00	£43,000.00
Access (adults and the community)	£20,000.00	£20,000.00	£22,000.00	£22,000.00	£22,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£72,000.00	£72,000.00	£78,000.00	£78,000.00	£78,000.00
Research and evaluation (£)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00

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)	£1,048,350.00	£1,047,012.00	£1,095,585.00	£1,095,369.00	£1,095,369.00
Access investment	5.2%	5.3%	5.5%	5.5%	5.5%
Financial support	6.9%	6.9%	7.1%	7.1%	7.1%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.5%
Total investment (as %HFI)	12.6%	12.6%	13.1%	13.1%	13.1%

Office for Students OfS

Targets and investment plan
2020-21 to 2024-25

Provider name: Loughborough College

Provider UKPRN: 10004112

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Increase the number of students recruited from POLAR4 Q 1, reducing the gap between Q1 and Q5 from 10pp to 0pp within 5 years	No	The access and participation dataset	2017-18	10pp	5pp	4pp	3pp	2pp	0pp	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Socio-economic	Increase the number of students recruited from IMD Q 1, reducing the gap between Q1 and Q5 from 13pp to 0pp within 5 years	No	The access and participation dataset	2017-18	13pp	8pp	7pp	5pp	3pp	0pp	
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the attainment gap for students from underrepresented groups	PTS_1	Disabled	Percentage point difference in degree attainment (1st and 2:1) between disabled and non-disabled students.	No	The access and participation dataset	2017-18	15pp	13pp	10pp	7pp	3pp	0pp	
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage point difference in degree attainment (1st and 2:1) between white and all ethnicities other than white students.	No	The access and participation dataset	2016-17	35pp	20pp	15pp	10pp	5pp	0pp	
To reduce the continuation gap for students from underrepresented groups	PTS_3	Mature	Percentage point difference in continuation rates between young (21 and under) and mature students	No	The access and participation dataset	2016-17	7pp	3pp	2pp	1pp	0pp	0pp	
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

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