Loughborough College

Access and Participation Plan
2019-20

1. Assessment of current performance

Loughborough College has previously had an approved Access agreement with OFFA, we have self-assessed our performance against the targets and milestones contained within this agreement and have further assessed our student profile and performance in relation to access, success and progression. In developing our Access and Participation Plan for 2019/20 the College recognises that the data available for its own student body in order to complete a full analysis, is insufficient. There are gaps in data that need to be addressed and the College is committed to bridging these gaps during the coming months and at least, in time for a full analysis to take place in time for submission of any subsequent plans. This will be achieved by improving data collection at application and enrolment stages and by improving software to allow analysis that is more detailed.

1.1 Access

The College has identified the following four underrepresented groups;

- **Gender**

Female students represent 28% of the student body (this figure having fallen steadily over the past four years from 33% in 13/14) compared with a national average of 56% (HESA 16/17). Taking into account, the College's main areas of specialism the national averages for female participation remain higher (Physical sciences 41%, Engineering 17.5%, Business 49%) and providing access for females is a clear goal.

- **Ethnicity**

4.6% of the student population are black compared to a national average of 6.9%. The College has increased this percentage over the previous years (from a low of 4.1% 15/16) and similarly Asian students represent just 6.7% of the College student body compared to 10.2% nationally.

- **Low participation neighbourhoods**

POLAR3 data reveals that the college has a location adjusted participation rate from low participation neighbourhoods of 17.6% compared to a national average of 21.5% for FECs.

- **Mature**

According to the College's TEF metrics (2017) 14% of the student population is over 30, comparing to 20% nationally. This figure reduces to 5% for full time students.

Disabled students

The college has made excellent strides in recent years in providing access for students with learning difficulties or disabilities, increase from 12% of the student body (13/14) to 16% (17/18) which compares to 12% nationally.

The college intends to improve internal progression from its own level three to progress into degree level programmes. Analysis of UCAS application data shows that of all the level 3 students who take up a place on a higher education programme, 8.8% decide to stay at the College. Survey work undertaken shows that the main reason for students choosing to access a programme at another institution is simply that the College did not offer the programme of study that the student wanted. Work is being carried out to address this.

1.2 Success

The data that the college has access to is insufficient to accurately analyse success statistics for minority groups and this will form the focus for data reporting improvement over the coming months.

The College has identified the following non-continuation gaps (TEF metrics 2017);

	Ethnicity	Age	Disadvantaged	Disabled	Gender
Non continuation	BAME +5%	Young +1%	Yes +3.8%	No +1.2%	Male +3.9%

Overall continuation rates are very high when compared to national benchmarks however; there is a need to focus on narrowing the gaps above.

1.3 Progression

Overall progression of students into employment or further study and highly skilled employment is very good across all minority splits. TEF Metrics report above average results in each area however, due to insufficient data reported in these metrics, it is not possible to identify the gaps within splits. More work is required to ascertain areas for improvement in this area and the College will start to collect its own data in future years, to supplement existing metrics, ready for subsequent A&P plans.

The college has identified that progression of students from Level 5 to 6 has been an area for improvement over the past four years and has managed to increase progression rates from 81% (2012/13) to 87% (2016/17). Further work is required to increase the percentage of Black students progressing from level 5 to 6.

The College performs extremely well for those students progressing from Level 6 into either employment or further (postgraduate) study. Our DLHE survey results

show that graduates of Loughborough College are consistently amongst the most employable in the country with 96% of all students in employment or further study within six months of graduating. The College is extremely proud of these achievements and will continue to work on the strategies that underpin this performance such as;

- Employability modules embedded into degree programmes
- A dedicated full time Higher Education Employability advisor
- Vocationally relevant assessments and design of modules
- Guest speakers from industry
- Employer forums to guide and consult on curriculum design
- Engagement with external agencies such as Young Enterprise providing invaluable experience and added value

Performance in progression activities for higher education students over the past three years has been consistently strong and the college intends to continue the work in progress to support this.

1.4 Care Leavers

The College has not previously recorded statistics across the three student lifecycle stages for care leavers as a specific group. From 2018, this data will be collected at application stage and monitored alongside other metrics across the student lifecycle. Information on Care Leaver status will be extracted where possible for previous years from existing application data and added to future analysis, however it is recognised that there are gaps in this data for previous years that would not stand scrutiny alone. The College will provide data in relation to access and success in the Access and Participation plan for 2020/21 and include progression data and analysis as soon as it is available.

2. Ambition and Strategy

The college recognises that in order to fully meet the obligations of the access and participation plan and in order to fully identify the areas for improvement and the monitoring processes required to achieve these, the College will need to invest in and secure access to, far more wide reaching and penetrative data. There are particular flaws in the data surrounding success and because of this, the targets in the current plan will focus in the main on access and progression. However, due to the success of the college's work in increasing success rates, investment will be maintained in this area. The College will ensure that this data is available in time to inform the 2020/21 plan and will amend targets where necessary to reflect these.

2.1 Student consultation

This plan has been developed using consultation with the student body at a number of levels; Programme committees have helped to shape our responses and develop strategy through forums meetings, open discussion and survey. The entire student population has been given to opportunity to provide feedback on initiatives aligned to the plan through monthly newsletter and forums placed on the College VLE. The College has student representation at all levels including, Programme Representatives and Curriculum team meetings and in decision-making at Academic board and representatives on the board of Governors. By working with targeted groups of students (aligned to national data as being at risk of either non-continuation or achieving lower than expected participation or attainment rates), the College will continue to identify and consult upon those issues that help to shape this plan and the monitoring and evaluation of the targets contained within.

2.2 - Equality and Diversity assessment

All policies and strategies at the college (including the APP2018/19), are impact assessed and designed in line with our Equality and Diversity strategy in order to ensure that the College continues its' excellent record in providing and environment which;

- Upholds equality
- Prevents discrimination
- Promotes and celebrates cultural differences
- Enhances the diversity and inclusion experience of staff and students

The college has a good record of accomplishment in the promotion of equality and diversity and the advancement of equality for those with protected characteristics, is embedded into the college community. The Equality and Diversity manager together with the Head of Learner Services, lead on the promotion of opportunity and will play an important role in the evaluation of the actions taken to achieve our targets. Similarly, the student voice is embedded into policy and decision-making. A robust programme representative structure is in place to capture student opinion and all of

these roles will feed into the Access and Participation Monitoring and Evaluation Committee (APMEC – see 2.6).

2.3 Strategy

In order to achieve the ambitions above the college has developed a higher education strategy for growth and development of its provision. The strategy is aligned to the Access and Participation Plan and the accompanying operational plan sets out the specific measures that the college will take to achieve these goals. The strategy forms a central part of the higher education department appraisal and performance measures and all staff are therefore required to work together in the achievement of these ambitions.

2.4 NCOP

Loughborough College is a founder member of Pathways, the East Midlands National Collaborative Outreach Programme (NCOP) whose targets are aligned with the ambitions laid out above. The college participates in outreach activities in order to increase access for all underrepresented groups and works with partner colleges in the region to further these initiatives. The College is committed to collaborative working and is exploring ways in which these networks can be increased and activities continued beyond NCOP milestones to progress opportunities further. The college is also developing employer forums and partnerships with local clubs and societies to raise awareness and increase opportunities for collaborative working. The introduction of higher and degree apprenticeships, whilst not directly under OfS regulation, will provide further access to these underrepresented groups through the integration of degree programmes within an apprenticeship framework.

2.5 Ambitions

2.5.1 Access

We will;

- Specifically target an increase in access for females, particularly in accessing STEM subjects but also across the board. Our ambition is that we will increase the number of females studying higher education at the college in line with subject benchmarked national averages and aim to achieve this within the next two years.
- Continue to increase the number of BAME students entering higher education at the college in line with national averages, continuing the progress we have made in this area. We aim to achieve our goals within the next three academic years.

- Work with collaborative partnerships to increase access for those students from disadvantaged neighbourhoods to bring in to line with national averages. The College is an active member of Pathways (NCOP group) and will continue work with partners to secure and increase access opportunities in this area.
- Increase the number of mature students taking up opportunities to study higher education and arrest the decline in mature students studying at the college. We aim to double participation from mature students within two years.

The College offers opportunity for all students regardless of prior attainment and to demonstrate this and to ensure that every applicant can be made an offer of study, we have developed Access to Higher Education and Pre-Access programmes that are aligned to both the College's Higher Education offer and in line with market research for local community needs.

2.5.2 Success

We will;

- Remove the gap in non-continuation rates between BAME and white students by increasing retention amongst the BAME student population. We will have reduced this gap within three years.
- Decrease non-continuation amongst young, white males whilst maintaining overall high retention and success rates for our students.
- Provide more support for disadvantaged students in terms of access to study and support mechanisms and ensure that funding is not a barrier to achievement.
- Continue to provide an Academic Tutoring provision to support the success and continuation of all of our learners

2.5.3 Progression

We will;

- Increase internal progression from level 3 to degree level provision from within Loughborough College to 15% within 2 years.
- Continue to offer highly vocational programmes and additional free of charge qualifications to all students in order to maintain excellent progression to employment or further study
- Increase the number of students progressing from level 5 to 6 by 10% over the next two years
- Increase the percentage of BAME students progressing from Level 5 to 6 by 12% over the next two years.
- Improve or maintain the excellent progression rates into employment or further study (currently 96%)

2.6 Monitoring and evaluation

The college will set up an Access and Participation Monitoring and Evaluation Committee (APMEC), which will be a subcommittee of and report into, the Academic Board. Evaluation of the progress made against individual targets set out in the APP will be carried out using the most appropriate methodologies and results will be reviewed for impact on a termly basis where appropriate. Data will be collected from a range of sources including UCAS, TEF metrics, student voice and enhanced internal data collection. Where evaluation suggests that progress against targets is either slow or negative, the APMEC will (through the Academic board) have the powers to affect change and implement new strategies for success.

3. Access, student success and progression measures

A key priority in developing a credible approach to our plan is to invest in, and secure access to, far more wide reaching and penetrative data, as well as develop a more robust internal system that allows us to not only monitor progress towards our ambitions, but also to set new targets related to achievement gaps within underrepresented demographics. The College will set/maintain the following targets in order to achieve its aims;

- Increase internal progression from FE to HE Sport, particularly those with higher level grades (D*D*D), through the offer of academic scholarships.
- Increase the number of students from a BAME background entering higher education
- Raise achievement through Level 3-HE progression summer schools, for internal and external students
- Implement a scholarship programme for elite athletes and performers, increasing progression from internal College programmes and recruitment from professional body partnerships
- To raise the proportion of successful foundation degree students progressing to a BA (Hons) Top Up Degree.
- Increase the number of PT/DL and Blended Mature students, based on more accurate data. This replaces the target from the 15/16 and has more stretch.
- Increase the numbers of disabled students achieving a merit award at FD/HND awards
- Increase the numbers of BAME students progressing from level 5 to level 6 studying HE at Loughborough College.
- Promote and increase at Loughborough College the numbers of females taking STEM programmes at HE levels from the current baseline
- Increase the numbers of students progressing from Level 3 FE into Loughborough College Higher Education
- Increase the number of mature students progressing from Level 3 FE to Loughborough College Higher Education
- Decrease non continuation rates of BAME students through Level 4-6
- Increase numbers of students entering higher education from low participation backgrounds.

3.1 Access

To increase the number of females, particularly in STEM subjects, we will firstly focus on internal progression from Further Education within the College. We will utilise female role models as part of our student ambassador programme to promote STEM subjects via taster sessions and FE curriculum support. Marketing and promotional campaigns, both internal and external, will also support this ambition.

We will work with a range of employers and organisations via the establishment of an employer forum, to both develop and promote our flexible undergraduate programmes and to support the delivery of higher and degree apprenticeships at the College. A flexible mode of studying is aimed to encourage and support mature learners to study Higher Education and in support of this, the College has developed blended learning programmes that enable students who would otherwise be unable to attend as a campus based student, to enter higher education.

We will aim to increase the number students from low participation neighbourhoods by offering financial support in the form of a bursary for those students from areas in the lowest quintile for participation in HE. The College is an active member of Pathways (NCOP group) and we will continue work with partners on projects to secure and increase access opportunities for this demographic.

Although above national benchmark (as reported in TEF metrics data) amongst all demographics for non-continuation of studies, the largest gap exists amongst BAME groups. The college will look to address this and further close the gap in access amongst the same demographic, by embedding equality and diversity into the curriculum, utilising BAME role models as part of the student ambassador programme and also ensure marketing, promotional and recruitment materials promote equality and diversity. The continued monitoring of staff profiles for vacancies to ensure there are sufficient role models across the department. The Equality and Diversity Manager will hold focus groups amongst the colleges study body, from a cross section of demographics, to ascertain barriers to studying Higher Education at the college and solutions to overcome these.

Through sustainable partnerships with schools, the NCOP programme and our own Further Education College, we will provide outreach activities extending from primary year groups through to year 13. These activities will include;

- HE Taster days
- Progression to HE talks
- Advice for parents
- Fees and funding advice

We will develop mentoring programmes initiated in 2017/8 that saw Higher Education students mentoring GCSE maths and English students to encourage and inspire them to achieve higher grades.

We have successfully bid for an NCOP coordinator to assist the CHE provision within our area and intend to set targets for bid submissions to support activities in promoting Access.

3.2 Success

We will look to reduce demographic differences in non-continuation data by developing a central academic support network of Academic Tutors, working across

all Higher Education Curriculum areas. A robust process of early identification, monitoring and guidance will look to support students to succeed across the whole student population.

Although our success and continuation rates are already high, we will commit to improving our understanding of the splits in the data for minority groups to ensure that all students are represented equally and provided with the same opportunities for success. We will do this by investing in and obtaining higher levels of data to enable this evaluative work to be meaningful.

3.3 Progression

Achievement Scholarships will be offered to FE Students progressing to study an Undergraduate programme at the College, aiming to increase attainment and aspirations to study within Higher Education. Achievement scholarships based upon level of attainment upon entry and then subsequent performance throughout the programme of study has proved effective in raising attainment since their introduction three years ago.

The college will continue to invest in free qualifications and vocational opportunities for students enrolled on degree level programmes in order to support a wider employability objective. These activities are in support of the excellent results achieved in students progressing to further study or employment as demonstrated by DLHE statistics over a number of years.

The Employer forum will feed into the recently created Alumni group, creating links between industry and recent graduates and will be used to develop placement opportunities, provide guest lectures, provide mentoring opportunities and assist with the College's Enterprise strategy. The College has its own Higher Education Employability advisor who will oversee many of these functions whilst also delivering on the various Employability modules embedded into degree level programmes as standard. A 'Loughborough College Employability Award' recognising the achievements made by students and providing a portfolio of evidence of experience gained, will also be managed by the Employability advisor.

The centralisation of the Academic tutor function and integration of this team with Employability support will allow more students to access support for progression activities such as; Support to increase grade profile, guidance on applications for postgraduate study, support in accessing placements in schools and businesses, speakers and events.

4. Financial Support

The following financial support is available to students and is carried forward from previous Access agreements;

- Academic Achievement scholarships – For those students progressing from Loughborough College FE to Loughborough College HE, one of two scholarships are available; £500 or £1,000 per year dependant on entry profile and in each case, dependant on passing modules at first attempt.
- Financial Hardship – The College has committed 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.
- Elite Athlete Scholarship – In recognition of the additional burden and increased costs faced by the College's elite athletes, we have committed to a Scholarship programme for those students deemed to be eligible by competition level (varies dependant on sport).
- Part Time Mature Bursary – The College has committed to a bursary of £250 available to all mature students studying on a degree programme on a part time basis
- Care Leavers Bursary – The College has committed up to three bursaries ring fenced for those students who are entering a degree programme and have identified as Care Leavers

5. Evaluation

We aim to ensure that the initiatives that we are outlining in this plan, demonstrate continuous improvement. We aim to ensure this through evaluation of these initiatives in a feed-forward loop. The College's commitment outlined above to invest in and capture in greater depth, the data required for full evaluation, will ensure that future initiatives can be fully scrutinised to ensure their effectiveness. Our evaluation programme will include;

- Evaluation and measurement of overall levels of student satisfaction in relation to each intervention
- Evaluation and measurement of student engagement of each intervention
- Evaluation to determine which interventions have most impact
- Evaluation of interventions that are not performing as planned and measures for redress
- Measurement of change in behaviours resulting from each intervention
- Evaluation of interventions by each target group to ensure they are providing equality of opportunity for all

Datasets for these activities will be taken from existing available sources such as NSS, UCAS, DLHE, OfS and will be complimented by enhanced data capture at a local level during enrolment, examination boards etc. Evaluation will form part of the role of the APMEC and in order to establish how effectively we are meeting our ambitions and goals, the College will use the OfS survey toolkit from 2018/19 onwards in order to achieve this and to enable comparison with the sector. Evaluation of the effectiveness of the financial support given to students has not previously been carried out; this will commence from 2018/19.

The APMEC feeds into the College's Academic Board at which, the results and implications of the evaluation conducted can be discussed and strategies put in place across the provision to enhance or modify the College's approach as required.

6. Investment

Total investment in access and participation for the 2019/20 cycle is predicted to be 20.9% of the higher fee income received by the college. This figure represents approximately £215,000 in cash terms, which will be spent on the activities outlined above. The breakdown of this expenditure across the student cycle is as follows;

Access investment as % HFI (projected cash terms)	3.3 (£33,500)
Success investment as % HFI (PCT)	6.3 (£65,000)
Progression investment as % HFI (PCT)	3.5 (£36,500)
Investment in financial support as % HFI (PCT)	7.8 (£84,500)
Total investment as % HFI (PCT)	**20.9 (£215,000)**

This investment is in line with previously agreed Access agreements as is subject to amendment following planned evaluation of activities and enhanced data reporting. A projected, additional £39,000 is allocated by the college to support access and participation measures outside those presented above.

7. Provision of information to students

Students at Loughborough College are guaranteed to not have any inflationary increase in tuition fees applied for the duration of their course, whilst they remain enrolled continuously.

Information about fees is also explained in our undergraduate prospectus, on our website and applicant offer letters.

The Internal Achievement Scholarship for College Further Education students progressing to Higher Education and The Widening Participation Bursary is promoted via tutorials, internal promotional materials, the student intranet, applicant e-mails from the Undergraduate Admissions team and in Further Education exit interviews. Full details and eligibility criteria are also explained on the website: https://www.loucoll.ac.uk/student-services/support/financial

In line with the requirements of the APP, students will have access to the scholarships throughout the term of enrolment.

The approved Access and Participation Plan will be available to students on the College website.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Students at Loughborough College are guaranteed to not have any inflationary increase in tuition fees applied for the duration of their course, whilst they remain enrolled continuously.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree	Sport & Engineering	£7,956
First degree	Business & Management	£7,395
Foundation degree	Business & Management	£7,395
Foundation degree	Music	£5,950
Foundation year / Year 0		*
HNC / HND		£7,395
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		£4,500
First degree		£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		*

								Yearly milestones (numeric where possible, however you may use text)					
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	State school	**HESA T1b** - State School (Young, full-time, undergraduate entrants)	Increase internal progression from FE to HE Sport, particularly those with higher level grades (D*D*D), through the offer of academic scholarships.	Yes	2013-14 enrolments	5% (13%)	14% (30%)	16% (35%)	16%	18%		Internal progression statistics to be provided from IS Department at application and enrolment stages. Baseline data and milestones relate the % of internal level 3 students progressing to level 4 (% of population at D*DD)
T16a_02	Multiple	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Increase the number of students from a BME background entering higher education	No	2017-18	4.6%	5%	5.5%	6%	6.9%		This a new target, identified to address an identified requirement to increase BME students entering HE at Loughborough College. The previous target (T16a_02 from 2017/18 Access agreement is obsolete because it refers to scholarships for students progressing from internal Fd provision on to internal BSc top up provision. The majority of these Fd programmes have now been replaced by traditional 3 year BSc programmes.
T16a_03	Other/Multiple stages	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Raise achievement through Level 3-HE progression summer schools, for internal and external students in sport	No	2012-13 Results	52%	70%	75%	75%	75%		Exam Board data for 2013-14 academic year not yet available, hence using 2012-13 data. Targets / milestones may be revised when 2013-14 data is available. Milestones relate to 1st attempt pass rates.
T16a_04	Access	Socio-economic	**Other statistic** - Other (please give details in the next column)	Implement a scholarship programme for elite athletes and performers, increasing progression from internal College programmes and recruitment from professional body partnerships	Yes	2013-14 enrolments	5%	9%	10%	10%	10%		Internal progression statistics to be provided from IS Department at application and enrolment stages
T16a_05	Access	State school	**HESA T5** - Projected degree (full-time, first degree entrants)	To raise the proportion of successful foundation degree students progressing to a BA(Hons) Top Up Degree.	No	2012-13	81%	87	90	90	92%		
T16a_06	Access	Mature	**HESA T2b** - Low participation neighbourhoods (POLAR3) (Mature, part-time entrants)	Increase the number of PT/DL and Blended Mature students, based on more accurate data, and replaces the target from the 15/16, and has more stretch.	No	2013-14	22%	40%	46%	46%	46%		We have used PT mature as a proxy for PT and DL growth, we do have a minority of students on HNC who are PT and work based (7.4%).
T16a_07	Student success	Disabled	**Other statistic** - Disabled (please give details in the next column)	Increase the numbers of disabled students achieving a merit award at FD/HND awards	No	2014-15	8%	12%	13%	14%	15%		Internal data shows for 14/15 that 2 (8%) of the 25 level 5 students, who declared a disability achieved a Merit or Distinction.
T16a_08	Progression	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Increase the numbers of BME students progressing from level 5 to level 6 HE studying HE at Loughborough College.	No	2014-15	18%	23%	25%	27%	30%		Around 30% of all students comeplete level 5. Whilst the total population of BME students drops to 18% for Level 6 top up degree,
T16a_09	Access	Gender	**Other statistic** - Gender (please give details in the next column)	Promote and increase at Loughborough College the numbers of women taking technology programmes at HE levels from the current baseline	Yes	2014-15	1	35	45	45	45		The figures represent actual numbers taking a FT or PT programme including HND/D, FD and Degree top up.
T16a_10	Other/Multiple stages	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Increase the numbers of students progressing from Level 3 FE into Loughborough College Higher Education	No	2013-14	2	22%	25%	25%	28%		This target is in effect one element of the overall target in our agreement to grow internal progression from the low level of sub 8% in 13/14.
T16a_11	Other/Multiple stages	Mature	**HESA T2a** - (Mature, full-time, first degree entrants)	Increase the number of mature students progressing from Level 3 FE to Loughborough College Higher Education	No	2013-14	5.5%	12%	13%	14%	15%		This target is in effect one element of the overall target in our agreement to grow internal progression from the low level of sub 8% in 13/14.
T16a_12	Success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Decrease non continuation rates of BME students through Level 4-6	No	2017-18	12.2	11%	10%	9%	8%	7.5%	
T16a_13	Access	Low participation neighbourhoods (LPN)	**HESA T1b** - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase numbers* of students entering higher education from low participation backgrounds.	No	2017-18	17.6%	18.5%	19.5%	21.5%	22%	22.5%	* allowing for location adjusted participation rates

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

				Table 8b - Other milestones and targets.										
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	State school	Outreach / WP activity (other - please give details in the next column)	Deliver HE Taster days where potential students (external and internal) can sample and experience study and professional practices in technical and professional Foundation and Degree programmes	No	2013-14	0	4	4	4	4		This target replaces the more narrow 2015/16 target focused on Music and Performing Arts, they will remain participants in the wider corss colelge scheme.
T16b_02	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Deliver and participate in College Based HE progression targeted activities at 6th Forms Colleges and School leavers.	Yes	2014-15	1	5	6	6	6		In planning these, we recognise that the targets might be adjusted as the HEFCE funding for the networks ends in 2 years. Loughborough College intends to continue its activity with schools despite the ending of NNCO programs and funding being diverted elsewhere.