2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Nottingham College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Nottingham College's ambition and strategy as detailed in the 2019-20 access and participation plan:

Ambition and strategy

Access

Nottingham College performs very well with regard to providing access to students from underrepresented groups, and in particular, to those from areas with very low levels of participation. Despite already performing very well in this area, providing access to underrepresented groups will always remain a fundamental priority for the College. The context in which the College operates provides an added dimension to its education and training intent.

The College serves a city that faces some fundamental social mobility, educational and socio-economic challenges. The key educational challenge is low levels of achievement across schools in the City. Average achievement for Nottingham state schools is below the national average. In 2016, 50.4% of pupils achieved Maths and English at grades A*-C, significantly underperforming against the state funded national average of 63%. There is also a low level of skills amongst the adult population, particularly in the inner city and the city fringe estates. Nottingham also performs poorly in the Social Mobility Index. The Social Mobility Index compares the chances that a child from a disadvantaged background will do well at school and get a good job across each of the local authority district areas of England. It examines a range of measures of the educational outcomes achieved by young people from disadvantaged backgrounds and the local job and housing markets to identify which are the best and worst places in England, in terms of the opportunities young people from poorer backgrounds have to succeed. Nottingham is identified as a social mobility coldspot, being in the bottom 20 per cent of local authority areas and just 15th place from the bottom of the overall league table. Nottingham ranks in Performance Zone 4 with weak performance across the board. Zone 4 performing areas are those described as providing little opportunity for young people to acquire the education and skills they need to achieve good outcomes as an adult. Even if they are able to overcome this, a weak labour market and high housing costs make it difficult to secure good outcomes in adult life. Zone 4 areas are the most concerning social mobility coldspots.

The City of Nottingham is the 8th most deprived Local Authority District (out of 326) in England, according to the Index of Multiple Deprivation from the Indices of Deprivation 2015. The Indices of Multiple Deprivation are generated from different domains including: Income; Employment; Heath and Disabilities; Education Skills and Training; Barriers to Housing and Services; and Crime. Nottingham City also comprises 182 Lower Super Output Areas (LSOAs). In England, there are 32,844 Lower Super Output Areas and each one has been ranked according to the measures of deprivation. One is the most deprived and 32,844 is the least deprived. In total, 61 of the 182 City LSOAs fall amongst the 10% most deprived in the country. 110 fall in the 20% most deprived. The lowest ranking LSOA in the City is in Bulwell, which ranks 63rd nationally out of 32,482, and is one of two City LSOAs ranking in the most deprived 100 Super Output Areas in the country – the other being the area of Aspley, ranked 78th. Educationally, the level of disadvantage is even greater, with the City of Nottingham ranked the 6th most deprived Local Authority District (out of 326) in England, using the Education, Skills and Training Domain average score.

The Nottingham demographic is as follows:

• BME groups: The 2011 census shows 28.5% of the population as being from BME groups, an increase from 19% in 2001.
• Disability: Nottingham has a higher than average rate of people with a limiting long-term illness or disability. BME groups tend to have higher rates of limiting longterm illness or disability than White British people, particularly in the older agegroups
• Socio-economic disadvantage: Nottingham is ranked 8th most deprived district in England in the 2015 Indices of Multiple Deprivation (IMD).
• Educational disadvantage: Nottingham is ranked 6th most deprived district in England using the Education, Skills and Training Domain average score, in the 2015 Indices of Multiple Deprivation (IMD) 7.

It is for these contextual reasons that the College will strive to maintain good performance in terms of access to all underrepresented groups, but also strive further to widen access, so that individuals are able to achieve good outcomes and contribute to social mobility. The Higher Education community at Nottingham College is reflective of the locality since:

• 70% of bursary applicants are from low income households (under £25,000).
• 21% of higher education students disclosed a disability or a learning difficulty at enrolment.
• 23% of students are from BME groups.

The College's strategy and ambition is therefore focuses on:

 Students from areas of low participation – 57% of all our current higher education students are from areas with the lowest levels of participation. The strategic ambition is to maintain or exceed the proportion of students from areas with the lowest levels of participation.

 BME students – The strategic ambition is to ensure that that the proportion of students from BME backgrounds continues to reflect the local community.

 Mature students – 56% of all higher education students are mature. The strategic ambition is to continue to develop opportunities that are attractive for mature students, to enable them to engage in higher education.

 Disabled students – 21% of students declare a disability. The strategic ambition is to ensure that disabled students continue to make up a significant proportion of the higher education student body.

 Care Leavers – Nottingham College attracts a small number of care leavers every year. The strategic ambition is develop this intake, insofar as possible, to ensure those who want to progress, are able to do so, despite the additional barriers they face.

Success

The strategic ambition of the College is to ensure equality of opportunity for all. This will involve the narrowing in the gaps between different student groups as follows:

• Disabled students are just over 5% less likely to progress to year two, with a similar proportion of non-disabled students achieving higher grades.

• Black and minority ethnic students are 6% less likely to achieve a 2:1 or above.

• Mature students were 6% more likely to achieve higher grades and also 6% more likely to be in further study or managerial/professional job roles.

• Non-continuation rates of first years are to be reduced to ensure that access to full achievement is of the highest order. Providing access alone is not enough; all students should have the opportunity to achieve their potential.
The College will seek to identify factors that contribute to non-continuation of this group of students and put in effective measures to reduce this issue as much as possible.

• Enhancing student success for year one students is a priority for the College. Many students often progress from a wide range of non-traditional learner backgrounds, ranging from where and what they have studied previously, to their work experience, and often with acute breaks in previous study.

Progression

Progression outcomes for higher education students from Nottingham College are very positive. The most recent Destination of Leavers Higher Education (DLHE) Survey shows that 98% of all graduates available, are in employment, or further study, six months after completing their HE study programme. This is a high figure nationally, and this performance indicator has been strong over recent years. Employability of students and graduates underpins the College's strategic ambition; it strives to be a centre of excellence for teaching and learning and a place where students are given every opportunity to learn and develop a full range of skills for the workplace.

Nottingham College's Access and Participation Plan will continue to be complementary to DANCOP (the Derbyshire and Nottinghamshire Collaborative Outreach Network). This is the regional NCOP programme of collaborative outreach in specific, local areas where higher education participation is low overall and lower than would be expected given GCSE (KS4) attainment rates. Nottingham College will continue to explore the opportunities available to contribute towards this programme and work collaboratively through the Innovation and Partnership Group, working closely with other colleges and universities in the region, to develop

outreach work that raises attainment and progression to higher education. DANCOP

activities will be monitored and evaluated via the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). EMWPREP will provide a much enhanced

monitoring and evaluation database, as a result of NCOP funding, allowing HEI partners including Nottingham College to rigorously monitor activity, track participants, evaluate our widening participation projects and share good practice.

Performance against the measures set out in this access and participation plan and continuous improvement will be monitored and evaluated on an ongoing basis and in year adjustments will be made where necessary. This will be through our internal quality assurance model where our Higher Education, and our performance against our access agreement, will be reviewed and monitored. This will include a review of all measures and due consideration to the impact on access, student success, progression and equality and diversity measures.

The College will work towards having enhanced data to inform a multicharacteristic approach to gap analysis in terms of success and progression. Evaluation outcomes will feed into Academic Board meetings. The Academic Board has an overall remit for setting policy and organisational practice. It is through these mechanisms that evaluation outcomes will drive institutional practice.

Nottingham College is committed to equality of opportunity for all who learn and work here. The College respects and values the diversity of staff, students, contractors, governors, visitors, and the wider community served, and strives to create a positive working and learning environment where everyone is encouraged to reach their full potential. The College constantly seeks to improve what it offers and how it delivers services to meet the changing needs of learners and local employers. This Access and Participation Plan has been informed and underpinned by the College's equality and diversity strategy, and in turn, successful delivery of the plan will secure this strategic intent. The College will have due regard to the Public Sector Equality Duty and will seek to eliminate unlawful discrimination, advance equality of opportunity between people who share a protected characteristic and those who don't, and to foster and encourage good relations between people who share a protected characteristic and those who don't.

In formulating the 2019/20 Access and Participation Plan, student ambassadors were invited to attend a focus group to discuss thematic questions around: charging above the standard fee in order to put in place additional measures to help students access higher education, to succeed in higher education; and to move on to positive destinations. Discussion topics included priority and underrepresented groups, supporting students into employment and further study, and different types of financial support's effectiveness in achieving its desired goal. The College will continue to hold an annual student focus group to give feedback and consultation on delivery and continuing changes to Access and Participation Plans. This group will include students from a diverse range of widening participation backgrounds, to provide widest consultation, along with our elected HE student reps.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Nottingham College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Nottingham College's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Strive to maintain the percentage of students from widening participation backgrounds (POLAR3 Q1and Q2) at or above 50% of the total higher education cohort	2016-17	57%	50%	50%	Percentage	2019-20	56.8	Expected progress
T16a_02 (Student success)	Develop retention rates of year one Foundation Degree students	2015-16	87%	89%	90%	Percentage	2019-20	93.7	Expected progress
T16a_03 (Access)	1. To maintain, or exceed, the percentage of mature students (those aged 21 years old and over) at 50% of the total higher education student population.	2016-17	50%	50%	50%	Percentage	2019-20	50.4	Expected progress
T16a_04 (Progression)	Maintain or exceed graduate destination data to employment or further study of over 90%	2016-17	93%	90%	90%	Percentage	2019-20	94	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Deliver a community based event that supports progression to higher education for white men from disadvantaged communities collaboratively	2016-17	0	2	3	N/A (see description / commentary)	2019-20	1	Limited progress
T16b_02 (Other/Multiple stages)	Introduce a care leavers grant worth £2000 per annum for students that have been in local authority care and collaborate with partners to support care leavers	2015-16	2 grants	4 grants	4 grants	Headcount	2019-20	2	Limited progress
T16b_03 (Student success)	Increase the number of ACES one-to-one support sessions to 700 with an enhanced emphasis on year one students to further support success and retention	2014-15	342 sessions	700	700	Headcount	2019-20	841	Expected progress
T16b_04 (Student success)	Develop further a proactive, targetted intervention process whereby tutors notify the ACES/LAC team of students at risk. A member of the team will then contact these students to discuss barriers to success and how these can be overcome and to arrange ongoing support sessions as required	2015-16	40	50 notifications received and acted upon	55 notifications received and acted upon	Headcount	2019-20	92	Expected progress
T16b_05 (Progression)	Deliver a focused programme of workshops and lectures to facilitate the development of academic and employability skills to support students success and to expand students awareness and understanding of graduate progression oppourtunities.	2015-16	50 workshops	60 workshops	65 workshops	N/A (see description / commentary)	2019-20	74	Expected progress
T16b_06 (Access)	Deliver a series of Family Supper events delivered in partnership with at least two partner universities/colleges	2016-17	2 Family Supper events	3 Family Supper events	3 Family Supper events	N/A (see description / commentary)	2019-20	0	No progress

T16b_07 (Access)	Delivering a community based event that supports progression to higher education for BME communities collaboratively.	2016-17	0	2	3	N/A (see description / commentary)	2019-20	1	Limited progress
T16b_08 (Multiple)	Deliver a community based event for disabled students that includes tailored IAG about Disabled Students Allowance and assistive technology.	2016-17	0	2	3	N/A (see description / commentary)	2019-20	1	Limited progress
T16b_09 (Access)	Attainment raising workshops with level 2 and 3 students	2016-17	0	30	35	N/A (see description / commentary)	2019-20	89	Expected progress
T16b_10 (Access)	Masterclasses in specialist subject areas in state schools (NCOP designated)	2018-19	0	4	6	N/A (see description / commentary)	2019-20	16	Expected progress
T16b_11 (Access)	Deliver a acheivement programme of one-to-one support for further education students through target setting and aspiration raising strategies to raise attainment to support increased progression to higher education.	2017-18	60	N/A	66	N/A (see description / commentary)	2019-20	2345	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£50,000.00	£198,000.00	296%
Financial Support	£233,000.00	£162,000.00	-30%

4. Action plan

Where progress was less than expected Nottingham College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16b_01	The ongoing lockdown in the subsequent year have also affected this activity further, however, the constraints that have been present are unlikely to persist into the future with the roadmap in place alongside the vaccination programme.
T16b_02	The HE Team will seek to work with local authorities, in addtion to schools and colleges, to raise awareness of the scheme to potential care leavers for who higher education may be an option.
T16b_06	The ongoing lockdown in the subsequent year have also affected this activity further, however, the constraints that have been present are unlikely to persist into the future with the roadmap in place alongside the vaccination programme.
T16b_07	The ongoing lockdown in the subsequent year have also affected this activity further, however, the constraints that have been present are unlikely to persist into the future with the roadmap in place alongside the vaccination programme.
T16b_08	The ongoing lockdown in the subsequent year have also affected this activity further, however, the constraints that have been present are unlikely to persist into the future with the roadmap in place alongside the vaccination programme.

5. Confirmation

Nottingham College confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
Nottingham College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes

Accountable officer sign off	
Name	Mr John van de Laarschot
Position	Chief Executive Officer

Annex A: Commentary on progress against targets

Nottingham College's commentary where progress against targets was less than expected.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
We have not fully met our commitments to this target because it was difficult to deliver during the Covid-19 climate with public gatherings creating a public health risk.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?
We have met our commitments in terms of delivering the care leaver bursary as detailed in the APP, however, we have not made the progress that was anticipated.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Because of the annual nature of the scheme it's not possible to make in-year changes to affect the number of grants in-year.

Target reference number: T16b_06
How have you met the commitments in your plan related to this target?
We have not met our commitments to this target because it wasn't possible to deliver during the Covid-19 climate.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The nature of the family supper events require the use of a hospitality venue. These events were going to be planned for the latter part of 2019/20, however due to the Covid-19 pandemic all hospitality venues were closed as they posed a public health risk. There were no additional steps that could have been taken to meet the target.

Target reference number: T16b_07
How have you met the commitments in your plan related to this target?
We have not fully met our commitments to this target because it was difficult to deliver during the Covid-19 climate with public gatherings creating a public health risk.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16b_08
How have you met the commitments in your plan related to this target?
We have not fully met our commitments to this target because it was difficult to deliver during the Covid-19 climate with public gatherings creating a public health risk.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Annex B: Optional commentary on targets

Nottingham College's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	The 94% is data from the updated Graduate Outcomes Survey (release 18 June 2020), because the origional target was based on the former DLHE survey.
T16b_01	
T16b_02	Care leavers remain stubbornly underrepresented in HE. Our bursary scheme on it's own is unlikely to change this, but it does offer additional support and needs to be one part of a multi-agency approach.
T16b_03	
T16b_04	1
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	
T16b_11	