



# **BROOKSBY MELTON COLLEGE**

UKPRN: 10000952

## **ACCESS AND PARTICIPATION PLAN**

**2019-20**

**May 2018**

## 1. Introduction

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Brooksby Melton College (BMC) is a small but ambitious Further Education College (FE). Widening participation (WP) and value for money are at the heart of our Higher Education (HE) provision. As an FE provider, we are experienced in successfully supporting students from under-represented groups within our 16-18 cohorts to achieve, succeed and progress into HE, both locally and nationally. This supportive, well-structured and proven approach is applied to our HE programmes.

The college benefits from small HE cohorts and an intimate HE infrastructure. This facilitates responsive support for health and wellbeing issues and holistic support from academic course tutors and managers. Much of this support is facilitated via an open door policy supported by very low staff/student ratios and generous staff/student contact time.

## 2. Fees

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For students enrolling on an undergraduate programme in 2019/20 the course fees set for the duration of their programme are shown in the table below:

Programme Type	Course Fee per year on Entry 2019/20
Foundation Degree	£7500
3 Year Degree	£7500
Top Up Degree	£7500
PGCE (Part Time)	£3000

For 2019/20 entrants, BMC intends to continue to set its maximum fees levels at £7500.

Income and expenditure estimates are based on current student cohort characteristics and planned numbers. They are, therefore, liable to change. Within the appropriate maximum fee cap, we may apply annual increases in line with the amount set by the Government each year.

## 3. Widening Participation at BMC

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BMC actively widen participation as a key part of the college ethos. For Higher Education provision, this is conducted through a range of routes, actions and initiatives:

- 3.1.1 Initial Advice and Guidance (IAG) is offered to all students entering the college. This includes information about the national Higher Education offer and the portfolio of HE courses offered at BMC. IAG includes information on student finance and accommodation. IAG is also undertaken as outreach with local schools and during college open events.

- 3.1.2 Dedicated HE Open Days are held to provide prospective students with unambiguous information about the nature of courses and the support available to under-represented groups.
- 3.1.3 Students are encouraged to attend HE Open Days at regional and national Universities. Information on a wide range of UK University courses is available at the BMC Learning Resource Centers.
- 3.1.4 The College has established a range of specialist vocational routes, which promote 'end-to-end' provision, from Foundation Learning through to level 6 Degrees. This clear progression mapping and availability makes HE more attractive to more learners within the region who would otherwise not have seen HE as an option and who meet at least one of the widening participation categories.
- 3.1.5 Course tutors and programme managers are active in promoting HE progression to Level 3 students and in providing course information to current BMC students where an internal progression route to HE is extant within the college.
- 3.1.6 Specialist top up routes are offered for HND students to progress to Level 6 study. These bespoke routes raise attainment via tailored curriculum design to provide synergy with the curriculum of progressing students. This approach is designed to support students in the transition to the greater independence required for degree level study at Level 6. Top up routes are promoted to potential students via dedicated Open Day visits with progressing colleges.
- 3.1.7 Examples of this targeted activity are the progression partnerships with South Essex College and Belfast College. BMC has worked with South Essex since 2014/15 academic year and Belfast College is a newly established partnership. It is anticipated that both top up partnerships will continue for the next five academic years. At South Essex students progress to a Level 6 BA Top Up in Performing Arts at BMC. From 2018/19 Belfast College, students will progress to the Level 6 BA Top Up in Digital Film Making at BMC.
- 3.1.8 HE fees are set 1.5k lower than the standard 9k charged across the sector. This is to provide value for money and a cost effective solution for students less likely to progress to HE because of concerns about accrued debt on graduation.
- 3.1.9 HE students receive a one-hour weekly tutorial during their studies. This allows for more targeted pedagogic and pastoral support.
- 3.1.10 Bursaries are available for students in financial need that will further support their study.
- 3.1.11 Staff student ratios are high. The average HE cohort size is 11 (when looking at timetabled average class size for Theory and Practical sessions)
- 3.1.12 Contact hours are higher than the wider HE sector at a minimum of 360 hours per annum (this does not include additional structured self-initiated study).
- 3.1.13 All HE staff are teacher trained and routinely teach across both HE and FE provision. They are therefore more able to support less confident or less academically initiated students.
- 3.1.14 Partnership Support is an important element of our WP strategy. Brooksby Melton is a member of CULN (The Colleges - University of Leicester Network), a regional lifelong learning network, LANDEX (Land-based Colleges Aspiring to Excellence) and East Midlands FE Council. The three bodies have HE sub committees that work to support best practice for HE in FE and encourage progression via targeted activities.

- 3.1.15 HE programmes at BMC have a focus on employability and progression, however, a high proportion of HE staff are research active and have either attained PhDs, are working to gain these qualifications or are active in presenting at conferences. This ensures that Higher Education provision at BMC is not only cost effective but also academically rigorous.

As stated in section 1, low staff student ratios, high contact hours and small cohorts allow significant additional support to be offered to students. For 2018/19 and 19/20 BMC will develop and implement reporting structures to formally capture and analyse data for all stages of the student lifecycle.

A key strength of BMC HE provision is the informal support for students facilitated via open door access. This interaction and its impact is more difficult to record explicitly (although it is reflected in positive student feedback through the student engagement process). However, for 2019/20 a new overarching structure will be in place that will provide additional support for all students. It will also provide a means of capturing impact data on this 'less formal' WP activity. This is outlined in section 5, Ambition and Strategy.

### **3.2 Looking ahead**

A key college target for 2019/20 is to ensure reporting structures and data analysis are in place that fully analyse the impact of the wide range of widening participation activity against the range of characteristics listed below . This will allow for a review of our performance that identifies gaps in relation to key characteristics:

- POLAR3 quintiles
- Ethnicity – both broad and detailed categories
- Gender
- Age
- Disability – both broad and detailed categories
- Care leavers
- Low household income
- Mature students

In addition, investment will be made in data analysis that will allow external benchmarking.

## **4. Current Performance**

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### **4.1 Current Data**

As outlined in Section 3, BMC has not historically split data for HE cohorts in relation to protected characteristic across the full HE student lifecycle. We are therefore unable to provide this level of analysis in assessing our current performance.

As noted in Section 3.2, a key college target for 2019/20 is to ensure reporting structures and data analysis are in place that fully analyse the impact of a wide range of widening participation activities. The College will be actively seeking to develop reports that analyse success, continuation and progression rates in relation to key characteristics:

- POLAR3 quintiles
- Ethnicity – both broad and detailed categories
- Gender
- Age
- Disability – both broad and detailed categories
- Care leavers
- Low household income
- Mature students

In addition, investment will be made in data that will allow for external benchmarking.

#### 4.2 Assessment Based on Current Data Splits

BMC invests well in both the physical and human resources required to monitor and collect data. Historically, performance of our Higher Education provision has utilised the key measures detailed below:

- Attendance
- Retention
- Achievement
- Pass rates
- Progression

#### 4.3 Intake and participation

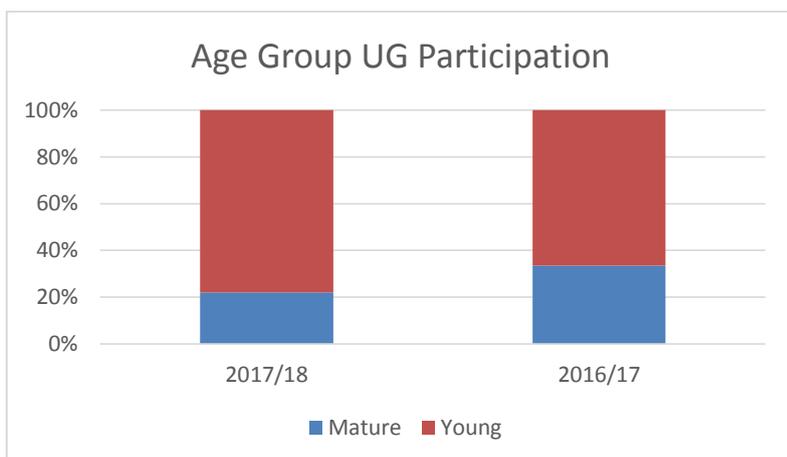
The College has clear progression routes in place for its specialist areas and sees high numbers of student’s progress internally.

For 2017/18 intake year, it has seen 77% of its students’ progress from its current L3 vocational provision to undergraduate courses:

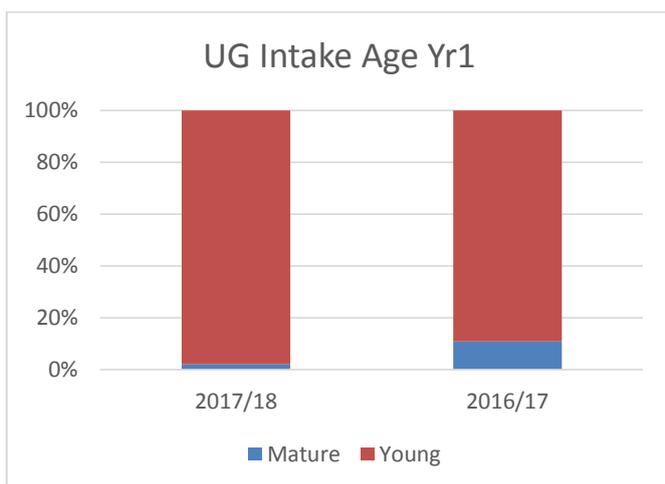
17/18 Course	L3 %
FdSc Sports Science	70.00%
FdSc Animal Management (Science and Welfare)	73.33%
BA (Hons) Performing Arts	91.67%
	76.60%

This is then reflected further in the split of Young and Mature recruitment percentage, with students starting their level 3 provision from school and then retained at BMC to progress through to Higher Education.

When reviewing UG participation for 2017/18, the Young (under 21) participation rate percentage is at nearly 80, as shown in the following table:



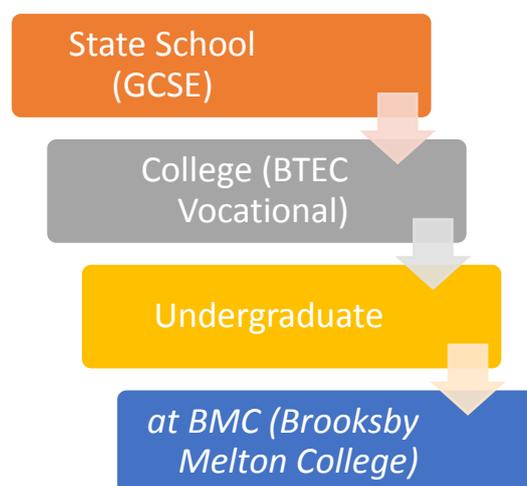
When reviewing UG, Year 1 intake alone the % increases to over 97%:



When analysing the Colleges ILR data for 2016/17, the percentage split of UK-domiciled Full Time undergraduate students assigned to one of the twelve risk categories (after reviewing their qualification aim, entry qualifications and age) is broken down as follows:

	Young, first degree	Mature, first degree	Young, other UG	Mature, other UG
Low risk	0	0	0	0
Medium risk	0	0	9%	1%
High risk	15%	2%	55%	17%

This reflects the majority of our student's journey through the education system:



In turn, this journey affects the key datasets in that the vast majority of the student cohort are therefore classified as young and undertaking their first degree or other UG qualification.

When reviewing the POLAR4 classifications, the College identifies that for 2017/18 the Young UG percentage in quintile 1 & 2 is 20% and when reviewing the Adult HE qualification quintile classifications, the College identifies that for 2017/18 the Mature UG % in quintile 1 & 2 is 20%

#### 4.4 Continuation

**There are a number of measures currently reviewed by the College:**

1. Continuation from Year 1 to year 2 – reviewing BMC data only (at this moment in time)
2. Continuation from Year 1 to year 2 – reviewing BMC data only (at this moment in time) from Year 2 qualification at Level 5 to a third ‘top-up’ year at level 6

When analysing our 2016/17 enrolment cohort the following can be identified:

The continuation rate percentage for BMC Female students is some 25% greater than that of male – this can be linked to a specific course that attracted 100% male recruitment.

22% of the Yr 1 UG Intake year are BME Students, this is significantly higher than that of the FE Student body, and the continuation rate for the BME cohort is 9.5% lower.

The College’s TEF data shows some disappointing continuation rates; these are associated with specific issues at Cohort level, which have been addressed.

56% of cohort on the College’s current Level 6 (3<sup>rd</sup> Year) provision studied at the College in 2016/17 at Level 5.

Course Title	Percent L5
BSc Sports Science (Top-Up)	100.00%
BSc Animal Management (Science and Welfare) Top-Up	50.00%
BA (Hons) Performing Arts (Top Up)	0.00%
BA (Hons) Digital Film Production (Top Up)	100.00%
BSc Equine Performance Science (Top-Up)	80.00%
	<b>56.25%</b>

#### 4.5 Success

When analysing and reviewing the key characteristics, the College can identify the following:

There is little variation between those in receipt of DSA (Disabled Students Allowance) and those who are not when identifying hybrid (expected) end of year pass rates – this varies by only 0.9% for 2016/17.

Those self-declaring a learning difficulty, disability or health problem for the same end year have a pass rate 10.3% greater than those that have not.

Of those completing their Level 6 programme in 2016/17, only 3% of the cohort were BME Students.

The percentage of students achieving a good honours degree significantly increased between 2015/16 and 2016/17 to 76%. There is a 10% variance between those achieving a good honours degree when comparing Mature and Young, in favour of the mature group.

Proportionally there remains a variation between those with a DSA and those without when reviewing good honours degree awards. The College needs to analyse further the variation between these groups and the reasons for this variance.

Due to the small numbers of BME students awarded degrees in 16/17, no meaningful conclusions can be reached. However, this remains an area of focus for monitoring and analysis going forward.

#### 4.6 Looking ahead

As stated in section 3.2 a key target for or 2019/20 is to establish reports which track appropriate WP metrics and fully monitor our under graduate intake, measuring their distance travelled against protected characteristics and to then measure the impact of additional support provided.

An additional target for 2019/20 will be establishing external data sources to fully anchor and articulate BMC HE provision within the context of the HE in FE sector and also the wider HE sector.

### 5. Investment, Evaluation and Monitoring

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BMC remains committed to spending approximately 28% of additional undergraduate fee income in 2019/20 on access, success, progression and financial support. We will maintain our expenditure on Access (outreach) at 11.8% of additional income, and deliver our financial support commitments at 5.8%. The table below shows the cash amounts allocated to each of the previously identified percentages.

	19/20		17/18 OFFA Submission Forecast for 19/20	
	Amount	% of HFI	Amount	% of HFI
Access investment	24000	11.8	15000	5.4
Success investment	22000	10.8	11000	4

Progression investment	11000	5.4	24000	8.6
Investment in financial support	11750	5.8	3350	1.2
<b>Total</b>	<b>68750</b>	<b>33.8</b>	<b>53350</b>	<b>19.2</b>
HFI		204255		277680

The balance will be allocated to student success and progression with a slant towards success based on the outcomes of the analysis of performance gaps.

We also invest £57000 in additional widening participation work that is funded through other sources. This activity is outlined in Section 6.6.

### 5.1 Evaluation

BMC have a number of steps within the college organisational architecture for evaluating the impact of monies spent on widening participation.

The evaluation plan at BMC relies on a process of analysis and action planning followed by reporting and interrogation of those outcomes via a well-established series of organisation structures outlined below.

- 5.1.1 The Central Management Team (CMT)
  - I. Higher Education impact and outcome reports are drafted and reviewed at CMT.
  - II. Reports on HE performance data are circulated on a monthly basis. This data is analysed and interrogated by senior managers.
- 5.1.2 A quarterly Performance Review is held with middle managers and course leaders
  - I. HE Course leaders provide an assessment of impact and outcomes for students studying on HE courses.
  - II. These reports are interrogated and additional actions are identified to drive improvement if downturns are noted in data or performance
- 5.1.3 The HE Quality Manager drafts an annual HE Self-Assessment Report (HE SAR) and HE Quality Improvement Plan (HE QIP).
  - I. The HE SAR is a detailed end of year of report on HE programmes. The focus of the report is to evaluate performance and impact of HE courses and to identify areas for improvement.
  - II. Areas for improvement are then drafted into the HE QIP with associated actions for improvement identified and allocated to key course and faculty members.
- 5.1.4 CMT report quarterly to the Board of Governors submitting written progress reports that draw on the reports in points in 5.1.1, 5.1.2 and 5.1.3.

The process described above provides multiple opportunities for challenge and review at key points in the college calendar by a range of staff and stakeholders within the college organisation

structure. This quality process has linkage between outcomes from previous years providing comparative analysis of the impact and effectiveness of any planned activity going forward. This ensures that continuous improvement in Access and Participation is at the heart of BMC HE programmes.

The outcomes of evaluation are shared across the sector via BMC College Networks such as Landex and EMFEC. The College undertakes a regular peer review process with Landex colleges and HE staff present on their process and practice at EMFEC events.

### **Looking ahead:**

A key target for 2019/20 is to shape data analysis and reporting structures, to allow for a full evaluation of the impact of monies spent on WP via the routes specified above.

### **5.2 Monitoring**

Monitoring of the reports outlined in points 5.1.1, 5.1.2 , 5.1.3 and 5.1.4 are undertaken by specific personal within the management and governance structure of BMC:

- The Principal
- Vice Principal
- Director of HE
- Director of Land based
- Director of Finance
- Board of Governors
- Student Governor
- Student Reps

## **6. Ambition and Strategy**

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### **6.1 Access & Raising Attainment Activities**

In 2019/20, the College, in addition to the other HE outreach, success and progression activities, has committed to spend a minimum 11.8% per year from the additional tuition fee income directed at Access activities.

During 2019/20, the College will be increasing its Outreach to Schools and Sixths forms to raise the aspirations of school-aged students who might not have aspired to, or been aware of the HE academic options offered at BMC or the progression opportunities they offer into employment. Some 30 local schools (within 25 miles of the college) and 15 sixth forms will be targeted with the purpose of raising awareness and outlining opportunities to study at a higher education level.

The College will provide bespoke VIP taster events, tours and workshops to small groups of students, whilst also attending targeted schools and sixth forms open days, assemblies and hosting Career adviser days. The goal of this activity is to ensure that not only students but also staff understand the opportunities and higher-level studies that are available.

The College will provide two HE progression weeks for internal FE students who might not have considered HE as a realistic progression route.

### **6.2 Exemplars of Partnerships that Promote Progression**

Two schools that BMC has worked with for a period of five years since the 2014/15 academic year are John Fearnley School in Melton Mowbray and the Roundhill Academy in Leicester.

At John Fearnley School BMC takes part in an Industry Day. Students undertake workshops from all representative areas of the College.

Roundhill Academy pupils attend bespoke events at a Melton Campus Industry Day and pupils take part in a series of workshops.

It is anticipated that the partnerships outlined above will continue for the next five academic years.

### **6.3 Progression and Academic Support**

In addition to the other HE activities, BMC has committed to spend a minimum of 10.8% per year in 2019/20 from the additional income directed towards additional Retention and Academic activities.

The College has a range of activities to support student retention and these particularly focus on areas, which have relatively low retention historically.

These measures include:

- The College provides potential students with detailed information of the College and its courses through the website, prospectus and open days to help ensure students select the right course.
- The College offers advisory interviews to help students in making course related decisions.
- The College has a specialist team who give support and advice on the range of issues faced by students. This includes advice on finance, health, transport and social issues.
- The College has a team of advisers and support tutors who give specialist support to those students in receipt of Disabled Students' Allowance (DSA).

In addition to the above activities, the College will seek to focus these additional funds in supporting the following activities to aid retention and progression:

- The College will seek to offer diagnostic testing to students early in the course so potential difficulties can be identified early in the student lifecycle and appropriate support put in place.
- The College team will seek to support students identified with mild learning disabilities in addition to those that qualify for DSA support. The specialist College Student Support Team supports these students.
- Some students need a considerable amount of academic support during their course. Students are offered frequent academic tutorials with specialist tutors to ensure that they get the best possible chance of achieving. The College has a number of students that have lower entry standards.

## **6.4 Raising Aspirations and Progression Activities**

Key to the college WP activity are fee levels. These have been set until 2020/21 at:

- £7500 for full time degree programmes and Level 6 Top Up
- £3000 for Part Time PGCE courses.

Making HE study cost effective is a significant foundation stone in BMCs plan to encourage progression. In addition to this incentive and the other HE activities, BMC has committed to spend a minimum of 5.4% in 2019/20 from the additional income directed towards additional Raising Aspirations and Progression Activities.

These activities include the following:

- The College team will seek to provide a range of programme related industry visits, placements, guest speakers and progression talks funded by the college to assist students gaining suitable and sustainable work or post education opportunities.
- Enhanced student engagement support will further develop and gather student feedback to improve the general HE experience and development of HE courses.
- Internal FE to HE events will give Further Education students an opportunity to consider and experience Higher Education at the College and promote internal progression. Increased access will be targeted to provide confidential advice and guidance for looked-after children, care leavers, young carers and young parents.
- The College team will seek to provide a higher level of Employability workshops, 1-2-1 advice sessions and mock interviews. These are available for all L4, 5 and 6 students to support progression, transition and high achievement.

## **6.5 Growth and Position**

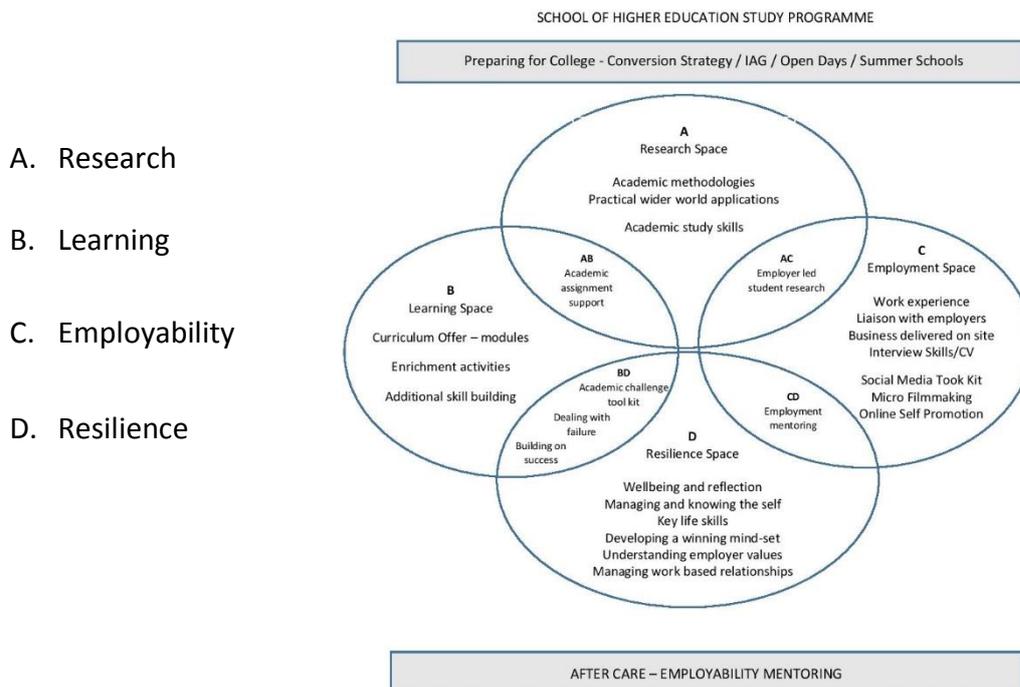
HE Provision is key to the college strategic plan as are growth in students numbers and income from increased recruitment to existing courses and the development new programmes.

It is therefore a goal of the college to create an environment for Higher Education study that fully supports all students to achieve their highest potential and allow confident progress to higher levels of study or meaningful higher-level employment. Underpinning this goal is a recognition that BMC needs to find its place in the highly competitive regional context for HE provision.

As a result, the college is undertaking a review of its Higher Education offer. The aim is to design a Higher Education Study Programme that provides the best value for money for all students and delivers meaningful support to help students from underrepresented groups, and those with protected characteristics, to successfully respond to the challenges of academic study at Level 4 and above.

## **6.6 Looking ahead - Higher Education Study Programme**

The Higher Education Study Programme defines four key spaces that are crucial to student's lifelong success - research, learning, employability and resilience. It is recognised that these spaces overlap and can provide holistic crossover.



This model is based on the recognition that the current curriculum offer at BMC, whilst requiring continuous improvement, is already well shaped. Additional work is required to develop a wider offer that can fully develop employability skills, student resilience or life skills and also promote research. These three additional spaces are key to maintaining study across the full student life cycle. They also ensure that students are able to recognise their developing skill set and utilise this at graduation to progress in the most constructive manner. They will also help alumni to proactively maintain the currency of their qualification.

The HE Study Programme seeks to build on an already rich staff base of research and to embed research as a student led activity, encouraging students as active co-creators of knowledge. The ambition is to develop research skills as a key skill set that can be applied across all aspects of the programme of study and beyond.

The four spaces will also allow a curriculum offer that more actively aligns against new metrics and captures the impact of a range of WP activity within the college.

## 7 Financial Support

BMC Higher Education Bursary support to students in need across three funding initiatives:

Support Initiative	Criteria	Scope	Total Fund

1	BMC Bursary	Financial support to households with an Income of less than £25,000	Awards of up to £1250 p.a.	£6250
2	BMC Access to learning Fund (ALF)	Financial support to students from households with an income less than £30,000 to pay for essential items.	Award of up to £500 p.a. (for accommodation, food, transport, study resources)	£5000

BMC remains committed to providing funding support for students via BMC Bursary and the ALF Fund to support WP activity. The impact of the financial support offered will be closely monitored and evaluated annually. Where it is deemed that financial support funds could be better used to widen participation and support students, the College, through its committees and evaluative tiers (outlined in section 8), will annually consider redirecting funds accordingly.

#### **Looking ahead:**

A key target for 2019/20 is to shape data analysis and reporting structures to provide sufficient detail to evaluate the impact of the support identified above on improved recruitment, continuation and enhanced grade performance.

## **8 Equality and Diversity**

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### **8.1 Equality Act 2010**

The Access and Participation plan has been drafted with due consideration to the Equality Act 2010. The college as a provider of Higher Education considers equality issues when designing both external and internal policies. Equality is considered in the planning, design and delivery of all services. College operations are regularly reviewed against the Equality Act.

On this basis, there are strong links between access and participation for underrepresented groups in Higher Education, and equality and diversity as defined within the Equality Act 2010, with its focus on groups with protected characteristics.

### **8.2 Fair Access**

The College seeks to provide fair access to students with protected characteristics in the following ways:

- Attract and retain students, from a wide and diverse community, who have the potential to succeed and benefit from the experience.
- Ensure that there is equality of opportunity for all applicants, regardless of age, gender, ethnicity, disability, sexual orientation and religious belief.
- To gain admission to a course suited to their aspirations, and their ability to meet the academic demands and professional requirements of the course.

The College will achieve these aims by providing information to prospective students and their families in the following ways:

- Talks given at open days, post offer days and progression events (both on campus and at other schools/colleges) with supporting materials available in paper copy and PDF versions.
- One to one advice available by telephone, email and face-to-face meetings.
- Materials including leaflets available via our Student Services team and our website.
- A comprehensive set of joining instructions sent to all students before they arrive at the start of term.
- Ensuring that clear, consistent and accessible information and guidance is available to all stakeholders in the admissions process e.g. applicants, parents and families, schools, colleges, employers, sponsors and all BMC staff involved in the admissions process.
- Assessing all applications on an individual basis.
- Ensuring that all assessment methods used for the selection of students are reliable, appropriate and fair, and take into account prior learning and experience in the context of national qualifications guidelines.
- Formal college-level agreements determining stage of entry, English language proficiency and the requirement to make reasonable adjustments where appropriate.
- Ensuring that the principles surrounding the procedures for admission are transparent and accessible.
- Ensuring that all staff involved in making decisions about an applicant's entry to the college do so in a clear, consistent and reliable manner.
- Ensuring that those with a disability have access to appropriate support and resources to enable them to successfully apply and enter HE at the college.

### **8.3 Staff CPD**

All staff undertake Equality and Diversity training and attain a Level 2 qualification. The majority of staff who teach on HE programmes also teach FE students and are quality observed by the college in this role. Their capacity to embed Equality and Diversity appropriately into taught session is checked during these observations.

### **8.4 Agendas and Policy**

The College has an established Respect Agenda that leads the culture in promoting equality and diversity. <https://moodle2.brooksbymelton.ac.uk/course/view.php?id=89>

The college has an Equality and Diversity policy with identified Equality Objectives.

<http://www.brooksbymelton.ac.uk/wp-content/uploads/2017/10/Equality-and-Diversity-College-Position-Statement.pdf>

<http://www.brooksbymelton.ac.uk/wp-content/uploads/2017/10/Equality-and-Diversity-Single-Equality-Scheme.pdf>

### **8.4 Looking Ahead**

BMC strives to continuously improve but is confident that its inclusive culture will appropriately support all students, including those with protected characteristics.

## **9 Student Engagement**

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### **9.1 Student Engagement**

The Access and Participation plan was shared with a group of level 6 HE students during the

17/18 academic year. As a result of the participation, students offered feedback and suggested student engagement would be improved within the college if there was a greater HE definition for Student Union organisation and planned activities. For 2018/19, changes were made to the HE Quality Manager role as a result of this feedback.

## **9.2 Role and Remit of the HE Manager**

An additional 0.3 FTE of staff resource was allocated to the role at a cost of £953.58 (£1144.30 plus on costs). Specific responsibilities were added to the job description of that role to develop the Student Union (SU) and that the cross college lead for the SU would come from HE students. This augmented post will be ongoing to 2019/20 and beyond.

An additional key focus of the HE Manager will be supporting WP activity and Student Engagement. Students will be involved in an annual monitoring and interrogation of the Access and Participation Plan via student forum and student representation on the following committees led by the HE Quality Manager:

- Curriculum Quality Group
- Marketing and Student Services
- Academic Review Board

The post is directly line managed by the Director of Higher Education, which enables timely, agile input into higher level planning cycles and decision-making at CMT and Governing Board level.

The HE Quality Manager is also involved in reviewing policy on Student Finance, Bursaries and Academic Support and involving students in these reviews. The post holder also takes a central role in coordinating the strands of student engagement via:

- Institutional Surveys
- Module Feedback Questionnaires
- HE Focus Groups
- Student Voice Forums
- Student Management teams

The HE Manager works with the Student Services manager strategically shaping services available to support HE students and those students with a higher support need.

BMC is also seeking continuous improvement in student engagement that will more actively involve students in quality processes. BMC is currently working with Guild HE principals to build a fully integrated approach to engagement that augments current strengths. Areas for additional student involvement in 2019/20 are:

- Curricular content and design
- Planning and building courses
- The quality of teaching and learning
- Strategic leadership
- Effective student governance
- Developing well-being and a sense of belonging

## **9.2 Looking ahead**

From the 2018/19, academic year data will be available to identify students from the defined WP categories and these students will be targeted to ensure student engagement takes place and the impact of the Access and Participation Plan is monitored in relation to the groups it is designed to support.

## **10 Provision of Information**

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### **10.1 Fee Levels and Financial Support**

All information regarding fee levels and bursary support will be posted on relevant sections of the BMC college website and internal Moodle pages.

This information will be reviewed annually for accuracy and updated based on any planned changes. This information will be posted in a timely manner ahead of the start of recruitment cycles to ensure accurate information is available to all applicants and enrolling students.

### **10.2 Publishing the Approved Access and Participation Plan**

The approved Access and Participation plan will be published on the BMC College website within the sections for Higher Education and any updates or changes to the plan as a result of monitoring and evaluation activity will be promptly published.

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

Please enter inflationary statement in the free text box below.

BMC will not increase fees each subsequent year for 2019-20 entrants, regardless of government guidance and any cap on tuition fees applied by the government.

Full-time course type:	Additional information:	Course fee:
First degree	All first year degrees	£7,500
Foundation degree	All foundation degrees	£7,500
Foundation year / Year 0		*
HNC / HND		*
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		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE	N/A - Professional studies	£3,000
Postgraduate ITT	N/A - Professional studies	£3,000
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Socio-economic	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Progression from Level 3 - For pathway courses	No	2015-16	27%	38%	40%	40%	40%		
T16a_02	Student success	Socio-economic	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Progression from Level 5 to Level 6 - All courses	No	2015-16	70%	80%	85%	85%	85%		
T16a_03	Student success	State school	<b>Other statistic</b> - Other (please give details in the next column)	Achievement rates at Level 5 & Level 6 - All courses	No	2015-16	89%	93%	93%	93%	93%		
T16a_04	Progression	Socio-economic	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	To increase the number of students attending employability and/or post grad workshops or 1-2-1 advice.	No	2015-16	10	17	20	25	26		Students attending 1-2-1/workshops
T16a_05	Access	Mature	<b>Other statistic</b> - Mature (please give details in the next column)	To increase % of external students vs internal students - All courses	No	2015-16	44%	48%	49%	49%	49%		
T16a_06	Access	State school	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	To increase the number of BME students on HE courses	No	2015-16	0.75%	1.5%	1.75%	1.75%	1.75%		

**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	Management targets	Meet Target Recruitment Numbers	No	2015-16	90	53	80	80	80	80	80	First year starters on L4 & PGCE - These target numbers have been amended to match our current revised recruitment targets. Recruitment has been revised to reflect increased competition during the clearing cycle.
T16b_02	Success	Socio-economic	Operational targets	Increase number of student engaged with the Alumni	No	2015-16	0	45	60	65	70	75	Target has been modified to ensure annual incremental participation increase to ensure improved attainment	
T16b_03	Student success	Socio-economic	Contextual data	Increase number of student engaged with the NSS survey	No	2015-16	86%	92%	95%	95%	96%	98%	Target modified to ensure increasing participation in this vital survey	
T16b_04	Progression	State school	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of student engaged in internal progression workshops	No	2015-16	30	60	70	70	80	85	Target has been modified to ensure annual incremental participation increase.	
T16b_05	Student success	Low participation neighbourhoods (LPN)	Contextual data	Reduce the Non Continuation rates through targeted support.	No	2015-16	23%	12%	10%	8%	7%	6%	Represents an aspirational-targeted annual decrease in non-continuation that is vital to ensure success and attainment for students from this specified group.	
T16b_06	Progression	Socio-economic	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Progression events with Schools/Open days	No	2015-16	6	8	8	8	10	12	Target has been modified to ensure annual participation increase.	
T16b_07	Progression	Socio-economic	Contextual data	To increase the number of students on HE courses responding to DLHE survey.	No	2015-16	79	83	84	85%	85	90	The 2022-23 Figure of 90% is an aspirational target that reflects BMCs determination to ensure improved tracking of student destinations	
T16b_08	Success	Attainment raising	Operational targets	Higher Education Study Programme	No	2015-16	20	25	50	75	100	125	New project. The target represents numbers of students engaged in the new scheme. This initiative recognises four key spaces that are crucial to student's lifelong success - research, learning, employability and resilience. The four spaces will facilitate the development of a curriculum offer that more actively aligns against new metrics and captures the impact of a range of WP activity within the college.	