

Bournemouth and Poole College

Access and participation plan 2022-2023 to 2026-2027

Contents

Preface

1. Assessment of performance

- 1.1.Higher education participation, household income, or socioeconomic status
- 1.2.Black, Asian and minority ethnic students
- 1.3.Mature students
- 1.4.Disabled students
- 1.5.Care leavers
- 1.6.Intersections of disadvantage
- 1.7. Other groups who experience barriers in higher education

2. Strategic aims and objectives

- 2.1.Target groups
- 2.2.Strategic Aims

3. Strategic measures

- 3.1.Whole provider strategic approach
- 3.2.Student consultation
- 3.3.Evaluation strategy (Appendix 2)
- 3.4.Monitoring progress against delivery of the plan

4. Provision of information to students

5. Appendix

- 5.1 Theory of Change
- 5.2 Evaluation Framework

Preface

The Bournemouth & Poole College (BPC) is a large, well-established Further & Higher Education College in Dorset with a broad academic and vocational curriculum. The College's 10,000 students' study on programmes that range from entry level to higher education (HE). Our ambition for all students is clearly reflected in our Purpose, Vision and Mission statements:

- The **Purpose** that Bournemouth & Poole College exists, is to transform students' futures.
- We have a **Vision** for every student to have the best life they can.
- Our **Mission** is to champion lifelong learning to benefit individuals, the community and the economy.¹

Our HE portfolio is aimed at students who are local, living within the Bournemouth, Poole and Christchurch areas of our region who wish to access excellent vocational resources and expertise. The College's HE portfolio includes full honours undergraduate degrees as well as Higher National Certificates, Higher National Diplomas and Foundation Degrees at levels 4 and 5. The mode of delivery is split across full time (110 students) and part-time (480 plus students) including vocational and technical courses. HE programmes are underpinned by well-established partnerships with excellent validating and franchising Higher Education Institutions (HEIs) including The Arts University Bournemouth (AUB), Bournemouth University (BU), Pearson, Solent University and the University of Wolverhampton.

Since 2018 the College's strategic plan has been to capitalise on our strong provision at level 2 and 3 and strong employer links to grow our vocational HE provision. The aim is to support widening participation by offering pathways into higher education which enable students who need to be in regular employment to access HE. Developing apprenticeship provision also provides cost effective, flexible options for employers to upskill and develop staff. We are also expanding our range of franchised courses at levels 4 and 5 so that students receive personalised support in small cohorts with the additional benefit of the extensive learning and career resources of our University partners, plus appropriate opportunities to progress to level 6. This is reflected in the reduction in enrolments on full time courses and a subsequent increase in students taking higher and degree apprenticeship courses.²

We are determined to improve equality of opportunity at each stage of our student journey and addressing any gaps in continuation or achievement of low participation groups. The College plays a significant role in widening participation amongst adult students through well established and highly successful Access to HE Courses across 5 curriculum areas. Extensive work with our own cohorts of level 2 and 3 focuses on ensuring that students achieve the necessary English and maths qualifications to enable them to access higher education. A comprehensive careers and personal development programme sets high expectations for all students coupled with practical support and advice on post 18 choices and applying for university. The College has a full time SUN Progression officer who works closely with student services and lecturers to provide a wide range of services, support and opportunities for our Uni-connect students. In 2021 163 adult learners on access courses at the College secured place at Universities across the UK, 88% of all access students. In 2021, a total of 397 BPC students progressed onto an HE course with providers across the UK and of those, 25% were Outreach Hub students and 24% were Uni-connect.

¹ [Our Strategy | Bournemouth and Poole College \(thecollege.co.uk\)](https://www.thecollege.co.uk/our-strategy)

² [The Bournemouth and Poole College HE Strategy \(thecollege.co.uk\)](https://www.thecollege.co.uk/the-bournemouth-and-poole-college-he-strategy)

We are committed to a whole college approach to equality, diversity and inclusivity including embedding EDI into the curriculum to support our graduates to challenge inequality at all levels.

1. Assessment of performance

Due to the small cohort sizes on HE programmes, it is not possible to provide data from Bournemouth and Poole College for all areas of this assessment of performance. In certain situations, using provider-specific data would make individual students identifiable or result in unreliable analysis. Similarly, due to the small numbers involved, much of the data on the OfS dashboard is suppressed. The assessment of performance has not disaggregated part time and full-time students because of the very small numbers of part time students on courses in scope for the APP. The data dashboard records 5% of students at the College on other undergraduate courses and all data on part time students within the data dashboard has been suppressed due to the low numbers. These are cohorts on a variety of vocational programmes including Engineering, Teacher Training and the Built Environment. Historically these cohorts have excellent continuation and completion rates due in part to the support from employers and the combination of theoretical input which is immediately applied in practice in the students' workplace. Internal data indicates levels of continuation and completion at over 80%, however, graduate outcome data is incomplete and this plan will set out actions to address response rates for graduate outcomes and information on destinations for part time students.

This review follows on from the assessment of performance undertaken as part of the 2019- 20 Access and Participation Plan and the ongoing robust analysis that is undertaken throughout the year internally which feeds into institutional and departmental Quality Improvement plans. This plan addresses areas for development identified by the OfS in 2019 including improved data collection and analysis and we have made significant improvements in capturing a complete electronic HE learner record, enabling accurate evaluation of our performance and any gaps in access, participation or achievement. The College has used data to inform a much more comprehensive understanding of our cohorts and therefore we are better placed to identify appropriate targets and interventions. We have also improved our monitoring processes to ensure a whole College approach to Access and Participation. Better data capture has enabled more thorough analyses, for example students with disabilities are now disaggregated into six categories. The numbers of students within those categories are relatively small but will be used to identify any trends which would require further investigation or action and in particular to disaggregate between students experiencing cognitive and learning disabilities versus those with mental health issues.

Our analysis has considered Higher Education participation/household income/socioeconomic status, Black Asian and minority ethnic (BAME) students, mature students and students with a disability. The plan includes full time and part time students including those on higher apprenticeships. However, due to the low numbers of students on courses within the scope of the Access Plan, whilst the College undertakes detailed research into intersections of disadvantage, the numbers are too low to report and would not be statistically robust. The information does however inform interventions and programme level actions.

Currently our HE courses include a combination of HNC, HND, Foundation Degree and Bachelor's Degree qualifications so it is not possible to directly compare student achievement across cohorts. For the purposes of this Access and Participation Plan, we have included a 'high grade' category to include students achieving 'Merit' or 'Distinction' in HNC, HND or Foundation Degree courses alongside students achieving a first or upper second-class Bachelor's Degrees when considering our high

attaining students. Current data systems have collected this data for all validated and franchised courses but we will extend this to include all under graduate and higher apprentices from 2021-2022.

In terms of graduate outcomes, there is insufficient data to evaluate our progress. The response rate to the Graduate Outcomes survey have been very low, in spite of working with HESA to better raise awareness of the survey. Historically, information about student progression has been collected by lecturers on an individual student basis and used to inform programme reviews and action plans. Support around graduate progression has been personalised within curriculum teams according to the needs of the student. This has resulted in a lack of robust data analysis which the College will address using a range of new monitoring measures. The College has commissioned an external survey to capture this information and we have further measures in place to capture planned destination data as students complete their course in 2022. The research was outsourced and resulted in over 3500 respondents with 362 respondents being graduates from Higher education (levels 4-6). There were a range of questions around job sector, skill development and the impact of their period of study. However, the results, are limited in terms of graduate outcomes as information on job level and salary were not collected.

The research results indicate that 73% of learners have progressed to the next level of Higher education and 19% were in employment. Only 1.1% of leavers surveys were unemployed and seeking work. The research also provided valuable insights into the impact of qualifications, with 90% stating that their qualifications had helped them to pursue their goals and ambitions, 74% stating that their course had enabled them to perform better in their job role and 42% had secured a pay increase related to their course of study. This information will be shared with potential applicants to show the value of studying at levels 4 and above.

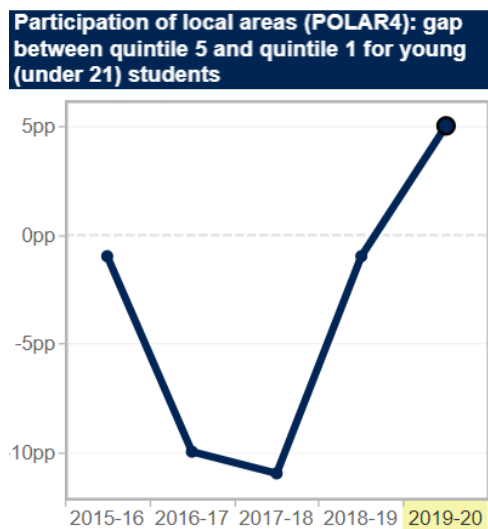
Another useful insight which the College can use to inform our career strategy is the fact that 26.1% of students were not working in the same sector as their qualification and this figure rises to 42% for students in performing Arts. There is clearly a need to undertake further work to support students to secure work in the sector they have studied and measures to improve career support are included as part of the strategy to raise attainment and address attainment gaps. To improve graduate outcomes response rates by 2024 we undertake to raise awareness of the importance of the Graduate Outcomes Survey with our cohorts and to implement exit interviews with the offer of post-graduate career support and guidance. In addition we plan to introduce a Bournemouth and Poole College Alumni via Linked in to enhance opportunities for students to connect with industry by 2024. Further measures to improve career support for graduates are outlined on p21-22 Key Strategic Measures: Student progression - Employability and Skills development.

1.1 Higher education participation, household income, or socioeconomic status

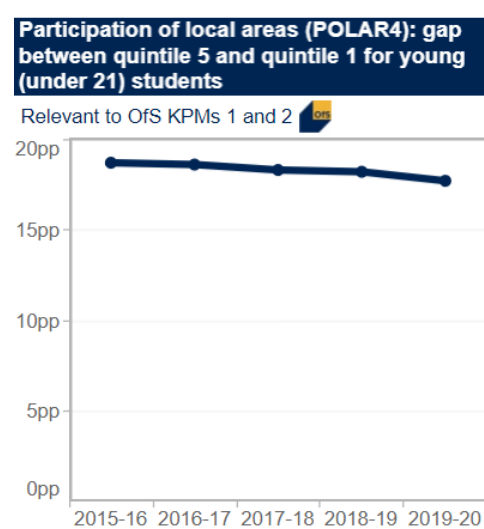
Access

An analysis of the 3-year trend for POLAR4 data demonstrates that access to Higher Education amongst POLAR4 quintile 1 has risen significantly since 2019 and there has been a small increase in access for POLAR4 quintile 2. Across all English HE providers, in 2019-20 the average gap between POLAR4 quintile 5 and quintile 1 for under 21 students was 17.7%. (OfS data dashboard) The OfS dashboard for the College compares data from under 21's shows a 5% gap as shown in graphs 1 and 2).

**Graph 1 (OfS data dashboard)
Bournemouth and Poole College**



**Graph 2
All England providers**



Because the numbers of students entering HE is relatively small and under 21's make up less than 50% of our students in scope, we have considered POLAR4 quintile participation across all students both under 21 and 21 and over. In 2019-20, College internal data shows that there was a 3% gap between students from POLAR4 quintile 1 and quintile 5 with quintile 5 higher (table 1). Looking at all students in scope in 2021-22 from full time, part time and higher apprenticeships, this has been reversed and POLAR4 quintile 1 students represent 19% of the total students and POLAR4 quintile 5 has reduced to 11%. This is likely to be related to the shift away from validated provision in favour of apprenticeship programmes.

Table 1 Participation by POLAR4 quintiles BPC (note OfS denotes all students on full time and part time courses in scope for the purposes of the OfS Access and participation Plan)

Polar 4		Actual Numbers	%						
Year	Type	Total	1	2	3	4	5	Unknown	Total
19-20	OfS	172	13	21	43	5	18		100
19-20	Apprenticeship	124	15	26	25	19	15		100
19-20	Total	296	14	23	35	11	17	0	100
20-21	OfS	151	16	22	31	11	18	2	100
20-21	Apprenticeship	150	15	28	25	19	13	0	100
20-21	Total	298	15	25	29	15	15	0	100
21-22	OfS	110	22	25	24	11	13	5	100
21-22	Apprenticeship	171	18	25	26	18	10	4	100
21-22	Total	281	19	25	25	15	11	4	100

Internal College data

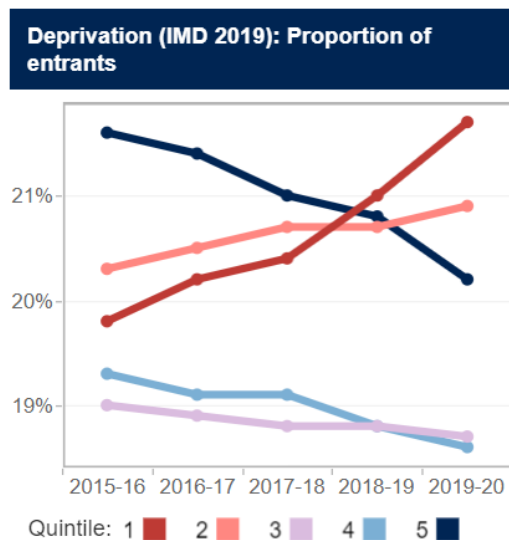
As there is no gap in participation we will not set targets relevant to POLAR4 access but will continue measures to reach potential students in POLAR4 quintile 1 in order to maintain the current levels. The College will continue to work with SUN and with our current Uni-connect cohorts to raise their aspirations with regard to University and to further target schools within those areas of low participation in the surrounding area.

Comparison of Access between BPC and All England HE providers IMD (2019) OfS Dashboard

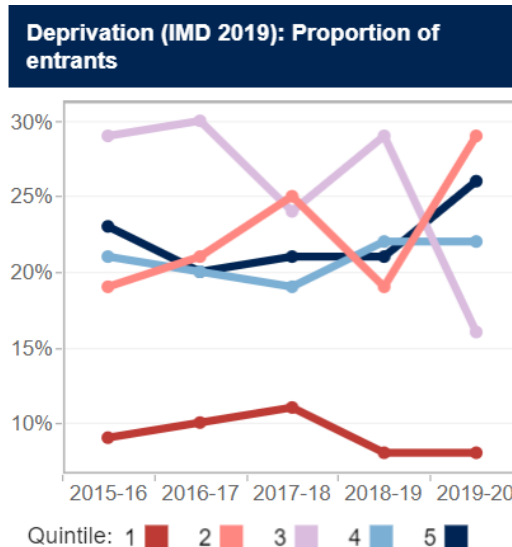
Graph 3

Graph 4

All England providers



Bournemouth and Poole College



In terms of IMD 2019, the gap between quintile 5 and quintile 1 was 9% for all English providers³ in 2019-20 compared with an 18% gap at the College in the same year as shown on the OfS data dashboard (Graphs 3 and 4) and 22% according to our own data sources when looking at all courses in scope including higher apprenticeships (Table 3). The vast majority of students at BPC live within Bournemouth, Poole or the surrounding area. Participation data shows that the proportions of students from the 5 categories are broadly in line with the 2019 IMD rankings from our LSOA of Bournemouth, Poole and Christchurch for IMD quintiles 2-5. However, the proportion of IMD quintile 1 students at the College is significantly lower than that in the area as a whole with deciles 1 and 2 participation at 6% in 2021-22, significantly below the local LSOA percentages of 11%. The College will commit to reducing the 16% gap in participation between IMD quintiles 1 and 5 by 2026-27.

IMD Access

Table 2 IMD Access 2019-2022 – Internal data

IMBD		Actual Numbers		%						
Year	Type	0-20	Total	0-20	20-40	40-60	60-80	80-100	Unknown	Total
19-20	OfS	14	172	8	28	16	22	26		100
19-20	Apprenticeship	4	124	3	15	26	24	32		100
19-20	Total	18	296	6	23	20	23	28	0	100
20-21	OfS	15	152	10	23	20	25	21	1	100
20-21	Apprenticeship	6	149	4	12	28	24	32	0	100
20-21	Total	21	299	7	18	24	25	27	0	100
21-22	OfS	8	110	7	23	21	24	21	4	100
21-22	Apprenticeship	8	169	5	17	26	24	28	0	100
21-22	Total	16	279	6	19	24	24	25	1	100

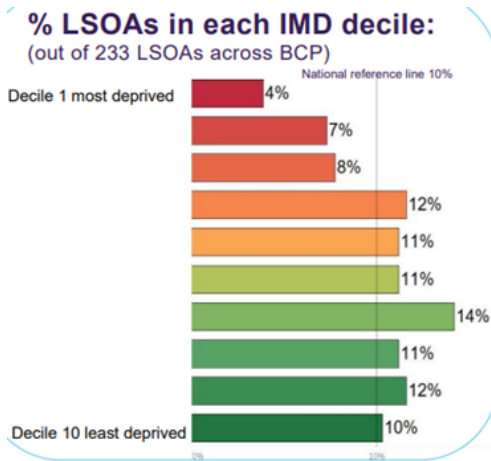
NOTE (note OfS denotes all students on FT and PT courses in scope for the purposes of the OfS Access and participation Plan)

We will therefore set a target to increase access from students in IMD deciles 1 and 2 and undertake more outreach work to reach students in those postcodes who may not be aware of the opportunities open to them.⁴

³ [Access and participation resources: Sector summary \(officeforstudents.org.uk\)](https://officeforstudents.org.uk)

⁴ [BCP Deprivation 2019 \(bcpcouncil.gov.uk\)](https://bcpcouncil.gov.uk)

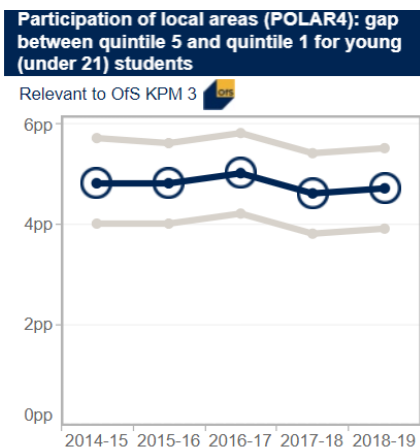
Graph % LSOAs in each IMD decile in Bournemouth, Christchurch and Poole (BCP)



Continuation

Data from College Vision reports show a positive trend in the number of POLAR4 quintiles 1 and 2 achieving or staying in Higher education since 2019-20 and a concerning decrease in the numbers of students continuing from quintiles 3-5. In 2020-21 we saw the stabilisation of continuation rates across the board with a less than 2% gap with quintiles 1 and 2 performing better than their counterparts in quintiles 3-5. Graph 6 shows that 4.7% gap in continuation between POLAR4 Q1 and Q5. Data relating to this measure is suppressed in the OfS BPC dashboard. Due to the small numbers of students in each cohort, we have grouped together POLAR4 quintiles 1 & 2 for comparison against 3-5.

Graph 6 Gaps in continuation – all English providers 4.7% gap POLAR4 Q1 and Q5 OfS dashboard



As there is no gap in continuation between POLAR4 quintiles 1 and 2 with 3 to 5 we will not set targets pertaining to POLAR4 access or continuation but will continue to closely monitor the levels of continuation to ensure that no gaps arise. Although there is no gap in performance, there has been a concerning decrease in continuation rates in some full-time cohorts. The student experience was inevitably impacted by disruption to both employment and learning in spite of multiple interventions to support achievement. Across all our courses delivery was maintained on a face-to-face basis for most

of the year. During the periods of complete lockdown, the College moved quickly to delivering a full timetable via MS Teams and providing equipment and grants for students experiencing digital poverty. The College is committed to resourcing additional support to address this decline and to carefully monitor continuation and high grades across all groups.

Table 3 Internal data (note OfS denotes all students on FT and PT courses in scope for the purposes of the OfS Access and participation Plan. App = Students on Higher Apprenticeships)

POLAR4 2020-2021 - Continuation				
	Student group	OfS	App	Total
20-21	1 and 2	91.2	98.0	94.4
20-21	3,4, 5	89.7	94.5	91.9
POLAR4 2019-2020 - Continuation				
	Student group	OfS	App	Total
19-20	1 and 2	98.5	92.2	95.4
19-20	3,4, 5	85.5	94.2	89.6

Attainment

In close collaboration with university partners, as previously outlined, students were provided with extensive support throughout the Covid pandemic. This included the provision of IT and other resources, implementing appropriate temporary amendments to assessment policy and distributing additional funding to those students from low participation backgrounds. Nevertheless, table 5 shows a significant decrease in high grades across all validated students. In 2019-20 there was a 11% gap in high grades with POLAR4 quintiles 1 and 2 performing well below their peers in the upper quintiles. This gap has shifted with a significant drop in high grades for quintiles 3-5. Given the widely varying data the College will be carefully monitoring the performance of all students and carrying out research into the reasons behind the reduction in the percentage of students achieving high grades. The College is committed to taking prompt action should a gap arise in the future.

Table 4 Internal data

POLAR4 2020-2021

Student group	High grades
1 and 2	59%
3,4, 5	54.5%

POLAR4 2019-2020

Student group	High grades
1 and 2	61.7
3,4, 5	72.41

POLAR4 2018-2019

Student group	High grades
1 and 2	64.44
3,4, 5	75

Progression to further employment or study

The data is not available for BPC for POLAR4 or IMD on the OfS data dashboard but in historic TEF data the College has reported high rates of progression into employment for our higher apprentices and

for high rates of progression onto level 6 courses for our Foundation degree students. However, there is a statistically significant gap for POLAR4/IMD quintile1 students entering employment and we will focus on better data collection and analysis to determine whether a gap exists at the College.

IMD Continuation 2020-21

The OfS data dashboard (graph 7) shows an 8% gap in continuation between IMD quintile 5 and quintile 1 in all English HE providers. Because the number of students in IMD Q1 is so low, the data for BPC is suppressed on the OfS data dashboard but internal analysis for 2020-21 shows a less than 1% gap in continuation between quintiles 1 and 5 overall. However, disaggregation by type of qualification shows a 16.7% gap between IMD Q 1 and Q5 on apprenticeship courses but on investigation, this gap refers to 1 out of 6 students in IMD 1 who did not continue their studies and the data set is so small that it would not be statistically valid to set a target of improvement.

Graph 7
All English HE providers – Gaps in Continuation IMD (2019)

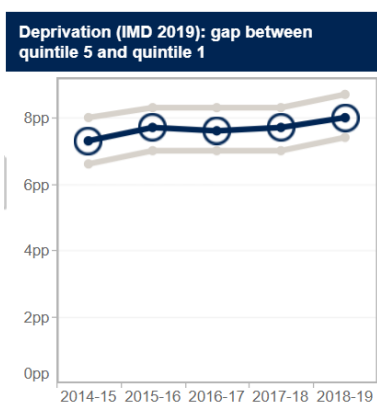
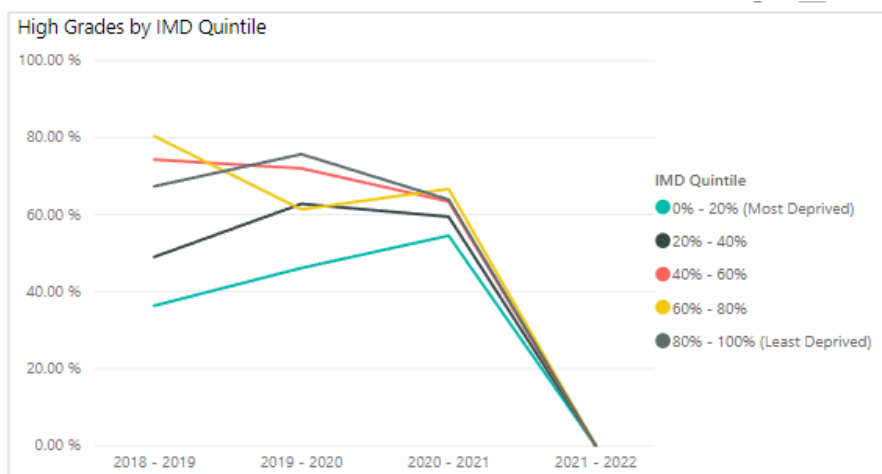


Table 5 IMD Continuation

The data below is as per the internal College Vision data

	Student group	BPC Validated provision	Students on Higher Apprenticeships	Total
20-21	0-20	100.0	83.3	95.2
20-21	20-40	91.4	100	94.3
20-21	40-60	86.7	92.7	90.2
20-21	60-80	89.5	93.3	91.3
20-21	80-100	90.6	100	96.3

Graph 8
IMD attainment – BPC College Internal Vision reports



Academic Year	0% - 20% (Most Deprived)	20% - 40%	40% - 60%	60% - 80%	80% - 100% (Least Deprived)
2018 - 2019	36.36 %	49.02 %	74.29 %	80.36 %	67.35 %
2019 - 2020	46.15 %	62.79 %	72.00 %	61.36 %	75.68 %
2020 - 2021	54.55 %	59.46 %	63.41 %	66.67 %	63.89 %
2021 - 2022	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %

The detailed analysis of IMD attainment across the quintiles shows a very spiky profile, both in terms of continuation and high grades which requires further investigation. There is a consistent gap in performance between quintiles 1 and 5 which is reflected in statistics nationally with a 15.2% gap in attainment for all students on under-graduate degrees in 2019-20. Although the gap at BPC has narrowed year on year since 2018-19, there is a clear requirement to address the almost 10% gap in the achievement of high grades for quintile 1.⁵

1.2 Black, Asian and all minority ethnic students

Access

Table 6 Ethnicity – Vision reports

Year	BAME out of total students on validated courses
19-20	29/175 = 16.5%
20-21	24/152 = 16%
21-22	20/137 = 15%

The percentage of BAME students on HE courses has reduced by 1.5% since 2015. Demographically, the local area from where the majority of our students are drawn is 88.4% white British and 5.8% BAME (table 7). The percentage of BAME students in HE at the College is almost 3 times higher than that in the local population. We have not disaggregated different BAME groups due to the very small numbers and the risk of individual students being identified. Analysis of the individual categories within the BAME classification shows no statistically significant gaps in terms of continuation or achievement between, for example, minority ethnic, Asian black students.

⁵ [Access and participation resources: Sector summary \(officeforstudents.org.uk\)](https://www.officeforstudents.org.uk/)

Table 7 Ethnicity for Bournemouth, Poole and Christchurch

Ethnicity	% of population in BPCP
Asian/Asian British	2.9%
Black/African/Caribbean	0.6%
Mixed/multiple ethnic group	1.7%
Other ethnic group	0.6%
TOTAL	5.8%

6

Success**Table 8 BAME/NON-BAME 2019-20 Vision reports**

Student group	Continuation %	High grades %
BAME 24	96.5	65
NON BAME 128	89	66.7

Table 9 BAME/NON BAME 2020-2021

Student group	Continuation %	High grades
BAME 24	91.6	62
NON BAME 128	90.6	56

An analysis of 2017/18 internal College data showed a significant gap in attainment between BAME and White students achieving a pass and those achieving a merit or distinction on other under-graduate courses. The percentage of white students achieving merit or above at levels 4 and 5 in 2017/18 was 77% compared to only 38% of BAME students. Strategies to address this gap have resulted in almost eliminating the gap in 2019-20 and a situation where BAME students outperform non BAME peers in 2020-21 by 8%.

There was Insufficient data in OfS data sets to evaluate gaps in continuation for this group but internal data for 2017/18 showed a 3.6% gap in continuation rate for BAME students. Internally generated data in Vision 2020-2021 indicates that BAME students now have 1% higher continuation rates than non-BAME students. We will not therefore set any targets relating to BAME students but will carefully monitor rates to ensure that no gaps arise.

Progression to employment or further study

The data on the OfS dashboard has been suppressed due to low numbers and the risk of making individual students identifiable. Although due to these low numbers it would be difficult to set statistically robust targets, we are committed to addressing all forms of inequality and acknowledge the persistent gap in progression of BAME students going onto full time employment, estimated in in experimental data published by HESA on 18th June 2022 at 8% (54% vs 62% for white students).⁷ There is a college wide approach to tackling inequality and reducing this gap and we will continue to monitor data and initiate actions at course level where appropriate.

⁶ [BCP Diversity | Tableau Public](#)

⁷ [Graduate outcomes data show employability race gap - Research Professional News](#)

1.3 Mature students

Access

The HE Vision and Strategy has a clear aim to expand our range of higher apprenticeships to support employers to upskill staff and enable cost effective career development for mature students. The percentage of mature students in HE has risen 10% in two years at a time when levels of adult participation in HE are low nationally (table 10). The OfS data dashboard shows the proportion of entrants 21 and over was 32% in 2019-20. There is no gap in access here so the College will not set a target to increase provision but will strive to maintain the high levels of adult participation.

Table 10 Internal data

Mature students entering HE	BPC Validated provision		Students on Higher Apprenticeships		Total	
	Under 21	21 and over	Under 21	21 and over	Under 21	21 and over
19-20	68%	32%	30%	70%	52%	48%
20-21	54%	46%	35%	65%	41%	59%
21-22	52%	48%	33%	67%	42%	58%

Continuation

The 2018-19 data set shows a 14% gap between young (under 21) and mature (21 and over) students. This picture has changed significantly since then, Internal data shows a narrowing of the gap in 2019-20 to less than 1%. In 2020-21 Mature students outperform the under 21 age group with significantly higher levels of continuation, and higher grades.

Table 11 Internal data

20-21 Continuation	BPC Validated provision		Students on Higher Apprenticeships		Total	
	No. of students	Continuation %	No. of students	Continuation %	No. of students	Continuation %
Under 21	73	88	52	91.8	125	89.6
21 and over	79	94	98	96.2	177	95.2

The analysis of high grades relates only to students on validated courses achieving merits and 2:1 and above. This is because historically apprenticeship data is not reported in the same way as FT, however the College is changing reporting in 2022 to enable full analysis of any potential gaps. In 2020-21 attainment was 10% higher for matures students when compared with under 21's. We will therefore not set any targets relating to mature students in this plan but will continue to monitor our adult students to ensure no gaps arise.

Table 12 Internal data

	Number of students	High grades
Under 21	73	49

21 and over	79	59
--------------------	----	----

Progression to employment or further study

There is no data available for this on the OfS data dashboard. Many of our mature students are on Higher and degree apprenticeship courses in Engineering and Nursing and therefore already employed. We are committed to capturing more robust data on graduate outcomes and ensuring that no gaps arose for mature students.

1.4 Disabled students

Access

The Office for Students Insight report 'Beyond the bare minimum' (2019), cites that 13.2% of students attending university in 2017 had one or more disability. In 2020-21 the college supported 50% of students with one of more disability on full-time courses. This includes both those in receipt of the Disabled Students Allowance (DSA) and those declaring a disability but not in receipt of DSA. This percentage is significantly higher amongst students on full time courses across England, as reported by the OfS.⁸

Table 13 Access: Internal data

Disability	BPC Validated provision		Students on Higher Apprenticeships	
	Disability reported	No disability reported	Disability reported	No disability reported
19-20	34%	66%	7%	93%
20-21	50%	50%	9%	91%
21-22	43%	57%	17%	83%

Success, Continuation, High grades

The OfS data dashboard shows continuation for students with additional needs at 85% since 2019. Internal data in 2020-2021, table 14, indicates an increase in continuation to 92.6%. As there is no gap in continuation between students declaring a disability and those not declaring a disability, we will not set targets with reference to access and continuation of students with disabilities but will continue to carefully monitor and analyse these cohorts and commit to taking action should any gaps arise.

Table 14: Internal data

2020-2021	% Continuation		
Student group	BPC Validated provision	Students on Higher Apprenticeships	Total
Learning need declared	92.6	92.9	92.7

⁸ [beyond-the-bare-minimum-are-universities-and-colleges-doing-enough-for-disabled-students.pdf](https://www.officeforstudents.org.uk/beyond-the-bare-minimum-are-universities-and-colleges-doing-enough-for-disabled-students.pdf) ([officeforstudents.org.uk](https://www.officeforstudents.org.uk))

No learning need declared	84	93.4	90.7
---------------------------	----	------	------

Table 15: Internal data

2019-2020	% Continuation		
Student group	BPC Validated provision	Students on Higher Apprenticeships	Total
Learning need declared	90.5	100	91.5
No learning need declared	90	95.7	93.0

The analysis of high grades in table 16 below relates only to students on validated courses achieving merits and 2:1 and above. The tables below show a drop in attainment rates from 2019-20 to 2020-2021 and a gap of 10% in 2019-2020 and 2.5% between students declaring a learning need and those not declaring a learning need in 2020-2021. This relates to KPM4 and we are committed to eliminating this gap by 2026.

Table 16 Students with additional needs – BPC Validated provision 2020-2021

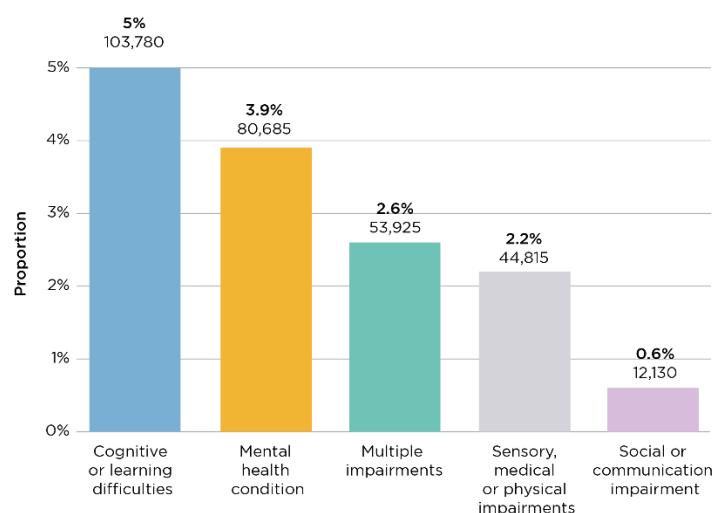
Student group	Continuation	High grades
Learning need declared (68/152 students)	92.6	55.5
No learning need declared	84	58

Table 17 Students with additional needs – BPC Validated provision 2019-20

Student group	Continuation	High grades
Learning need declared (75/175 students)	90.5	60
No learning need declared	90	70

We capture information on specific disabilities and learning needs to monitor and gaps and to determine how to allocate support and resources most effectively. Our data show that the largest number of declared need is around mental health and the college has invested in our mental health provision and services to accommodate this growth. The College disaggregates students with declared disabilities into 12 categories to enable appropriate allocation of resources and analysis of potential gaps. Students with declared mental health issues represent almost 30% of the total number of students declaring a disability on full time courses. This is significantly higher than the proportion of students studying in England overall who declared a mental health condition as shown in figure1.

Figure 1: Proportion of students studying in England who declared a disability by impairment, 2018-19



Source: OfS equality and diversity data. Note: 85.7 per cent of students do not declare a disability.⁹

Progression to employment or further study

Research and data are needed in terms of the progression of students with disabilities. The Graduate outcomes Survey has had very low response rates in spite of efforts to support HESA in their data collection. Currently the College has commissioned an independent survey of all our leavers to better understand any gaps in graduate opportunities. The ONS labour force survey 2019 cites a 15% gap in employment between disabled and non-disabled students. This gap rises to 21% on completion of A levels, 27% after GCSE's and a vast gap of 44% for those with no qualifications. This highlights the importance of the role the College plays in supporting students with disabilities throughout the student journey and we are committed to improving data collection on all graduate outcomes by 2023 and monitoring performance by 2024.¹⁰ Actions to improve the response rates for graduate outcomes are outlined in our assessment of performance on p4.

1.5 Care leavers

Access

We do maintain records on care leavers but currently have a very small number enrolled from this group on HE course in the last three years. These internal records are not presented due to the very low numbers of students in this category and the subsequent risk that individual students would be identifiable. However, internal analysis shows that the majority of care leavers have high levels of continuation and are successful in achieving their qualifications. This is an area where the college needs to conduct further research into the barriers faced by our own pre-16 care-leavers when considering higher education and review the support provided to those students. We aim to complete this research by September 2023 and the findings will inform subsequent interventions. The College acknowledges the large gap in opportunity faced by care leavers, who, according to the OfS briefing, 'In 2018- 19, 13 per cent of children looked after for more than a year were in higher education by age 19, as against 43 per cent for all other school students and that the continuation rate of care experienced 2017- 18 entrants

⁹ [Disabled students - Office for Students](#)

¹⁰ [beyond-the-bare-minimum-are-universities-and-colleges-doing-enough-for-disabled-students.pdf \(officeforstudents.org.uk\)](#)

was 5.6 percentage points lower than the rate of other students – 86.7 per cent as opposed to 92.3 per cent'.¹¹

1.6 Intersections of disadvantage

We are undertaking specific research into intersections of disadvantage specifically amongst students who withdraw at any point in their course, including prior to registration for funding purposes. The data sets are too small to publish but have highlighted areas where students with disabilities and from POLAR4 Q1 or 2 backgrounds are more likely to withdraw and we will be carefully monitoring this data and taking action at course level. In an analysis of POLAR4 1 and 2 intersected with BAME students shows that there is no statistically valid gap in access or continuation between POLAR4 1 and 5.

1.7 Other groups who experience barriers in higher education

Work is currently being undertaken by Students services with regard to children from military families as Dorset has a large military presence, with 3,150 serving personnel across 4 bases. It is estimated there are around 1,575 spouses and 2,389 children related to those personnel.¹² Initially this work seeks to establish appropriate processes needed to capture information about a students background during the application and/or enrolment process so that we can identify the students and implement measures accordingly. We aim to be able to identify and thus monitor and this group by September 2022 for the next academic year.

To date we have not collected data on all other underrepresented groups but we are currently updating our enrolment process to include the five further underrepresented group characteristics for all incoming and returning students. We will be in a position to monitor this data closely from September 2022 to identify where gaps in access, success and progression may exist for students from those groups.

2. Strategic Aims and Objectives

2.1 Target groups

In line with our Assessment of Performance, we have identified three key areas where we have set ambitious targets to ensure current gaps in access and success are closed. We have also identified a number of cohorts and lifecycle stages where we do not intend to set targets but instead, over the coming five years, will closely monitor and track these groups in order to build a stronger evidence base around any current gaps and how we can ensure all students receive appropriate and robust support.

We have chosen not to target certain groups who are identified in the Office for Students' national key performance measures, as our Assessment of Performance identifies that they do not experience inequality of opportunity at Bournemouth and Poole College. Data demonstrates that access of POLAR4 Quintile 1 and 2 students is above average and that they are more likely to complete their studies than those from Quintile 3, 4 or 5 areas. Therefore, whilst we will continue to track data to ensure gaps do not emerge, we do not feel targets need to be set in these areas. We recognise that nationally there is a gap in attainment between black and white students. However, owing to the current ethnic mix of our students, which is reflective of our region, it would not be

¹¹ [Consistency needed - Care experienced students and higher education \(officeforstudents.org.uk\)](https://www.officeforstudents.org.uk/news-articles/consistency-needed-care-experienced-students-and-higher-education)

¹² [News Article \(bcpcouncil.gov.uk\)](https://www.bcpccouncil.gov.uk/news-article)

appropriate for us to focus on this area if our student numbers and relative proportions of black students remain consistent over the coming years, as data would be statistically insignificant. Therefore, we have chosen not to set a target around this key performance measure. We remain committed to monitoring these national priority areas, and ensuring that no gaps begin to open.

2.2 Strategic Aims

In terms of strategic aims, the College is committed to ensuring that all learners, regardless of background are able to reach their full potential. We will address gaps in access by ensuring careers leaders and school leavers in the local area are well informed about our provision and have opportunities to visit facilities and engage with teaching teams. For enrolled students we will continue to develop an inclusive learning environment with excellent teaching and a high percentage of face to face contact and small group provision so that all students can achieve their potential. In addition, we will continually review and develop our high-quality support services to meet the rapidly changing pressures on our diverse student cohorts.

The College has 3 key **objectives** relating to access and attainment:

- 1 The College will commit to reducing the 19% gap in participation between IMD quintiles 1 and quintile 5 to 9% by 2026, relating to KMP1
- 2 Eliminate the 2.5% gap in high grades for students declaring a learning need and those not declaring a learning need by 2026
- 3 Eliminate the 9.5% gap in high grades between IMD quintile 1 and IMD quintile 5 by 2026

3. Strategic measures

3.1 Whole provider strategic approach

The College's approach to widening participation is in line with the HE Strategy 2018-2021: To meets identifiable local and regional needs to widen participation in higher education by underrepresented groups, which is particularly important in light of low levels of attainment and significant skills gaps within the areas in the wider sub-region.

The overall student experience at Bournemouth and Poole College (BPC) is the responsibility of all staff and is jointly led by Directors and Managers within specialist and curriculum areas. The Student Experience Directorate takes the strategic lead work closely with a wide range of stakeholders including the National Association of Managers in Student Services, Ofsted, the National Union of Students, South West Career Development Institute Group and the Local Safeguarding in Education and Prevent Boards. The College achieved 100% in all 8 Gatsby Benchmarks for the Careers provision and a 'Very Good' rating from National Union of Students' Union (NUS) under its quality framework.

The strategic measures outlined in this report are the results of findings from primary and secondary research which has informed the theory of change in appendix 1. The College undertakes a wide variety of primary research into student needs, perceptions, attitudes and well-being via a variety of mechanisms. Evidence from surveys, focus groups, the tutorial process, course meetings and HE specific events has been analysed to provide a robust theory of change. This information is triangulated with the quantitative data from HE Vision Reports and data from student electronic personal records which contain both individual tutorial and support information. The theory of change has also been informed by resources on inclusive practice provided by the OfS and relevant bodies

including the Quality Assurance Agency (QAA) and Advance HE along with best practice case studies from both FE and HE sectors. Identifying the barriers to access and success faced by cohorts has enabled the College to identify a range of appropriately targeted interventions in the form of strategic measures outlined below. The interventions will be embedded into practice through the Cross-College Quality improvement Plan and monitored according to processes outlined below.

Alignment with Careers and Equality and Diversity Strategy

The College aims to provide a high quality, impartial and accessible Careers Education, Information, Advice and Guidance service (CEIAG). The Careers & Employability Team is a fully Matrix accredited service designed to provide careers education, information and guidance in the College, and helping students to overcome barriers to progression, learning and employment.

With the ever-changing landscape of employment prospects as well as the recovery plans needed due to the impact of the COVID-19 pandemic, it is now more than ever, vital that our students have access to high quality and impartial careers advice at the key moments of decision making in their lives. We are committed to providing high quality CEIAG to prospective, current and former students in order to address gaps in Access for low participation groups identified in the APP. This will ensure that we are raising aspirations and confidence and building resilience to ensure our students are work ready and equipped with the skills required to make a positive contribution to employers and to the local economy. The College works closely with the National Careers Service, which is the Adult Careers Service locally offered by Education Development Trust (EDT) who provide professionally qualified Careers Advisers to support our 19+ students.

In line with the Equality Act 2010 the College prioritises an inclusive approach to teaching, learning and assessment and the Access and participation plan aligns closely with the Equality and Diversity Strategy. The following strategic priorities align with the overall aims of the Access and participation Plan in terms of ensuring that all learners, regardless of background are able to reach their full potential, creating an inclusive learning environment and developing our high-quality support services to meet the rapidly changing pressures on our diverse student cohorts.

- Increase the representation of protected characteristics at all levels, including at Board level
- Reduce achievement gaps - Identify and manage achievement gap concerns in QIPs, QRMS, Exec Reviews and team meetings.
- Increase representation of non-traditional gender roles in specific curriculum areas
- Build a culture of social responsibility and inclusion; raise stakeholder pride
- Increase SEND recruitment by 10% – both neuro - diverse staff and students
- Continuously improve our college environment to ensure accessibility and parity for people of all protected characteristics

The following priorities of the Equality and Diversity strategy will contribute specifically to the aims of increasing access and raising attainment amongst the low participation groups outlined in section 2.2

- Provide meaningful diverse partnerships and workforce development opportunities
- Develop the curriculum and ensure high-quality, inclusive content that inspires all students
- Increase the use of accessible teaching, learning and assessment practice
- Actively involve wider community groups in the development of our curriculum
- Build confidence and skills of self-advocacy to improve employment prospects, aspirations and outcomes

Collaboration and alignment with other work and funding sources

We have worked closely with Southern University Network (SUN) for the last three years and have co-delivered a range of interventions. Our SUN Progression Officer works closely with Uni Connect and Outreach Hub students. A programme of interventions throughout the year are monitored and evaluated both internally and in partnership with the Regional Project Officer. We also work closely with our current validating and franchise partners, Solent University, BU, Wolverhampton and AUB to ensure our FE cohorts have access to information, workshops and visits. We have articulation agreements between the College and University partners from level 4 to 5 and level 5 to 6. We anticipate that further development of these partnerships will support the strategic objectives of the plan both in terms of addressing the gaps in access by increasing engagement with HEI's, encouraging confident and informed decision making and raising student aspirations. Collaboration with SUN will aligns with these objectives, and has included between 2020 and 2022:

- Inviting in universities to give talks to students on applications and opportunities at university
- Targeting Uniconnect students to offer impartial 1:1 support with applications for the next steps, or information and advice on what their options are
- Supporting students and staff with personal statements through workshops and 1:1 support
- Creating recorded talks on progression routes for L3 students after college
- Using SUN funding for coaches to deliver small group sessions around boosting L2 student's confidence
- Creating information for staff on the UCAS process
- Promoting and signing up students to Unifrog

Strategic Measures

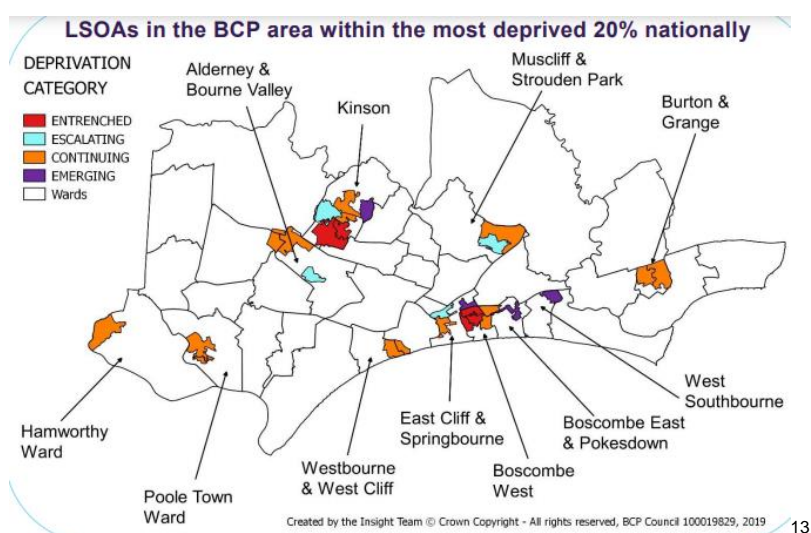
Key Strategic measures to Support Access

These measures outline how the College will address objective 1 of the plan, reducing the 19% gap in participation between IMD quintiles 1 and quintile 5 to 9% by 2026, relating to KMP1. The measures are informed by primary and secondary research and the resulting theory of change in appendix 1. Improving access amongst low participation groups has two key strands, firstly a focus on enrolment into HE courses from our own level 2 and 3 cohorts within IMD quintiles 1 and 2. Secondly, a programme of outreach work with local schools to work with students within those groups. We have used the Bournemouth, Poole and Christchurch 2019 report for IMD in the region to ensure efforts are target to the appropriate geographic areas. A priority in 2022 is to develop positive relationships with Head of Sixth Forms and career advisors within the LSOA's highlighted on the map below. Inviting school staff to the College to meet Programme Leaders and students and tour resources is the first step in ensuring that school leavers have accurate information on the diversity of pathways available. Following this, open events throughout the year will host workshops for prospective HE students and importantly, their parents to explain options and also the processes around applying for Higher Education.

A new initiative invites all applicants into the College at Open events to meet and speak directly to lecturers, thus answering any questions, forming relations with the curriculum area prior to enrolment and reassuring those who may be nervous about entering higher education.

Internal Students

Students from IMD quintiles 1 and 2 are less likely to have had extensive exposure to HE than counterparts from quintiles 4 and 5 therefore engagement with HEI's, with graduates and with lecturers throughout the year will enable students to become more confident about their choices. Such forums will provide opportunities to engage with students who need support to access services and identify relevant career and course opportunities. Researching local factors affecting this cohort is planned for Summer 2022 and will provide valuable information regarding the suitability of courses and to design better information and support packages. Internal students receive a structured programme of support around choices at undergraduate level from a Personal development tutor with engagement tracked and monitored via the Pro-monitor system. Enhanced opportunities for the groups targeted will include visits to curriculum areas, HE staff led workshops and a 'Step-Up' Summer School to develop students academic skills and their confidence to meet the challenges of higher level study. See Appendix 1 for theories of change relating to Student Access.



Key Strategic Measures to support student success

These measures, based on research and the resulting theory of change in appendix 1, address objectives 2 and 3 of the plan to address gaps in attainment or 'high grades' between students declaring a learning need and those not declaring a learning need, and between IMD quintile 1 and IMD quintile 5 and to raise attainment for students from POLAR4 quintiles 1 and 2 by 2026.

In terms of raising attainment and high grades, we are targeting the situational, Institutional and dispositional barriers impacting the three groups targeted. In terms of situational barriers, we will increase the focus on upskilling students in areas where low prior attainment may lead to lower attainment through a more robust evaluation of starting points via the induction and tutorial process. Research shared by Colleagues in the Association of Colleges forums have led to the College planning a Step-Up to HE programme for Summer 2022. One of the key aims during the programme will be to familiarise students with the work of learning support to increase engagement with the resources.

¹³ [BCP Deprivation 2019 \(bpcouncil.gov.uk\)](https://www.bpcouncil.gov.uk)

To support higher attainment, we have this year purchased the Skills for Study Resources which we will embed in future pre-enrolment and induction programmes. We also aim to improve support for students applying for DSA and increase the success rates of applications 50% by 2025. Support is already in place but evaluation has shown that the success rate of students completing the process is low and this is substantiated with research across the sector.

The Student Experience Team provide holistic support to meet needs presented in academic support, mental health, medical and welfare. Rigorous assessment of individual needs result in high levels of personalised support and interventions designed to promote independence and personal growth alongside pastoral support. Fully resourced Study Centres on both main sites are equipped with a range of assistive technology and HE students benefit from training in appropriate use of these resources to improve levels of independence, developing confidence and resilience to prepare students for the workplace. Student services work closely with tutors in providing comprehensive and appropriate support and the process is triangulated and monitored via the pro-monitor system. Although the support on offer is extensive, internal focus groups and audits have found that there are some barriers in students engaging consistently with the support. There is scope for further research into students' perceptions of support and to improve reporting so that it is easier and faster to access data about interventions taking place and the impact on student continuation and attainment. The College is currently reviewing the support referral process and based on the findings, will make appropriate changes to the current system by September 2022.

Within HE courses, the 1-1 tutorial process is much appreciated by students, but there is further scope to structure the process to identify and address any barriers in a more systematic way. Measures to improve attainment include requiring the students to prepare for meetings and using a model of reflective practice to encourage ownership of learning and progress. These are planned for 2022/2023.

Quality monitoring of teaching requires that lecturers demonstrate how they have planned to meet the needs of students with disabilities and extensive use is made of the electronic individualised learning profile (e-ilp) to co-ordinate the work of lecturers and support services. The College will continue to conduct Learning walks and lesson observations on all HE programmes throughout the duration of the Access Plan. These quality processes monitor the extent to which Equality and Diversity are embedded into the curriculum and highlight any areas of concern and/or best practice which is shared during Staff Development days.

Students can access a variety of support in the transition between academic levels. Workshops and tutorials cover academic writing skills, Harvard referencing, research skills and effective note taking. Students facing challenging personal and work-related circumstances are offered flexible routes such as the chance to attend different groups to complete different modules, helping them achieve their goals in a timely manner. Tutorials are set at times which support adult students who are juggling careers and families as well as a programme of study.

The grade boost initiative, launched in 2019/20, targets students who achieved 40% or below in initial assessments and offered a range of 1:1 or small group workshops and academic support interventions, including MindView software and Study Skills packages plus support with academic writing, referencing and proof-reading. Although the project had limited take-up, the results were positive and the aim is to expand the project to enable more students to benefit by September 2023. See Appendix 1 for theories of change relating to Access and Student Success.

Key Strategic Measure: Student progression - Employability and skills development

We believe that students who have specific career ambitions are more motivated to achieve high grades. There has been a culture shift towards 'Careers not Courses' in the last two years which has seen changes across Careers provision. Employability is embedded across the curriculum – it is a requirement for every programme to highlight when employability is covered or explored in the Scheme of Work. Lecturing staff provide excellent vocational context and links, monitored during the Teaching, Learning and assessment Review process for every member of teaching staff. The Teaching, Learning and assessment reviews also have links to employment as a key criterion. However, direct engagement with employers is inconsistent across courses and increasing the range of opportunities for employer engagement for all courses year on year is a key objective. We plan to address this through improved employer engagement forums, increased networking opportunities and developing opportunities for live project work on all courses as part of our on-going Quality improvement Plan (QIP).

The College already offers a wide range of career support for undergraduates, including 1-1 career appointments with specialist advisors from the Education Development Trust, access to Unifrog enabling students to record their development activities, research additional study options such as massive online, open courses (MOOC). However, the take-up of the support on offer is low and research has shown that students at level 4 feel they are missing out on specific careers advice, in spite of the resources available. We are implementing measures to address this and supplement what is already delivered in curriculum and aim to implement a more comprehensive career offer by 2023. A key area of priority is the delivery of curriculum-based workshops focusing on labour market intelligence, the application process and soft skills such as resilience and networking. Currently HE students do not benefit from a structured programme of career and employability support so we are reviewing the HE tutorial process and the mechanisms by which engagement with careers support and the outcomes are monitored and evaluated and anticipate processes will be improved by September 2022..

3.2 Student consultation

The Student Voice processes are highly effective with students stating that they are given regular opportunities to feedback on the quality of their courses and that their opinions are valued by teaching teams. The College actively engages with its students across various levels of governance including at Board level. Course representatives are elected for every programme and receive training in their role as advocates and as ambassadors of Equality, Diversity and Inclusion. Representatives present their views each term to teaching teams, Senior Management and Link Tutors from partner HEI's and their suggestions have determined the direction of strategies outlined in this plan.

An annual student-led conference provides further opportunity for consultation and comment and feedback has been carefully analysed alongside a range of survey data in order to identify the most effective methods of supporting students to achieve their career goals. There are termly HE students' surveys which address particular areas of focus, from induction to assessment. SUE surveys carried out on all units and for all courses across HE are analysed to better evaluate teaching, assessment and support structures and determine interventions outlined in the plan. Recent focus groups with students declaring disabilities have identified issues with the referral process which we are addressing as a matter of priority.

Students have directly contributed to the plan by providing feedback as to the measures they feel would be effective in supporting students to achieve high grades and their views directly informed the strategies we have identified. As part of the student engagement process, Course Representatives are briefed during the training for the role on inequalities in HE generally and provided with resources for further reading.

This plan has been made available to all students on the College website and we have written to all students sharing the link with them and inviting their feedback and comments on the plan to the HE team via e-mail. All feedback will be recorded and shared at induction and in course meetings. These actions aim to improve consultation and engagement with students from September 2022 and will include the targets of the current plan in both induction and in the Course Representative training and providing updates as to progress in termly course meetings.

We share information on the Widening Participation agenda with students via the BPCSU (Bournemouth and Poole College Student Union) newsletters and presentations and seek engagement from students in addressing inequality and improving outcomes for all students. We have also shared relevant links to resources on Access and Participation from the OfS in termly newsletters so that students are empowered to get involved as their time and responsibilities allow.¹⁴

3.3 Evaluation strategy

The College adopts a whole institutional approach to widening access, ensuring that a whole lifecycle approach is adopted, and involving staff from departments and services from across the institution. There is a clear and explicit institutional commitment to WP, defining target groups and expected outcomes as appropriate.

In order to design our evaluation strategy we have used the OfS Self-evaluation tool to enable us to set appropriate targets for improvement in this regard. The tool indicates that the College's capacity for Evaluation is emerging in each of the categories. Scores were significantly higher in the sections on strategic context than in evaluation design and implementation supporting our view that College Executive and Board are committed to a culture of evidence and evaluation to support work being done to reduce inequality. However, the toolkit has highlighted several areas where we can focus further work, particularly in relation to robust data collection and strategic overview of evaluation. In particular the evaluation strategy would benefit from a more consistent and rigorous approach in terms of validity, particularly with regard to causality and statistical analysis. However, as we are working with very small cohorts, statistical validity can be difficult to achieve.

Our initial strategy is to review our capacity and competencies in this area and to identify actions and responsibilities to rapidly improve our evaluative activities. This will include undertaking a skill survey of both professional service and academic staff, re-establishing a research ethics group and establishing common protocols for building in evaluation. We plan to implement these actions by January 2023. Thereafter we will focus on upskilling staff to make better use of data and best practice in evaluation across and beyond the College. Evaluation investment will prioritise addressing gaps in access of the specified low participation groups and implementing appropriate measures to close identified attainment gaps. This will involve a review of the effectiveness of our schools liaison activities and of the impact of progression talks and events amongst our own level 3 cohorts. In terms of improving attainment,

¹⁴ <https://www.officeforstudents.org.uk/for-students/equal-opportunities/help-tackle-inequality/>.

reviews of the tutorial process, the Grade Boost programme, the Summer School initiative and data reporting around support for students from target groups are a priority.

The processes around programme design, based on both internal and external data and extensive students and stakeholder feedback and are outlined on p17. The impact evaluation approaches proposed for our strategic measures are narrative based along with empirical enquiry methodologies. Due to the small scale of our provisions causality evaluations will be considered towards the end of the plan as student numbers expand.

Evaluating investment into our activities will be multi-faceted. In terms of the amount provided for student bursaries, in addition to continuing to review the outcomes of students in receipt of bursaries, we will undertake surveys of our students to evaluate to what extent funds have enabled them to stay on their course. In terms of our investment towards our Access targets, we will undertake both quantitative and qualitative research. Firstly, with regard to numbers of schools and pupils engaged in outreach activities and subsequently enrolments but also with the impact of those activities with regard to students confidence in their decision making. Further evaluation into specific types of engagement, whether in taster sessions, at Open Events or through engagement with existing students will generate valuable information on what is most effective in terms of influencing decisions and removing real or perceived barriers.

3.4 Monitoring progress against delivery of the plan

A wide variety of mechanism are used to evaluate progress towards the targets stated in this plan. At programme level, all undergraduate programmes now comment on attainment gaps within their annual monitoring reports, and programme actions plans must identify activities to reduce any gaps. Quality monitoring of actions within HE is rigorous with scrutiny at unit, module and course level both within the College and by external validators. All HE teaching and support staff are engaged in the process of producing course level reports which contain robust and clear actions which are monitored at regular team meetings, and approved by validating institutions on a termly basis. A full evaluation strategy indicating strategic measures, timeframes, responsibilities and evaluation methods is included in appendix 2.

The Board of Governors are responsible for the approval of this Access and Participation Plan. The Executive committee provide a range of information to Board as the basis for the approval, including how the plan forms part of the wider Higher Education Strategy. Monitoring progress against delivery of the plan is the responsibility of the College's Director of Quality, the Assistant Principal, the Director of Apprenticeships and the Head of Higher Education. The quality team work closely with the Learning Managers in curriculum areas to review targets and evaluate provision. Targets and measures are recorded on the College Quality improvement plan (QIP) which details actions, timeframes, monitoring methods and the persons responsible and is updated with a red, amber, green RAG rating each month. The QIP is then reviewed by the College Board of Governors, including an HE student Board Member. If there is deemed to be insufficient progress towards actions, the managers responsible will be asked to respond and where necessary additional resource may be provided. If there is a lack of progress relating to a specific programme of study or curriculum area, the programme will be out into an 'intensive care' programme, requiring additional monitoring and support from the Quality team appropriate to the issues identified.

Our committee structures enable the sharing of evaluation findings to determine improvement plans and influence curriculum offer and programme design. Our committees shape the responses and associated actions to our evaluation work and also set the future evaluative agenda. The following panels are responsible for quality and widening participation - students are represented on some of these panels.

1. Curriculum Quality & Standards Committee – Board level group overseeing quality assurance
2. Executive curriculum reviews - for overall academic leadership that involves all Directors of Learning
3. Access Plan monitoring group will coordinate the evaluation framework and the dissemination of findings to relevant panels.
4. Annual Monitoring Reporting framework and resulting self-assessment reports and Quality Improvement plans
5. Examination Board Panels to monitor quality, validity and fairness of assessment, progression and awards
6. Programme leader meetings
7. Quality review meetings – at curriculum level
8. Validation and re-validation panels – ensuring new and redesigned programmes are informed by our evaluative evidence and have systematic approaches to monitoring positive outcomes for all

We plan to include Access and Participation targets as a standard agenda item in Course Meetings from September 2022 to raise awareness of the specific targets set and increase the dialogue around inequality. This will also provide a mechanism for involving students in monitoring the plan and evaluating the strategies employed to increase access and raise attainment. Students will be engaged in monitoring the plan via information shared during the Student conference, termly meetings and via newsletters and the BPCSU website.

4. Provision of information to students

The Bournemouth and Poole College recognises the importance in providing high quality information, advice and guidance to all students at all stages and follows the Competition & Markets Authority guidelines to ensure that all material information relating to fees and financial support is accurate, accessible, clear and timely.

We work closely with our University partners to ensure that all information provided to students at all stages of the application cycle is up to date and accurate. At application stage, we explain and provide in writing details of the course content, structure, fees and associated costs in considerable detail. The College's Tuition Fee Payment Policy is available on the College's website and demonstrates the College's compliance. At the point of offer, prospective students receive, as part of their offer letter, the quoted tuition fee cost for their course. In addition, students will receive information relating to financial support that is available, including bursaries & scholarships, hardship and emergency funding, as well as more general advice on living costs and budgeting.

All relevant and important information and facts are delivered in an accurate, clear and timely manner in advance of the student deciding on the offer. Information is easily accessible via HE prospectuses, Open Events, College website and, following enrolment the HE handbooks. During the Induction Process students have access to 1-1 support with any student finance matters. Information on bursaries and additional financial support available is covered during the induction process with members from the Welfare Team on hand to offer advice.

Financial support is available to all eligible students from under-represented groups and our approach to providing bursaries is informed by internal data. In terms of Widening Participation, 23 out of 24 students who received a bursary in 2019-2021 either achieved their qualification or remained on programme. An analysis of withdrawals since 2020 indicates that only 0.5% of students withdrew stating financial reasons as a cause. We therefore conclude that providing bursaries are enabling the majority of students to complete their qualifications. Research into student referrals for support has demonstrated that financial issues are a key factor in low attendance and therefore providing bursaries enables students who are in the groups target in this plan to access the facilities and support needed to succeed and achieve high grades on their course.

The provision of bursaries is promoted during the induction process and thereafter in all student handbooks, on the website and promoted to students in need of support on a 1-1 basis by personal tutors. There are two bursaries offered, both for £1,000, one for care leavers and one for general maintenance to enable any eligible student to complete their course. Students can apply directly, providing evidence of their income or status (for example age or disability) or they can be referred by the course tutor where eligibility is identified through the 1-1 tutorial process, for example where a student has a disability they have not disclosed or who develops a disability or mental health issue whilst enrolled at the College.

As our main target group for access is socioeconomic and is intended to reduce the gap between IMD1 and 5, the eligibility criteria relates directly to income. The criteria for both grants are the family income must be less than £25,000, applicants must have a UCAS status of either U/F or C/F for a Bournemouth and Poole College course at time of Bursary application and the applicants or the applicant's family must be responsible for their own fees and living expenses. Additional criteria for the care leavers grant is that applicants must have been in full-time care for a period of three months or more in the last five years.

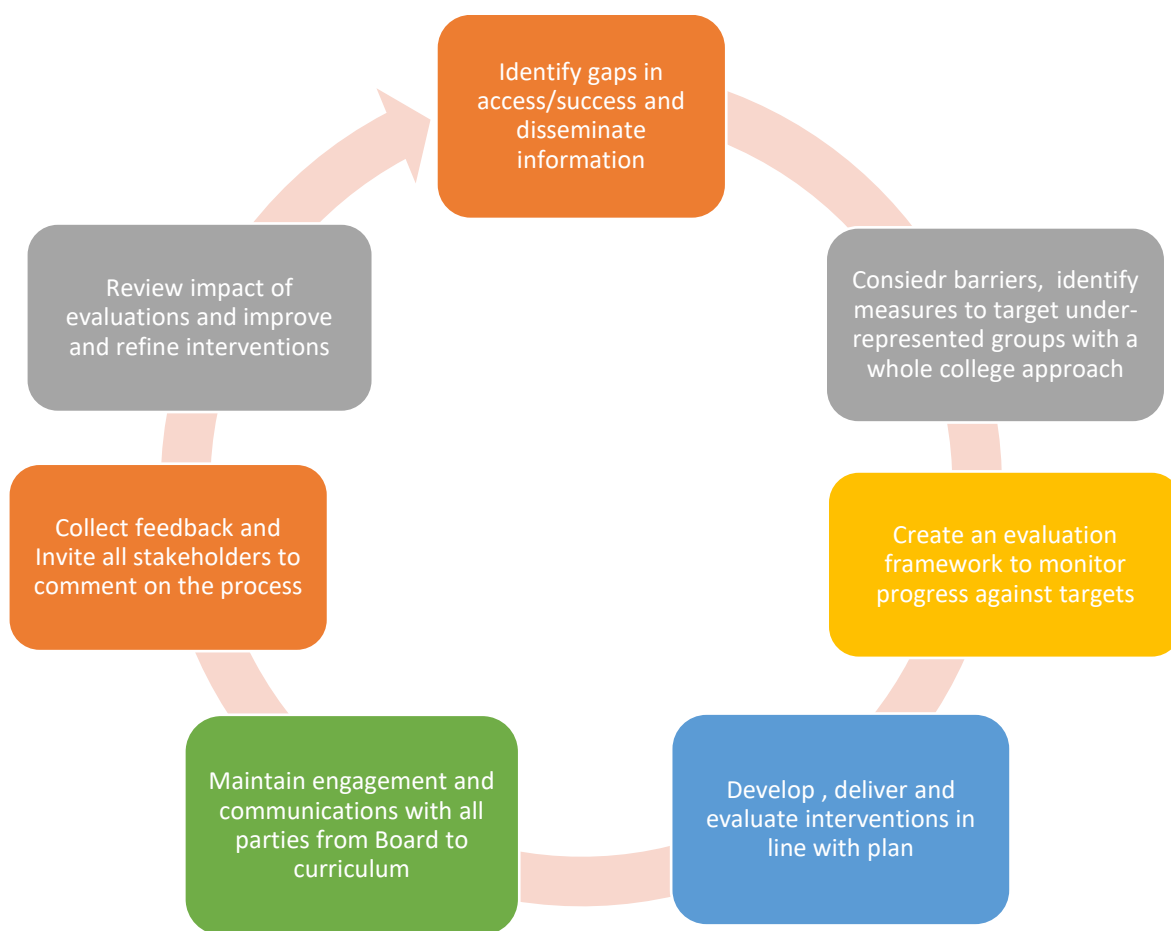
The bursaries are distributed to enable students to attend College, purchase required equipment or for maintenance purposes to enable students to continue to study and achieve the highest grades possible. We have estimated the cost of bursaries for the duration of the plan but understand that the numbers of students who may be eligible is significantly increasing, particularly in terms of those with disabilities. We therefore undertake to provide additional funding where demand outstrips predicted spend.

5. Appendix

1. Theory of Change model
2. Evaluation framework

Bournemouth and Poole College Access and Participation Plan 2022-2023 to 2025-2026

Theory of Change



Barriers to Access

Situational:	
Geographic	Increase awareness of local HE opportunities Financial support for travel
Prior attainment	Increased understanding of HE entry requirements and targeted support for pre-16 cohorts – particularly for English and maths
Parental and peer influencers	Provide opportunities for parental engagement with HE staff, engage student ambassadors to discuss perceptions of HE
Financial restrictions	Develop courses with and blended options to offer flexibility Advertise bursaries and evaluate impact
Personal responsibilities	Develop courses with and blended options to offer flexibility
Institutional	
Knowledge of HE	Early provision of information from a range of people and sources throughout level 2 and level 3
Raising aspirations	Share labour market information showing the careers available in different curriculum areas and the potential benefits of HE study
Confidence and skills	Provide support with DSA and UCAS process
Dispositional	
Low ambition due to lack of confidence and/or role models	Share success stories Use employers to share their career journeys

Lack of confidence	Discuss support available and offer 'Step-Up' programme
--------------------	---

Assumptions:

- Improving information and support will increase student's confidence to apply to HE
- Raising students' aspirations will lead to increased applications to HE
- Potential students and influencers engage with programmes and interventions
- Students will utilise flexible study opportunities to plan a study schedule which fits in with personal responsibilities

Barriers to Success - attainment

Situational	Anticipated impact on barrier
Geographic	Financial support enables students to attend regularly
Prior attainment	Students are able to catch up with any areas of the curriculum where knowledge/skills are low
Financial restrictions	Students access the full range of financial support
Personal responsibilities	Courses with increased blended options will offer flexibility, better meeting learner needs
Institutional	
Lack of relevant work experience	Students are able to access high quality work experience opportunities, developing employment skills and confidence, leading to higher aspirations
Raising aspirations	Labour market information enables students to make robust and realistic career plans
Academic skills	A focus on underpinning academic skills at each level will enable students to achieve higher grades
Dispositional	
Soft skills/resilience	Increased resilience and improved confidence will enable learners to articulate needs around support
Motivation	Students feel a sense of belonging and draw support from all HE network. Student achievement is widely celebrated

Assumptions:

- **Students engage with programmes**
- **Overcoming identified barriers means that students will attend and be motivated to achieve higher grades**

Appendix 2:

Evaluation framework

Strategic measures for Access				
Actions	By when	Impact	Monitoring method – how and by whom	Evaluation
Improved schools' liaison in targeted IMD Q1 and 2 areas Marketing strategy and HE strategy amended to set clear targets	September 2022	Increase applicants and enrolments from IMD Q1 and 2	Targets set in College Quality Improvement Plan (QIP). Reviewed monthly by Exec and by Board	<ul style="list-style-type: none"> Enrolment data Number of Engagement events and number of students reached Application data Feedback from school partners
Increase opportunities for engagement of current level 2 and 3 IMD Q1 and 2 students with HE providers, lecturers and current students (both College based and external)	September 2023	Increase applicants and enrolments from IMD Q1 and 2	Targets set in College Quality Improvement Plan (QIP). Reviewed monthly by Exec and by Board Activities captured on individual student Pro-monitor records monitored by Curriculum learning manager	<ul style="list-style-type: none"> Enrolment data Number of Engagement events and number of students reached Application data Feedback from students
Step-Up summer school for internal students from IMD Q 1 and 2 (July 2022)	August 2022	Increase applicants and enrolments from IMD Q1 and 2	Project progress reports monitored by Head of HE	<ul style="list-style-type: none"> Enrolment data Number of Engagement events and number of students reached Student feedback
Research into barriers faced by current IMD Q1 and 2 students	January 2023	Develop more effective intervention strategies	Project documentation monitored by Head of HE and Access and Participation group	<ul style="list-style-type: none"> Analysis of findings Identify new interventions as appropriate Review/amend theory of change

				<ul style="list-style-type: none"> Evaluate impact of strategies
--	--	--	--	---

Strategic measures for improving attainment and closing attainment/high grade gaps				
Actions	By when	Impact	Monitoring method – how and by whom	Evaluation methods
Upskilling students from low participation groups in areas where low prior attainment may lead to lower attainment through a more robust evaluation of starting points	September 2023 Note – the actions identified will work towards these goals over the 5 year period timeframes in this column refer to individual measures.	Eliminate the 2.5% gap in high grades for students declaring a learning need and those not declaring a learning need by 2026 Eliminate the 9.5% gap in high grades between IMD quintile 1 and IMD quintile 5 by 2026	QIP target – Exec and Board Learner Support and pro-monitor records – Head of HE and Student Support Manager Tutorial records – Learning manager	<ul style="list-style-type: none"> High grades data for the identified groups Value added data
Step-Up to HE programme for Summer 2022	August 2023	Support achievement of targets above	Project reporting including number of attendees – Head of HE and Student Services QIP target – Exec and Board	<ul style="list-style-type: none"> Participant feedback Engagement with Learning support Students outcomes/grades

Research into students' perceptions of support	January 2023	Inform more effective interventions	Survey and focus group results - Manager of Student Union, Head of HE and Student services	<ul style="list-style-type: none"> Analyse research results Identify appropriate interventions Adapt theory of change accordingly
Improve reporting to improve access to data about interventions and the impact on student continuation and attainment.	Sept 2023	Improve evaluation of strategic measures	QIP target – Exec and Board	<ul style="list-style-type: none"> Student outcomes/grades
Reviewing the support referral process	Jan 2023	Increase take up of support for students in target groups	QIP action – exec and Board Pro-monitor records – Learning Manager	<ul style="list-style-type: none"> Number of students receiving support Impact of support on continuation and attainment
Structure the tutorial process to identify and address any barriers in a more systematic way for students in target groups	September 2022	Improve support for individual learner issues to address barriers	QIP action – exec and Board Pro-monitor records – Learning Manager Personal performance reviews – HE lecturers	<ul style="list-style-type: none"> Improved high grades for students from identified groups Evidence of improved support for learner issues Student feedback
Share best practice in meeting the needs of diverse learners at level 4-6	September 2022	Staff have tried and tested examples to improve their own practice and incorporate methods into scheme of learning	QIP action – exec and Board Staff CPD records - Quality	<ul style="list-style-type: none"> Positive Student feedback Improved quality of Schemes of work Improvement in high grades of targeted groups
Improve engagement in academic skill development	July 2023	Students improve academic skills and take greater ownership of progress	Pro-monitor records – Learning Manager Skills for Study user data	<ul style="list-style-type: none"> Positive Student feedback

				<ul style="list-style-type: none"> Improved quality of Schemes of work Improvement in high grades of targeted groups
Extend the grade boost project to more learners	Sept 2023	Targets 2-4	Pro-monitor records – Learning Manager and Learning Support Manager	<ul style="list-style-type: none"> Improvement in high grades of targeted groups
Improve take up of careers support by identified low participation groups	June 2023	Raise aspirations of target groups and improve graduate outcomes	Education development Trust records – Careers manager Student feedback at Course meetings – Course Leader Pro-monitor records – Career and HE Manager	<ul style="list-style-type: none"> Graduate outcomes Data Student feedback Grades of targeted groups
Develop and deliver <u>curriculum based</u> workshops including labour market information	June 2023	Raise aspirations of target groups and improve graduate outcomes	Education development Trust records – Careers manager Student feedback at Course meetings – Course Leader Pro-monitor records – Career and HE Manager	<ul style="list-style-type: none"> Graduate outcomes Data Student feedback Grades of targeted groups
Increasing the range of opportunities for employer engagement including work experience for all courses	January 2023	Raise aspirations of target groups and improve graduate outcomes	Programme Action Plan – Learning Manager Student feedback at Course meetings – Course Leader Pro-monitor records – Career and HE Manager	<ul style="list-style-type: none"> Graduate outcomes Data Student feedback Grades of targeted groups
Include APP monitoring as a standard agenda item on all Programme meetings	June 2022	Enable more meaningful engagement with APP	QIP action – Exec and board Minutes of programme Meetings – Learning manager	<ul style="list-style-type: none"> Student feedback
Develop resources to support students to understand and	September 2022	Enable more effective engagement with APP	QIP action (HE) – Exec and Board	<ul style="list-style-type: none"> Student feedback

contribute in a meaningful way to the College APP			Students Induction materials – Head of HE Student Union Website content – Head of Student Support	<ul style="list-style-type: none"> Records of participation at events Student submission for the TEF
Review and develop resources to enhance blended learning and increase flexibility for students	Throughout the plan	Increase applications from low participation groups who require more flexible learning provision	Curriculum Planning – Head of Curriculum HE strategic Aims – new Strategy in Progress - Exec QIP targets – Exec and board	<ul style="list-style-type: none"> Curriculum Review process Enrolment data Student feedback

