



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

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

UCR remains determined to achieve a more diverse student community, recognising the social, educational and cultural benefits this confers to the individual and institution. We acknowledge the barriers that persist for many and will continue to examine our admissions procedures, entry routes and curricula to ensure that those with the potential to succeed at the Centre can do so. We will do everything we can to make University Centre Reaseheath as attractive to those from underrepresented groups as it is to those from 'traditionally represented' backgrounds.

Among prospective and current students, with special focus on those from under-represented groups as laid out elsewhere in this plan, we aim to:

- raise their aspirations and educational attainment (ACCESS)
- prepare them for HE (ACCESS)
- increase total number of applications to HE from the local area, much of which is underrepresented in HE (ACCESS)
- increase diversity (ACCESS)
- facilitate success on their HE programme of study, thus boosting student retention and continuation year on year (SUCCESS)
- improve their employment prospects (PROGRESSION)
- open possibilities for them for postgraduate study (PROGRESSION)
- give them opportunities to return to learning throughout their lives (PROGRESSION)
- increase the reputation of HE generally and the Centre specifically, thus feeding future applications and growth in numbers both generally and specifically (ACCESS)

## 2. Self-assessment of targets

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

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

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Multiple)	Monitor the number of full time students receiving a bursary (baseline from 2012/13).	Other (please give details in Description column)	N/A	80	90	Headcount	2019-20	244	Expected progress
T16a_02 (Access)	Improve percentage of full time students from OFFA target groups (baseline from 2012/13).	Other (please give details in Description column)	18%	39%	40%	Percentage	2019-20	35	Expected progress
T16a_03 (Access)	Improve the progression percentage from Access to Higher Education and Year 0 programmes onto HE courses, both internally and externally (baseline from 2012/13).	Other (please give details in Description column)	33%	35%	40%	Percentage	2019-20	66	Expected progress
T16a_04 (Multiple)	Maintain baseline percentage value in respect of students with disabilities, defined as either physical or learning (baseline from 2012/13).	Other (please give details in Description column)	12.9%	25%	25%	Percentage	2019-20	27	Expected progress
T16a_05 (Student success)	Monitor additional support measures to ensure improved retention and achievement / (%) drop in withdrawals (baseline from 2012/13).	Other (please give details in Description column)	17.3%	13%	12%	Percentage	2019-20	11	Expected progress

T16a_06 (Access)	Maintain the proportion of non-white students from 2014/15 (2%) by 2019/20 (baseline from 2012/13).	Other (please give details in Description column)	2%	2.05	2.07	Percentage	2019-20	4	Expected progress
T16a_07 (Access)	Monitor the number of students engaging in KS4/Pre-16 vocational activity. Increase participation on these programmes, aiming for 5% growth year on year up to 2020 (baseline from 2012/13).	Other (please give details in Description column)	330	207	218	Headcount	2019-20	227	Expected progress
T16a_08 (Access)	To increase the percentage of all mature undergraduate entrants with no prior HE experience (baseline from 2012/13).	Other (please give details in Description column)	72 (39%)	50%	51%	Percentage	2019-20	38	No progress
T16a_09 (Access)	Increase the percentage of mature students enrolling onto undergraduate programmes (new and continuing) and higher and degree-level apprenticeships (baseline from 2012/13).	Other (please give details in Description column)	53 (29%)	29%	31%	Percentage	2019-20	39.8	Expected progress
T16a_10 (Access)	Improve the percentage of first year full-time students from POLAR 1-2 geographic areas	2016-17	29% (30)	33%	35%	Percentage	2019-20	35	Expected progress
T16a_11 (Access)	Increase first year student intake onto part time higher education provision to 60 by 2020	2016-17	40	50	60	Headcount	2019-20	49	No progress
T16a_12 (Access)	Maintain baseline progression (number) of students from level four to five	2016-17	71	78	180	Headcount	2019-20	235	Expected progress
T16a_13 (Access)	Maintain baseline progression (number) of students from level five to six	2016-17	17	75	95	Headcount	2019-20	93	Expected progress
T16a_14 (Access)	Increase the proportion (%) of white males from socio-economically, disadvantaged backgrounds on HE programmes of study (both full time and part time)	2016-17	9% (65)	13%	15%	Percentage	2019-20	7	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Student success)	Monitor the participation of students identified as requiring additional support in prerequisite knowledge bases (e.g. science/practical skills) (baseline from 2012/13)	Other (please give details in Description column)	8	16	18	Headcount	2019-20		Expected progress
T16b_02 (Access)	Monitor the (%) success rates (via intention to study) of students who disclose mental health issues in their current year of study.	2016-17	66%	73%	75%	Percentage	2019-20	73	Expected progress
T16b_03 (Progression)	Enhance the proportion (%) of full-time graduates obtaining highly skilled employment or further study.	2015-16	52%	56%	58%	Percentage	2019-20	49.23	No progress
T16b_04 (Student success)	Enhance the number of CPD activities involving school staff across curriculum areas	2016-17	20	40	50	Headcount	2019-20	49	Expected progress
T16b_05 (Access)	Facilitate and provide long term aspirational activity that supports the delivery of secondary curricula, delivered at home or in schools.	Other (please give details in Description column)	N/A	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_06 (Access)	Continue to engage with the Higher Horizons network and participate in any NCOP bidding the network decide to undertake.	Other (please give details in Description column)	N/A	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_07 (Student success)	Strategically plan introduce and monitor a new model of support in the post DSA environment.	Other (please give details in Description column)	N/A	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress

T16b_08 (Student success)	Monitor the impact of Additional Financial Support (AFS) on student retention and success.	Other (please give details in Description column)	N/A	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_09 (Other/Multiple stages)	Rigorously and routinely evaluate College information and recruitment platforms, such as the prospectus, the College website	Other (please give details in Description column)	N/A	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_10 (Progression)	Facilitate postgraduate study fairs and careers guidance designed to inspire the onward journey of our Undergraduate students. Monitor and report on the destination of leavers from higher education using the DLHE survey and our own internal surveys.	Other (please give details in Description column)	N/A	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_11 (Access)	Increasing the number of young people not in mainstream education in receivership of KS4 tuition	2016-17	120	130	135	Headcount	2019-20	66	No progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£35,438.00	£42,979.23	21%
Financial Support	£133,250.00	£169,666.83	27%

### 4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_08	Whilst there is some fluctuation year-on-year, the three-year average proportion of mature students within the UCR student body remains strong at 37.2% (39.8% for 19/20). This far exceeds the national average of 30.2%. Our plan from 20/21 onwards therefore focuses on supporting the continuation of this demographic, rather than access.
T16a_11	Part-time variants of our undergraduate offer are being considered as part of our curriculum development plans, however blended modes may also enable students to study full-time in more flexible ways.
T16a_14	This issue is considered to be partly structural in that the nature of our provision in animal and equine sciences strongly attracts female students. Our curriculum development plans within the duration of the APP seek to develop programmes of study which will be more attractive to LPN males, such as sport, engineering and construction.
T16b_03	Our strategy for higher education, 2020-2024 places the reverse engineering of our curriculum to align our programmes of study to graduate-level employment as a core component. This is further supported by the development of a graduate toolkit to enhance the support provided to students in developing their wider graduate skillset and attributes.

T16b_11	This target has been re evaluated under our new Access and Participation Plan, and we have revised the way in which we intend to work with pre 16 students to raise awareness and aspirations of Higher Education, as well as prior attainment.
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## 5. Confirmation

Reaseheath College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Reaseheath College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Marcus Clinton
Position	Principle and Chief Executive Officer



## Annex A: Commentary on progress against targets

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

<b>Target reference number: T16a_08</b>
How have you met the commitments in your plan related to this target?
No. UCR saw a slight decline in undergraduate recruitment in 2019/20, whilst the number of students enrolling to top-up degrees following the completion of a foundation degree increased.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As our top-up (level 6) students are classified as already having HE experience following the completion of their foundation degree, the metric has become somewhat skewed, and we no longer believe this is an appropriate measurement of our access and participation activity.

<b>Target reference number: T16a_11</b>
How have you met the commitments in your plan related to this target?
No. Part-time recruitment was strongly linked with higher apprenticeship provision in dairy technology which saw reductions in recruitment due to changes within the organisations we work with.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The Dairy Technology foundation degree, linked to the higher apprenticeship is being amended to reflect a day-release model rather than block-release in response to changing employer requirements. We expect this to increase recruitment. Certain FD programmes are also advertised for p/t recruitment from 2021 onwards.

<b>Target reference number: T16a_14</b>
How have you met the commitments in your plan related to this target?
As the non-white student population at UCR is small (4%), disaggregation to non-white males from IMD quintiles is not feasible. The figure reported (7%) represents the proportion of male students from IMD quintiles 1 and 2 which has increased from 4% in 2015/16.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our APP for 2020 onwards includes males originating from POLAR 4 quintile 1 as a target group, with strategic measures aligned to our targets.

<b>Target reference number: T16b_03</b>
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How have you met the commitments in your plan related to this target?
No. Current data reflects the graduate outcomes indicator for students graduating in 2017/18 as the most recent data set. Whilst the proportion of students progressing to highly-skilled employment remains fairly stable, our aspirations to improve our performance against this metric have not been realised.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We are strengthening our links with our University partners to enhance progression into post-graduate study.

<b>Target reference number: T16b_11</b>
How have you met the commitments in your plan related to this target?
Our engagement with pre 16 learners not in mainstream education has not grown as projected in 19/20.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Due to changes in strategic direction in our FE sector (Reaseheath College), we have ceased some KS4 programmes which historically attracted large numbers of students. This led to a reduced KS4 offer in specific areas, with development in others. We now engage more directly with "excluded" learners through our Westlake Outreach Centre, and have developed our Forest College Provision to run alongside our own KS4 schools programme, which continues to recruit electively home educated and excluded students, not in mainstream education.

## Annex B: Optional commentary on targets

Reaseheath College’s commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16a_13	
T16a_14	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	
T16b_11	