



Selby College

Access and Participation Plan

2020-21 to 2024-25

Introduction

The College

Selby College is a tertiary college in North Yorkshire formed in 1984. It offers a broad range of provision from Entry Level 14-16 to higher education Level 7 including vocational programmes, GCE A levels, apprenticeships and adult/community learning. The college has directly funded higher education learners on programmes with two awarding bodies (the University of Hull and Pearson) and offers the following HE qualifications: Foundation Degrees, Top-ups, Honours Degrees, Higher National Certificates and Higher National Diplomas and Higher Apprenticeships.

The college has prescribed HE provision in a range of subject areas including: Art and Design, Education, Business, Early Childhood Studies, Construction, ICT and Computing, Engineering, Sports and Hair and Beauty Management. Programmes are offered in full and part-time mode with a variety of delivery models in place including daytime, evening and day release. The college also has indirectly funded learners on PGCE/CertEd programmes validated by the University of Huddersfield, included under this access and participation plan for 2020-21 to 2024-2025 in line with the Selby College ILR reporting changes for 2018-19 onwards for this provision; this programme is not included in the figures for 2017-18 and earlier.

1. Assessment of performance

The performance of Selby College on improving access, success and progression for underrepresented groups in higher education will be considered in the following section, both in relation to the college's own prescribed HE student population and to strategic outcome one and key performance measures (KPMs) 1 – 5 identified for access and participation by the Office for Students in 2019, where relevant to the college's context. **Only students on prescribed HE programmes at Selby College are included in the scope of this access and participation plan; Selby College students on non-prescribed programmes at level 4 and above, included in the Office for Students individualised dataset published in March 2019, are excluded from all analyses in the Assessment of performance section.**

The rationale for focusing on data available for 2014-15 onwards in this access and participation plan is due to the significant changes that have taken place since 2014-15, resulting in a material increase in student numbers and an expansion of the HE programme offer to include full degree programmes and Top-ups; prior to 2014-15 the offer was primarily HNC, HND and foundation degree programmes. In 2014-15 students on level 4 and 5 programmes accounted for 90.1% of Selby College HE students; in 2018-19, the proportion of students on level 4 and 5 programmes had reduced to 75.9% of all HE students on undergraduate programmes. In addition, the lifting of the cap on directly funded full-time students in 2015 has resulted in the mode profile shifting significantly to full-time study compared to prior years. As the HE offer at Selby College has changed significantly since 2014-15, direct comparisons between trends identified from 2014-15 onwards and 2013-14 or earlier are not considered particularly meaningful for the assessment of performance.

Context of higher education provision at Selby College

Access - admissions profile

The majority of the HE students at Selby College live within the college's FE catchment area, which covers the surrounding area within a radius of approximately 15 miles, covering Goole in the south to villages south of York in the north. The proportion of HE students on programme at the college from Selby District and Goole has remained stable over the five year period from 2014-15 to 2018-19, with 80.3% of the HE cohort in 2018-19 from these 2 areas; in 2018-19 students resident in Selby District represented 55.3% and students from the Goole area represented 25.0% of the college's HE cohort. The total proportion of students drawn from the college's catchment area within a radius of approximately 15 miles has also remained relatively stable over the five year period with 90.2% of the HE cohort living within the local area in 2018-19. Over the five year period, the majority of students on programme from out of area have been employer sponsored Engineering students (2014-15 8.5%; 2015-16 5.5% of the HE cohort) and from 2016-17 to 2018-19, students studying HE programmes at Club Doncaster Sports College (8.2% of the HE cohort in 2018-19).

The catchment area includes 3 National Collaborative Outreach Partnership (NCOP) target wards: Selby North and Selby South, covered by the Higher York NCOP consortium, and Goole South, covered by the HOP consortium. In addition, the Selby College HE provision included an HND in Sports Coaching and Exercise Sciences and a related Top-up, delivered out of area at Club Doncaster Sports College from 2016-17 to 2018-19; this provision included students covered by NCOP target wards falling under an out of area NCOP consortium, HeppSY+.

The majority of students on prescribed higher education programmes at Selby College have previously completed lower level qualifications with the college (2018-19 82.0%; 2017-18 77.2%) demonstrating that the college is successful in meeting local needs. A significant majority (92.0%) of students enrolling on HE programmes at Selby College have previously completed vocational qualifications, primarily BTEC, rather than A-levels. In 2018-19 13.4% of students declared that they had been entitled to free school meals and 61.6% of students declared that they were the first in their family to go into higher education (Source: Selby College 2019 internal data collection processes), demonstrating that the college is successful in recruiting a high proportion of students from non-traditional backgrounds.

A significant proportion of students at Selby College choose to study part-time (39.3% 2018-19). The data analysed throughout the **Assessment of performance** section includes both full-time and part-time students, unless otherwise indicated. Comparisons of full-time and part-time data are included as appropriate in order to identify gaps in performance between the two modes of study.

Access data is based on the Office for Students individualised datasets from 2014-15 to 2017-18, published in March 2019, adjusted to exclude students on non-prescribed programmes at level 4 and above at Selby College. Internal data for 2018-19 relating to access has also been included and considered in the **Assessment of performance** section in order to capture up-to-date trends; the column headings in the relevant tables containing access data indicate where internal data has been included, as does the related commentary.

Success – high grades

The college predominantly provides higher education qualifications to three main types of learners:

- 18 year olds who choose to access higher level study locally rather than following a more traditional university route (these learners usually access full-time provision);
- Mature learners returning to vocationally-specific higher level study to meet their own individual career aspirations (these learners usually access part-time, twilight/evening provision);
- Employer-sponsored learners who are identified by their organisations for higher level training to meet specific industry/sector needs (these learners usually access day release provision).

In order to meet these local needs, the higher education qualifications traditionally offered at Selby College have been primarily level 4 and 5 'other undergraduate' courses, for example foundation degrees, Higher National Certificate (HNC) and Higher National Diploma (HND) courses, although the range of level 6 provision expanded in 2018-19, in response to student feedback, to include two additional Top-up qualifications, allowing students to move from level 5 to level 6 at Selby College and achieve a full undergraduate qualification.

Attainment data has been collated from internal Selby College records from 2015-16 to 2017-18. In the analyses of attainment for underrepresented groups included in this section, 'high grades' data has been collated from results achieved across all prescribed HE qualifications in an academic year, with 'high grades' defined as 1sts or 2:1s on level 6 programmes or distinctions or merits on foundation degrees, HNCs and HNDs.

Continuation and progression data

Non-continuation and progression data included in the **Assessment of performance** section below is taken from the Office for Students (OfS) individualised dataset published in March 2019. Continuation data analysed in the **Assessment of performance** section is based on the latest data available, for full-time entrants in 2016-17 and part-time entrants in 2015-16.

Progression data in this access and participation plan is based on individual student responses to the Destination of Leavers from Higher Education survey recorded in the OfS individualised datasets rather than the DLHE summary results provided by HESA; the latest data available, published in 2018, is for

students completing qualifications in 2016-17 academic year. Due to the fact that the majority of higher education programmes at Selby College are classed as 'other undergraduate' courses at level 4 and level 5, the progression profile for students differs from that of traditional higher education providers with a significant proportion of students surveyed progressing to further study at a higher level, either with Selby College or another HE provider, and fewer students progressing from level 6 provision on to graduate level employment on completion of their qualification. The majority of responses to the DLHE surveys 2014-15 to 2016-17 used to identify gaps in progression outcomes in the **Assessment of performance** section are from students completing level 4 or 5 courses (2014-15 84.1%; 2015-16 95.8%; 2016-17 95.5%). Due to the specific vocational nature of a number of programmes offered at the college, employment type and salary post-qualification will be determined by the relevant sector, for example the Early Years and primary education sectors.

1.1. Higher education participation, household income, or socioeconomic status

1.1.1. Students from areas of low higher education participation – POLAR4

Access

Internal data from 2018-19 shows that 52.5% of the college's higher education students were from POLAR4 quintiles 1-2, an 8.1% increase versus 2017-18 as Table 1 illustrates, representing excellent levels of recruitment of learners from neighbourhoods with low participation in HE. The figures show a trend over a 5 year period of recruiting a significant and increasing proportion of HE learners at the college from POLAR4 quintiles 1-2 with the proportion of students from quintile 5 falling over the same period from 9.2% in 2014-15 to 3.7% in 2018-19. Given the 73.0% growth in the total number of HE students over the 5 year period, this demonstrates that the college has an excellent record of attracting non-traditional HE learners.

Of particular note is the percentage for POLAR4 quintile 1 participation of 30.3% in 2018-19 (2017-18 23.8%) continuing the improving trend for recruitment of students from areas of low HE participation. The POLAR4 access profile of Selby College is the reverse of the predicted national picture for 2017-18 as the participation rate for students from quintile 1 is 26.6% higher in 2018-19 (2017-18 20.6%) than students from quintile 5, demonstrating that KPM1 (Source: OfS 2019) has already been achieved. Full-time versus part-time enrolments for quintiles 1–2 reflect the trend towards full-time mode in line with the HE Strategy – see section 1.3 below.

Table 1 – HE participation rates (POLAR4 data) quintiles 1-5

	2014-15			2015-16			2016-17			2017-18			2018-19*		
	FT %	PT %	All stud ents	FT %	PT %	All stud ents	FT %	PT %	All stud ents	FT %	PT %	All stud ents	FT %	PT %	All stud ents
Q1	46.9	53.1	32	47.2	52.8	36	48.9	51.1	45	48.9	51.1	45	55.4	44.6	74
% of total			22.7 %			21.8 %			22.6 %			23.8 %			30.3 %
Q2	53.3	46.7	30	52.8	47.2	36	61.9	38.1	42	59.0	41.0	39	59.3	40.7	54
% of total			21.3 %			21.8 %			21.1 %			20.6 %			22.1 %
Q3	53.3	46.7	45	37.3	62.7	59	45.3	54.7	75	63.6	36.4	77	67.1	32.9	82
% of total			31.9 %			35.8 %			37.7 %			40.7 %			33.6 %
Q4	20.0	80.0	20	20.8	79.2	24	51.9	48.1	27	64.7	35.3	17	62.5	37.5	24
% of total			14.2 %			14.5 %			13.6 %			9.0 %			9.8 %
Q5	30.8	69.2	13	22.2	77.8	9	50.0	50.0	10	57.1	42.9	7	55.6	44.4	9
% of total			9.2 %			5.5 %			5.0 %			3.7 %			3.7 %
Q1–2 combined	50.0	50.0	62	50.0	50.0	72	55.2	44.8	87	53.6	46.4	84	57.0	43.0	128
% of total			44.0 %			43.6 %			43.7 %			44.4 %			52.5 %
Total students	44.7	55.3	141	39.4	60.6	165	50.8	49.2	199	59.3	40.7	189	60.7	39.3	244

*Internal data

Success - Students from areas of low higher education participation

Table 2 – Non-continuation rates (POLAR4 data)

	2014-15			2015-16			2016-17 (FT students only)
	Full-time	Part-time	All students	Full-time	Part-time	All students	
Quintile 1 (lowest)	5.6%	21.4%	12.5%	12.5%	14.3%	13.5%	31.8%
Quintile 2	25.0%	0.0%	13.3%	22.2%	22.2%	22.2%	7.4%
Quintile 3	4.0%	15.0%	8.9%	15.0%	6.8%	9.4%	8.3%
Quintile 4	0.0%	18.8%	15.0%	20.0%	15.0%	16.0%	13.3%
Quintile 5 (highest)	25.0%	11.1%	15.4%	0.0%	12.5%	10.0%	16.7%
All students	10.4%	13.5%	12.1%	16.4%	12.5%	13.9%	14.2%
Quintile 1–2 combined	14.7%	10.7%	12.9%	17.6%	17.9%	17.8%	18.4%
Quintile 3–5 combined	6.1%	15.2%	11.4%	14.8%	9.6%	11.0%	10.5%
Gap between Q1-2 and Q3-5	8.6%	-4.5%	1.5%	2.8%	8.4%	6.8%	7.8%
Gap between Q1 and Q5	-19.4%	10.3%	-2.9%	12.5%	1.8%	3.5%	15.2%

Over the two year period from 2015-16 to 2016-17, the non-continuation rates for all students from POLAR4 quintiles 1-2 combined are significantly higher than for quintiles 3–5; the same trend has been identified for the gap between Q1 and Q5, with a particularly large gap of 15.2% for full-time students in 2016-17. Overall, however, the non-continuation rate of 14.2% in 2016-17 for all students compares favourably with national benchmarks for full-time students on 'other undergraduate' courses in 2016-17 (19.1% for young students and 18.1% for mature students) (Source: OfS 2019 Access and participation data dashboard).

The very small number of students from POLAR4 quintile 5 in each of the three years analysed has resulted in fluctuating gaps in non-continuation rates between POLAR4 quintile 1 and 5 students, therefore no established trends have been identified for either full-time or part-time students from POLAR4 quintile 1 versus quintile 5, although the data has been included in the assessment of performance in order to enable comparison with OfS KPM 4. In 2015-16 to 2016-17, the gap in non-continuation rates between POLAR4 quintile 1 and 5 full-time students has been significant, with the gap of 15.2% identified in 2016-17 (full-time students only) increasing by 2.7% versus prior year, and is significantly higher than the gap of 4.4% nationally for 2016-17 per KPM 4 (Source: OfS).

The high non-continuation rate (31.8%) for quintile 1 in 2016-17 is due to a number of White–British male students from POLAR4 Q1 withdrawing during their first year of study for personal reasons, including mental health issues. The gap between Q1 and Q5 part-time students narrowed significantly in 2015-16 to 1.8%, which is below the gap of 4.4% per KPM 4 (Source: OfS). No statistically significant trends in non-continuation rates for full-time versus part-time students have emerged in 2014-15 to 2015-16. Given the POLAR4 quintile profile, with very low numbers of students in POLAR4 quintile 5, separate targets have been set for full-time and part-time students aimed at closing the gaps in high non-continuation rates between students from POLAR4 Q1–2 and Q3–5 rather than Q1 and Q5 – see targets **PTS_1** and **PTS_2** in section 2.1.

Attainment

Table 3 – High grades (POLAR4 data)

	2015-16			2016-17			2017-18		
	Full-time	Part-time	All students	Full-time	Part-time	All students	Full-time	Part-time	All students
Quintile 1 (lowest)	60.0%	75.0%	64.3%	53.8%	60.0%	56.5%	75.0%	77.8%	76.2%
Quintile 2	55.6%	50.0%	53.3%	42.9%	62.5%	50.0%	100.0%	80.0%	94.4%
Quintile 3	86.7%	63.6%	76.9%	68.4%	75.0%	71.8%	72.7%	77.8%	75.0%
Quintile 4	100.0%	57.1%	62.5%	77.8%	62.5%	70.6%	71.4%	75.0%	72.7%
Quintile 5 (highest)	50.0%	33.3%	40.0%	50.0%	75.0%	66.7%	0.0%	100.0%	50.0%
All students	70.3%	59.4%	65.2%	59.6%	68.0%	63.6%	78.2%	78.4%	78.3%
Q 1–2 total	57.9%	60.0%	58.6%	48.1%	61.1%	53.3%	88.0%	78.6%	84.6%
Q 3–5 total	83.3%	59.1%	70.0%	70.0%	71.9%	71.0%	70.0%	78.3%	73.6%
Gap between Q1–2 and Q3-5	25.4%	-0.9%	11.4%	21.9%	10.8%	17.6%	-18.0%	-0.3%	-11.0%
Gap between Q1 and Q5	-10.0%	-41.7%	-24.3%	-3.8%	15.0%	10.1%	-75.0%	22.2%	-26.2%

From an analysis of the data relating to high grades above, the gaps in performance between all students in Q1-2 and those in Q3–5 in 2015-16 and 2016-17 have been reversed in 2017-18 with students from Q1-2 outperforming students from Q3–5 by 18.0% (full-time students) and 0.3% (part-time students) in the attainment of high grades. Based on the analysis in Table 3 above, Q1 full-time students outperformed full-time Q5 students over the three year period, with significant fluctuations in the gap year on year. This compares favourably with the national picture where Q5 students outperform Q1 students with the national trend of a 10% gap in high grades achievement between the two groups (Source: OfS 2019 Differences in student outcomes), although statistically valid conclusions cannot be drawn due to the very small numbers of full-time Q5 students included in the data.

In contrast, in 2016-17 and 2017-18 Q1 part-time students appear to have significantly underperformed compared to Q5 part-time students, with a significant gap of 22.2% noted in 2017-18, an increase of 7.2% versus prior year. However, the number of part-time Q5 students included in the attainment data for both years is extremely small, therefore a target to close the gap between Q1 and Q5 part-time students would not be based on statistically valid data. Instead, a strategic measure has been included to closely monitor the attainment for part-time students from Q1 - see **Strategic Measures** section 3. Of note is the fact that Q1 part-time students have outperformed full-time students across the three year period, although there is no particular factor that has influenced this trend, such as age or gender.

Progression to employment or further study

Table 4 – Progression (POLAR 4 data)

	2014-15			2015-16			2016-17		
	Full-time	Part-time	All students	Full-time	Part-time	All students	Full-time	Part-time	All students
Q1–2 combined									
Work – high skill	7.1%	60.0%	21.1%	33.3%	40.0%	36.4%	11.1%	20.0%	7.1%
Study higher level	64.3%	0.0%	47.4%	16.7%	0.0%	9.1%	55.6%	60.0%	64.3%
Work - high skill + study higher level	71.4%	60.0%	68.4%	50.0%	40.0%	45.5%	66.7%	80.0%	71.4%
Q3–5 combined									
Work – high skill	11.1%	28.6%	16.0%	0.0%	60.0%	23.1%	5.6%	33.3%	20.0%
Study higher level	66.7%	28.6%	56.0%	75.0%	0.0%	46.2%	72.2%	41.7%	56.7%
Work - high skill + study higher level	77.8%	57.1%	72.0%	75.0%	60.0%	69.2%	77.8%	75.0%	76.7%
Gap work - high skill + study higher level Q1-2 vs Q3-5	6.3%	-2.9%	3.6%	25.0%	20.0%	23.8%	11.1%	-5.0%	5.2%

Part-time students from Q1-2 have outperformed students from Q3-5 in relation to the OfS indicator of progression to highly-skilled employment or study at a higher level in 2014-15 and 2016-17, whereas there has been a gap in performance each year over the three year period for full-time students from Q1-2, with a gap of 11.1% versus full-time students from Q3-5 identified in 2016-17. Significant gaps for both full-time and part-time students from Q1-2 versus Q3-5 were identified in 2015-16, although the number of responses to the DLHE in 2015-16 was significantly lower than in 2014-15 and 2016-17, therefore the gaps identified for both full-time and part-time students from Q1-2 that year are based on very low numbers, so should be treated with caution. A progression target (PTP_1) for full-time students from Q1-2 has been included in **Strategic aims and objectives** – section 2.1. Analysis of progression rates for White-British males from quintiles 1-2 is included in section 1.6 below.

1.1.2. Index of Multiple Deprivation (IMD)

In addition to the analysis of POLAR4 data, Index of Multiple Deprivation (IMD) data has been analysed across the student life cycle in order to identify any gaps in access, success and progression between students at Selby College from IMD quintiles 1 and quintiles 5.

Access

Table 5 – HE participation rates IMD quintile 1 versus quintile 5

	2014-15		2015-16		2016-17		2017-18	
	FT%	PT %	FT%	PT %	FT%	PT %	FT%	PT %
IMD Quintile 1 (lowest)	10.0	6.4	5.4	3.1	10.6	6.1	9.9	4.7
IMD Quintile 5 (highest)	25.0	31.9	23.2	30.8	25.9	30.3	28.4	25.6
Gap between Q1 and Q5	15.0	25.5	17.9	27.7	15.3	24.2	18.5	20.9

Of note is the fact that the college's IMD profile contrasts significantly to its POLAR4 profile with a high proportion of HE students at the college from IMD quintile 5, whereas student numbers from POLAR4 quintile 5 are very low. Significant gaps have been identified in participation rates between full-time students from IMD Q1 and Q5 (18.5% in 2017-18) and part-time students from IMD Q1 and Q5 (20.9% in 2017-18). This is due to the IMD profile of the catchment area of the college, which recruits the significant

majority of its HE students from the local area within a 15 mile radius of Selby (2018-19 90.2%); according to the 2015 IMD listing of IMD deciles by Local Authority District, only 2 out of the 50 LSOAs within the Selby Local Authority District (2018-19 55.3% of HE cohort) and only 2 of the LSOAs within the Goole area (2018-19 25.0% of HE cohort) within the East Riding Local Authority are classified as IMD decile 1 or 2 (Source: Ministries of Housing, Communities and Local Housing 2019 English indices of deprivation 2015). The proportion of HE students drawn from within a 15 mile radius is expected to increase significantly from 2019-20 following the end of the delivery of HE programmes at Club Doncaster Sports College in 2018-19; this is expected to impact on the number of students from IMD quintile 1 on programme at the college from 2019-20 onwards as analysis of internal data has shown that HE students studying at Doncaster accounted for a high proportion of students from IMD quintile 1 (2016-17 37.5%; 2017-18 54.5%; 2018-19 50.0%). In addition to the targets **PTA_1** and **PTA_2** included in section 2.1, strategic measures relating to improving access to students from IMD quintile 1 have therefore been included in section 3, including further research to fully understand the IMD profile of the college's catchment area and identify relevant and appropriate outreach activities to address the gap in access.

Success

Non-continuation

Table 6 – Non-continuation rates IMD quintile 1 versus quintile 5

	2014-15			2015-16			2016-17 (FT students only)
	Full-time	Part-time	All students	Full-time	Part-time	All students	
Quintile 1 (lowest)	0.0%	28.6%	15.4%	0.0%	25.0%	11.1%	27.3%
Quintile 5 (highest)	12.5%	9.5%	10.8%	14.3%	20.0%	18.2%	7.1%
Gap between Q1 and Q5	-12.5%	19.0%	4.6%	-14.3%	5.0%	-7.1%	20.1%

Gaps in non-continuation rates for part-time students from IMD Q1 versus Q5 over the two year period from 2014-15 to 2015-16 have been identified, although the gap narrowed significantly to 5.0% in 2015-16, which is in line with the national picture of a 5.8% gap for part-time IMD Q1 versus Q5 'other undergraduates' (Source: OfS 2019 Access and participation data dashboard). No established trend has been identified for full-time students from IMD Q1 versus Q5; the trend of significantly lower non-continuation rates for full-time students from IMD Q1 versus Q5 in 2014-15 and 2015-16 has been reversed to a gap of 20.1% in 2016-17, significantly higher than the national data of a 4.1% gap for full-time IMD Q1 versus Q5 'other undergraduates' (Source: OfS 2019 Access and participation data dashboard). Similarly, the trend of very low non-continuation rates for full-time students versus part-time students from IMD Q1 appears to have reversed in 2016-17, although, in both cases, the fluctuations in non-continuation rates are attributable to very low numbers of students from IMD Q1 included in the data. Taking this into consideration, a strategic measure, rather than a target, has been included in the access and participation plan to closely monitor the gaps in non-continuation rates for both full-time and part-time students from IMD Q1 versus Q5 - see **Strategic Measures** section 3.

Attainment

Table 7 – High grades IMD quintile 1 versus quintile 5

	2015-16			2016-17			2017-18		
	Full-time	Part-time	All students	Full-time	Part-time	All students	Full-time	Part-time	All students
Quintile 1	50.0%	100.0%	60.0%	37.5%	0.0%	33.3%	66.7%	66.7%	66.7%
Quintile 5	83.3%	50.0%	64.3%	62.5%	76.9%	69.0%	93.3%	66.7%	83.3%
Gap between Q1 and Q5	33.3%	-50.0%	4.3%	25.0%	76.9%	35.6%	26.7%	0.0%	16.7%

Students from IMD quintile 1 (both modes) have underperformed compared to students from IMD quintile 5 over the three year period from 2015-16 to 2017-18 with a gap of 16.7% in 2017-18. Although the gap has been relatively stable for full-time students from IMD Q1 versus Q5, there are significant fluctuations in the

gap for part-time students from IMD Q1 versus Q5 over the same period. No established trend has been identified when comparing the attainment of high grades by full-time versus part-time students from IMD Q1. However, the very small numbers of students from IMD quintile 1 (both modes) included in the high grades data above means that it is not possible to identify statistically valid targets for attainment for this underrepresented group, therefore a strategic measure, rather than a target, has been included in the access and participation plan to closely monitor the gaps in achievement for both full-time and part-time students from IMD Q1 versus Q5 - see **Strategic Measures** section.

Progression

Table 8 – Progression IMD quintile 1 versus quintile 5

	2014-15			2015-16			2016-17		
	Full-time	Part-time	All students	Full-time	Part-time	All students	Full-time	Part-time	All students
Quintile 1									
Work – high skill	0.0%	100.0%	33.3%	100.0%	N/A	100.0%	0.0%	N/A	0.0%
Study higher level	50.0%	0.0%	33.3%	0.0%	N/A	0.0%	66.7%	N/A	66.7%
Work - high skill + study higher level	50.0%	100.0%	66.7%	100.0%	N/A	100.0%	66.7%	N/A	66.7%
Quintile 5									
Work – high skill	28.6%	50.0%	36.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Study higher level	42.9%	25.0%	36.4%	100.0%	0.0%	75.0%	70.0%	100.0%	75.0%
Work - high skill + study higher level	71.4%	75.0%	72.7%	100.0%	0.0%	75.0%	70.0%	100.0%	75.0%
Gap between IMD Q1 vs Q5 work - high skill + study higher level	21.4%	-25.0%	6.1%	0.0%	N/A	-25.0%	3.3%	N/A	8.3%

Gaps in progression outcomes for all students (both modes combined) from IMD Q1 have fluctuated significantly versus outcomes for all students from IMD Q5 over the three year period from 2014-15 to 2016-17 and this is also apparent when comparing outcomes between full-time or part-time mode IMD Q1 versus full-time or part-time mode IMD Q5, primarily due to the extremely low numbers of responses to the DLHE survey from students in IMD Q1 included in the data above. The gap between full-time students from IMD Q1 versus Q5 for progression on to highly-skilled employment of further study at a higher level, either at Selby College or another HE provider, has reduced in 2016-17 to 3.3% versus the gap of 21.4% in 2014-15, demonstrating an improving trend. Due to the fact that the analysis is based on very small numbers of IMD Q1 students, a strategic measure, rather than a target, has been included in the access and participation plan to closely monitor the gaps in progression outcomes for both full-time and part-time students from IMD Q1 versus Q5 - see **Strategic Measures** section.

1.2. Black, Asian and minority ethnic students

Access

The ethnicity of enrolled HE students is broadly representative of the local community and the college's catchment area. In the 2011 Census 98.4% of residents within Selby Local Authority identified as White with 95.5% identifying as White-British. 1.7% of the local population identified as being from a black, Asian or minority ethnic background; 0.3% identified as Black, 0.6% as Asian, 0.8% as mixed/multiple ethnicity and 0.0% as from any other ethnic group. Similarly, according to the 2011 Census 98.0% of residents in the Goole area identified as White (89.4% White-British, 8.2% White-Other). 2.0% of the local population identified as being from a black, Asian or minority ethnic background; 0.1% identified as Black, 0.8% as Asian, 0.9% as mixed/multiple ethnicity and 0.2% as from any other ethnic group (Source: Nomis 2019 Local Area Reports). Internal data in 2018-19 shows that 95.9% of students enrolled on HE programmes at the college identified as White-British (2017-18 97.4%; 2016-17 98.5%; 2015-16 97.0%; 2014-15 97.2%).

Table 9 shows the number of enrolled students declaring their ethnicity as other than White-British over a five year period, with an increase noted in 2018-19.

Table 9 – Ethnicity

	2014-15	2015-16	2016-17	2017-18	2018-19*
Non White-British (including black, Asian and minority ethnic students)	2.8%	3.0%	1.5%	2.6%	4.1%
Black, Asian and minority ethnic students only	2.1%	0.6%	0.0%	1.1%	2.0%

*Internal data

2.0% of the students enrolled in 2018-19 were from black, Asian or minority ethnic (BAME) backgrounds; although the numbers are very small, this suggests that the proportion of students from these underrepresented groups is as expected compared to the ethnic profile of the college’s catchment area. Initial analysis of access for BAME students disaggregated into individual ethnic groups over the five year period suggests that access for black students and students from mixed ethnic backgrounds are in line with the ethnic profile of the catchment area, whereas students from Asian backgrounds are marginally underrepresented, although these observations are not statistically valid due to the very small numbers involved. Disaggregation of students from black, Asian or minority ethnic backgrounds into full-time/part-time mode is not statistically valid due to small numbers. During the period from 2014-15 to 2018-19, there were no HE students identifying as Gypsy, Roma or Traveller and none who identified as refugees. Having identified that very low numbers of students from non-White backgrounds are enrolled on HE programmes, the college plans to undertake further research and establish appropriate strategic measures to address these access issues in the long-term within the scope of this access and participation plan – see sections 2 and 3.

Success

Non-continuation and attainment

Due to the small numbers of students from black, Asian and minority ethnic backgrounds on programme, it is not possible to derive a statistically valid trend in either non-continuation or attainment for this underrepresented group for the three year period from 2015-16 to 2017-18. As a result, the college’s performance cannot be assessed against the sector level gap of 6.3% in continuation rates between white students and black students (Source: OfS 2019 Guide to the access and participation data resources: Findings from the data) or KPM 4 relating to the gap in attainment between white students and black students (Source: OfS 2019). Due to the slight increase in students from black, Asian and minority ethnic backgrounds on programme in 2018-19, the trends in success will be monitored to identify if any statistically valid trends are emerging for both non-continuation and attainment, taking into consideration the gap in success outcomes for this underrepresented group at sector level; where gaps in performance versus white students are identified, appropriate interventions will be implemented through the HE Action Plan.

This is especially important given the significant gap of 23.1% in high grade degree outcomes (1sts or 2:1s) nationally in 2017-18 between white students and black students identified in KPM 4. Particular attention will be paid to whether the barriers to continuation and attainment of high grades identified at a national level specific to students from black, Asian or minority ethnic backgrounds, such as a lack of diversity amongst staff and HE students and prior educational experiences (Source: HEFCE 2015 Causes of differences in student outcomes), are impacting on the non-continuation and achievement of high grades for BAME students at Selby College, understanding that issues and barriers differ for different ethnic groups (Source: OfS 2019 Understanding and overcoming the challenges of targeting students from underrepresented and disadvantaged ethnic backgrounds). In addition, the impact of the intersection of other student characteristics, such as socio-economic status or being first in family to attend HE, with ethnicity on success for students from black, Asian and minority ethnic backgrounds (Source: Universities UK and NUS 2019 Black, Asian and minority ethnic student attainment at UK universities: #closingthegap), will be monitored in order to identify any emerging trends.

Progression to employment or further study

No statistically valid data is available from 2014-15 to 2016-17 due to the very low number of responses to the DLHE survey received from black, Asian or minority ethnic background students over the three year period. Given the slight increase in students from this underrepresented group on programme in 2018-19 and the sector level gap in progression rates of 4.7% between white students and black students to highly-skilled employment or higher-level study, the progression rates of students at the college from black, Asian and minority ethnic backgrounds will be monitored closely to identify if any statistically valid trends are emerging; where gaps in performance versus white students are identified, appropriate interventions will be implemented through the HE Action Plan. Factors affecting progression outcomes for BAME students at a national level, such as a lack of role models and labour market disadvantages and bias (Source: HEFCE 2015 Causes of differences in student outcomes), will be considered as part of this process to consider how these are impacting on the progression rates for Selby College students from black, Asian and minority ethnic backgrounds.

1.3. Mature students

Access

The college is extremely successful at recruiting mature students to its courses, due to the vocational nature of the programmes, the flexibility in mode of study and courses offered during twilight/evening sessions and day release provision.

Table 10 – Mature students (over 21) analysis by mode of study

	2014-15	2015-16	2016-17	2017-18	2018-19*
	%	%	%	%	%
Mature students					
Full-time	25.7%	24.7%	25.8%	24.2%	33.3%
Part-time	74.3%	75.3%	74.2%	75.8%	66.7%
Under 21					
Full-time	65.7%	53.6%	70.9%	80.9%	76.6%
Part-time	34.3%	46.4%	29.1%	19.1%	23.4%
Total mature students	52.5%	49.1%	44.7%	27.0%	36.9%
Total under 21	47.5%	50.9%	55.3%	73.0%	63.1%

*Internal data

The percentage fall in recruitment of mature students noted in 2017-18, due mainly to a noticeable drop in the proportion of full-time mature students (8.6%) compared to full-time young students (see Table 11 below), was the result of lower overall numbers of first year students recruited in 2017-18 onto the foundation degrees in Learning Support and Early Childhood Studies compared to previous years, together with improved recruitment onto full-time, daytime programmes, typically attracting young students; this reflects a shift in the college's HE Strategy towards introducing and/or consolidating progression routes from the college's full-time level 3 provision. This shift in the HE Strategy has had minimal impact on access for mature students as the full-time mode options for two of the foundation degrees and the BA (Hons) Early Childhood Education and Care (Top-up) from 2018-19 have recruited a significant number of mature students due to the condensed timetables and twilight/evening sessions, as can be seen in the noticeable shift from part-time to full-time mode from 2017-18 onwards chosen by mature students.

However, a high proportion of mature students (66.7% in 2018-19 – internal data) continue to study part-time as the condensed timetables and twilight/evening classes allow them to balance study with continuing employment and other commitments. In order to widen the choice for mature students wishing to study part-time, the option of part-time mode on traditionally full-time programmes has been offered from 2018-19. Although recruitment of mature students increased slightly in 2018-19 (internal data), the proportion of students under 21 has remained higher due to progression of level 5 students onto level 6 programmes in 2018-19, with the majority of these students being under 21.

The actual proportions of full-time students and part-time students who are mature are included in Table 11 below, showing the trend over the five year period from 2014-15 to 2018-19. The actual numbers of mature

students on full-time and part-time programmes remained relatively stable over the three year period from 2014-15 to 2016-17. The significant drop in the proportion of full-time mature students in 2017-18 to 8.6% noted in Table 11 below has subsequently been reversed, with an increase noted in 2018-19 for numbers of mature students on full-time programmes (internal data). The success of the HE Strategy towards introducing and/or consolidating progression routes from the college's full-time level 3 provision, including level 6 programmes has resulted in significant growth in numbers of students under 21. The impact of the growth in the number of young students is that the relative proportion of mature students on full-time programmes has decreased significantly from 2016-17 onwards. The proportion of mature students recruited on to full-time programmes will be closely monitored to ensure any gaps identified are addressed – see **Strategic Measures** section.

Table 11 – Mode of study – proportions by age group

	2014-15	2015-16	2016-17	2017-18	2018-19*
	%	%	%	%	%
Full-time mode					
Mature	30.2%	30.8%	22.8%	8.6%	20.3%
Under 21	69.8%	69.2%	77.2%	91.4%	79.7%
Part-time mode					
Mature	70.5%	61.0%	67.3%	60.5%	62.5%
Under 21	29.5%	39.0%	32.7%	39.5%	37.5%

*Internal data

Success

Table 12 - Non-continuation rates mature students

	2014-15		2015-16	
	FT	PT	FT	PT
Mature students (over 21)	DP	18.5%	11.1%	34.5%
Under 21	24.3%	6.2%	17.9%	11.8%
Gap between mature students and students under 21	N/A	12.3%	-6.7%	22.7%

From the data shown above (Source: OfS March 2019 Access and participation data resources), gaps in non-continuation rates between part-time mature and young students were identified in 2014-15 and 2015-16. The high non-continuation figures for part-time mature students in 2014-15 and 2015-16 are mainly due to students withdrawing early in their programme and a particularly high number of students suspending their studies due to serious personal issues/illness in 2015-16 resulting in a gap in non-continuation rates between part-time mature and part-time young students of 22.7%; a target (**PTS_3**) has been included in section 2.1.

Attainment

Table 13 – High grades achieved mature students

	2015-16			2016-17			2017-18		
	FT	PT	All	FT	PT	All	FT	PT	All
Mature (over 21)	76.9%	65.0%	69.7%	62.5%	67.5%	66.7%	75.0%	85.0%	81.3%
Under 21	66.7%	50.0%	63.9%	59.2%	70.0%	61.0%	79.1%	70.6%	76.7%
All students	70.3%	59.4%	65.2%	59.6%	68.0%	63.6%	78.2%	78.4%	78.3%

Attainment data shows that mature students (both modes combined) have consistently outperformed young students (under 21) in the achievement of high grades over the three year period from 2015-16 to 2017-18; this compares favourably against the national trend of significant underperformance by mature students versus young students (Source: OfS 2019 Differences in student outcomes). However, there are some fluctuations by mode within the overall attainment of high grades trend for mature students. Part-time mature students underperformed in 2016-17 compared to part-time young students, primarily due to a number of HNC Engineering students that year who were only required to pass their qualification by their employer sponsors; the attainment of high grades (85.0%) by part-time mature students the following year

indicates that this is not a trend for employer sponsored students. The underperformance of full-time mature students in 2017-18 compared to young students is not statistically significant due to small numbers. No established trend for performance of full-time versus part-time mature students over the three year period analysed has emerged. The percentage high grades achievement for both mature and young students in 2017-18 has shown a significant increase in 2017-18, demonstrating that the college's strategy to improve outcomes for its students are effective.

Due to the majority of the college's programmes being 'other undergraduate' courses, the national high grades benchmarks of 79% for young graduates and 67% for mature graduates for 2016-17 (Source: OfS 2019 Differences in student outcomes) are not directly comparable with the college's own data. However, the attainment data for 2017-18 in Table 13 above indicates that the improvement versus prior year is bringing the college's performance in line with the national trend for high grades.

Progression to employment or further study

Table 14 – Progression data mature students

Occupation 6 months after completing qualification	2014-15 %			2015-16 %			2016-17 %		
	FT	PT	All	FT	PT	All	FT	PT	All
Mature students									
Work – high skill	10.0%	40.0%	25.0%	16.7%	50.0%	33.3%	0.0%	41.7%	29.4%
Study higher level	40.0%	20.0%	30.0%	33.3%	0.0%	16.6%	60.0%	41.7%	47.1%
Work - high skill + study higher level	50.0%	60.0%	55.0%	50.0%	50.0%	50.0%	60.0%	83.3%	76.5%
Under 21									
Work – high skill	9.1%	50.0%	12.5%	12.5%	50.0%	25.0%	9.1%	0.0%	7.4%
Study higher level	77.3%	0.0%	70.8%	62.5%	0.0%	41.7%	68.2%	60.0%	66.7%
Work - high skill + study higher level	86.4%	50.0%	83.3%	75.0%	50.0%	66.7%	77.3%	60.0%	74.1%
Gap between mature vs under 21 work - high skill + study higher level	36.4%	-10.0%	28.3%	25.0%	0.0%	16.7%	17.3%	-23.3%	-2.4%

The trend identified from the data collated over the three year period from 2014-15 to 2016-17 based on the responses to the DLHE survey is that the progression rate for mature students (both modes combined) onto highly-skilled employment exceeds that of young students over the same timeframe in line with the national picture (Source: OfS 2019 Differences in student outcomes), primarily due to the high proportion of part-time mature students progressing on to work rather than study after completion of their qualification. Conversely, young students have a higher progression rate onto further study at a higher level compared to mature students, although full-time mature students are more likely to move on to study at a higher level, rather than work, compared to part-time mature students. One of the factors influencing this trend is that the profile of students studying on part-time Engineering programmes is generally more mature than for the majority of other HE programmes; progression on to highly-skilled work following completion of their qualification is the norm for this cohort. Part-time mature students have equalled or outperformed young students in progression rates onto highly-skilled work or further study at a higher level over the three year period from 2014-15 and 2016-17. However, gaps in progression outcomes have been identified for full-time mature students versus full-time young students over the three year period, although the gap has reduced year on year. A target (**PTP_2**) has therefore been included for progression outcomes for full-time mature students in **Strategic aims and objectives** – section 2.1.

1.4. Disabled students

Access

Students have opportunities to self-declare mental health problems, specific learning difficulties (SpLD) or disability on application, at their interview or initial information, advice and guidance session, at enrolment and throughout their programme. Despite this, 0% of students have chosen to declare mental health issues at application stage over the five year period from 2014-15 to 2018-19, therefore all declarations have been on programme, with a significant increase in on-programme declarations from 2017-18 onwards. The Selby College ILR submissions up to and including 2017-18 only include declarations made by disabled students at enrolment, therefore the OfS individualised datasets which use the ILR data exclude any on-programme declarations and understate the number of disabled students on HE programmes at the college. As a result, in order to identify accurately the proportion of disabled students at Selby College, internal data has been used in Table 15; this data includes declarations at enrolment (as per the OfS individualised datasets) plus on-programme declarations each year (internal data). Having now identified this as an issue, the 2018-19 ILR onwards will be updated to include all on-programme declarations and has been included as a strategic measure in section 3 under **Enhanced monitoring and evaluation**.

There has been a significant increase in on programme declarations of mental health issues in 2017-18 and 2018-19, which reflects strategies the college is putting in place to encourage self-declaration of any disabilities or difficulties by students at any stage of the student life cycle. In 2018-19 (internal data) 5.7% of enrolled students declared a mental health issue (2017-18 6.9%), representing a sustained increase versus the three year period from 2014-15 to 2016-17 and reflecting the national trend. The figures in Table 15 below include declarations of disabilities, SpLD and mental health conditions throughout the duration of each academic year rather than just those at enrolment. The percentage of students declaring a disability, SpLD or mental health condition (including on programme) exceeds the national benchmark of 11% 'Known disability' declarations in 2017-18 (HESA: HE student enrolments by personal characteristics 2013/14 – 2017/18).

Table 15 – Students declaring disabilities, SpLD and mental health condition (all modes)

	2014-15**	2015-16**	2016-17**	2017-18**	2018-19*
Cognitive and learning	3.5%	4.2%	3.0%	2.1%	3.3%
Mental health	0.7%	0.6%	1.0%	6.9%	5.7%
Sensory, medical and physical	5.7%	3.6%	2.5%	3.2%	4.5%
Multiple impairments	0.7%	0.0%	2.0%	1.1%	1.2%
Social and communication	0.0%	0.0%	0.0%	0.0%	0.0%
Total students declaring disabilities, SpLD and mental health conditions	10.6%	8.5%	8.5%	13.2%	14.8%
Proportion of full-time students who are disabled	19.0%	13.8%	8.9%	14.4%	16.9%
Proportion of part-time students who are disabled	3.8%	5.0%	8.2%	11.5%	11.5%

**Internal data - disabilities declared at enrolment per the OfS individualised dataset plus in-year on-programme declarations taken from internal data.

*Internal data only.

The proportion of disabled students on full-time and part-time programmes is shown in Table 15 above. Full-time students are more likely to declare difficulties than part-time students, although the gap has narrowed over the last 3 years. The majority of mental health declarations are made by full-time students who are under 21 and the rise in mental health declarations in 2017-18 and 2018-19 is the main reason for the higher proportion of full-time disabled students when compared to part-time disabled students, resulting in a gap of 5.4% in 2018-19 (internal data). Although the proportions for full-time disabled students have fluctuated over the five year period, the proportion of part-time disabled students has increased over the same period. The increase in part-time declarations is partly due to a higher number of mature students making declarations in 2017-18 and 2018-19 compared to earlier years, demonstrating that the college's approach to giving students multiple opportunities to declare is having a positive impact. The percentage of students from disability categories other than mental health conditions has remained relatively stable over the five year period; year on year fluctuations are due to the small number of students in each category.

In 2018-19 (internal data) the college currently has 0.8% of HE learners accessing Disabled Students Allowance (DSA) (2017-18 1.1%), which has remained relatively consistent over the last 5 years. This is below the 2017-18 national benchmark for England of 6.8% (full-time students) and 3.6% (part-time students) (HESA: Table C - Widening participation summary: UK Performance Indicators 2017/18). However, it should be noted that the number of students at Selby College eligible for DSA is higher than those who claim DSA; despite thorough IAG and support given by the HE Student Support and Engagement Officer (HESSEO) from application stage to students who could be eligible for DSA, some students choose not to apply or choose to stop their application if Student Finance England ask for additional evidence during the DSA application process. The flexibility of the tutorial system at Selby College means that tailored support is provided for these students by the HESSEO to ensure that they are not disadvantaged by not securing DSA funding. A strategic measure has been included in section 3 relating to promotion of the benefits of DSA to eligible students prior to application.

Success

Table 16 - Non-continuation rates students declaring disabilities, SpLD and mental health conditions

	2014-15			2015-16			2016-17 (FT students only)
	FT	PT	All	FT	PT	All	All
Cognitive and learning	0.0%	0.0%	0.0%	25.0%	0.0%	12.5%	0.0%
Mental health	N/A	100.0%	100.0%	100.0%	N/A	100.0%	100.0%
Sensory, medical and physical	0.0%	0.0%	0.0%	0.0%	50.0%	16.7%	0.0%
Multiple impairments	0.0%	N/A	0.0%	N/A	N/A	N/A	75.0%
Social and communication	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All students with no known disability	12.7%	12.7%	12.7%	15.4%	12.3%	13.3%	11.2%
Gap between students with cognitive and learning declarations and students with no known disability	-12.7%	-12.7%	-12.7%	9.6%	-12.3%	-0.8%	-11.2%
Gap between students with mental health declarations and students with no known disability	N/A	87.3%	87.3%	84.6%	N/A	86.7%	88.8%
Gap between students with sensory, medical and physical declarations and students with no known disability	-12.7%	-12.7%	-12.7%	-15.4%	37.7%	3.4%	-11.2%
Gap between students with multiple impairments and students with no known disability	-12.7%	N/A	-12.7%	N/A	N/A	N/A	63.8%

A trend of very high gaps in non-continuation rates has emerged for students declaring mental health issues whilst on programme versus students with no known disability over the three year period for both full-time and part-time students, despite intervention from the time of disclosure, although the number of students included in the data is very low, therefore not statistically valid. No statistically valid differences have been identified in non-continuation rates between full-time and part-time students with mental health conditions over the three year period. Due to the fact that the gaps in non-continuation rates identified in Table 16 above for full-time and part-time students with mental health conditions versus students with no known disability are not statistically valid due to extremely low numbers, it is considered to be more appropriate to include a strategic measure relating to closing the gaps rather than a target in this access and participation plan. Although the number of students identified to date is low, as a response to the significant increase in students declaring mental health issues in 2017-18, enhanced interventions have been targeted at this underrepresented group since 2017-18 onwards – see **Strategic measures** section.

An analysis of the data by mode and disaggregated disability category other than mental health conditions has identified significant fluctuations in gaps in non-continuation rates across the three year period for full-time versus part-time students declaring other disabilities and SpLD. Similarly, the significant gaps identified in Table 16 above, namely 37.7% for part-time students with sensory, medical and physical declarations in 2015-16 and 63.8% for full-time students with multiple impairments (including mental health conditions) in 2016-17 versus students with no known disability, are based on very small numbers of students therefore statistically valid conclusions cannot be drawn. However, the college commits to closely monitoring the gaps in non-continuation rates for part-time students with sensory, medical and physical

conditions and full-time students with multiple impairments (including mental health conditions) compared to students with no known disability – see **Strategic measures** section.

Attainment

Despite the relatively small numbers of all students declaring disabilities and SpLD at enrolment and mental health issues whilst on programme, the percentage trend of high grades across all qualification types achieved is higher than students with no known disability over the three year period from 2015-16 to 2017-18. No statistically valid trend has been identified for full-time versus part-time students declaring disabilities, SpLD and mental health conditions high grades achievement due to the very small numbers completing qualifications each year. The high grades achievement of students at the college declaring a disability therefore compares favourably with the outcomes for disabled students nationally; no gap in current performance has been identified and KPM 5 (Source: OfS 2019) has been met over the three year period – see Table 17 below. Due to the small numbers of students declaring disabilities, SpLD and mental health conditions achieving qualifications each year it is not possible to identify statistically valid trends disaggregated by disability type.

Table 17 – High grades students declaring disabilities, SpLD and mental health conditions

	2015-16	2016-17	2017-18
All students with disabilities, SpLD and mental health conditions	66.7%	71.4%	80.0%
Students with no known disability	65.1%	63.0%	78.0%
Gap between disabled students and those with no known disability	-1.6%	-8.4%	-2.0%

Progression to employment or further study

Progression data for students declaring disabilities, SpLD and mental health conditions taken from the DLHE results over the three year period from 2014-15 to 2016-17, included in the OfS dataset published in March 2019, was analysed to identify gaps for students declaring a disability, SpLD or mental health condition. Responses from students in this underrepresented group were available for 2014-15 and 2015-16 only. Due to the small number of disabled students in the sample for the survey, the results are not statistically valid for this underrepresented group as a whole and for full-time versus part-time students, although both samples included students who achieved highly-skilled employment and progressed to further study at a higher level after completing their course, therefore no gaps were identified in progression opportunities compared to students with no known disability. The college plans to enhance its internal data collection processes relating to destinations and the progression outcomes for disabled students versus students with no known disability will be closely monitored to ensure any gaps identified are addressed – see **Strategic Measures** section.

1.5. Care leavers

Access, success and progression

Data collection forms were introduced in 2018-19 in order identify care leavers across the whole HE cohort as this data was only available for 2017-18 and earlier for full-time students who had applied through UCAS. Of the enrolled students who responded, 0% of students over the three year period from 2016-17 to 2018-19 declared that they were a care leaver therefore no success or progression data is available for this underrepresented group. At a national level, care leavers face significant barriers to access, including disrupted educational experiences, low aspirations, poor support from professionals and low self-confidence. Participation by care leavers in higher education is low with only 6% of all care leavers aged 19-21 in higher education in 2018 compared to 42% of other young people. (Source: OfS 2019 A to Z of effective practice in access and participation: care leavers and looked-after children).

At the success stage of the student lifecycle, sector level research shows that care leavers are 38% more likely than other students to withdraw from their course, due to academic issues, mental health issues and financial problems. However, attainment of high grades for care leavers who complete their degree is in line with other students once entry qualifications and demographic factors are taken into account (Source: NNECL 2017 Moving on up: Pathways of care leavers and care-experienced students into and through higher education).

Care leavers will require individualised careers advice at the progression stage of the lifecycle, including opportunities to develop employability skills, such as work experience and work placements, and continuing careers advice after graduation (Source: DfE 2019 Principles to guide higher education providers on improving care leavers access and participation in HE).

As the college is committed to improving access for care leavers to its HE programmes, research is planned in 2019-20 to assess the proportion of care leavers within the college's catchment area and to identify additional appropriate and effective long term objectives for access for care leavers from 2020-21. A strategic measure has therefore been included in section 3, which covers all stages of the student lifecycle for care leavers on HE programmes at Selby College, taking into consideration the barriers to access, success and progression identified at the national level and outlined above.

1.6. Intersections of disadvantage

Access

The number of White-British males from POLAR4 quintiles 1–2 enrolled on higher education programmes at the college as a percentage of the HE cohort as a whole has remained stable over a five year period, demonstrating that access for this underrepresented group is successful – see Table 18. The proportion of White-British males from Q1–2 as a proportion of all White-British male students has shown a significant increase over the five year period; in 2018-19 (internal data) 49.5% of all White-British male students were from Q1-2 combined. The split in full-time versus part-time enrolments of students from this underrepresented group has also remained relatively stable over the five year period at approximately 60% full-time and 40% part-time.

Table 18 – White–British males from POLAR4 quintiles 1–2 (full-time and part-time combined)

	2014-15	2015-16	2016-17	2017-18	2018-19*
Quintile 1 (lowest)	9.2%	9.1%	12.1%	13.2%	11.9%
Quintile 2	10.6%	9.1%	7.0%	8.5%	8.6%
Total Q1-2 White-British males	28	30	38	41	50
Total all students	141	165	199	189	244
Total White-British males	74	77	90	90	101
Q1–2 White-British males combined as a % of total students	19.8%	18.2%	19.1%	21.7%	20.5%
Q1-2 White-British males as a % of total White-British males	37.8%	39.0%	42.2%	45.6%	49.5%

*Internal data

Success

Table 19 - Non-continuation rates White-British males from POLAR4 quintiles 1-2

	2014-15 (FT & PT combined)	2015-16 (FT & PT combined)	2016-17 (FT students only – no data for PT students)
Quintile 1 (lowest)	7.7%	6.3%	35.3%
Quintile 2	6.7%	26.7%	11.1%
Quintile 1–2 combined	7.1%	16.1%	26.9%
Q3–5 White-British males	13.0%	5.6%	13.8%
Gap between White-British males from Q1-2 and White-British males from Q3-5	- 5.9%	10.6%	13.1%

The analysis of non-continuation rates for White-British males includes both full-time and part-time students (combined in Table 19), apart from 2016-17 when only data for full-time students is currently available. A very high non-continuation rate of 35.3% for full-time White-British males from POLAR4 quintile 1 in 2016-17 has contributed to the non-continuation rate for White-British males from POLAR4 quintiles 1 and 2 combined of 26.9% in 2016-17 (part-time data is not yet available for 2016-17). This exceeds the national

benchmark of 24.4% non-continuation rate in 2016-17 (2015-16 22.7%) for full-time POLAR4 quintile 1 and 2 males on 'other undergraduate' programmes (Source: OfS 2019 Access and participation data dashboard). The high non-continuation rate of 26.7% in 2015-16 for White-British males from quintile 2 was analysed to identify whether this related to full-time or part-time students and was found to be primarily due to full-time students withdrawing from programme. The gap between non-continuation rates for full-time White-British males from Q1-2 and White-British males from Q3-5 in 2016-17 was 13.1% therefore a target (PTS_4) has been included in section 2.1.

Attainment

Table 20 – High grades White-British males POLAR4 quintiles 1-2

	2015-16	2016-17	2017-18
Quintile 1 (lowest)	66.7%	38.5%	75.0%
Quintile 2	37.5%	62.5%	100.0%
Quintile 1–2 combined	52.9%	47.6%	81.3%
Q3-5 White-British males high grades	63.3%	70.3%	76.0%
Gap between White-British males Q1-2 and White-British males Q3-5	10.4%	22.7%	- 5.3%

Although the data does not identify a consistent trend in attainment for White-British males from POLAR4 quintiles 1–2, achievement of high grades by this underrepresented group has shown a significant improvement in 2017-18 with White-British males from Q1-2 outperforming White-British males from Q3-5 by 5.3%, therefore no gap in performance has been identified for the latest year of data. Attainment of high grades by this underrepresented group will be closely monitored to identify any gaps emerging in their achievement versus White-British male students from Q3-5 and implement appropriate interventions through the HE Action Plan. No consistent trend has been identified in gaps in attainment of high grades for full-time versus part-time students from this underrepresented group.

Progression to employment or further study

Table 21 – Progression data White-British males POLAR4 quintiles 1-2 (both modes)

	2014-15 (FT & PT combined)	2015-16 (FT & PT combined)	2016-17 (FT & PT combined)
Quintiles 1–2 combined			
Work – high skill	28.6%	66.7%	0.0%
Study – higher level	42.8%	0.0%	71.4%
Work - high skill + study higher level	71.4%	66.7%	71.4%
Quintiles 3–5 combined			
Work – high skill	21.4%	37.5%	20.0%
Study – higher level	35.7%	37.5%	60.0%
Work - high skill + study higher level	57.1%	75.0%	80.0%
Gap between White-British males POLAR4 Q1-2 vs Q3-5 work - high skill + study higher level	-14.3%	8.3%	8.6%

The analysis of the responses to the DLHE survey by White-British males from POLAR4 quintiles 1–2 indicates that progression rates on to highly-skilled employment or further study at a higher level have remained relatively consistent over the three year period from 2014-15 to 2016-17 and are comparable with the national benchmark of 71% of graduates from 2013–17 (Source: OfS 2019 Employment outcomes: overall results). Of particular note is that White-British males from POLAR4 quintiles 1–2 were more successful in progression on to highly-skilled employment in 2014–15 and 2015-16 in comparison to White-British males from Q3-5 which compares favourably with the national trend of POLAR4 quintile 1 graduates having the lowest percentage of highly-skilled employment (Source: OfS 2019 Differences in student outcomes). The trend for improving progression outcomes for White-British males from quintiles 3–5 over the three year period has resulted in gaps versus White-British males from quintiles 1–2 over the last two years of data. The data in Table 21 has not been disaggregated into full-time and part-time mode due to

small numbers. However, no trend has emerged for differences in the progression outcomes between full-time and part-time students. A target (**PTP_3**) has been included in **Strategic aims and objectives** – section 2.1 for progression for this underrepresented group.

1.7. Other groups who experience barriers in higher education

Part-time students

Access

The college has recruited 244 higher education students in 2018-19 (2017-18 189) based on the latest internal data. This increase is in part due to the change to ILR reporting requirements from 2018-19 as instructed by the OfS for the PGCE/Cert Ed programme awarded by University of Huddersfield (franchised provision), amounting to an additional 16 students for 2018-19. In addition, 30 students (29 full-time) were recruited on to two new level 6 Top-up programmes introduced in 2018-19. Of the enrolled students in 2018-19, 148 (60.7%) are full-time students and 96 (39.3%) part-time. This shift to an increase in full-time students reflects a strategic decision on the part of the college from 2017-18 and can be seen in Table 22 below. This also reflects the national trend for a decrease in part-time enrolments on 'other undergraduate' programmes starting in 2016-17 (2015-16 73.0%; 2016-17 69.9%; 2017-18 67.5%) (Source: HESA 2019 Higher Education Statistics: UK, 2017/18 – Student numbers and characteristics).

Table 22 – Part-time versus full-time students

	2014-15	2015-16	2016-17	2017-18	2018-19*
Full-time	63	65	101	111	148
%	44.7%	39.4%	50.8%	58.7%	60.7%
Part-time	78	100	98	78	96
%	55.3%	60.6%	49.2%	41.3%	39.3%
Total	141	165	199	189	244

*Internal data

Success

Table 23 - Non-continuation rates part-time students

	2014-15	2015-16	2016-17 (FT students only)
Part-time	13.5%	12.5%	0.0%
Full-time	10.4%	16.4%	14.2%
All students	12.1%	13.9%	14.2%

From the available data, no sustained gap in non-continuation rates for part-time versus full-time students has been identified. In addition, the non-continuation rate for part-time students is significantly lower than the national benchmarks for 'other undergraduate' courses in 2015-16 of 19.5% for young students and 38.6% for mature students (Source: OfS 2019 Access and participation data dashboard).

Attainment

Table 24 – High grades part-time students

	2015-16	2016-17	2017-18
Part-time	59.4%	68.0%	78.4%
Full-time	70.3%	59.6%	78.2%
All students	65.2%	63.6%	78.3%

From the available data, no sustained gap in achievement of high grades has been identified for part-time students versus full-time students.

Progression to employment or further study

Table 25 – Progression data part-time students

	2014-15		2015-16		2016-17	
Occupation 6 months after completing qualification	Part-time students	Full-time students	Part-time students	Full-time students	Part-time students	Full-time students
Work – high skill	41.7%	9.4%	50.0%	14.3%	29.4%	7.4%
Study - higher	16.7%	65.6%	0.0%	50.0%	47.1%	66.7%
Work high skill + study higher level	58.3%	75.0%	50.0%	64.3%	76.5%	74.1%
Gap between part-time and full-time students - work high skill + study higher level	16.7%		14.3%		-2.4%	

The data based on DLHE responses for part-time students in Table 25 indicates that their progression outcomes on to highly-skilled employment or further study at a higher level have improved over the three year period versus those for full-time students, with the gap closing in 2016-17. Part-time students at Selby College are more successful at achieving highly-skilled employment after completion of their qualification than full-time students, but are less likely to progress on to further study at a higher level. Responses from students who have completed part-time, day release Engineering programmes have influenced the trends emerging in the data above as they are majority employer sponsored and progress on to highly-paid employment following completion of their qualification.

Other groups including young carers and children of military families

Access

Based on internal data for 2018-19 3.3% of HE students were identified as young carers (2017-18 1.1%; 2016-17 0.5%). The increase noted is due to improved internal data collection processes through the introduction of college data collection forms in 2018-19, designed to capture additional widening participation data in line with the Office for Students' priorities.

Based on internal data collected in 2018-19, 6.1% of students completing the data collection forms declared that a parent/carer had served in the armed forces, whereas 0% of students in 2016-17 or 2017-18 were identified as children of military families. Identification of this underrepresented group was unexpected, given the college's catchment area, therefore further analysis is required to confirm the impact on the education of these students and an enhancement to the data collection form will be made for 2019-20 to capture the additional data needed. In 2018-19 no students were identified as being estranged from their families.

Success and progression data

Success and progression data is not yet available for students in these underrepresented groups but the enhanced data collection processes introduced in 2018-19 will enable the collation and monitoring of data for these groups from 2018-19 onwards.

2. Strategic aims and objectives

Overarching strategic aims

Access

The college is committed to maintaining and improving access to HE for all underrepresented groups and to developing its outreach, success and progression activities, both independently and in collaboration with partners such as local partner colleges and the National Collaborative Outreach Programme.

Success and progression

The college is committed to improving the success and progression outcomes for students from underrepresented groups through targeted interventions to eliminate gaps in continuation rates and high grade achievement, both in relation to the college's own prescribed HE student population and to strategic outcome one and key performance measures (KPMs) 1 – 5 identified for access and participation by the Office for Students in 2019, where relevant to the college's context.

2.1. Target groups

The following areas for development and target groups have been identified in the **Assessment of performance** section 1 above.

Access (Targets PTA_1 to PTA_2)

The assessment of performance has identified very low numbers of students enrolled on HE programmes at Selby College from the following underrepresented groups:

- Students from black, Asian and minority ethnic backgrounds.
- Students from Roma, Gypsy and Traveller backgrounds.
- Care leavers.

Further research is required to understand the proportions of these underrepresented groups in the population in the college's catchment area, in order to quantify whether the levels of participation in HE by students from these groups at the college constitute gaps in access.

In addition, gaps in access have been identified for the following underrepresented groups:

- **Target PTA_1:** Gap in access between students from IMD quintile 1 and IMD quintile 5 of 18.5% for full-time students in 2017-18.
- **Target PTA_2:** Gap in access between students from IMD quintile 1 and IMD quintile 5 of 20.9% for part-time students in 2017-18.

Success (Targets PTS_1 to PTS_4)

Non-continuation

Gaps in non-continuation rates have been identified for the following underrepresented groups:

- **Target PTS_1:** Gap of 8.4% in non-continuation rates for part-time students in 2015-16 between POLAR4 quintiles 1–2 and quintiles 3–5.
- **Target PTS_2:** Gap of 7.8% in non-continuation rates for full-time students in 2016-17 between POLAR4 quintiles 1–2 and quintiles 3–5.
- **Target PTS_3:** Gap of 22.7% in non-continuation rates in 2015-16 between part-time mature and young students.
- **Target PTS_4:** Gap of 13.1% in 2016-17 in non-continuation rates for full-time White-British males from POLAR4 quintiles 1-2 versus full-time White-British males from quintiles 3–5.

Progression (Targets PTP_1 to PTP_3)

Gaps in progression onto highly-skilled employment or study at a higher level have been identified for the following underrepresented group:

- **Target PTP_1:** Gap of 11.1% in progression outcomes for full-time students in 2016-17 between POLAR4 quintiles 1–2 and quintiles 3–5.
- **Target PTP_2:** Gap of 17.3% in 2016-17 in progression outcomes between full-time mature and full-time young students (under 21).
- **Target PTP_3:** Gap of 8.6% in progression outcomes in 2016-17 between full-time and part-time White-British males POLAR4 quintiles 1–2 and full-time and part-time White-British males quintiles 3–5.

2.2. Aims and objectives

The following aims and objectives relating to the targets in section 2.1 have been identified.

Access

A number of gaps in access have been identified through the assessment of performance. The college positions itself as the provider of choice for students commuting within the local area and its catchment area extends to a radius of approximately 15 miles of Selby College. As a result, the profile of the Selby College HE student population is determined by the ethnic profile and socio-economic factors within a small geographic area surrounding the college. With regards to ethnicity, in the 2011 Census 98.4% of residents within the Selby Local Authority identified as White and 95.5% identified as White-British and residents from Gypsy, Roma and Traveller backgrounds constitute 0.2% of the population. Similarly, 98.0% of residents within the Goole area identified as White (89.4% as White-British, 8.2% White-other) and residents from Gypsy, Roma and Traveller backgrounds constitute 0.2% of the population (Source: Nomis 2019 Local Area Reports).

In terms of the socio-economic profile of the local area, rates of unemployment and out of work benefits are lower than both the regional and national averages (Source: Nomis 2019 Local Area Report for Selby Local Authority) resulting in only 2 out of the 50 LSOAs within the Selby Local Authority District and 2 of the LSOAs in the Goole area within the East Riding Local Authority being classified as decile 1 or 2 (IMD quintile 1) (Source: 2015 IMD listing of IMD deciles by Local Authority District). These contextual factors will inevitably restrict the extent to which gaps in access can be closed completely, although the college is committed to improving access for these groups through the **Strategic measures** outlined in the relevant section below.

Students from other underrepresented groups

The assessment of performance has identified that low numbers of students are enrolled on HE programmes at Selby College from the following underrepresented groups:

- Students from black, Asian and minority ethnic backgrounds.
- Students from Roma, Gypsy and Traveller backgrounds.
- Care leavers.

In order to fully understand the extent of underrepresentation of these groups in the Selby College HE cohort versus the ethnic and socio-economic profile of the college's catchment area the college commits to:

- Undertake further research in 2019-20 in order to quantify the gaps in access for these underrepresented groups.

The college is committed to increasing the diversity of its HE student body and therefore plans to improve long-term access for the three underrepresented groups identified above in light of the research into identifying the true extent of gaps in access for these groups planned for 2019-20 by:

- Implementing targeted and ambitious strategic measures in 2020-21 to ensure that recruitment for the three underrepresented groups above is in line with, or exceeds the proportions of these underrepresented groups in the population of the college's catchment area.

Students from IMD quintile 1 (Targets PTA_1 and PTA_2)

Historically, the college has used POLAR4 data to assess the college's effectiveness in recruiting HE students from non-traditional backgrounds; the POLAR4 data shows sustained excellent recruitment from POLAR4 quintiles 1 and 2 versus quintiles 3–5 since 2014-15. For the purposes of this access and participation plan, access by IMD quintile has also been analysed to determine any gaps; the analysis has revealed significant gaps in access between students from IMD quintiles 1 and 5. As this is a measure that the college has not previously used to assess the effectiveness of its widening participation strategy, further research is needed to fully understand the factors giving rise to this gap and to quantify ambitious, but realistic targets and identify appropriate strategic measures based on the geographical context of the college's catchment area for reducing the gap in access for this underrepresented group:

- Undertake thorough research in 2019-20 to understand the factors determining the IMD profile of the Selby College catchment area.

- **Target PTA_1:** Reduce the gap in access of 18.5% between full-time students from IMD quintile 1 versus IMD quintile 5 by 6.0% by 2024-25.
- **Target PTA_2:** Reduce the gap in access of 20.9% for part-time students from IMD quintile 1 versus IMD quintile 5 by 6.0% by 2024-25.

The target for reducing the gap will be reviewed in 2020-21 in light of the research on the IMD profile of the local area to be carried out in 2019-20 to ensure that targets PTA_1 and PTA_2 remain sufficiently ambitious, especially in the longer term, within the scope of this access and participation plan.

Success

Non-continuation (Targets PTS_1 to PTS_4)

Improve the continuation rates for the underrepresented groups identified in the **Assessment of performance** section above, as follows:

- **Target PTS_1:** Eliminate the gap of 8.4% in non-continuation rates between POLAR4 quintiles 1–2 and quintiles 3–5 for part-time students by 2023-24.
- **Target PTS_2:** Eliminate the gap of 7.8% in non-continuation rates between POLAR4 quintiles 1–2 and quintiles 3–5 for full-time students by 2023-24.
- **Target PTS_3:** Eliminate the gap of 22.7% in non-continuation rates between part-time mature and young students by 2023-24.
- **Target PTS_4:** Eliminate the gap of 13.1% in non-continuation rates for full-time White-British males from POLAR4 quintiles 1-2 versus full-time White-British males from quintiles 3–5 by 2022-23.

Attainment

No gaps in attainment have been identified for underrepresented groups at Selby College based on the latest data available. However, the college is committed to maintaining its good performance in this stage of the student lifecycle and strategic measures have been included in section 3 under **Enhanced monitoring and evaluation**, including close monitoring of the performance of students from underrepresented groups versus their peers, to identify any gaps emerging and implement appropriate interventions through the HE Action Plan.

Progression (Targets PTP_1 to PTP_3)

Improve the progression outcomes for the underrepresented groups identified in the **Assessment of performance** section above, as follows:

- **Target PTP_1:** Eliminate the gap of 11.1% in progression outcomes between POLAR4 quintiles 1-2 and quintiles 3-5 for full-time students by 2024-25.
- **Target PTP_2:** Eliminate the gap of 17.3% in progression outcomes between full-time mature and full-time young students (under 21) by 2024-25.
- **Target PTP_3:** Eliminate the gap of 8.6% in progression outcomes in 2016-17 between full-time and part-time White-British males POLAR4 quintiles 1-2 and full-time and part-time White-British males POLAR4 quintiles 3-5 by 2024-25.

3. Strategic measures

The college intends to develop the following strategic measures in order to improve access, success and progression rates for the target groups identified in the **Aims and objectives** section above over the duration of this access and participation plan.

Improved access for underrepresented groups (including Targets PTA_1 to PTA_2)

Further research

Where the assessment of performance has identified gaps in participation rates for a specific underrepresented group, or that numbers of students with a particular characteristic are very low, the college plans to carry out detailed research in 2019-20 in order to:

- Quantify the extent of the underrepresentation compared to the profile of the college's catchment area.
- Understand the underlying factors affecting access for the underrepresented groups identified.

The college will use the findings of the research planned in 2019-20, to identify additional appropriate and effective long term objectives for access for the following groups from 2020-21:

- Students from black, Asian and minority ethnic backgrounds.
- Students from Gypsy, Roma and Traveller backgrounds.
- Care leavers.
- **Target PTA_1 to PTA_2:** Students from IMD quintile 1.

Access initiatives (including Targets PTA_1 to PTA_2)

Students from black, Asian and minority ethnic backgrounds

The assessment of performance has identified that the college currently has low numbers of students from BAME backgrounds on programme in 2018-19, although this reflects the ethnic profile of the college's catchment area – see section 1.2. The college therefore recognises the need to extend its access and participation work further, to increase diversity within its student population. With the geographical position of Selby bordering three LEP providers, a key focus from 2020-21 onwards will be to target West Yorkshire and the Leeds City region, where BAME residents account for 14.9% of the city of Leeds and 14.6% of the Leeds City Region population, in order to raise awareness of our higher education provision, particularly in STEM related areas, such as Engineering.

Selby College is part of consortium of colleges in the region, which were granted funding from the Department of Education to develop the Yorkshire and Humber Institute of Technology (IoT). This is one of only 12 IoTs nationally, which are designed to increase higher level technical skills for employers. The IoT will bring investment of circa £10million of capital funding into the region for partners to invest in industry standard equipment and provide higher level technical training. The college expects that one of the benefits of being part of a specialist regional centre is that students from a wider geographical catchment area, with a more diverse population than at present, will study at Selby College, which presents the opportunity to recruit more students from BAME backgrounds. A pilot scheme will therefore be introduced in 2020-21 with activities, such as taster days with an Engineering focus, specifically aimed at students from BAME backgrounds.

Students from Gypsy, Roma and Traveller backgrounds

As part of the research planned in 2019-20 to quantify the level of underrepresentation of students from Gypsy, Roma and Traveller backgrounds, the college plans to establish links with the North Yorkshire County Council Education Services Gypsy, Roma and Traveller team to identify pupils from this underrepresented group within the college's catchment area. This will allow the college to work on a pilot scheme in partnership with the North Yorkshire County Council (NYCC) Education Services to identify and implement appropriate, targeted activities with this group from 2020-21 onwards aimed at raising awareness of higher education and improving access and participation for this underrepresented group.

Care leavers

In 2019-20 the college plans to establish links with the North Yorkshire County Council (NYCC) Care Leaver Team based at Selby to identify current and future care leavers within the college's catchment area. This will enable the college to work on a pilot scheme in partnership with the NYCC Care Leaver Team to identify and implement appropriate targeted activities with this group from 2020-21 onwards aimed at raising awareness of higher education and improving access and participation for this underrepresented group. In addition, the college will make a commitment to the Care Leaver Covenant, including offering individualised 1:1 support with the HE Student Support and Engagement Officer to all care leavers for the duration of their HE programme at the college, covering all stages of the student lifecycle, including progression.

Continued collaboration with NCOP partners (Targets PTA_1 to PTA_2)

The college will continue to fund a Widening Participation role at the college moving into phase 2 as part of the National Collaborative Outreach Programme, with responsibility for partner institution collaboration, visits to schools, open events and the development of resources aimed at improving participation in HE for NCOP target groups. Sustained and progressive outreach to a minimum of 20% of the underrepresented groups identified as targets by the college's NCOP partners will be delivered. This will include the design, implementation and monitoring of activities and initiatives in 2020-21 through the NCOP programme of targeted outreach based on local consortia progression frameworks and Gatsby Benchmarks and the

outreach hubs (from August 2019) aimed at increasing awareness of higher education for the underrepresented groups identified above where gaps in access are confirmed. The effectiveness of the NCOP activities are underpinned by a robust monitoring and evaluation framework, including the NERUPI evaluation framework.

Students from IMD quintile 1 (Targets PTA_1 and PTA_2)

The local NCOP consortia target wards include the 2 LSOAs in the Selby Local Authority District area and the 2 LSOAs in the Goole area, within the East Riding Local Authority, which fall within IMD deciles 1 and 2, therefore prospective students from IMD quintile 1 will have access to the full range of widening participation initiatives offered by the college in collaboration with its NCOP consortia partners. The effectiveness of these NCOP interventions on closing the gap in access at the college for full-time and part-time students from IMD quintile 1 will be monitored and evaluated through the robust NCOP monitoring and evaluation strategy, including tracking students using the Higher Education Access Tracker (HEAT) database.

In addition to the interventions offered by the college in collaboration with its NCOP consortia partners, the college plans to enhance its own access initiatives aimed at FE students at the college from IMD quintile 1, with a pilot scheme of HE taster sessions and information, advice and guidance sessions, covering topics such as student finance in 2019-20. The research planned for 2019-20 (see above) should help develop an understanding of the underlying factors affecting access for other potential students from IMD quintile 1, which will aid the design of additional access activities for this underrepresented group from 2020-21.

Mature students

The **Assessment of performance** section **1.3 Access** identified that, although the actual number of mature students on full-time programmes has increased by 57.9% over the five year period from 2014-15 to 2018-19, the proportion of mature students on full-time programmes compared to students under 21 has decreased by 9.9% over the same period, due to significant growth in numbers of full-time young students due to successful implementation of the college's HE Strategy. The college plans the following interventions:

- Monitor closely the proportion of mature students on full-time programmes versus young students to ensure that access for this underrepresented group is maintained and identify appropriate interventions to be implemented through the HE Action Plan if the proportion drops.
- Pilot the introduction of HE taster sessions in 2020-21 specifically for mature students for full-time programmes.
- Review the HE Marketing Strategy in 2020-21 to ensure that it includes activities specifically aimed at mature students.
- Review the level 3 Adult Learning provision at Selby College in order to consolidate and/or introduce progression routes on to the college's full-time HE provision.

Success - non-continuation and attainment of high grades (Targets PTS_1 to PTS_4)

Model of interventions to improve non-continuation and attainment

A standardised programme of HE study skills tutorials delivered at intervals across the academic year and embedded into student timetables for all HE programmes was introduced in 2016-17. However, the evaluation of the standardised programme identified that the 'one size fits all' approach did not address the study skills needs of students who were at risk of non-continuation or achieving low grades; research at a national level supports this conclusion, including the importance of interventions in the first year of study and ongoing interventions proving more effective than one-off activities (Source: Higher Education Academy 2017 Supporting student success: strategies for institutional change. What works? Student retention and success programme). A more flexible study skills support offer was therefore piloted in 2017-18, using learner analytics as the basis for interventions, e.g. attendance issues, non-submission of formative assessments, initial grades and declarations of mental health issues. A programme of targeted 1:1 and small group study skills support was introduced in 2017-18, delivered by the HE Student Support and Engagement Officer in consultation with individual programme leaders. 8 students were supported in 2017-18, all from underrepresented groups, including those with mental health conditions who did not wish to access counselling, and the retention rate for students supported in the first year was 62.5%, with 100% high grade achievement by the small number of supported students who completed qualifications that year.

The offer was expanded in 2018-19 to promote a range of interventions in addition to the study skills support, including centralised referral to counselling and progress meetings with the HESSEO. 23 students were supported, of which 91.3% were from underrepresented groups. 95.2% of students from underrepresented groups supported in 2018-19 completed the academic year, demonstrating that the revised offer is successful in keeping students on programme. 81.8% of these students, who completed qualifications in 2018-19, achieved high grades. Based on the evaluation of performance over the last two years, the college's programme of interventions has proven effective in improving attendance, engagement and attainment for students from underrepresented groups and is considered to be a key strategic measure to address gaps in non-continuation and attainment of high grades – see below. The internal findings are supported by national research, including the use of learner analytics by personal tutors to identify when interventions are required, adopting a holistic approach to interventions impacting on retention and attainment and the importance of counselling services (Source: Higher Education Academy 2017 Enhancing access, retention, attainment and progression in higher education). The college plans to continue to enhance its targeted interventions across the success element of the student lifecycle as findings from research at a national level emerge, for example the current OfS Addressing Barriers to Student Success programme; projects such as DRIVER, Higher Education Academic Support Tutors and Raising Awareness, Raising Aspiration are of particular relevance to the college's evolving model of interventions to support retention and attainment.

The pilot schemes included as strategic measures to address the gaps in success and attainment for underrepresented groups have been selected based on student feedback from representatives of these groups, current best practice at national level or evidence of impact from sector level research, for example support initiatives that prepare students in advance for study in higher education (Source: Higher Education Academy 2017 Enhancing access, retention, attainment and progression in higher education).

Students from areas of low higher education participation (Targets PTS_1 and PTS_2)

The college plans to enhance the following interventions, which have proven effective in improving attendance, engagement and attainment:

- Continue to improve the monitoring of attendance, progress and performance of full-time and part-time students from POLAR4 quintiles 1 and 2 at programme level to identify issues and appropriate interventions, for example 1:1 information, advice and guidance session with the HE Student Support and Engagement Officer at an early stage.
- Continue to implement effective early intervention strategies for full-time and part-time students from POLAR4 quintiles 1 and 2 to be implemented by the HE Student Support and Engagement Officer and programme tutors, for example targeted study skills tutorials or 1:1 support.

The college plans to introduce the following pilot schemes in 2020-21. The effectiveness of these pilot schemes will be monitored and evaluated as part of the college's evaluation strategy.

- Pilot advanced study skills sessions by HE staff on level 3 programmes, which include students from POLAR4 quintiles 1 and 2, to better prepare students from this underrepresented group for the transition into higher education.
- Offer applicants from POLAR4 quintiles 1 and 2 HE taster sessions in addition to the enhanced information, advice and guidance sessions arranged as part of the application process.

Students with mental health declarations

The college intends to continue to enhance the support for students with mental health issues through the following approaches, which have had a proven positive impact on attendance, engagement and attainment:

- Monitoring of attendance and performance to identify mental health issues at an early stage in order to offer 1:1 support from the HE Student Support and Engagement Officer and access to counselling.
- Continuation of 1:1 mentoring (study skills focus) with the HE Student Support and Engagement Officer, introduced in 2017-18 to support students with mental health difficulties.
- An enhanced programme of mental health awareness staff training from 2018-19.
- Promotion of college wide mental health initiatives as appropriate, for example the Selby College ROBUST strategy and counselling services.

In 2019-20 the college plans to implement the following best practice strategic measures identified through collaboration with partner organisations within the sector as a pilot scheme. The effectiveness of these pilot schemes will be monitored and evaluated as part of the college's evaluation strategy.

- Recommendations made as a result of reviewing best practice initiatives and strategies within the HE sector to support students with mental health difficulties through the University of Hull collaborative partners Mental Health Awareness working group formed in 2018-19.
- Implementation of the Association of Colleges Mental Health and Wellbeing Charter launched in May 2019.

Access to DSA

It has been identified that low numbers of eligible students apply for DSA. In order to encourage eligible students to access their DSA, the following measures will be introduced as a pilot scheme in 2019-20. The impact of these initiatives will be evaluated in terms of the impact on increased take up of DSA when the students move on to higher education.

- Promotion of DSA to eligible level 3 students during annual reviews from their first year on programme with the ALS Manager.
- Promotion of DSA to eligible level 3 students by Guidance and Support Tutors as part of preparation for UCAS applications sessions in their first year.

Mature part-time students (Target PTS_3)

The college plans to introduce the following initiatives in 2019-20 specifically aimed at mature part-time students, which have had a proven positive impact on improving attendance, engagement and achievement for other groups:

- Provide enhanced information, advice and guidance as part of admissions processes for mature part-time students.
- Continue to improve the monitoring of attendance, progress and performance of mature part-time students to identify issues and appropriate interventions at an early stage.
- Provide enhanced pastoral and academic support through the HE Student Support and Engagement Officer for mature part-time students at risk of non-continuation.

White-British male full-time students from POLAR4 quintiles 1 and 2 (Target PTS_4)

The college plans to continue to enhance the support targeted at this underrepresented group through the following approaches, which have had a proven positive impact on attendance, engagement and attainment:

- Continue to improve the monitoring of attendance, progress and performance of White-British male full-time students from POLAR4 quintiles 1 and 2 at programme level to identify issues and appropriate interventions at an early stage.
- Continue to implement effective early intervention strategies for White-British male full-time students from POLAR4 quintile 1 to be implemented by the HE Student Support and Engagement Officer and programme tutors, for example targeted study skills tutorials or 1:1 support.

The college plans to introduce the following pilot schemes in 2019-20. The effectiveness of these pilot schemes will be monitored and evaluated as part of the college's evaluation strategy.

- Pilot advanced study skills sessions by HE staff on level 3 programmes, which include White-British male students from POLAR4 quintiles 1 and 2, to better prepare students from this underrepresented group for the transition into higher education.
- Offer White-British male applicants from quintiles 1 and 2 HE taster sessions in addition to the enhanced information, advice and guidance sessions arranged as part of the application process.

Progression (Targets PTP_1 to PTP_3)

Rationale for progression strategic measures

The HE Student Support and Engagement Officer's role includes supporting students to progress onto higher level study with other higher education providers from level 5 programmes without current level 6 provision and for students wishing to complete postgraduate qualifications. The offer rate has been 100.0% for applications for higher level study for students who have been individually supported by the HESSEO since 2014-15, therefore this is a proven strategic measure that will be implemented to address the gaps in progression outcomes for underrepresented groups – see below. In 2018-19 the college began the process to enhance its existing careers provision through a training programme, which will result in an

additional 8 members of staff holding the level 6 Diploma in Career Guidance and Development qualification from 2019-20. The pilot schemes included as strategic measures below aim to capitalise on the significant expansion in the capacity of careers provision at the college planned from 2019-20 and reflects national research into progression activities that have a positive impact on enhancing progression outcomes, for example supporting students with specific aspects of the job application process (Source: Higher Education Academy 2017 Enhancing access, retention, attainment and progression in higher education) and providing support through progression coaches (Source: WECD 2018 Formative evaluation of the OfS Addressing Barriers to Student Success programme).

Students from POLAR4 quintiles 1–2 (Target PTP_1)

The college plans to enhance the progression support for full-time students from POLAR4 quintiles 1–2 through the following measure, which has a proven positive outcome:

- Individual support from the HESSEO for applications for higher level study at other higher education providers, e.g. Top-ups and Masters applications.

The college plans to introduce the following pilot schemes in 2020-21. The effectiveness of these pilot schemes will be monitored and evaluated as part of the college's evaluation strategy:

- Individual progression interviews and information, advice and guidance sessions with one of the college's qualified careers advisers for all level 6 full-time students from POLAR4 quintiles 1–2.
- Employability sessions covering preparation for job applications.

Mature full-time students (Target PTP_2)

The college plans to enhance the progression support for mature full-time students through the following measure, which has a proven positive outcome:

- Individual support for applications for higher level study at other higher education providers, e.g. Top-ups, Masters and PGCE applications.

The college plans to introduce the following pilot schemes in 2020-21. The effectiveness of these pilot schemes will be monitored and evaluated as part of the college's evaluation strategy:

- Individual progression support with the HE Student Support and Engagement Officer for all mature full-time students.
- Individual progression interviews and information, advice and guidance sessions with one of the college's qualified careers advisers for all level 6 full-time mature students.
- Employability sessions covering preparation for job applications.

White-British male students from POLAR4 quintiles 1 and 2 (Target PTP_3)

The college plans to enhance the progression support for full-time and part-time White-British male students from POLAR4 quintiles 1 and 2 through the following measure, which has a proven positive outcome:

- Individual support from the HESSEO for applications for higher level study at other higher education providers, e.g. Top-ups and Masters applications.

The college plans to introduce the following pilot schemes in 2020-21. The effectiveness of these pilot schemes will be monitored and evaluated as part of the college's evaluation strategy:

- Individual progression interviews and information, advice and guidance sessions with one of the college's qualified careers advisers for all level 6 full-time and part-time White-British male students from POLAR4 quintiles 1 and 2.
- Employability sessions covering preparation for job applications.

Enhanced monitoring and evaluation

Data

The following enhancements to the college's internal monitoring and evaluation of progress towards achieving the access and participation targets identified above will be introduced.

- Enhancement to the data collection forms introduced in 2018-19 to enable more effective monitoring of the progress and outcomes for children from military families and to identify and evaluate interventions with students from this underrepresented group.
- Pilot the inclusion of OfS KPMs on course reviews in 2019-20 to enable monitoring and evaluation of progress towards the widening participation targets at programme level, including continuation rates and rates of achievement of high grades.

- The Selby College ILR will be updated with on-programme declarations for disabled students from 2018-19 to ensure consistency with the publicly available OfS datasets.

The college plans to enhance its monitoring and evaluation of destination data as follows:

- Introduction from 2019-20 of robust internal data collection processes at programme level for up-to-date and timely destinations data in order to closely monitor and identify gaps in positive progression outcomes for underrepresented groups and supplement data available through external surveys, such as the DLHE.

Monitoring of gaps in access, success and progression

The college has a commitment to closely monitoring gaps in performance for underrepresented groups as a strategic measure rather than a target, where the gaps identified are derived from analysis of very small numbers of students, therefore trends identified are not statistically valid. The stage of the student lifecycle and the relevant underrepresented groups identified are listed below. The college commits to closely monitor the following underrepresented groups to ensure that any gaps in performance are identified:

- Non-continuation rates for full-time and part-time students from IMD Q1 compared to full-time and part-time students from IMD Q5.
- Non-continuation rates for full-time and part-time students declaring mental health conditions compared to full-time and part-time students with no known disability. The college commits to reviewing setting a target in this area in 2021-22, as the proportion of students with mental health conditions rises and the data on continuation rates becomes more meaningful.
- Non-continuation rates for part-time students declaring sensory, medical and physical difficulties compared to students with no known disability.
- Non-continuation rates for full-time students with multiple impairments (including mental health conditions) compared to students with no known disability.
- Attainment of part-time students from POLAR4 quintile 1 compared to part-time students from POLAR4 quintile 5.
- Attainment of full-time and part-time students from IMD quintile 1 compared to full-time and part-time students from IMD quintile 5.
- Attainment of full-time mature students versus full-time young students.
- Attainment data relating to high grades achievement for White-British male students from Q1–2 compared to White-British males from Q3–5.
- Progression rates onto highly-skilled employment or study at a higher level for both full-time and part-time students from IMD Q1 versus Q5.
- Closely monitor the enhanced destinations data from 2020-21 relating to progression outcomes for disabled students versus students with no known disability.

Where gaps in performance for these underrepresented groups are identified through close monitoring, appropriate interventions will be implemented through the HE Action Plan.

The impact and effectiveness of the strategic measures outlined above in closing the gaps for underrepresented groups will be assessed using the mechanisms included in the college's evaluation strategy, which will be implemented from 2019-20 - see **Evaluation strategy** section below.

3.1. Whole provider strategic approach

College mission and vision

Selby College's primary mission is to be an outstanding provider of education and training, meeting the needs of employers and the community and supporting learners to achieve their potential through excellent teaching and learning. The college's vision is to be the college of first choice for individuals and organisations within the area it serves as one of England's top performing colleges.

Higher education provision is an important part of the college's mission and vision to support local economic development and regeneration and this is reflected in the strategic objectives for HE within the Selby College Strategic Development Plan and the Selby College Higher Education Strategy. It aims to achieve its strategic objectives by providing a high quality, accessible, vocationally relevant HE student experience, characterised by learning and teaching excellence in a supportive environment, through a responsive, demand-driven curriculum.

The college is committed to providing opportunities for widening participation and access to higher education for learners who are unwilling, or unable to access higher level study at university and those from disadvantaged and underrepresented groups in line with the OfS's strategic objective 1. It does not seek to emulate traditional university HE provision, but to provide alternative pathways, which meet local learner and employer needs, and provides flexibility in the levels and length of qualifications offered, giving students choice and control over their HE experience without the initial commitment of studying for a minimum of 3 years FTE. The HE Strategy is due to be reviewed in 2020-21 and will incorporate new strategic measures aligned to the Office for Students strategic objective 1.

The college provides multiple routes into higher education, via Access to Higher Education programmes and the Adult Learning provision, which is a key area of expansion moving forward, offering a crucial access route for underrepresented groups in particular. These courses recruit well and highlight that the college provides positive progression routes into HE. **Expanding provision in this area is an important priority for the college.**

Programmes are carefully structured, with many offered as one year Certificates/Diplomas to allow exit points, and consideration is given to timescales in part-time mode, allowing completion of Level 5 within three, rather than four years. The college's offer is entirely low/non-tariff and this supports the college's mission to ensure that higher education is accessible, particularly for learners with non-standard qualifications or mature applicants returning to study. The range of HE programmes offered at Selby College is reviewed on an ongoing basis in response to student feedback and local needs.

The college will continue to engage in and build on the achievements of its collaborative outreach work and continue to offer and deliver a comprehensive programme of activities to its network of schools, academies, other colleges and the community, taking into account the priorities identified by NCOP and the Office for Students. The overarching aim of the college's outreach activities is to raise the educational and career aspirations of students from disadvantaged and underrepresented groups, and support prospective students to make educated judgments on progression into higher education and subsequent career choices by offering high quality information, advice and guidance from appropriately qualified staff.

Access - student numbers

In 2011 a strategic decision was taken to increase HE provision and the college undertook a successful bid to HEFCE for 25 full-time student numbers. With the removal of the cap on full-time numbers in 2015, the college has continued with its strategic aim of increasing student enrolments (full and part-time) by 15% annually, averaged over a three year period. From 2013-14 to 2016-17, there was a sustained increase in overall student numbers (33% in 2014-15; 17% in 2015-16; 20.6% in 2016-17), with a slight drop of 5% in 2017-18, and then rising again in 2018-19 by 20.6% (excluding the PGCE/Cert Ed cohort to enable accurate comparison) meaning the college target of 15% growth averaged over a five year period has been exceeded. This growth target will continue to be reviewed on an annual basis.

HE growth is aligned to the expansion of the curriculum offer, which has included extending the range of provision in curriculum areas, developing new programmes and offering alternative modes of study (full and part-time options). In 2018-19 the college has developed its provision to meet local employers' needs by offering Higher Apprenticeships in Engineering in addition to the existing programmes. With a number of new programmes being introduced in 2018-19 the target growth of 15% was met and exceeded. However it is estimated that by 2019-20, HE learner enrolments at the college will plateau due a review of the curriculum and smaller internal progression expected. It is anticipated that after a period of fixed numbers, enrolment will once again begin to increase with an updated curriculum and increased local demographic.

Alignment with other strategies

Equality and diversity

Selby College welcomes, promotes and celebrates diversity and equality and is committed to advancing equality of opportunity, fostering good relations and addressing discrimination, harassment and victimisation as per the Selby College Equality and Diversity Policy. The HE Admissions and Enrolment Policy and Procedure emphasises the college's commitment to ensuring equality and diversity in its HE provision, through its policy statements on equality and diversity, equal opportunities and widening

participation. Due regard has been paid to equality and diversity in designing this access and participation plan, in line with responsibilities under the Equality Act 2010.

Learning teaching and assessment

The college makes sure that equality principles within teaching, learning and assessment clarify that courses are accessible to as wide a range of students as possible via increased flexibility, modularisation of programmes, open/distance learning courses and outreach provision in accordance with the philosophy and practice of inclusive learning. The college will provide impartial educational careers guidance and counselling to students and ensure that learners receive appropriate learning support to meet their individual needs. All staff have responsibility for monitoring the data available for each of the protected characteristics and taking appropriate action to advance equality and diversity. This takes place through annual self-assessment and the monitoring and evaluation of data relating to admissions and enrolment, support, outcomes and student feedback.

3.2. Student consultation

The college undertakes a very wide range of HE student consultation activities annually including: focus groups, surveys, evaluations and consultation relating to programmes and programme information. Results of all student voice activities are summarised in the annual HE Student Consultation Analysis, which informs the HE Action Plan. HE student representatives participate in key meetings and the HE Student Committee, included in the HE Enhancement Panel, which evaluates the quality of provision and provides a forum for consulting on the HE Action Plan and new initiatives. This includes ongoing briefing related to the widening participation profile of the college's HE cohort and impact of widening participation activities, with feedback from the Student Committee on proposed initiatives. The Student Committee consists of student representatives from a range of courses and backgrounds, including those from underrepresented groups.

Feedback from all relevant student consultation activities in 2018-19 has been used to inform the access and participation plan and feedback on the draft plan from a number of students, including those from underrepresented groups, has been incorporated prior to submission. Student feedback from the consultation was extremely positive in terms of the strategic measures already incorporated in the access and participation plan designed to support the college's non-traditional cohort, for example early interventions for students from underrepresented groups when issues around attendance and performance are identified.

In addition to the strategic measures already proposed, feedback from students has been instrumental in understanding some of the factors contributing to the high non-continuation rates for students from POLAR4 quintiles 1–2 in general and White-British males in particular, for example struggling to make the transition from studying at level 3 to level 4 and their programme of study being different to their expectations. Based on student suggestions to address these issues, new strategic objectives have been added, for example incorporating advanced study skills at level 3 and offering HE taster sessions to applicants. Progress towards widening participation targets will be monitored and evaluated by HE students through the HE Student Committee and through student focus groups and surveys, both internal and external.

3.3. Evaluation strategy

The college plans to introduce a robust and credible evaluation strategy from 2019-20 which demonstrates continuous improvement in practice for the duration of the plan, which has been informed using the OfS self-assessment of evaluation and has a clear focus on the OfS key performance measures 6 and 7. Having completed the OfS self-assessment of evaluation, the college has identified a number of existing strengths in its current evaluation processes. The HESSEO and Widening Participation Officer have the necessary skill sets for evaluating the impact of access and participation programmes for the college's HE students and the outreach activities that are organised by the college's NCOP funded staff.

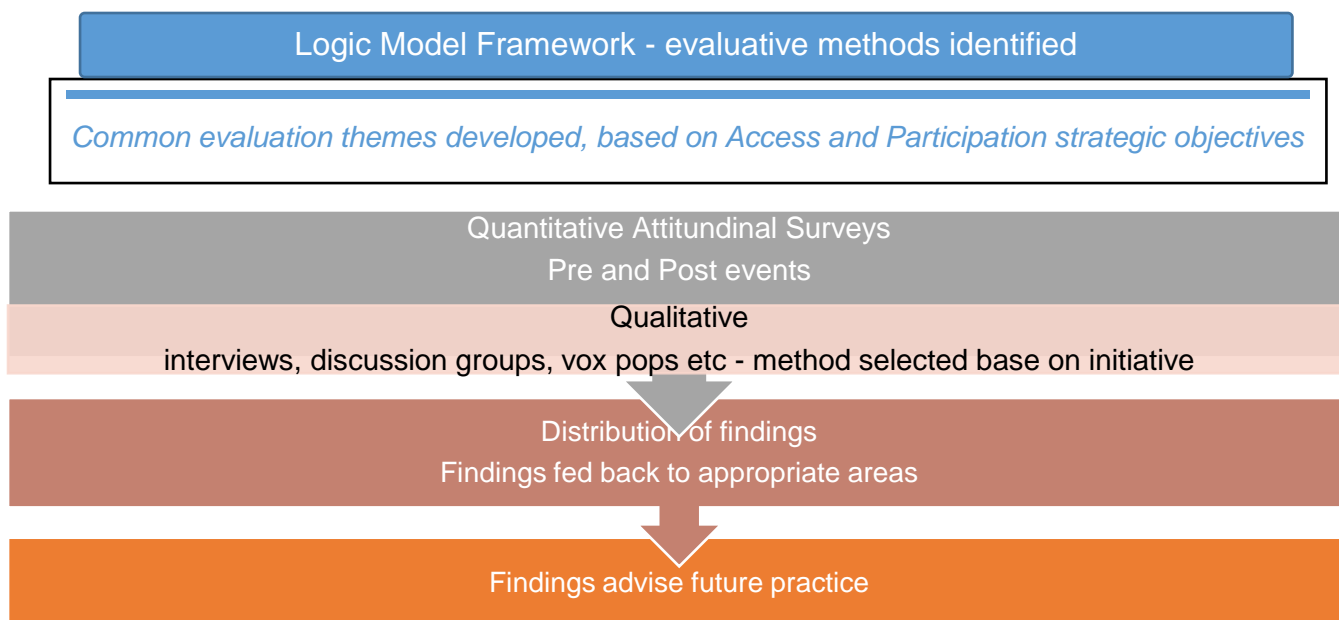
Both NCOP consortia (HOP and NCOP Higher York) have implemented their own local evaluation frameworks based on NERUPI (Network for Evaluating and Researching University Participation Interventions) and the college utilises these frameworks for all NCOP-related activity. The praxis based approach has a clear theoretical underpinning and can accommodate a range of both quantitative and

qualitative evaluation methods. The five 'pillars' of NERUPI evaluation encompass concepts of social and academic capital and can be effectively implemented for all aspects of widening participation, from outreach in schools through to HE student success using the framework's 'levels' to draw on appropriate aims for the age/academic level of the participating learners. Membership of the NERUPI network also affords the college CPD opportunities for key staff working in widening participation and a collaborative sphere to share good practice.

Enhancements for 2019-20

For 2019-20 onwards the college will implement an Access and Participation working group for strategic overview and evaluation of the college's performance towards achieving its access and participation targets.

From 2019-20 the college will strengthen the use of evidence-led methodology through the introduction of a more consistent and robust evaluation strategy. Embedding the evaluation strategy will be one of the principal responsibilities of the HESSEO and Widening Participation Officer. The college plans to adopt a Logic Model Framework (see below) to guarantee that objectives are distinctly outlined for all initiatives and the most suitable evaluation method is selected. This will allow the college to efficiently measure learner outcomes and the impact of all proposed interventions across the student lifecycle of access, success and progression. The Logic Model Framework will feed directly into the college's HE academic cycle and results reported to the Access and Participation working group.



Using the Logic Model Framework it is envisaged that by 2024-25 the college will have an abundance of data to draw on to help inform future practice and identify where to invest future funds for maximum impact in relation to improvement of all access, success and progression activities. From 2020-21 the college's programme design will incorporate appropriate evaluation techniques in order to:

- Evaluate and determine levels of student engagement for each intervention.
- Evaluate and determine complete levels of student satisfaction.
- Measure the impact of the programme/initiative by way of an apparent alteration in behaviour/approach as a result of each initiative.
- Establish which activities are the most highly effective and have the most impact.
- Analyse the results against specific target groups and student demographics to recognise any common trends.

The evaluation strategy will enable the college to develop common evaluation themes to ensure consistency of evaluation across all programmes, using appropriate methodology.

Programme Design

By 2020-21, the college plans to have a framework of performance indicators and related measures in place across all main strands of access, success and progression activity, supported by regular reporting through the HE Academic Quality Cycle. The impact of the college's widening participation programmes will be evaluated, using quantitative and qualitative methods, against its own HE cohort and context and also in relation to the OfS's priorities, KPMs and strategic outcomes, and national datasets, using data from HESA and the OfS.

Access activities

NCOP programme design and evaluation will be developed in collaboration with the applicable consortia based on the theory of change model and NERUPI evaluation framework. Logic chains will be developed for each activity with short, medium and long-term outcomes detailed and evaluated in-line with NERUPI. Interventions will be a blend of 'core' activities offered by the consortia, mapped against both NERUPI and the Gatsby benchmarks, and bespoke activity which will embed evaluation into the programme design.

Strategically the college will focus on designing an ambitious and sustained programme of widening participation interventions with key partners and stakeholders going forward. Through the development of robust relationships with local stakeholders the college will be able to improve the evaluation of the impact that interventions have had and so assume a much more evidence-based approach to its widening participation activities. The college also plans to introduce quantitative methods through the use of baseline and follow-up surveys to evaluate its outreach activity in order to adopt a more strategic approach to its outreach work.

Success and progression activities

Success and progression activities included in the **Strategic measures** section have been selected based on existing evidence of impact following a theory of change model. Enhancements to existing initiatives aimed at addressing gaps in outcomes for underrepresented groups have been included based on evaluations of internal data, backed up by sector level research and best practice initiatives. For example, enhanced data collection processes have already enabled learner analytics to be used to target personalised support aimed at closing the gaps over the success stage of the student lifecycle for the underrepresented groups identified in the **Assessment of performance** section in 2018-19. The effectiveness of the interventions will be fully evaluated as part of the year end processes in 2018-19, using quantitative measures, such as impact on retention and achievement rates for supported students compared to those not receiving formal interventions. Pilot schemes have been designed based on sector level research identifying strategic measures which have existing evidence of impact.

Further detail on the theory of change model used to select success activities, including initial evaluation of the impact of interventions on non-continuation and attainment for underrepresented groups at Selby College, how these findings relate to current research and how the college plans to use emerging sector level best practice to enhance its programme of interventions going forward is included in the **Strategic measures** section under the heading **Model of interventions to improve non-continuation and attainment**. Similarly, the evidence for selection of progression activities included in this access and participation plan is detailed in the **Rationale for progression strategic measures** section. The effectiveness all success and progression activities will be monitored and evaluated as part of the college's evaluation strategy using a range of measures.

The college's evaluation strategy will be reviewed on a regular basis within the HE Academic & Quality Structure (see **Mechanisms** below), which gives a clear opportunity for dialogue in relation to the impact of the access and participation strategic measures. Clearly defined budget streams are in place for allocation of resources to implement the strategic measures and these are monitored by the Assistant Director for Higher Education.

Evaluation of Financial Support

The impact of financial support provided by the college in 2020-21 to 2024-25 will be evaluated with reference to OfS key performance measure 7, i.e. all outcomes achieved are significant in relation to financial investment and funding is used effectively, through measures including:

- Monitoring and evaluation of financial support provided to eligible students using quantitative measures, for example take-up rates and the effect on continuation and achievement.
- Using the survey tool from the Office for Students financial support toolkit with students in receipt of

financial support in order to understand how and why financial support has helped students.

3.4. Monitoring progress against delivery of the plan

From 2019-20 monitoring and evaluation will take place as part of annual review processes and will be carried out by the Assistant Director for Higher Education. The impact of widening participation interventions will be monitored and evaluated using key performance indicators within departmental course reviews and self-assessment reports, ultimately feeding into the college-wide self-assessment review, and will also be reported to the HE Enhancement Panel (including governor and student representation) which meets three times a year. The college will evaluate the impact of its widening participation activities using the following key performance indicators:

- Growth in full and part-time student numbers, recruitment trends and patterns.
- An analysis of HE enrolments from underrepresented groups/students with protected characteristics.
- An evaluation of continuation and achievement rates (including high grades), for students from underrepresented groups and students with protected characteristics.
- Monitoring and evaluation of interventions at individual student level using learner analytics, using both quantitative and qualitative measures.
- Progression rates and destinations monitoring.
- Student feedback (through internal QDP surveys, focus groups, the National Student Survey and other student voice activities) and employer consultation.

Progress on widening participation targets will be reported through the following mechanisms:

- The Equality & Diversity group
- The Access and Participation working group
- The Teaching and Learning group
- HE Enhancement Panel incorporating the HE Student Committee
- NCOP steering groups for both consortia (HOP and NCOP Higher York)
- University of Hull collaborative partners Mental Health Awareness working group
- Employability groups
- Regular updates to senior management team on all outreach activity that has been undertaken, how successful it is and the expected impact.

The Access and Participation working group will report to the Equality and Diversity group, which meets four times year, to support development, monitoring and evaluation of the access and participation plan as an addition to its terms of reference. The Equality and Diversity group will monitor the action plan and performance in relation to the targets identified and produce an annual report for governors and reports to senior management, which will provide a valuable forum to discuss access and participation issues with a wider set of stakeholders. The Equality and Diversity group has cross college representation from governance, senior management, academic and support areas, allowing the group to assess progress college-wide towards achieving the targets in this access and participation plan and to identify where interventions may be required relating to performance data of specific underrepresented groups through the HE Action Plan.

If the evaluation measures outlined above identify that planned progress towards achieving the access and participation targets worsens, this will be reflected in the HE Action Plan which will be implemented and monitored through the quality processes described. Similarly, the college is committed to maintaining good performance in areas where no gaps have been identified in this access and participation plan for underrepresented groups; if gaps are subsequently identified through the evaluation measures above, new targets and strategic measures will be included in the HE Action Plan going forward. The HE Action Plan is reported to the HE Enhancement Panel (including governor and student representation), the HE Quality and Standards Committee and Senior Management Team.

Targets and investment plan

The **Selby College Targets and investment plan 2020-21 to 2024-25** contains detailed information about the level of investment the college intends to make to support the college's planned initiatives to address the priorities identified by the Office for Students.

4. Provision of information to students

The college provides a range of clear, accurate, accessible and regularly updated information to prospective and current students in a variety of formats, ensuring compliance with Competition and Markets Authority (CMA) regulations. The **Selby College Student Protection Plan 2019-20** contains more detailed information about how Selby College plans to meet the Office for Students requirements to provide information to prospective and current students. The student protection plan is published on the Selby College website.

Information published on the college's website

The following information is published on the college's website:

- Details about the college's higher education provision and the range of HE programmes offered.
- The college's terms and conditions for HE students.
- Details of fees payable by prospective and current students for the duration of their course (see section below).
- Information on financial support available from all sources (see section below).
- The Selby College access and participation plan, targets and investment plan and fee information document and the Selby College student protection plan.
- HE policies and procedures.
- The annual statement for the college from the Office of the Independent Adjudicator.

Information on fees

Details of fees for prospective applicants for all programmes are published on the Selby College website. Tuition fees for entrants from 2020-21 to 2024-25 may be subject to inflationary increases based on the RPI-X in subsequent years of their programme.

Information about financial support

Information about the financial support from all sources available to prospective students is published on the Selby College website, including funding available through Student Finance England and hardship funding available from the college for eligible students from 2020-21 to 2024-25.

A total investment of £2,700 in hardship funding will be made by the college in 2020-21 to support students from underrepresented groups who are encountering financial barriers to learning as follows:

- A total investment of £1,800 in hardship funding for part-time students who do not have access to maintenance loans, evenly split across the following groups:
 - Part-time students with household residual incomes up to £25,000.
 - Part-time students from other underrepresented groups, namely: students from black, Asian or minority ethnic backgrounds; students from Gypsy, Roma or Traveller backgrounds; mature students; disabled students or care leavers.
- A total investment of £900 in hardship funding for all full-time students from underrepresented groups, namely: students from low income households; students from black, Asian or minority ethnic backgrounds; students from Gypsy, Roma or Traveller backgrounds; mature students; disabled students or care leavers.

Students who fall into any of the three categories listed above are eligible to apply for hardship funding once they have enrolled onto an eligible HE programme at Selby College. Hardship funding will be limited and applications will be considered individually according to college policy to ensure that those who are most in need receive help. In order to apply for hardship funding, students will be required to provide details of their household income together with supporting evidence, which will be shared with the panel approving the allocation of hardship funds. The hardship funding available is designed to contribute towards essential course related costs such as equipment, books, essential trips and travel. Information on how to apply for hardship funding will be published on the Selby College website.

**Access and participation plan
Fee information 2020-21**

Provider name: Selby College

Provider UKPRN: 10005741

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	BA Hons (Top Up) Early Education and Care 2020 starts	£7,320
First degree	BSc Sport Coaching and Exercise Science 2020 starts	£7,320
First degree	BSc in Applied Computing (Top Up) 2019 starts	£7,320
Foundation degree	Foundation Degree in Early Childhood Studies 2020 starts	£7,320
Foundation degree	Foundation Degree in Learning Support 2020 starts	£7,320
Foundation year/Year 0	*	*
HNC/HND	Art & Design 2020 starts	£7,320
HNC/HND	Business 2020 starts	£7,320
HNC/HND	Computing 2020 starts	£7,320
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	BA Hons (Top Up) Early Education and Care 2020 starts	£4,904
Foundation degree	Early Childhood Studies 2020 starts	£4,904
Foundation degree	Learning Support 2020 starts	£4,904
Foundation year/Year 0	*	*
HNC/HND	Business 2020 starts	£4,904
HNC/HND	Construction 2020 starts	£4,904
HNC/HND	Engineering 2020 starts	£4,904
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Selby College

Provider UKPRN: 10005741

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£76,296.59	£79,655.00	£79,827.00	£81,411.33	£83,392.59
Access (pre-16)	£17,285.66	£24,430.00	£24,500.00	£25,028.33	£25,688.99
Access (post-16)	£37,381.83	£33,237.00	£33,327.00	£33,855.00	£34,515.00
Access (adults and the community)	£21,629.10	£21,988.00	£22,000.00	£22,528.00	£23,188.60
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£2,700.00	£3,000.00	£3,400.00	£3,500.00	£4,100.00
Research and evaluation (£)	£2,500.00	£2,900.00	£3,200.00	£3,700.00	£4,100.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HF1)	£187,315.00	£205,368.00	£225,339.00	£241,359.00	£263,634.00
Access investment	10.5%	11.2%	11.2%	11.2%	11.4%
Financial support	1.4%	1.5%	1.5%	1.5%	1.6%
Research and evaluation	1.3%	1.4%	1.4%	1.5%	1.6%
Total investment (as %HF1)	13.3%	14.1%	14.2%	14.2%	14.5%

