The Chesterfield College Group

Access and participation plan

2020-21 to 2024-25

This Access and Participation Plan (APP) outlines the Chesterfield College Group commitment to providing high quality, affordable Higher Education provision, which equips students with the higher skills required to progress in their academic learning and to secure the career and wider outcomes they aspire to. Widening access and increasing participation, retention, attainment, success and positive progression in Higher Education courses is a fundamental aspect of our strategic plan, supported by our university partnerships and the continuing development of our Higher Apprenticeships offer.

The College's Strategic Plan (2019-2024) embraces and values the people it serves, and aims to raise aspirations of our students to develop our local communities and support the economy to grow and prosper. At the heart of the strategic plan are the five key priorities which encompass people, performance, position, prosperity and progress. The Strategic Plan envelops the APP by establishing an environment for fair access to high quality education which prepares students for work, life and successful progression and destinations.

The Higher Education and Skills 5 year Strategic Implementation Plan (2019-2024) provides a clear direction of travel which allows the students to achieve the highest quality of academic experience and enables the curriculum to provide clear progression into employment or further study, and that these qualifications hold value over time. The College strategically invests in the provision and ensures that the focus is on widening access and participation opportunities for students from all backgrounds, as well as supporting improved retention, attainment, success and destination. The College encourages staff to work with employers other educational establishments to develop new teaching methodologies, reflecting the diverse student population and the different ways in which students learn. The College has ambitions to develop a learning community where every student progresses every lesson, every day, every month, and every year.

The College

The Chesterfield College Group is recognised locally and nationality for its provision and wide portfolio of education. The College attracts students into further education, higher education and apprenticeships and has a proud history of supporting people to develop their careers.

The College's main campus is situated within Chesterfield and serves students from our surrounding area and into other counties. Approximately 10,000 students study with us each year and we are a key provider within South Yorkshire, Derbyshire and Nottinghamshire with growing recruitment in the North West and West Midlands.

Our mission, vision and values demonstrate our commitment to our community of students and the economic accountability we have to our local area.

The College takes seriously its mission "Inspiring futures, changing lives" and holds the vision "To be recognised locally and nationally as an outstanding College by the students, employers and communities we serve". These are underpinned by the culture and values we adopt in all that we do, 'Teamwork, Respect, Positivity, Praise and Thanks, Communication and Role Modelling'.

The College's Higher Education curriculum is experiencing change owing to the modes of study that students wish to undertake and the demography that study with us. Recruitment this academic year has shown that part-time students represent 51% of our cohort, often on employer day release models into HNC and HND offer, whereas 49% of our students are now electing for full time courses mostly at Foundation award. The College's analysis of the last three years of intake indicates that our curriculum is working in

several ways to attract specific students, this has encouraged us to reappraise validations and viable partnerships.

The College's curriculum is an offer of HNC, HND, Foundation and Top Up degrees delivered on behalf of Edexcel Pearson and with three university partners, Sheffield Hallam University, Staffordshire University and the University of Derby. Our Edexcel Pearson awards are approved for direct claim status and our university awards are validated to the College directly.

Name of Partner	Number of Awards	Level of Awards	Typical Delivery	Students
Edexcel Pearson	7	HNC and HND (7)	Part Time Day	49%
Sheffield Hallam University	6	FdSc/FdA (5) BSc (2)	Full Time Day/ Part Time Evening	18%
Staffordshire University	1	BSc (1)	Full Time Day	14%
University of Derby	3	FdA (1) Cert. Education (1) PG (1)	Part Time Evening	19%

(Table 1. Partner Overview. Ref: Chesterfield College Group QAR data 2018-19)

The College has worked hard to create a curriculum which suits the needs of the students and the commitments many of them have to either employers, families or other limiting factors. We understand achievement against our course offer and see that the students undertake a type of award with a type of provider that best suits their aims for future achievement.

Our Students

The students who are at the centre of our College strategy can be summarised as approximately 3,500 apprentices of which 233 are Higher Apprentices; 2,500 16-19 year olds learning across Levels 1 – 3; 980 Adults (aged 19+) learning across Levels 1 -3 and 390 university level students (18+) involved in learning at Level 4 – 7. Our apprentices are based across the country and our 16-19 years old, adults, ESOL, Access to HE and university level students are based at our campus at Infirmary Road or our Training Centre in Derby.

The College's main site is situated within Chesterfield Borough Council and attracts many students from within this area who progress into studies with us from local schools and Sixth Forms.
Chesterfield Borough Council's Growth Strategy 2019-2023 highlights that youth unemployment is relatively high at 4.9% (compared to 3.0% nationally), although this has shown a substantial improvement, declining from almost 11% over the last 5 years. Unemployment overall stands at 2.6% (above the national rate of 2.2%). The area has a high rate of working age people claiming key out of work benefits (11.2% compared to 8.4% nationally). The borough contains some significant pockets of wordlessness where the rate is twice the national average. The indices of Deprivation (2015) ranks Chesterfield as the 85th most deprived district in the country (out of 327 districts), Chesterfield has fewer 'knowledge workers' (those in the highest skill occupations) than the national average (34% compared to 41%) and a greater proportion of local people in lower skilled occupations (43% compared to 35%). This shortfall is also reflected in the skills profile, with fewer well qualified people (NVQ 4 and above, 21% compared to 27%) and more people with no qualifications than the national average (28% compared to 22%). The proportion of young people achieving five GCSEs at A* C grade is 66.1%, ahead of the national average (59.3%), highlighting the potential of Chesterfield's young people to contribute to an improved economic performance in future.

The overall aim of Chesterfield Borough Council's growth strategy is to secure the long-term growth of the borough, supporting new job creation and ensuring local people have the right skills to access future employment opportunities. One of the three stands to achieve this is to raise the level of workforce skills to support future growth and ensure local people are in a position to benefit from growth and job creation by having the right skills.

We want to demonstrate a commitment to our current and future students by continuing to develop initiatives to widen access and participation in areas where we have a good demographic spread of population. We plan to address the downward trend in access for mature student groups as through analysis we have recognised that this cohort has been reducing in numbers steadily over the past three years. We plan to address the gaps in retention (continuation) and success (continuation x attainment) between POLAR quintiles (PQ) 1-2 and the higher quintiles.

TWO AREAS OF KEY FOCUS AT CHESTERFIELD COLLEGE GROUP HE

1. MATURE STUDENTS (Access, success and progression lifecycle stages) 2. POLAR QUINTILE 1-2 (Retention and success lifecycle stages)

The College Group is commercial in its thinking and protective of the investment others make in their studies. We reach an annual turnover of £29m per annum and within this acknowledge Learning Unlimited (LU) who contribute to our brand and our success. 'LU' is an apprenticeship provider and part of our College Group recruiting and training over 3,500 apprentices each year in our centres based in Chesterfield, Derby, Birmingham, Manchester and Nottingham with reach nationwide.

Owing to its locale and inherent links with industry, the Chesterfield College Group has established relationships with employers and supports 1, 900 organisations with their training needs including recognised companies such as Balfour Beatty, Bombardier, Nestle, NHS, the Post Office, Royal Mail and Tarmac.

Across the Borough, 48, 000 people are in employment and industries relevant to our local area are retail and sales, health and social care together with traditional manufacturing which are reflected in our courses and higher level offer.

As Chesterfield is situated at the boundaries of the Peak District National Park it is within commuting distance to the cities of Leeds and Sheffield to the north and Derby, Nottingham and Birmingham to the east and south. We are well placed to support pathways and progression as we work with other educational providers and employers.

We work closely with Sheffield City Region (SCR) as their 2015-2025 *Strategic Economic Plan* creates change in our area. The plan has ambition to bring about 70, 000 more opportunities for employment, with 30,000 jobs in highly skilled occupations, with focus in careers such as lower or advanced manufacturing and the creative and digital industries where the College has seen growth within its own curriculum.

Recent data published by Sheffield City Region (SCR) LEP shows that only 35.3% of the working population on Chesterfield and 38.2% across the SCR LEP are employed in higher-level occupations, this compares to 45.2% nationally.

We also support the approach of the D2N2 Local Enterprise Partnership (LEP) and their Strategic Economic Plan - Vision 2030, their new plan has shifted its priority to driving up productivity levels, to create an economy with higher value, better paid jobs; providing access to opportunities and raising skills levels, and recognising local economies may start from different positions.

As participants at the Derbyshire Economic Partnership Board the College is looking to ensure its students are well positioned to access skills development and employment opportunities.

The College's Higher Education curriculum is an offer of HNC, HND, Foundation and Top Up degrees delivered on behalf of Edexcel Pearson and with three university partners, Sheffield Hallam University, Staffordshire University and the University of Derby. Awards are offered as full time, part time or as part of an apprenticeship.

1. Assessment of performance

Overall Achievement

Academic Year	Achievement (Success)	Retention (Non-continuation)	Pass (Attainment)
2016 - 2017	83.9%	86.1%	97.5%
2017 - 2018	83.8%	87.1%	96.2%
2018 - 2019	77.3%	81.3%	95.2%

(Table 2. Overall Achievement data Ref: Chesterfield College Group QAR data 2018-19)

The achievement rate for different awards provides the College with further information to support focussed activities and support plans, reflected in the resource plan and support arrangements outlined in this agreement. Achievement rates (success metric) is calculated by multiplying retention by the pass rate. It provides the college with the overall percentage of how successful the performance has been on each programme.

As the table below shows, the needs of the Foundation Degree and HN students will be a focus in 2017/18 and 2018/19.

Type of Award	Achievement 2016 - 2017	Achievement 2017 - 2018	Achievement 2018 - 2019
BA (Hons)	91.7%	80%	93.3%
BSc (Hons)	100%	90.5%	93.3%
FdA/FdSc	76.4%	76.9%	67.1%
HNC	85.2%	82.2%	85.4%
HND	74.5%	69.6%	67.9%

(Table 3. Achievement data across the types of provision. Ref: Chesterfield College Group QAR data 2018-19)

An analysis of course type across providers indicates where we have raised standards. For example, the increase in achievement on BA awards is attributable to the fact that the College has created HE Lead roles with remission hours against teaching to monitor student experience on intense or well recruited awards. The increase in achievement on BSc awards is attributable to interventions the College has made in attendance. We have closely monitored the awards that are attracting the male demographic from PQ 1 and 2, as previous results have shown us they are in need of transitional support and a pastoral approach to their studies.

Our FdA and FdSc awards currently show a reduction in achievement of -9.8% and have indicated that the changing nature of the students requires more support services to access some areas of the curriculum. The College has appointed a Higher Education Support Co-ordinator (HESCo) to work in an advisory, pastoral support and academic way outside of teaching hours and be a service the students can use during

their higher level studies. Whilst we support widening participation we also want to ensure our low tariff entry does not leave students academically ill-prepared.

The HNC and HND awards are confirming the majority our curriculum and delivery is relatively stable at Level 4. Curriculum evidence is indicating that any course over a three year period of completion is not as successful and that our students, because of changes to employer funding or personal limitations, will not, 'stay the course'. The College is looking at new curriculum at HNC Level 4 as full time in an effort to offer our young adults an intense first year experience of higher education. The FE qualifications and units have been chosen to create a pathway from level 2 and 3. Together with developments in teaching and learning we want to support students and ensure they are ready to progress when this is appropriate. Our introduction of the HN Public Services and FdSc in Sport Coaching are good examples of this approach.

Progression to employment or further study

Internal progression data from 2018-19 has captured the following:

- 71 students progressed internally from class based delivery to HE, which accounts for 3.1% of the 16-18 cohort and 3.9% of the adult cohort.
- 42 apprentices progressed to HE, accounting for 2.5% of the achievers from the last 12 months.

40 students progressed within HE between 17/18 and 18/19, accounting for 21% of the achievers from 17/18. The breakdown of the progressions is as follows.

Completed 17/18	Enrolled 18/19	% Progressed
BA-BSC	CertEd	7%
FD	BA-BSC	41%
HNC	HND	21%
HND	BA-BSC	6%

(Table 4. Overall 2017-18 progression to further study. Ref: Chesterfield College Group ILR data)

28 students progressed within HE between 18/19 and 19/20, accounting for 14.4% of the 18/19 achievers. The breakdown is as follows,

Completed 18/19	Progressed 19/20	% Progressed
BA-BSC	CertEd	3.6%
FD	BA-BSC	49.0%
HNC	HND	2.9%
HND	BA-BSC	2.9%

(Table 5. Overall 2017-18 progression to further study. Ref: Chesterfield College Group ILR data)

1.1 Higher education participation, household income, or socioeconomic status

Students from areas of low higher education access, low household income and/or low socioeconomic status backgrounds.

Access by POLAR Quintiles:

It can be seen from the data below that the Chesterfield College Group have a steady trend of students from the PQ 1 and 2 being the consistent majority, although some fluctuation between 1 and 2 in 2018-19 can be identified.

Access Quintiles	2016/17	2017/18	2018/19
1	30%	30%	24%
2	31%	28%	31%
3	11%	16%	14%
4	14%	14%	15%
5	14%	13%	14%

(Table 6. Access data by Polar Quintiles Ref: Chesterfield College Group QAR data 2018-19)

Performance data

Quintiles	Success			Non-continuation			Attainment		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1	78.8%	77.2%	67.6%	80.3%	86%	76.7%	98.1%	89.8%	92.6%
2	84.7%	77.9%	76.8%	88.9%	80.9%	85.7%	95.3%	96.4%	95.6%
3	100%	93.3%	72.4%	100%	93.3%	82.4%	100%	100%	91.3%
4	72.4%	86.2%	82.4%	72.4%	89.7%	85.7%	100%	96.2%	96.6%
5	76.3%	80.8%	83.3%	81.6%	80.8%	88.6%	93.5%	100%	96.2%

(Table 7. Polar Quintile Overall Performance data Ref: Chesterfield College Group QAR data 2018-19)

Rate of Progress

Success data indicated that the gap in success between PQ1 and PQ5 had been increasing since 2016-17 from 2.5% to 15.7% in 2018-19.

Non-continuation data indicated that this percentage of students were retained from PQ1 had reduced from 2017-18 to 2018-19 by -9.3%. This data also indicated that the gap in retention between PQ1 and PQ5 had been increasing since 2016-17 from 1.3% to 11.9% in 2018-19.

Attainment data indicated that the gap in pass rates were reducing between PQ1 and PQ5 with 4.6% in 2016-17 to 3.6% in 2018-19.

These gaps have been identified within the APP targets and align to the Chesterfield College Group Strategic Plan and Implementation plans with the aim to reduce the gaps across these groups.

Progression to employment or further study data

Polar Quintile 1		2017-18 to 2018-19	2018-19 to 1920
Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	20%	0.0%
FD	BA-BSC	32%	50.0%
HNC	HND	13%	11.1%
HND	BA-BSC	0%	12.5%

Polar Quintile 2		2017-18 to 2018-19	2018-19 to 1920
Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	0%	100.0%
FD	BA-BSC	45%	57.1%
HNC	HND	8%	0.0%
HND	BA-BSC	9%	0.0%

Polar Quintile 3		2017-18 to 2018-19	2018-19 to 1920
Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	0%	0.0%
FD	BA-BSC	43%	33.3%
HNC	HND	20%	12.5%
HND	BA-BSC	0%	0.0%

Polar Quintile 4		2017-18 to 2018-19	2018-19 to 1920
Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	0%	0.0%
FD	BA-BSC	100%	55.6%
HNC	HND	33%	0.0%
HND	BA-BSC	0%	0.0%

Polar Quintile 5		2017-18 to 2018-19	2018-19 to 1920

Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	0%	0.0%
FD	BA-BSC	45%	33.3%
HNC	HND	43%	0.0%
HND	BA-BSC	25%	0.0%

(Table 12. Ref: Chesterfield College Group QAR data 2018-19)

National Index of Multiple Deprivation (IMD) Student Characteristics

It can be seen from the IMD data that the majority of students come from decile 2 areas overall, with full time students coming from mostly 1 and 2 deciles and part time students from decile 3.

IMD	2017/18 (total)	Full Time	Part Time
1	16%	22%	13%
2	25%	31%	21%
3	22%	19%	24%
4	19%	14%	22%
5	18%	13%	20%

(Table 13. Ref: NOMIS 2018)

1.2 Black, Asian and minority ethnic students

From the data collected on ethnicity, access can be seen as a consistent pattern of 96% White British, and 4% Other Ethnic groups. This demographic split is a clear representation of the local Chesterfield population, (94.8% White British, NOMIS taken 2018). There are statistically insignificant numbers of BAME students studying at the Chesterfield College Group to draw trends from with only 3% of the student population representing this group. The Chesterfield College Group are committed to monitor the access, success and progression of BAME students.

Access BAME	2016/17	2017/18	2018/19
Other	4%	4%	4%
White British	96%	96%	96%

(Table 14. Access data for BAME Ref: Chesterfield College Group QAR data 2018-19)

Performance data

BAME	Success			Non-continuation			Attainment		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Other	87.5%	87.5%	80%	87.5%	100%	83.3%	100%	87.5%	100%
White British	81.2%	80.2%	74.6%	83.9%	84%	82.8%	96.7%	95.5%	94.1%

(Table 15. BAME Performance data Ref: Chesterfield College Group QAR data 2018-19

Rate of Progress

Further evaluation indicates that 2018/19 success rates were lower at 74.6% for White British students compared to 80% for other ethnicities. Success data indicates that there has been a downward trend over three years, although the gap between the groups have been reducing from 6.3% in 2016-17 to 5.4% in 2018-19. Non-continuation data indicates that the gap between other and White British groups has reduced from 3.6% in 2016-17 to 0.5% in 2018-19. Attainment data indicates that the gap between both categories has increased from 3.3% in 2016-17 to 5.9% in 2018-19. Progression to employment or further study data indicates that where significant student numbers exist, that the strongest progression is from Foundation Degree to a Top-up award for both groups.

Other Ethnic Groups		2017-18 to 2018-19	2018-19 to 1920
Completed	Progressed	% Progressed	% Progressed
BA-BSC	CertEd	0%	100.0%
FD	BA-BSC	14%	66.7%
HNC	HND	13%	0.0%
HND	BA-BSC	0%	0.0%

(Table 16. BAME Other ethnicity groups Progression data Ref: Chesterfield College Group QAR data 2018-19)

White British groups		2017-18 to 2018-19	2018-19 to 1920
Completed	Progressed	% Progressed	% Progressed
BA-BSC	CertEd	6%	0.0%
FD	BA-BSC	18%	47.8%
HNC	HND	7%	4.7%
HND	BA-BSC	3%	3.4%

(Table 17. BAME White British groups Ref: Chesterfield College Group QAR data 2018-19)

1.3 Mature students

The access data collated by age groups indicates that the three year trend of student intake is relatively consistent across the age groups. The 25+ age group indicates a decline over time. It is difficult to ascertain the full reasons behind this decline in recruitment in the 25+ age group; however this could be due to increased tuition fee amounts. In addition, mature students are also likely to be in employment, and the current financial climate and workplace insecurity may lead to potential students being less willing to take on the financial risk of a long term commitment to a course of education. To attempt to overcome this we have kept our tuition fees as low as possible, and below those of our direct competitors and we have offered appropriate fees and loans advice, along with support throughout the course to minimise the risk of failure or early withdrawal from the programme.

Access Age Groups	2016/17	2017/18	2018/19
18-21	56%	61%	65%

	22-25	20%	19%	17%
	25+	24%	20%	18%

Performance data

Age Groups	Success			Non-continuation			Attainment		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
18-21	84.4%	85%	75.1%	86.1%	87.4%	80.3%	98%	97.3%	93.5%
22-25	83.7%	93.5%	88.1%	85.7%	93.5%	88.1%	97.6%	100%	100%
25+	82.7%	72.7%	75.6%	86.5%	81.8%	78.0%	95.6%	88.9%	96.9%

(Table 19. Success, non-continuation and attainment data by age group - Ref: Chesterfield College Group QAR data 2018-19)

Rate of Progress

Success data indicates that the 22-25 category has reduced by -5.4% since 2017-18, although the 25+ category has improved by +2.9%. This data indicates that between the lower and upper age groups the gap in success has reduced from 1.7% in 2016-17 to 0.5% in 2018-19. Targets have been identified to address the gaps between the age groups by increasing the overall success rates for mature students. Noncontinuation data indicates that this percentage of students were retained has dropped since 2017-18 by 3.8%. This data indicates that between the lower and upper age groups the gap in retention has increased from 0.4% in 2016-17 to 2.3% in 2018-19. Attainment data indicates that the gap between the lower and upper age groups attainment rate has increased from 2.4% in 2016-17 to 3.4% in 2018-19. Progression to employment or further study data indicates that lower percentages of mature students' progress onto the next level. These gaps have been identified within the APP targets and align to the Chesterfield College Group Strategic Plan and Implementation plans with the aim to reduce the gaps across these age groups.

18-21 age group		2017-18 to 2018-19	2018-19 to 1920
Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	10%	0.0%
FD	BA-BSC	56%	55.3%
HNC	HND	19%	2.6%
HND	BA-BSC	9%	4.2%

(Table 20. Progression by age group 18-21yrs Ref: Chesterfield College Group QAR data 2018-19)

22-25 age group		2017-18 to 2018-19	2018-19 to 1920
Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	0%	50.0%
FD	BA-BSC	17%	66.7%
HNC	HND	20%	5.6%

HND	BA-BSC	0%	0.0%

(Table 21. Progression by age group 22-25yrs Ref: Chesterfield College Group QAR data 2018-19)

25+ age group		2017-18 to 2018-19	2018-19 to 1920
Completed	Enrolled	% Progressed	% Progressed
BA-BSC	CertEd	0%	0.0%
FD	BA-BSC	0%	12.5%
HNC	HND	33%	0.0%
HND	BA-BSC	0%	0.0%

(Table 22. Progression by age group 25+ Ref: Chesterfield College Group QAR data 2018-19)

1.4 Disabled students

Data shows that our three year trend on access rates from students with or without disabilities is consistent with approximately 8% declaring disabilities.

Access Disability	2016/17	2017/18	2018/19
No Disability	92%	92%	93%
Has Disability	8%	8%	7%

(Table 23. Access data for Disability groups Ref: Chesterfield College Group QAR data 2018-19)

Success gaps between students who have and have not declared a disability has significantly decreased by 10.9%, from 24.4% in 2016/17 to 13.5% in 2018/19.

Success data indicates that in 2018/19 78.2% of students without a disability were successful on their programmes, compared to 64.7% of students who declared disability (13.5% gap). Further gap analysis demonstrates that in 2016/17 the difference in success between these sets of students was 24.4% (no disability 85.5%; has disability 61.1%).

Performance data

Disability	Success			Non-continuation			Attainment		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
No Disability	83.3%	79.4%	75.8%	85.6%	83.9%	83.3%	97.2%	94.7%	95.2%
Has Disability	58.8%	93.3%	62.5%	64.7%	93.3%	76.5%	90.9%	100%	83.3%

(Table 24. Disability Performance data Ref: Chesterfield College Group QAR data 2018-19)

Rate of Progress

Success data indicates that the gap has been closing between the groups from 24.5% in 2016-17 to 13.3% in 2018-19. 2018/19 non-continuation of these groups of students indicates that we have retained 83.3% with no disability and 76.5% with declared disabilities. The gap between the groups have reduced from 20.9% in 2016-17 to 6.8% in 2018-19. Attainment data indicates that the gap between these groups have increased from 6.3% in 2016-17 to 11.9% in 2018-19.

Learning Difficulties

Access data indicates that only 6% of students declare a learning difficulty.

Access Learning Difficulty	2016/17	2017/18	2018/19
No Learning Difficulty	90%	92%	94%
Has Learning Difficulty	10%	8%	6%

(Table 25. Learning Difficulty Access data Ref: Chesterfield College Group QAR data 2018-19)

Performance data

Learning Difficulty	Success			Non-continuation			Attainment		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
No Learning Difficulty	83.3%	80%	75.6%	86.2%	83.9%	83.1%	96.6%	95.4%	94.6%
Has Learning Difficulty	62.5%	86.7%	64.3%	65.2%	93.3%	78.9%	100%	92.9%	90%

(Table 26. Learning Difficulty Performance data Ref: Chesterfield College Group QAR data 2018-19)

Success gaps between students who have and have not declared a learning difficulty has continued to reduce significantly between from 20.5% in 2016/17 to 11.3% in 2018/19.

This success data indicates that in 2018/19 78% of students without a learning difficulty were successful on their programmes, compared to 66.7% of students who declared a learning difficulty (11.3% gap). Further gap analysis demonstrates that in 2016/17 the difference in success between these sets of students was 20.5% (no learning difficulty 85.7%; has a learning difficulty 65.2%.

Non-continuation data indicates that the gap between the two categories has reduced from 21% in 2016-17 to 4.2% in 2018-19.

2018/19 non-continuation of these groups of students indicates that we have retained 83.1% (-0.8% 17/18) with no learning difficulty and 78.9% (-14.4% 17/18) with a declared learning difficulty.

Attainment data indicates that the gap between the categories have increased from 3.4% in 2016-17 to 4.6% in 2018-19.

1.5 Care Leavers

There are statistically insignificant numbers of care leavers studying at the Chesterfield College Group to draw trends from with only 0.8% of the student population representing this group. The Chesterfield College Group are committed to monitoring access, success and progression of care leavers.

Raising attainment for mature students pre-Higher Education

There is a broad demographic of mature students who study at the Chesterfield College Group, some with relevant industrial experience who require qualifications for promotion. The entry criteria per course differs depending upon the partner institution but all require at least a grade C/level 4 in maths and English and either a suitable level 3 qualification or for a mature student, relevant experience of the topic.

UCAS tariff points are set at a lower level than our partner institutions to widen access opportunities for students who may not have gained higher tariff points.

The interventions surrounding HE Experience days and transition activities are designed to raise awareness of the level in which mature students are required to work at, and give them a taste of the next step.

Ongoing academic support is offered throughout the students experience by the Learning Facilitator, the HESCo, their Personal Tutor, Module Tutors and if required the Work Experience Co-ordinator.

2. Strategic aims and objectives

The Chesterfield College Group is committed to the active promotion of equality of opportunity. The Chesterfield College Group Equality and Diversity Policy specifically covers unreasonable discrimination in respect of race, gender and gender identity, disability, age, religion, sexual orientation, pregnancy/maternity and marital status.

The College has an Equality and Diversity Committee where Governors, Senior Managers and a representative group of staff and students monitor the effectiveness of our strategies, policies and procedures in providing services free from discrimination and support the College in meeting its equality objectives.

The Higher Education Governance Board, will monitor the implementation of this plan and the associated resource plan.

This plan will aim to influence the mature student lifecycle by:
- increasing the number of students accessing Higher Education courses from 18% in 2018-19 to 22% in 2024-25
- reduce the gap in success from 10.1% in 2018-19 to 3% in 2024-25
- reduce non-continuation rates from 2.3% in 2018-19 to 1.2% in 2024-25
- improve the progression rates from 12.5% in 2018-19 to 35% in 2024-25 into higher levels

This plan will also aim to influence the lower PQ group lifecycle by:
- reduce the gaps in non-continuation from 11.9% 2018-19 to 2% in 2024-25
- reduce success rates between the lower and higher PQ groups from 15.7% 2018-19 to 3% in 202425

2.2 Target groups

TWO AREAS OF FOCUS AT CHESTERFIELD COLLEGE GROUP HE

1. MATURE STUDENTS (Access, success and progression lifecycle stages) 2. POLAR QUINTILE 1-2 (Retention and success lifecycle stages)

2.2 Aims and objectives

MATURE STUDENTS

Initiatives to raise attainment for mature students would seem to be rather difficult if the individuals have already attained their precursor qualifications, perhaps in some case many years ago!

What will be offered are a range of initiatives to raise attainment and interest in HE, such as…

- Work with local and regional employers to offer academic workshops either in their workplaces or onsite at college so that potential mature students from the employers can 'brush up' or revisit their academic skills prior to commencing a programme of study. These will be delivered by the Chesterfield College Group HE staff. The aim is to bolster their confidence and attainment during the initial stages of a programme of study, whether or not that is in HE, FE or another field altogether.
- Increase the use of our digital classroom to capture taught sessions so that prospective students, and perhaps mature students in particular who have been outside education for some time, can access a range of topics to support and reinforce understanding prior to and during a programme of HE study, thereby improving attainment levels. A suite of online lectures will be created by the HE lecturing staff to introduce prospective students to their topics and academic skills. These will be made accessible via the college website and be made available on YouTube.
- Improve the number of apprenticeship and flexible working pathways into HE, as our experience is that apprenticeships and flexible study programmes are particularly well liked by mature students, who are a key group currently underrepresented in HE at the College. To do this we look to approve multiple modes of delivery with every newly validated programme, to include full time, part time, modular and distance learning modes where possible.

Local employers who we currently engage with and are committed to raising attainment in their workforce are…
- Worcester Bosch group,
- Balfour Beatty,
- Bombardier,
- Nestle,
- Royal Mail,
- NHS,
- Tarmac

These measures have been selected as they allow relatively simple and non-daunting means of engaging with groups who may have been outside education for a number of years.

We shall be working with local and regional providers and outreach groups such as…
- Shirebrook Adult Community Education Centre
- Portland College, Nottinghamshire
- New Street Adult Education centre
- Lifelong Opportunities, South Normanton
- Hunloke Community Adult Education Centre
- Manor Community Adult Education Centre
- Bolsover Adult Education Centre
- Hope Valley Community Education Centre

And charities and non-profit organisations such as…

- The Shaw Trust Charity, Chesterfield
- The Volunteer Centre Chesterfield and NE Derbyshire
- Our Vision, Our Future, Chesterfield

These groups have been chosen because they work with and have good relationships with adults and potential mature students in the Chesterfield and wider areas.

As with all colleges, we offer numerous parents' evenings where we intend to engage with the parents and guardians of existing students as a body of potential learners in their own right.

By the nature of the PQ distribution in the wider Chesterfield area, the majority of parents/carers attending parent's evenings with their children will be from quintiles 1 and 2, and whilst this group is not underrepresented at the college, the mature students are.

When existing college students parents/guardians/carers come into the institution, for example, during parents evenings, we will attempt to engage with the parents/guardians directly to explain how our HE programme could be taken up by the parents themselves, thus targeting potential mature students. We would have specifically relevant information, appropriately written and addressed to the mature student audience, have HE lecturers/staff available to answer questions and offer free taster events to try to encourage the mature student demographic that is currently underrepresented at our institution to engage in our HE provision.

We plan to extend this initiative by including an option to sign-up for three free adult-targeted taster sessions run by HE Lecturers across all of the provision to allow prospective students a greater insight into what HE would be like at the Chesterfield College Group University Centre.

To extend the experience in-between the sessions and to raise ambitions and attainment prior to commencing a HE programme, we will include the options for wider guided reading and extended activities such as mini-research projects to inter-link to the next session. This will hopefully allow adults a better understanding and experience of the step up in the level of learning and the importance of independent study to raise their confidence in their attainment.

It is recognised that mature students will potentially need greater academic support initially, especially with research skills. Study and academic skills form part of the programme design especially through the Induction, this supports the transition back into education, endeavouring to build skills and confidence in their ability to study at a higher level.

POLAR QUINTILES 1-2

In order to target these groups we shall be working closely with primary and secondary schools and colleges in the wider Chesterfield area to promote HE and facilitate improving students attainment.
These are, but not restricted to…

Primary Level	Secondary Level	Inc. Tertiary/ College Level
Walton Holymoorside Primary	Outward Academy Newbold	Brookfield Community School
Old Hall Junior	Hasland Hall Community School	Lady Manners High School
Brampton Primary	Whittington Green School	Hope Valley College
Brockwell Junior	Dronfield Henry Fanshawe	Highfields School Matlock
Abercrombie Junior	Parkside Community School	Kirkby College

These institutions have been chosen as they are located in the geographic areas that best represent where our gaps in HE participation currently lie.

We shall target the underrepresented groups by engaging firstly with primary schools, secondary schools and tertiary colleges in the areas of the Chesterfield district where in general this population reside, which has previously been described.

Our interventions and activities will consist of…
- Have regular meetings in schools with ambassadors of the college
- Have a presence at schools parents evenings to show potential routes to HE, use opportunities such as these to get buy in and support from parents/guardian/carers
- Promote the college at open days at the schools, attend their sports days
- Fund activities that students from the schools could participate in, e.g. afterschool maths workshops run by our HE tutors
- Have twice termly visits to the target schools to discuss HE, promote its value and benefit, explain the best ways to access HE and what students could to do improve their chances of securing a university place.
- Run careers advice meetings at the schools to drive current performance, ambition and attainment
- Offer tours of our campus so that students, from primary school age and up can see what HE is about, to raise HE's profile in their minds and to foster a feeling that attainment now can lead to real and attainable goals for their future study careers.
- Offer HE taster sessions for the students, explain what life is like for university students, introduce new concepts such as research methods, referencing etc.
- Offer a 3 to 5 day 'trial course' for prospective students perhaps during their study weeks, to not only support and enhance their current studies but to promote and raise ambitions if they choose to continue to HE.
- Offer summer camps or study days/half days in the approach to the start of an academic year with the aim of smoothing the transition into HE, but also cover topics such as independent study, referencing, academic rigor, evidence, research, use of statistics etc. to bring to the fore a positive engaged mind-set that will raise attainment.

We shall develop deepening and long-lasting collaborative relationships with target schools and colleges, we shall have return and repeat visits by the same college liaison officer to bring a consistent message with a consistent voice about how HE can be a real goal and that moderate increases in attainment in the short term really will improve students chances of securing a place in HE.

We shall fully convey the importance of HE, and encourage HE as a realistic attainable goal for all the students in the audience, and convey the message 'don't be afraid of ambition'.

All of the above should begin to raise expectations for prospective students which, with ongoing support from all parties, should lead to an increase in attainment prior to HE.

Summary

Through analysis of data it has been recognised that mature students have taken a downward trend in access over the past three years. We have considered this to be an area of growth potential by raising awareness of who we are and what we offer; creating blended learning options and attractive modes of study where we can; and by increasing our employer network to include more opportunities to connect with current students to have a greater influence in local graduate employment.

Future Development of Reporting and Analysis Capability

In developing this APP, the College has recognised some gaps in our ability to report and analyse all stages of the student journey with sufficient detail and intersectionality. In readiness for the teaching year 20202025, the college will develop 3 new datasets (completion - July 2020) and a suite of standard reports to support the evaluation of;

- Access – further reporting is required to understand the composition of the applicant cohort, conversion rates for different groups, and awards for financial support.
- Success – build on existing good practice from the College, including mechanisms for evaluation of FE provision, to ensure a comprehensive analysis of outcomes.
- Progression – further reporting is required to assess progression outcomes for different groups, and particular to assess the onward destinations of students from underrepresented groups

In improving the above systems, we will ensure that all aspects of the provision can be assessed for students living in areas of low HE participation, low household income, students from ethnic minorities, those aged 24+ (also referred to as mature students), those with a declared disability and those who have recently left care.

The College will use data for 2018/19 to explore the most appropriate way to conduct an intersectional analysis, which may present some difficulties due to the size of the overall cohort as well as the small numbers expected and found in some minority groups. This analysis will be included in the supporting evidence for future plans.

We shall measure the impact of our activities and initiatives by looking at enrolment data for the underrepresented groups following the introduction of an initiative as compared to the previous 3-5 years data. We shall also measure the take up rate for the mini courses, workshops that we plan to run, and see if these lead to an increase in registration /enrolments from our target underrepresented groups.

Additionally we shall measure efficacy of our initiatives by feedback questionnaires from those who take part, by tracing students who follow through to enrolment, by having feedback focus groups with employers, by having anonymised webshot surveys. From this we shall gather data and evidence to direct our initiatives in future academic years, so that we develop a robust evidenced based suite of activities that really does and can be proven to meet the stated aim of raising attainment prior to HE.

A key part to raising attainment in our prospective student population will be the use of inreach and outreach ambassadors as key contacts and spokespeople during visits to partner schools, colleges and workplaces.

3. Strategic measures

3.1 Whole provider strategic approach

The College has a clear vision to support the economic development of Chesterfield, Derbyshire and Nottinghamshire through the advancement of education and skills. In particular, for Higher Education, the College provides a broad and far reaching programme of access, success and progression support with the aim of reaching and benefiting those who may face barriers to their success. We want to demonstrate commitment to our current and future students by continuing to develop initiatives to promote fair access and participation in areas where we have a good demographic spread of population. We plan to address the gaps in *'access, success, retention and progression'* between *'mature and younger students'*, as well as gaps in *'retention and success'* between *'PQ1-2 and 3-5'* students.

In particular, for 2020-2025, the College will target the following key areas;

- Removing barriers, reducing gaps in data and increasing participation for mature and PQ1-2 students
- Full review of curriculum to develop alternative modes of delivery such as increasing the number blended programmes to support mature student access.

- Increasing the proportion of students who complete further education Access to Higher Education programmes with the College and progress to full or part time undergraduate study with the College.
- Increasing the proportion of students who are retained and achieve their intended awards through full or part time study by providing greater bespoke support mechanisms and early intervention regarding pastoral and academic support.
- Increasing the proportion of students who achieve HND or Foundation Degree awards and progress to a 'top-up' honours degree award and through providing clear transition activities to support mature students with part time options at level 6.

We are developing plans to realign the curriculum offer to enable opportunities for smooth transition between levels that are fully inclusive, providing students an equal chance to achieve their potential irrespective of their student group, which is represented within our Equality and Diversity Strategy.

To maximise access and participation it is important to recognise the existing partnerships and the arrangements under which those partnerships have historically been made. Through future planning and collaborative work we aim to broaden the curriculum offer, increase the internal progression, and improve aspects of the student experience through the lifecycle. For every new course on offer there will be careful consideration made as to the modes of delivery, e.g. face to face, blended, part time, modular. This will increase the flexibility of delivery and accessibility for our students. Curriculum design will incorporate a consistent approach to academic and pastoral support which will positively influence a reduction in noncontinuation rates and improve student success and positive progression into their chosen destination.

We propose that our APP will support five key activities which focus our main target groups and lifecycle stages. These activities are aligned to the Chesterfield College Group Strategic Plan 2019-2024 and are acknowledged within the Higher Education Department Implementation Plan 2019-2020.

a) **Activity – 'College re-organisation' to relocate higher programmes into main vocational curriculum to strengthen the progression into higher levels.**

   Timeline: Initial re-organisation completed August 2019; activities below are medium-term and will take place throughout each academic year.

Actions:

1. Lead Higher Education quality assurance groups to raise the internal awareness of our curriculum to students and maximise internal progression opportunities into HE through carefully planned interventions and clear information, advice and guidance.
2. Introduce a programme of Higher Education and Adult fairs to promote the courses, with a particular focus on Access to HE and progression and transition activities through the higher levels.
3. Celebrate and share student stories and achievements through regular internal and external communications, including increased use of rich media such as film, therefore creating positive role models to raise aspirations with prospective students.
4. Introduce a programme of HE Taster days to raise awareness and support a positive transition into higher education.
5. Re-organise the campus so that HE and adult students to share the same location and resources. A zoning approach to HE will be created to bring a sense of cohesion to classroom delivery and to subject specialisms, including support resources, ICT, Learning facilities and café. We will make increased use of signage to brand the new University Centre status and our relationships with Partners.
6. Ensure that all adult and Higher Education students will be involved in showcasing events to celebrate their learning and stories within the College. This will be captured by marketing and shared to promote accessibility and participation.
7. Offer increased taster activities to boost internal progression from our highly successful Programmes for Unemployed (PFU) courses to adult provision (L2 Pre-Access and L3 Access to HE courses) and HE.

8. Increase employer voice, capturing their experience of working with us and our graduates and the impact they have on their business.

Expected Outcomes – This activity will aim to influence the mature student lifecycle by:

- increasing the number of students accessing Higher Education courses from 18% in 2018-19 to 22% in 2024-25
- reduce non-continuation rates from 2.3% in 2018-19 to 1.2% in 2024-25
- improve the progression rates from 12.5% in 2018-19 to 35% in 2024-25 into higher levels

Evaluation - Data sets will be collected, trends will be analysed and will indicate how effective the activity has been. Application, recruitment and participation data sets will capture the involvement of students from internal progression from adult courses onto HE courses, as well as new applicants.

Qualitative data will be sourced through a simple survey to capture attitudes about the activities/ tasters as well as face to face discussions with the staff.

Collectively the evaluative findings will enable modifications to the range of activities listed above, either to adapt or develop them further for future years.

b) **Activity** - **Update the curriculum by broadening the range of delivery models to include blended learning.**

Timeline: Long-term (to be developed over the next five years, 2025)

Actions:

1. Explore partnerships that will specialise in delivery using online platforms. Discussions will begin with partners and will focus on how their courses can complement our existing offer and broaden new pathways. Courses that meet the needs of the local economy will be the initial focal point to boost progression into employment. Different delivery models will be discussed to ensure that we provide a range of options for students to increase accessibility for our students.
2. Provide dedicated Technology Enhanced Learning (TEL) support for higher education, offering workforce development in technology enhanced practice for HE learning. This will ensure that lecturing staff are able to keep up to date with TEL enhancements.
3. Make the commitment that on non-university awards will start moving to a target of 10% of teaching online or as a high quality blended and distance learning programme, boosting internal progression and access to participation at higher levels for students.
4. Broaden access to ICT through a student 1:1 scheme. This will lower barriers to accessing technology by enabling students to get a computer via a monthly payment (which will include support and insurance), rather than having to find the full purchase cost up-front (and source support and insurance separately).
5. Expand facilities for access to flexible ICT resources for those students who cannot afford to use their own device, including short and medium term loan of equipment through improved learning resource facilities.
6. Allocate timetabled slots for academic tutorial support from a subject specialist.
7. Provide access to a range of pastoral support from the HESCo.

Expected Outcomes –

This plan will aim to influence the mature student lifecycle by:

- increasing the number of students accessing Higher Education courses from 18% in 2018-19 to 22% in 2024-25
- reduce the gap in success from 10.1% in 2018-19 to 3% in 2024-25
- reduce non-continuation rates from 2.3% in 2018-19 to 1.2% in 2024-25
- improve the progression rates from 12.5% in 2018-19 to 35% in 2024-25 into higher levels

This plan will also aim to influence the lower PQ group lifecycle by:
- reduce the gaps in non-continuation from 11.9% 2018-19 to 2% in 2024-25
- reduce success rates between the lower and higher PQ groups from 15.7% 2018-19 to 3% in 202425

Evaluation – Continual monitoring through the Quality Improvement Plan (QIP) and recruitment data will initially provide evidence as to how this initiative is working. Data sets will be collected, trends will be analysed and gap analysis will indicate how effective the activity has been.

Qualitative data will be sourced through a simple survey to capture attitudes about the activities/ effectiveness of the academic and pastoral support, as well as face to face discussions with the staff.

Collectively the evaluative findings will enable modifications to the range of activities listed above, either to adapt or develop them further for future years.

c) Activity – **Stakeholder liaison and progression events**

Timeline: Medium-term (2022), No. 3 Long-term (2023-25)

Actions:

1. Develop the model of Employer Advisory Boards (EAB) to bring in large employer brands to endorse our curriculum offer. Organise EABs, inviting all employers, staff and student representatives to influence future curriculum ideas, utilising improved relationships to directly improve access, participation and progression activities, including offering bolt-on awards to students where it will support progression.
2. Work closely with our Partner Institutions to widen access into appropriate Level 6 top-up and Post Graduate (GB) study for all course pathways, and better supportive transition activities through the levels to increase access and participation to level 6 and PG for students.
3. Develop our programme for HE Employability through a new 'Go Graduate!' initiative to engage with employers. A key element of the initiative will be an annual event introducing local employers to our graduates on HNCs, HNDs, Foundation Degrees and Top Up awards and would be designed to encourage aspiration and employability. The event would showcase our curriculum at the University Centre and the work or projects in research our students have undertaken. The event would also encourage employers to talk about their business, current challenges and the skills looked for in successful applicants so that our students have meaningful and first contact with the employment market. The initiative would involve liaising with employers and with significant university partners and would introduce employers to our awards as well as apprenticeship or higher apprenticeship offer for their own training needs.

Expected Outcomes –

This plan will aim to influence the mature student lifecycle by:
- reduce the gap in success from 10.1% in 2018-19 to 3% in 2024-25
- reduce non-continuation rates from 2.3% in 2018-19 to 1.2% in 2024-25
- improve the progression rates from 12.5% in 2018-19 to 35% in 2024-25 into higher levels

This plan will also aim to influence the lower PQ group lifecycle by:
- reduce the gaps in non-continuation from 11.9% 2018-19 to 2% in 2024-25
- reduce success rates between the lower and higher PQ groups from 15.7% 2018-19 to 3% in 202425

Evaluation – Continual monitoring through the Quality Improvement Plan (QIP) and stakeholder voice and destination data will initially provide evidence as to how this initiative is working. Data sets will be collected, trends will be analysed and gap analysis will indicate how effective the activity has been.

Qualitative data will be sourced through a simple survey to capture employer attitudes, attendance and involvement at the events, and graduate destination (positive and graduate level).

Collectively the evaluative findings will enable modifications to the range of activities listed above, either to adapt or develop them further for future years.

d) Specific adult targeted Higher Education events

Timeline: Medium-term (2021)

Actions:
1. Internally market our HE provision at all FE Parent events (Parent Welcomes and Evenings) throughout the academic calendar. HE staff will provide information the provision (including HE Prospectus), fee and loans advice and adult targeted taster bookings for bespoke events.
2. Three bespoke adult-targeted HE events will be coordinated throughout the academic calendar to provide an opportunity to taste all of our subjects and ask questions to the tutors.

Expected Outcomes –

This plan will aim to influence the mature student lifecycle by:
- increasing the number of students accessing Higher Education courses from 18% in 2018-19 to 22% in 2024-25
- reduce the gap in success from 10.1% in 2018-19 to 3% in 2024-25
- reduce non-continuation rates from 2.3% in 2018-19 to 1.2% in 2024-25
- improve the progression rates from 12.5% in 2018-19 to 35% in 2024-25 into higher levels

This plan will also aim to influence the lower PQ group lifecycle by:
- reduce the gaps in non-continuation from 11.9% 2018-19 to 2% in 2024-25

Evaluation - Data sets will be collected, trends will be analysed and will indicate how effective the activity has been. Application, recruitment and participation data sets will capture the involvement of adults onto HE courses.

Qualitative data will be sourced through a simple survey to capture attitudes about the activities/ tasters as well as face to face discussions with the staff.

Collectively the evaluative findings will enable modifications to the range of activities listed above, either to adapt or develop them further for future years.

e) Specific POLAR quintile 1-2 targeted Higher Education events

Timeline – Medium-term (2020-2022)

Actions:

1. Work closely with the primary and secondary schools and colleges previously listed in the wider Chesterfield area to promote HE and facilitate improving students attainment as these represent where our gaps in HE participation currently lie.
2. Offer extracurricular activities that will begin to raise expectations for prospective students which, with ongoing support from all parties, should lead to an increase in attainment prior to HE.
3. Allocate timetabled slots for academic tutorial support from a subject specialist.
4. Provide access to a range of pastoral support from the HESCo.

Expected Outcomes – This plan will also aim to influence the lower PQ group lifecycle by:
- reduce the gaps in non-continuation from 11.9% 2018-19 to 2% in 2024-25
- reduce success rates between the lower and higher PQ groups from 15.7% 2018-19 to 3% in 202425

Evaluation - Specific data sets including non-continuation, attainment and success will be evaluated, trends will be analysed and will indicate how effective the activity has been. Application, recruitment and participation data sets will capture the uptake of our HE offer by this group.

Qualitative data will be sourced through student voice activities, student representative meetings and Parliament, as well as the NSS.

Collectively the evaluative findings will enable modifications to the range of activities listed above, either to adapt or develop them further for future years.

Pedagogic and Student Support

The College provides a comprehensive programme of support, including a range of activities as part of the Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP), to support those who wish to progress into a Higher Education course at the College. For 2020-2025, our programme will include;

- Schools engagement activities working with primary and secondary age pupils to promote career planning, progression to Further and Higher Education and raising ambitions, particularly for those from PQ 1 and 2 backgrounds and localities.
- In-reach and outreach work offering workshops, seminars, tasters and case studies to provide insights into Higher Education study for those completing studies at Level 2 and 3.
- A full programme of careers advice, guidance and support for applicants to support applications to the College and through UCAS to all available Higher Education options.

Students undertaking a Higher Education course with the College have access to a network of teaching and pastoral services to support their continued engagement, progress and achievement. This includes access to a dedicated Higher and Adult Education Support Co-ordinator offering 1:1 support, additional tutorials and study skills support, as well as specialist counselling services for those who need them.

Financial Support

During curriculum planning and budget setting each year, careful consideration is given to uptake of bursary and hardship funds, and whether support is being accessed as intended. In the past, this has resulted in fundamental changes to the bursary to ensure that funds continue to meet the needs of students. The Bursary Policy is reviewed and updated annually.

The College's prospectus and other literature describe the availability of a bursary for university level students, the details of which are available upon enquiry. This provides the flexibility to make changes to the policy from year to year with minimal disruption to students' access to funding.

Students are further advised of the availability of financial support through their timetabled tutorials. Students are awarded financial support according to the policy in place in their year of entry, and the College does not change its fees or financial support during the academic year.

For 2020-2025, the College will provide a clear and accessible offer of financial support to full and part time students who face financial barriers to study, or who may encounter financial hardship during the course of their studies. A clear policy for bursary and hardship funding, including the criteria for awards and the process for assessing applications and making awards, will make the following support available to students;
• A bursary of £1,000 for full time students across all years of all full time undergraduate programmes
• A bursary of £500 (or the equivalent pro-rata value) for part time students across all years of part time undergraduate programmes
• A hardship fund to provide short term emergency financial support to students who experience financial difficulties during the course of their studies.

The details of these allocations, including the number of students whose applications can be supported in any academic year, are included in the Resource Plan that accompanies this plan.

The Chesterfield College Group is completely committed to providing absolute clarity about total course costs, and we will widely and comprehensively publicise the financial support available to our students. We shall do this by ensuring at every contact prior to enrolment each student is aware of what financial programmes are in place and how they can access these. This advice will be given directly to each and every student individually.

Access to financial support packages will be offered so that it is of greatest benefit to those most in need. To do this we shall consult with the students union to identify the best process to allocate the funds, and to determine if the package is fit for purpose.

To this end, funding will be offered on a priority basis with those students in greatest need being allocate funding first, based on a set of assessment criteria as set out below.

Eligibility and Assessment

The eligibility and assessment takes the following essential criteria into consideration:

• A household income of £25,000 or less as assessed by Student Finance England (SFE).
• Entitlement to and approval to receive, or in receipt of, the full student loan for 2018/19.
• Not already a holder of a higher level qualification such as a degree, foundation degree, CertHE, HNC or HND.
• Not in receipt of full or part sponsorship for their tuition fees (e.g. from an employer).
• Meeting a minimum attendance requirement of 85%.

Assessment

The College will prioritise applications based on the above conditions. This means that there is a limited amount of funding which is granted on a priority basis, with students identified as having a greater need receiving funding first.

Prioritisation of Funding

High priority students are those who are:

- In or have recently left local authority care
- Disabled and receiving Income Support
- Disabled and receiving Employment and Support Allowance (ESA) and either Disability
- Living Allowance (DLA) or Personal Independence Payment (PIP).
- Disabled and receiving Universal Credit in place of Income Support or ESA
- Students with children, especially single parents
- Carers with responsibility for caring for others
- From ethnic minority groups
- Aged 24 or over at the time of application

Evidence of Eligibility

Evidence of eligibility must be provided by the student at the time of application.

- For Full Time students, the income assessment is that used by SFE to assess entitlement to funding.
- For Part Time students, as SFE do not income assess applicants, students will need to provide evidence of their income, benefit entitlement and, if appropriate, parents' or partner's gross income.
- Approval and/or (depending on the time of year) receipt of the full student loan.

The Bursary Panel will assess attendance using registers.

Bursaries, to assist with the cost of living and studying, will be awarded to students on full time awards who have low household income, those who are in or have recently left care, and to those from low participation neighbourhoods. The Higher Education Bursary and Hardship policy provides full details of eligibility and the process for prioritising applications from the funds available. Bursaries for part time students will be awarded in the same way, with the value of the award reflecting the time available for part time students to undertake paid work.

Where a student is in receipt of social security benefits we will work closely with the student to advise as to the best possible combination of benefits and bursaries so that their total package of financial support is not negatively impacted by them taking bursaries from the college. We shall do this by describing bursaries in terms that the DWP will not regard as income and by ensuring that wherever possible students are in receipt of the Special Support Grant, and that again, wherever possible, students have a written disregard statement explaining that the bursary is for the cost of course associated items rather than living costs.

The College does not offer different financial support to students from outside either the EU or England as this is directly contrary to the ethos of fairness and equitable access for all; we support access to our programmes by offering the best value regionally and have realistic and achievable entry tariffs.

Payment dates are communicated to students on the bursary application form. In the event of any change to the planned dates, this is communicated to students via various communication channels including email, social media and text message; these instances are rare and usually the result of an issue with the online banking portal as opposed to being a scheduled change. Controls are in place to prevent these delays, including prioritisation of the bursary payment run each week to ensure that it is loaded into the bank at least 2 days before the due date.

In exceptional circumstances, the College may approve a retrospective claim for financial support. These claims are assessed on a case-by-case basis to understand any reasons for the delay and the impact on the student. Every effort is made to support students with a financial need; this includes careful management of the hardship budget to ensure that funds are available for emergency claims at any time in the academic year.

The HE Bursary policy states that 'If a student is in debt with the College, their bursary payment will not be paid until the student arranges repayment with the College's Finance Team. The student may choose to offset their bursary against outstanding debt.'

Awards

The Chesterfield College Group has a finite amount of funds available to award as bursary grants. The amount awarded to each student is at the discretion of the Bursary Panel, who will consider:
• Total funds available
• Number of applications
• Household income of each student

A portion of the bursary fund is reserved for hardship payments.

The College currently does not have plans to offer a late fee discount for its courses.

3.2 Student consultation

Student feedback and consultation with different groups of students and stakeholders are key to the development of all aspects of the Chesterfield College Group strategic and policy framework. We value strong connections with students, supported by our committed staff. Our engagement at programme level continues to be very sound across most areas.

This plan has been specifically informed by student feedback gathered from multiple sources including the National Student Survey (NSS), the Higher Education First Impressions Survey and course feedback reviewed routinely by our academic board. The students reviewed the APP and agreed with the target groups and interventions to support widening access and participation into Higher Education. The students influenced the activity to broaden the curriculum and delivery modes (b) and their views supported the plans for expanding access to ICT.

We have Student Representatives from all programmes and levels, with a schedule for HE events set across the academic year including a meeting cycle for Higher Education staff which student peers are invited to be a part of. Communication continues to be a challenge with having such a diverse collection of cohorts and a clear method of electronic communication is vital to capture these student groups.

The Student Union provides a key link between the College Group governance and leadership teams, with officers being members of the Corporation Board and committees, and supporting a wide range of student voice and engagement activities.

Continued involvement of students will ensure the implementation, monitoring and evaluation of the APP through our cycle of student voice mechanisms. Students are invited to take part in activities linked to the actions, such as the showcase events and sharing of student stories. The students are invited to participate in monitoring and evaluating the impact on the actions and measuring it against our targets.

MIS data will support the monitoring of impact with regards to recruitment, enrolment and participation. Evaluation will take place through the Higher Education Governance Boards, Student Parliament and Student Enhancement group meetings to record impact and judgements against the targets, the actions to widen access for mature students will form part of the agenda for discussion. All of this will influence future APP and targets, where students will take an active part in the content and have the opportunity to express their views and influence change.

3.3 Monitoring and Evaluation strategy

The effectiveness of the actions set out in this plan, and the resulting impact on students, will be monitored termly by the Higher Education Governance Board, which reports to Senior Managers and Corporation on a regular basis.

Steady growth is expected across the general population groups featured within the APP (age, gender, ethnicity, disability, learning difficulty, PQ, care leavers). The key areas of focus are to increase the number of mature students accessing HE, reduce the gaps in success between the age groups and improve retention and progression; and improve retention and success rates for PQ1-2 groups.

The Director of Higher Education will be external facing to support collaboration, growth and partnerships, whilst the Curriculum Operations Managers will coordinate the internal mechanisms alongside the HE Leads, HE Administrator, Teaching and Learning Quality Leads (TLQL) and HESCo to ensure that each activity is carried out appropriately.

The Director will work alongside the External Partners and internal Marketing and Engagement Teams to ensure that the courses, status and partnerships are correctly branded to raise awareness of our curriculum. The activities above will use the following indicators to measure the effectiveness of the activities.
- HESA
- NSS
- TEF metrics
- Graduate Outcomes
- POLAR Quintiles (inc. IMD, NOMIS)
- Student Finance England

These will be triangulated with internal qualitative measures such as Student Councils and Parliaments to confirm reliability with student voice.

Internal and external events will be set up to capture pre-event and post-event data (footfall, engagement and attitudes), which will be triangulated with application and enquiry data.

We intend to use both process and impact evaluation tools to measure the effectiveness of the planned activities. The process evaluation will feature continual monitoring through student voice (application, enrolment, current retention, NSS, QDP surveys, Student Councils and Parliaments). The impact evaluation will feature the headline data (application trend, enrolment, retention, success, progression, Graduate Outcomes). Where we have limitations in data reporting we have a commitment to address and refine this by 2021 to enable future monitoring and evaluation.

The ambitions and goals acknowledged within the APP will form a fundamental part of a number of performance evaluation processes that are undertaken at the college. Activities will be monitored throughout the year through Performance Management Reviews (PMR), Quality Improvement Plans (QIP), Higher Education Governance Boards, Student Parliaments and management meetings, with summative evaluations being recorded in full through the Area Impact Review process. The latter processes are informed by data and support the development of future strategies to address areas for improvements in performance, evaluation measures and financial investment. The continuous monitoring through the QIP will enable adjustments in any process should it be required to ensure that targets are able to be achieved.

Evaluation of financial support given to students will be undertaken using the survey and interview toolkits provided by the OfS, the outcomes of which will inform the annual review of the HE Bursary Policy that delivers this support to students. Owing to the relatively small group of students eligible for this support, it will not be possible to use the OfS recommended statistical model, but the College will undertake a review of the access and success measures for this cohort compared to the overall college cohort, and identify any actions required to remove gaps in performance for this group. It is important that the bursary process supports students appropriately and that the monies invested for this are spent and reach the students in most need.

4. Provision of information to students

Policies and procedures are in place to ensure our students can make informed choice and that they do so with confidence in the information that we offer them.

Prospective students access and receive information about the College, its courses and its services through a variety of mediums. The College website is the principle source of information. The College's Branding and Communication Team also produce an annual prospectus that details our individual awards and the bodies which accredit them. Individual course web pages contain approved 'pre-contract' information specifically designed to help prospective students understand the course offer. In order to publish this information, the Head of Marketing presents materials to the Director of Higher and Academic Education and our Senior Management Team for Principal 'sign off' before release. Where courses are offered with university partners all materials receive institutional approval for use including the branded logo or protected title of any other education provider.

All course fees are clearly displayed alongside course content and other details on the College Website. The Chesterfield College Group will not apply an inflationary increase for 2019-20 entrants in their subsequent years of study.

A dedicated page will be created on the College Website to provide HE students with comprehensive information about the full range of financial support available to them, including specific provisions made by the College as well as all external sources of finance and support. This page will also provide members of the public, applicants and students with clear, signposted access to this plan and other key documents associated with the Higher Education student journey.

Should any student be dissatisfied to the College's approach to HE, student complaint handling is informed by best practice from the Office of the Independent Adjudicator for Higher Education (OIA). The procedure for logging and dealing with complaints is a staged process with the policy providing clear descriptions about what to do at each stage which highlights, clearly, the relationship between stages of escalation from informal resolution up to and including external review by the OIA, where required including Letters of Completion. Our *Complaints and Compliments Policy* (2017) is shared annually with the OIA as part of our registered compliance and we submit for scrutiny the number of complaints received and the status of each (OIA, 2016, *Annual Statements*).

Our Policy and Procedure is available on the College intranet and via the College website, with HEI Academic Appeals procedures featuring centrally within the Course Handbooks which are available on the course Virtual Learning Environment (VLE) pages. Here we follow the regulations stipulated by the HEIs and involve partnerships should a complaint not be resolved at informal level.

All College complaints and appeals received are reported to the Student Services Team or Principal's Secretariat within a central logging system as a consistent College approach. A logical and systematic procedure is then followed using the policy for guidance and abiding by the principles of OIA's (2014) *A good complaints process*. In order to review our process and to reflect upon trends the College also prepares annual reviews of its received complaints which are reported into our Corporation meeting cycle so that there is academic oversight and accountability.

Provider fee information 2022-23

Provider name: Chesterfield College
Provider UKPRN: 10001378

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,995
Foundation degree	*	Fee applies to entrants/all students	£6,995
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£6,995
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	Part time 3 year FD 80crd per academic year.	Fee applies to entrants/all students	£4,663
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£3,497
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£3,497
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Provider fee information 2021-22

Provider name: Chesterfield College
Provider UKPRN: 10001378

Summary of 2021-22 course fees

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,995
Foundation degree	*	Fee applies to entrants/all students	£6,995
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£6,995
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Access and participation plan
Fee information 2020-21

Provider name: Chesterfield College

Provider UKPRN: 10001378

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

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	*	£6,995
Foundation degree	*	£6,995
Foundation year/Year 0	*	*
HNC/HND	*	£6,995
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 students

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	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
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

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: Chesterfield College

Provider UKPRN: 10001378

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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 (£)	£40,000.00	£48,000.00	£56,000.00	£64,000.00	£72,000.00
Access (pre-16)	£10,000.00	£12,000.00	£14,000.00	£16,000.00	£18,000.00
Access (post-16)	£10,000.00	£12,000.00	£14,000.00	£16,000.00	£18,000.00
Access (adults and the community)	£10,000.00	£12,000.00	£14,000.00	£16,000.00	£18,000.00
Access (other)	£10,000.00	£12,000.00	£14,000.00	£16,000.00	£18,000.00
Financial support (£)	£64,441.00	£64,985.41	£65,535.26	£66,090.62	£66,651.52
Research and evaluation (£)	£10,000.00	£11,000.00	£12,000.00	£13,000.00	£14,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£298,500.00	£318,400.00	£338,300.00	£348,250.00	£358,200.00
Access investment	13.4%	15.1%	16.6%	18.4%	20.1%
Financial support	21.6%	20.4%	19.4%	19.0%	18.6%
Research and evaluation	3.4%	3.5%	3.5%	3.7%	3.9%
Total investment (as %HFI)	38.3%	38.9%	39.5%	41.1%	42.6%

Targets and investment plan
2020-21 to 2024-25

Provider name: Chesterfield College

Provider UKPRN: 10001378

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
Increase number of mature full time students accessing undergraduate courses.	PTA_1	Mature	Mode of attendance.	No	Other data source	2018-19	18%	19%	20%	21%	21%	22%	Target expressed as a percentage of participation.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
Reduce the non-continuation gaps between the age groups	PTS_3	Mature	Reduce the non-continuation for 25+ students from 78%.	No	Other data source	2018-19	2.3%	2%	1.8%	1.6%	1.5%	1.2%	Target expressed as a percentage of the gap for non-continuation rates between age groups.
Increase retention and close gaps in success data for POLAR 1 group.	PTS_4	Low Participation Neighbourhood (LPN)	PQ1 group have poor retention (76.7%).	No	Other data source	2018-19	11.9	9%	7%	5%	3%	2%	Target expressed as a percentage of the gap between PQ1 and PQ5 non-continuation rates.

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
Increase the number of mature students progressing onto a higher level course.	PTP_1	Mature	1718 - 33%; 1819 - 12.5%, progressed onto a higher level course within Chesterfield College.	No	Other data source	2018-19	12.5%	15%	20%	25%	30%	35%	