



2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

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

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 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. According to the Borough Council's State of the Borough 2016 report, 21% of young people and children are currently living in poverty, some entrenched deprivation is creating a population in need of care or who stay economically inactive. Within the borough, education, skills and training were recorded as 26% of the lower Layer Super Output Areas (LSOA's) and these have placed Chesterfield within the highest 20% of deprivation when these indicators are compared at a national level. This leaves the College very aware of how important education is to the area and those that live there. There are currently 21% of residents within the Chesterfield area with higher level qualifications but these are confined to specific regions within the town, notably to the Walton and West districts adding to differing social demographics. The 21% remains lower than average across Derbyshire, the East Midlands and England and indicates clearly the need for a local based provider offering university level education in an accessible and affordable way for everyone.

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 mature student access as through analysis we have recognised that this cohort has been reducing in numbers steadily over the past three years. We continue to complement the great progress we already do with our POLAR quintile 1-2 engagement but we also recognise the proportional reduction in POLAR quintile 3-5 and will spread our engagement across these educational areas to aim to address this.

TWO AREAS UNDERREPRESENTED AT THE CHESTERFIELD COLLEGE GROUP HE

1. MATURE STUDENTS
2. POLAR QUINTILE 1-2

Our analysis has shown that underrepresented groups in HE at the College are mature students (i.e. as defined by HESA as 21+ years of age), and POLAR quintiles 1-2.

In particular, for 2019/20, the College will target the following key areas;

- Removing barriers and increasing participation for mature 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.

2. Self-assessment of targets

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

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

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

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase number of mature full time students accessing undergraduate courses.	2017-18	24%	26%	28%	Percentage	2019-20	21.6	Limited progress
T16a_02 (Access)	Increase number of mature students studying part time undergraduate courses by broadening the modes of delivery to include a greater use of blended learning programmes.	2017-18	77.5%	79%	80%	Percentage	2019-20	65.7	Limited progress
T16a_04 (Success)	Increase the overall achievement rate, as measured using FE qualification achievement methodology	2016-17	83.8%	85%	86%	Percentage	2019-20	76	Limited progress
T16a_07 (Success)	Close the gap in achievement rate, as measured using the FE qualification achievement methodology, between those from a minority ethnic background and those from a white-british background.	2016-17	9.2%	6%	4%	Percentage	2019-20	3.5	Expected progress
T16a_08 (Success)	Close the gap in achievement rate, as measured using the FE qualification achievement methodology, between those who have declared a disability, and those who have not.	2016-17	23.2%	10%	8%	Percentage	2019-20	0	Expected progress

T16a_09 (Success)	Close the gap in achievement rate, as measured using the FE qualification achievement methodology, between those who have declared a learning difficulty and those who have not.	2016-17	19.3%	10%	8%	Percentage	2019-20	0	Expected progress
T16a_10 (Access)	Increase access of Polar Quintile 1-2 student numbers through targeted outreach activities by 200.	2018-19	58%	60%	62%	Percentage	2019-20	62.8	Expected progress
T16a_11 (Progression)	Increase number of mature full time students progressing into further study or employment	2016-17	9	15	25	Percentage	2019-20	35	Expected progress

Other milestones and targets

No data was returned for this section in Chesterfield College's 2019-20 [access and participation plan](#).

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£10,000.00	£21,113.36	111%
Financial Support	£33,000.00	£34,712.50	5%

4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Create a smarter career-focused curriculum which support progression for adult students.
T16a_02	Continue to offer new HE provision as FT and PT modes, this will now include an element of blended delivery where appropriate.
T16a_04	Curriculum Management now transferring students to one year programme in a timely manner.

5. Confirmation

Chesterfield College confirms that:

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

Annex A: Commentary on progress against targets

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

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
No, made limited progress in 1920, although now making significant progress in 2021 (30% year to date)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Significantly developed Access to HE provision to align to HE curriculum.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
No, made limited progress in 1920, although now making better progress in 2021 (70.4% year to date)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Broadened Access to HE offer at L3 with multiple starts and part time options.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
FD PPHSC - 29% students step off after one year and progress
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Careful application of the exceptional circumstances, 'no detriment' approaches, appropriate use of derogation within Higher National provision.

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_04	
T16a_07	
T16a_08	1920 there were no recorded declared disabilities within student population.
T16a_09	1920 there were no recorded declared learning difficulties within student population.
T16a_10	
T16a_11	35 students within this group progressed positively.