Kingston Maurward College

Access and participation plan

2020-21 to 2024-25

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

Data to make direct comparisons from the Office for Student data set is limited for the college across the range of measures for participation by area, household income and socioeconomic status. There are however some areas where analysis has been possible at this stage.

Access

Using the measures for deprivation for quintiles1 to 5 (see figure 1) it is clear that the college has a higher proportion of full time learners from quintiles 3 and 4 compared to national data (greater by 10-15%). There is also a lower proportion of learners from quintiles 1 and 2, from 5 to 10% lower over the sample period. Although this has been identified by the college as an area to improve the rates from Q1 and Q2 it is clear that progress has not been made in increasing these proportions. The college has been able to maintain the same levels over the last 3-5 years but the proportion from Q3 and Q4 have remained stubbornly high. The college student body is predominantly from the local area (80% from within Dorset area) and this may reflect the postcodes profile for the county in the learners studying at the college in HE. Dorset does have a suite of identified NCOP postcodes, but these are a limited number in a county of some areas of high HE participation.
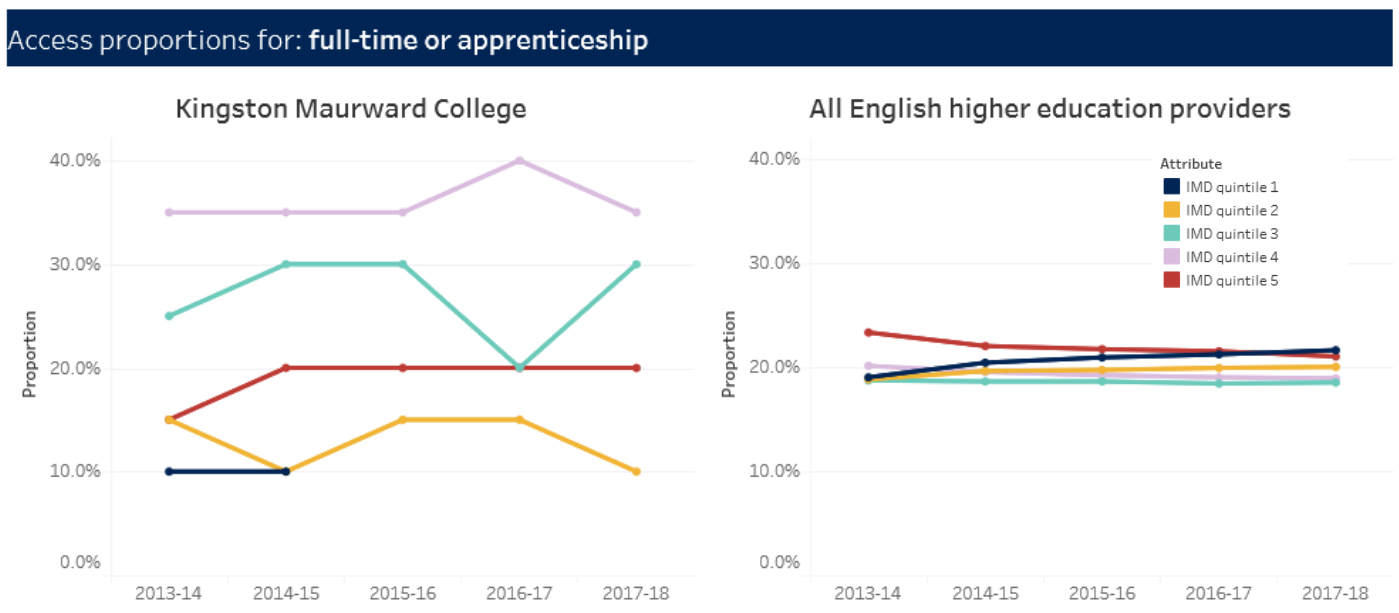

Figure 1. IMD quintile data for provider and all English Providers (data source: OfS dashboard)

The measure of underrepresentation in Higher Education provided by POLAR4 provides a less clear picture from the data on the HESA dashboard (comparable data in only one year), although numbers of 18 year old entrants by POLAR4 is available through UCAS data. The proportion of 18 year old entrants of the whole HE student entrants is small (see table 1.) The proportion of relevant entrants within POLAR4 is therefore also even smaller and variable year on year. The college's response to this is that in the next 3 years it will aim to increase the proportion of 18 year old entrants to 30% each year. It will then be able to further identify those from POLAR4 quintiles 1 and 2 to monitor them for access, success and progression and identify issues that may arise that affect these students in these areas. This will allow the college in year 4 and 5 of the plan to develop resources to support entrants at this age and from these quintile areas to support their entry and success on HE programmes.

Year of entry	2015	2016	2017	2018
% of 18 year old entrants	24%	35%	4%	24%
% 18 years entrants in Quintiles 1 and 2	4%	9%	0%	19%

Table 1. Percentage of 18 year old entrants and entrants within POLAR4 quintiles 1 and 2 in years of entry 2015 to 2018. (Source: UCAS/ internal data)

With such a small number of 18 year old entrants (even with planned increase to the numbers of these students), the college will need to monitor other measures of underrepresentation in HE such as IMD or through analysis of UCAS data by the college, due to the large numbers of mature students within the college population that are not measured by POLAR4 published data.

Success

Over the whole college perspective of success, Kingston Maurward is continuing with a range of targeted actions to improve rates in non-continuation and attainment for all students. Data from the last 3 years show that the college is behind the national data for continuation (c.90%) by 10-15% and attainment data also reflects this difference.

Annual self-assessment and quality improvement planning by the college will continue to monitor the success of students from quintile 1 and 2 compared to the student body as a whole. If there are gaps that are identified in achievement for these students then actions will be developed to specifically target these groups to support them whilst on programme. In the initial 2-3 years of this plan these students will be monitored for the success on programmes

Non-continuation

Analysis of the deprivation quintiles, wherever possible, shows little difference between those from specific quintiles and the learners as a whole. It is expected that is measures are effective to improve the non-continuation for all students at the college then this will improve these measures for students in quintiles 1 and 2. Again annual self-assessment and quality improvement actions will aim to identify students within this demographic that are at risk of non-continuation and develop strategies with those individuals to reduce that risk.

An internal measure for the effectiveness of the measures to improve non-continuation rates is in-year retention. This has been improved over the last 3 years at Level 4 for new entrants (see table 2.) These strategies will continue over the length of this plan to maintain high in-year retention. The strategies are used to ensure retention for all learners but the college will specifically monitor retention of 18 year old entrants, including identifying those within quintiles 1 and 2, through risk factors such as attendance, poor achievement or non-submission of coursework. This will allow the college to identify if there are any specific issues for these learners and develop strategies and actions to reduce the impact of risk factors. The college in the first 2 years of the plan will aim to develop a consultation such as a working group that will work with quintile 1 and 2 learners to identify and develop strategies for support for these learners. These strategies would then be developed and implemented over the following 3 years of the plan. The college's work with SUN on NCOP learners will also support this work as this will develop resources to support students from underrepresented areas to access and be prepared for HE study.

Table 2. In-year retention at KMC for last 4 cohorts (data source: Internal via Proachieve)

End Year	In-year retention
2016-17	54%
2017-18	82%
2018-19	74%
2019-20	95%

Attainment

There was limited data to compare with national rates from the data set in respect of attainment. Attainment data for the college overall similarly reflects a lower rate than nationally for all students at about 10-15%. Pass rates for students are high so those that progress on their course do achieve well (see table 3).

Table 3. Pass Rates for years ending 15/16, 16/17 and 17/18 (data source: Internal via Proachieve)

End Year	All students	Male	Female
2015/16	86%	89%	84%
2016/17	100%	100%	100%
2017/18	88%	100%	84%
3 year average	91%	96%	89%

Comparison between males and females for attainment show no significant gaps between these two groups, with males at 74% for a 3 year average and females at 60% over the same period, and given the pass rates reflect the effect of non-continuation for both groups.

Progression to employment or further study

The dataset did not provide a detailed analysis of these factors on progression to employment and internal data is limited in the context of these measures. Overall, the college has a high proportion of learners who enter employment or further study after graduating (see table 4) but the proportion entering higher skilled employment or study is much lower than the national rate (72%).

Table 4. Percentage of graduates in employment and further study (data source: DHLE)

DLHE survey	% in employment/ further study	% in highly skilled employment/ further study
2015	70	0
2016	89	11
2017	100	14

This very much reflects the nature of the subject area and industries that graduates from the college enter within animal welfare and conservation. The DLHE survey also has not always captured graduates who have subsequently entered postgraduate study some time since their graduation date. A key immediate action for the college is to use the Graduate Outcomes survey data in 2020 to identify a baseline rate in progression to employment and postgraduate study for learners from this underrepresented group. Once a baseline is developed then targets in 2021 onwards can be produced for the college to work towards for the remainder of this plan. Future responses to Access and Participation to the OfS will include these targets, which for this plan have not been possible to develop due to a lack of specific data. Reporting to the governing body, both quarterly and annually via SAR, and discussion and action at the HE Academic Board will monitor the creation and progress of targets for progression for students in this and other underrepresented groups. This would go hand in hand with the college's general commitment to improve progression rates for all higher education students at the college.

1.2 Black, Asian and minority ethnic students

The college has a very low BAME population within its student population at all levels and this reflects the local demographics for Dorset as a whole. According to statistics from Dorset Council published data (State of Dorset Council 2018), 4.4% of the local population are within a BAME category. This equates to approximately 16,500 individuals. This compares to a national average of 19.5%. A further smaller amount of this demographic is recorded as Black or Asian, with 40-44% listed as 'White other' which includes many European nationals such as Polish. In the last 3 years, HE programmes at the college have had a minimal number of students who has been categorised as non-white and no achievement gaps have been identified for the success of these student at the college. The college's student body therefore reflects the local population to a limited extent as it proportion of BAME is a very small number.

With only a very small number BAME students in the last 3 years there is no scope to include a disaggregated analysis in this assessment of performance. If the college is able to recruit more students in this category then further analysis will be conducted.

As a provider of HE programmes, the college can obviously recruit outside it local area. However, as table 5 shows the proportion of new students from out of area each year is less than 20%. This equates to 6-7 students each year.

Table 5. Proportion out of area students on HE programmes at Kingston Maurward (data source: Internal via Proachieve)

Year	Ratio Out of area: Local	Proportion of entrants
2015/16	7:34	17%
2016/17	7:27	20%
2017/18	6:32	16%
2018/19	4:29	12%

The college's degree level offer is very much aimed at progression and access for local people in an area with only one University in the county, and with a specialist land based curriculum that would not be accessible to local people if the college did not offer this. It is successful in providing this local HE offer within Dorset, but the impact it can have to increase the numbers of BAME students nationally is limited. It is with this in mind that the college considers targeting this group of learners a low priority at this time.

To attempt to have any measure of impact on study for BAME students at the college, the college will monitor each year over the next 5 years the following for each BAME entrant.

- The numbers of BAME students
- The continuation and success for any BAME students
- Where issues arise for BAME student to continue or succeed on programmes, identify through qualitative analysis what barriers arose for these specific students
- Develop ways to remove these barriers for future BAME students at the college
- Within the first 2 years of this plan the college will also include actions within its marketing strategy to consider how the college can more effectively attract BAME students
- As the picture of access to HE by BAME students at the college emerges over the lifetime of this plan the college will look at actively engage with BAME students to support ways to attract more BAME students to the college

1.3 Mature students

The recruitment of mature students is a key strength of the college's degree programmes and reflects its fits with other FEC provision at Level 4 and above nationally. Programmes are flexible, can be delivered part time and can provide a different learning environment for mature learners than traditional HE providers that meets the needs of mature learners.

Access

Reviewing the college's performance to the national dataset the college has increased the proportion of mature (21+) learners from 45% in 2015-16 to 75% in 2017-18. This compares favourably with the national average which is now at 28%. The college does not do any particular specific recruitment for mature learners but it is willing to engage strongly with mature learners through use of timetabling to suit learners with for example work and child care commitments that a larger HE provider might not be able to offer. Smaller class sizes and more practical programmes are also attractive to mature learners, studying for career change. Some mature learners are also able to access funding for foundation degree that would otherwise not be available on more traditional degree programmes.

The success of our mature learners in general reflects the overall success of all our HE students. Further monitoring, analysis and support for certain age bands above 21 years may be required in the future, particularly the 21-24 band to identify trends for either non-continuation or poor attainment.

Non-continuation and Attainment

A comparison of continuation and achievement rates for learners under and over 21 years is in table 6. There is no obvious trend in which age groups perform better in these areas. Mature learners need to be supported just as any other learner, particularly at Level 4 for them to be successful. A deeper evaluation of reasons for non-continuation may be appropriate to identify issues in stage of course and external pressures that cause students to leave prematurely.

Table 6. Continuation and achievement rates for young and mature (21+) learners (data source: Internal via Proachieve)

Year	Continuation Rate (%)		Achievement Rate (%)	
	<21yrs	>21yrs	<21yrs	>21yrs
2015/16	54	53	46	47
2016/17	69	94	69	94
2017/18	77	55	77	55
3 year average	67	67	64	69

A further analysis of mature learners by age band is in table 7. No clear pattern is observable between 21-30 years old and those 31 or over in the data, or significant achievement gaps between particular age bands.

Table 7. Age band continuation and attainment data for year 2015/16 to 2017/18. (data source: Internal via Proachieve)

Year end	Age band					
	21-30			31+ years		
	Continuation	Achievement		Continuation	Achievement	
2015/16	50%	50%	(n=8)	57%	43%	(n=7)
2016/17	100%	100%	(n=11)	86%	86%	(n=7)
2017/18	67%	53%	(n=15)	71%	57%	(n=7)
3 year average	72%	68%		71%	62%	

Progression to employment or further study

The Office for Students dashboard and an analysis of previous DLHE surveys was unable to provide a detailed breakdown of destination data for mature students, but with a high proportion of mature students on programmes at the college, the overall college data is likely to reflect the progression of mature students (see table 4). National rates for employment into highly skilled employment/ further study has reached 74% for mature students. The college is well below this rate but this does reflect the nature of the industries that these students enter, such as conservation, where roles are not often classed as higher skilled, or if these students have entered postgraduate study, it has not been directly and so DLHE has not captured this data. Changes to the survey to Graduate Outcomes, including the timing of the survey may capture more detail for higher progression. The college is committed to

increasing progression rates for all students irrespective of underrepresentation or intersections of disadvantage. For mature students a key first action is to identify a baseline rate of progression for this group. The college aims to do this in 2020 once the new Graduate Outcome survey data is released. The college is committed to ensuring its graduates respond well to the GO survey and will support the work of HESA by promoting completion of the survey amongst its alumni. Destination data will be reviewed annually within the SAR process, and also in-year via quarterly reports to the Quality and Standards committee of the governing body. The HE academic Board will also be expected to review the GO data and develop actions through discussion with the student body to support entry to employment and postgraduate study.

1.4 Disabled students

Access

Reviewing the dashboard dataset, nationally the proportion of disabled students entering higher education has increased only marginally from 11.8% in 2012/13 to 14.6% in 2017/18. The college has regularly maintained a higher proportion of students with a stated disability in this period but the proportions have varied from year to year. In 2013/14 and 2015/16, the proportion was 15%, in 2014/15 it was 20% and rose to 30% in 2016/17. In 2017/18 it dropped to only 10% With only a small number of students within its cohorts this proportion will always vary depending in the nature of the particularly cohorts in each year. The college has a strong track record with learning support across all of its provision and has supported several individuals with complex needs to successfully access its HE programmes.

Although the proportion of disabled students at the college has had parity with national rates, this does only equate to a very small number of students (<5) each academic year on HE courses. A further disaggregated analysis was not possible given the low numbers involved. If the college is more successful in recruiting disabled students and a disaggregated analysis becomes possible it will include this in future assessment of its access and participation plan.

Success

Non-continuation and Attainment

The dashboard was not able to provide a detailed comparison of college data with national data but internal data is presented in Table 8. Nationally, the continuation rate for learners with a disability is now at 89% and the attainment rate is 76% for students with a disability.

The internal data for the college in terms of continuation and achievement rates in table 8 show that students with a disability at the college do well with higher rates in continuation, achievement and pass rates in most years.

Table 8. Continuation, achievement and pass rates for students with and without a stated disability on entry for 2015/16, 2016/17 and 2017/18. (data source: Internal via Proachieve)

End Year	Continuation rate (%)		Achievement rate (%)		Pass rate (%)	
	With disability	No disability	With disability	No disability	With disability	No disability
2015/16	67	51	50	46	75	89
2016/17	100	79	100	79	100	100
2017/18	63	74	63	63	100	85
3 year average	77	68	71	63	92	91

The individual nature of those on HE courses at the college with a stated disability does not lend itself to further quantitate analysis. There are no notable trends in the type of disabilities that students who attend our courses have. However, the college would like to explore further the impact of mental health conditions on HE students as this is not always disclosed on application, may develop during studies and may only be able to be tracked through an analysis of mitigating circumstances, exam access arrangements or referrals to student services.

The number of students with stated disability in terms of disclosure and specific type is highly variable year on year. This does mean that the college cannot develop a clear strategy for supporting students with specific disabilities categories per se because each student with a disability is supported on a highly individual and tailored basis. The area that the college has identified as an area that is an issue within the student body at the college is the impact of mental health conditions. Some students disclose this on application and therefore it will be within data. However, many students do not disclose on application because they do not wish to or because they do not see it as a disability. This, therefore, is an area where the college would like to focus attention, particularly in student success, as it represents the most significant disability category amongst its HE student body. It also one which is not always officially stated on entry to HE and may only be disclosed through means such as mitigating circumstances. To work on this issue the college would like to develop a clearer picture of the prevalence of mental health conditions within it student body and the barriers to disclosure in the first 2 years of this plan. This would allow it monitor the success of these students over the span of the plan. In the final 3 years of the plan it will use this monitoring to develop strategies to further support them at the college. This will use consultation with these students such as surveys and working groups to develop strategies with the student body.

Analysis of progression data for disabled students has been limited as with other key measures dues to a paucity of specific data. This would be area for development to track the progress of students with disabilities beyond graduation.

1.5 Care leavers

The college has been listed on the National Network for the Education of Care Leavers (NNECL) website for three years and provides information on its HE provision through the website. It has yet to have any care leavers attend any HE programmes but would support them in the same way it supports all of its learners with its strong students support services. The college across all of its provision is improving its data and understanding of care leavers within its student body. This cross college approach will aim to not only understand the numbers of care leavers, but also aim to provide bespoke support, and this would include progression to HE as appropriate.

As the identification and recruitment of care leavers on HE programmes develops, the college will be able to be set targets around care leavers and their student lifecycle. To attempt to have any measure of impact on study for care leavers at the college, the college will monitor each year over the next 5 years the following for each care leaver entrant identified

- Develop a link between car leavers identified in the FE student population at the college and of those identified which may be planning to enter HE.in the first 2 years of the plan
- Develop resources and support for care leavers at the college preparing to enter HE with the DP student experience and progression in years 2 and 3 of the plan
- The numbers of care leavers on HE programmes
- The continuation and success for any care leavers in HE
- Where issues arise for care leavers to continue or succeed on programmes, identify through qualitative analysis what barriers arose for these specific students
- Develop ways to remove these barriers for future care leavers in HE at the college
- Develop resources that will support care leaver entrants to HE programmes at the college, particularly in years 4 and 5 of this plan
- Within the first 2 years of this plan the college will also include actions within its marketing strategy to consider how the college can more effectively attract care leavers
- As the picture of access to HE by care leaver students at the college emerges over the lifetime of this plan the college will look at actively engage with care leavers to support ways to attract more of this underrepresented group to the college

1.6 Intersections of disadvantage

Analysis of intersections of disadvantage was not possible with the small student numbers and the characteristics within the student populations over the last 3 years.

The college will continue to monitor if it is possible to analyse intersections of disadvantage. It may be possible to identify individuals of this nature in future analysis by identifying students from the key performance measures and linking then to other intersecting characteristics. Any analysis is likely to be very qualitative given the size the HE student body at the college.

The Self-assessment review process at the college has clear expectations that data is analysed to gaps in recruitment, success and continuation for student demographics. These include students from POLAR4 quintiles, gender, BAME and disability.

In the first 2 years of this plan the college will make a clear assessment through its self-assessment process of any identifiable intersections of disadvantage. If areas of concern are identified then the college will aim to develop resources and processes of support for particular groups or students in the next 2 years. If no intersections are clearly identifiable it will continue to monitor through self-assessment within the timescales of this plan and develop actions with regard to intersecting areas as appropriate.

2. Strategic aims and objectives

2.1 Target groups

Based on our assessment of performance, we see our main target groups to include the following:
- Students from POLAR4 quintile 1 and 2
- Mature students
- Disabled students, specifically those with a disability linked to mental health
- For BAME students and care leavers gain a better understanding of challenges that these students may face if represented at the college, to develop better support for these learners

For these groups we are committed to monitoring support to them at all stages of the student lifecycle. However, some groups have stages that are more crucial than others. These are:
- POLAR4 quintile 1 and 2 students – Access and Success. We need to attract more students from these quintiles and ensure they are successful in their learning aims by increasing the number of 18 year old entrants to the college as a whole.
- Mature students – Success and Progression – non-continuation and Achievement needs to be more consistent, but also more students could be entering higher level study or employment
- Students with Mental health needs – Success - more investigation into this and its impact on success is needed
- BAME students – Access – the college has a very small representation of this group in the student body and where it does have entrants in these areas it will aim to track their progress closely to identify support required
- Care Leavers - Access – the college has a very small representation of this group in the student body and where it does have entrants in these areas it will aim to track their progress closely to identify support required

Therefore our strategic aims over the next 5 years are:

1. **The College aims to create an inclusive learning environment where students from underrepresented areas are able to access higher education opportunities and be as successful as the student body as a whole**

2. **The College aims to create an inclusive learning environment that can support the demands of full time study and career progression for mature learners**

3. **The College aims to provide a supportive learning environment to enhance the success of learners with mental health conditions**

4. **The College aims to provide a supportive learning environment to identify and support student identified as from BAME backgrounds to ensure success and progression that reflects the students body as a whole**

5. **The College aims to provide a supportive learning environment to identify and support individuals leaving care backgrounds to ensure success and progression that reflects the students body as a whole**

2.2 Aims and objectives

POLAR4 quintile 1 and 2 students

Aim: The College aims to create an inclusive learning environment where students from underrepresented areas are able to access higher education opportunities and be as successful as the student body as a whole

Access

The objective for this part of the student lifecycle is to increase the proportion of students from these quintiles from current levels at c.10% each to 15% in the next 5 years. Although this would mean the college is still lower than national averages for this measure it would be realistic within the local demographic for availability for students from these POLAR4 quintile 1 and 2 areas in Dorset.

Success

POLAR4 quintile 1 and 2 students need to be monitored to identify any achievement or non-continuation gaps. We would expect our POLAR4 quintile 1 and 2 students to show achievement and non-continuation rates at the same level as the whole student body during the 5 year period of this plan at 95%.

Mature students

Aim: The College aims to create an inclusive learning environment that can support the demands of full time study and career progression for mature learners

Success

The college aims to improve non-continuation and achievement rates across the whole HE student body and so aims for these to improve for mature students in line with this. The college aims to have retention rates to 95% over the next 5 years and achievement rates at 95% in the same period for mature students.

Progression

The college would like to increase the proportion of students entering higher level further study or employment in the next 5 years. Currently it stands at 10-15%. In the next 3 years the college aims to increase this to 25% and at the end of the plan in 5 years to have increased this further to 40%. To specifically target progression for mature students the college will need to establish baselines for this group of students for progression more accurately in 2020-21. The establishment of a baseline will mean the college can more robustly target and monitor actions to improve progression for mature students over the lifetime of this plan.

Disabled students – Mental Health

Aim: The College aims to provide a supportive learning environment to enhance the success of learners with mental health conditions

Success

We aim to have completed more analysis of the prevalence and impact of mental health on non-continuation and success in HE students in the first 2 years of the plan. The college will develop consultation with students with mental health conditions such as a working group to work with the student body to create and implement resource and strategies to support these students. The college would aim to reduce non-continuation rate of students with this issues to be reduced to zero in the next

5 years. We would also aim to have improved achievement for students with this issue to be in line with the whole student body at 90%.

Aim: The College aims to provide a supportive learning environment to identify and support student identified as from BAME backgrounds to ensure success and progression that reflects the students body as a whole

Over the lifetime of this 5 year plan the college the college plans to increase the numbers of students from this underrepresented groups in its HE student population. With an increase in numbers it can monitor the progress of these students to identify the following:

- Barriers to accessing higher education

- Barriers to success on higher education programmes

By identifying the barrier for this underrepresented group in the first 3 years of the plan it can then focus on the following objective in the last 2 years of the plan (and beyond)

- Development of resources and support for the underrepresented groups that can increase access, success and support progression.

Aim: The College aims to provide a supportive learning environment to identify and support individuals leaving care backgrounds to ensure success and progression that reflects the students body as a whole

Over the lifetime of this 5 year plan the college the college plans to increase the numbers of students from this underrepresented groups in its HE student population. With an increase in numbers it can monitor the progress of these students to identify the following:

- Barriers to accessing higher education

- Barriers to success on higher education programmes

By identifying the barrier for this underrepresented group in the first 3 years of the plan it can then focus on the following objective in the last 2 years of the plan (and beyond)

- Development of resources and support for the underrepresented groups that can increase access, success and support progression.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

The College is committed to ensuring that every individual is treated with respect and dignity and is given the opportunity to achieve his or her maximum potential. This underpins college values and is embedded in its Strategic Plan. KMC is committed to widening participation and strives to ensure that no applicant, employee, learner or any other customer of the College receives less favourable treatment than another on any grounds, including race, gender, disability, age, sexual orientation, religion or belief, pregnancy and maternity and gender-reassignment.

At an institutional level, the Governing Body is responsible for ensuring that equality systems exist and are monitored and reported upon effectively as detailed in its Equality Policy. This is monitored through the Equality and Diversity Committee and scrutinised by Governors through the Quality and Standards Committee as well as being a key element of the college self-assessment report. This allows the College to monitor the effectiveness of its provision for identified priority groups, to evaluate progress, to identify opportunities for enhancement and to implement the Access and Participation Plan.

Managers are expected to complete Equality Impact Analyses to assess the impact of policies and practices on equality (e.g. recruitment, admissions, retention, teaching and learning) and highlight where improvements can be made. Data relating to educational opportunities and the student profile are presented to the Equality and Diversity Committee on a termly basis by the Deputy Principal (Learning and Performance).

The College Annual Self-Assessment Report summarises the key actions that the College has undertaken to achieve equality throughout the academic year. This then informs both departmental and whole college Quality Improvement Plans. Within the HE SAR and QIP, targets and actions will include actions and targets from this plan. This will in term inform actions across the college to support the completion of access and participation planning, particularly where there is intersection between QIP aims in both FE and HE provision. An example of this in 2019-20, is work by the Assistant Principal Student Experience and Progression on Care Leavers at the college to identify support to this underrepresented group across all the college's provision.

Alignment with other strategies

The college aspires to excellence in its educational and commercial activities alongside financial stability. It has developed an ambitious 10 year plan to develop the capital resources of the college to sustain its future as an independent specialist land based college. The improvement of resources on the campus aligns with a strategy to increase the numbers of HE students at the college and widen its HE curriculum offer. This will further enable the college to allow access to HE provision in Dorset for a broader range of learners and help to meet local and national targets for widening participation in higher education. The 10 year plan has been developed with the approval of the local authority, industry and community partners to the college to maintain the college's role as sustainable and effective to support the local vision for Dorset.

The college firmly understands the need to align its curriculum in line with expected changes to vocational and technical qualifications in the next 5 years and this will include its provision at level 4 and above. As a provider of vocational curriculum it will aim to engage with the relevant T-level developments from 2022 onwards, and its HE strategy till target the development of its degree level provision to meet these changes. The introduction of T-Levels from 2022 onwards will allow the college to meet targets in year 4 and 5 of this plan to increase the numbers of 18 year old new entrants to its HE provision. This would allow more effective measures for these learners from POLAR4 areas to be monitored and actions developed to support their success and progression from 2023 onwards.

The college recognises the need for it to maximise its allocations for funding for 19+ learners. With a target market for mature learners in it HE provision, the college will aim to develop its adult curriculum to continue to support entry to HE by mature learners, particularly from 2022 onwards. The proposed T-levels from 2022 onwards may not be an appropriate route for mature learners because of the industry placement requirement within study programmes. The college already offers Level 3 study programmes aimed at 19+ learners for progression to HE as well as an Access to HE (Science) Diploma. In 2021-22 the college will review this provision in line with the impact of T-levels on 19+ learners, particularly those with aims for HE progression, so that its curriculum meets demand from 2022 onwards.

The strategy to improve access, success and progression for particular HE student groups, and the HE student body as a whole fits with colleges overall strategy for excellence (e.g. Outstanding Ofsted grading). HE provision at the college has a key part to play in the strategies it has for improving teaching, learning and assessment. Degree programme teaching staff are advanced practitioners and have role within lesson observation for continuous improvement in teaching, learning and assessment. The college will approve a new Higher Education strategy in early 2020, and an underpinning element of this will be the strategies for widening partition outlined in this access and participation plan. The plan will be for 2020 to 2023, with the development of a new strategy in 2023 that will be informed by progress on this access and participation plan.

The college has a series of expected programme validations in the next 2-6 years and this evaluation will be used to inform programme re-development to take into account barriers to study in Higher Education. Areas of influence from this evaluation will include course structure, access to work based learning opportunities, design of assessment methods and links to employability or further study.

Strategic measures

The key strategic ambition for the college's HE provision as a whole is to increase the numbers of degree level students studying at the college to over 100 students. The College aims to do this with the development of new programmes, including involvement in degree apprenticeships, as well increasing recruitment on existing programmes The college is developing an HE marketing strategy for implementation in 2019-20 and will enable the marketing department to include evaluation of its activities that also monitor elements of this plan such as the impact of marketing in POLAR4 areas, NCOP postcodes and young first time entrants.. Part of this strategy will also include the continuing engagement with non-traditional HE learners, to include internal progression from Level 3 (UCAS data: % of non-A level applicants, 2017, 54.5%; 2018, 50%; 2019 87.5%). The college has good track record of recruitment for mature learners (2017-18, 75% of HE students) but aims to improve continuation and progression for these learners. In the next 3 years it plans to work with this underrepresented group to develop resources and actions to support success and progression for mature learners.

This aim to improve success and progression for one of main target groups links to the college's ambition to increase the college's TEF rating from bronze to silver. It aims to achieve this by 2022 to allow for measures to improve metrics and the evidence base for a TEF submission. This would include improvement made as a result of actions within this Access and Participation Plan. To do this it has several strands to it needs to focus on, improvement of measures of quality (NSS metrics), non-continuation rates and the proportion of graduates in highly skilled employment or study. In relation to this plan the college is already committed to monitoring and supporting undergraduates to progress from year 1 to reduce the loss of students from withdrawal or poor attainment and this will remain a key focus of continuous improvement. This will go hand in hand with measures to identify and tackle to impact of mental health on HE learners in 2019-20, and measures to engage with mature students in 2020-21. In addition to this the college aims to make effective use of the Graduate Outcomes survey to identify accurate baselines for underrepresented groups in this area, so that suitable targets can be developed in later versions of this plan and progress towards such targets monitored.

The college also recognises that it needs to provide support on careers to its students that can increase their entry into postgraduate study after graduating. The development of new programmes is subjects such as Agriculture Science are also aimed to provide routes into industry highly skilled employment such as rural business management or specialist agricultural services. Employment predictions from the Local Enterprise Partnership suggest that 50-60% of employees in Dorset in 2020 and beyond will have a qualification above Level 4, and that the county will require an additional 1500-2500 workers in this industry in the next 3-5 years. The provision of these courses will forge links with local agri-business as partner employers, a well links with industry through its own farm businesses. The college maintains a network of employers locally and nationally to support its work both as an education provider and a commercial business. The financial sustainability of the college is a core strand of it strategic plan. This will be met by improvements in the quality of its provision as well as the scale of it. It has industry partnerships with the local authority, local NHS trusts as well as land based industries such as Velcourt, 1610 Leisure, Armed Forces, RSPCA and the Dogs Trust. It has partnerships with the Royal Agricultural University, Bournemouth University and the Royal Veterinary College that inform and support curriculum development at Level 4+, including how HE programmes develop routes into employment. The college has strategic aims to engage with other universities in the next 3-5 years to use its facilities in partnership for research. This will provide more opportunity for students from across both FE and HE to experience research and industry developments in preparation for employment and further study.

The college is a co-sponsor a school of the Dorset Studio School on its campus. The links between these 2 institutions include the use of resources on the campus such as a working farm and estate, sports and outdoor adventure facilities and resources in other specialist departments such as animal management, horticulture and IT. The sharing of resources also includes teaching staff to deliver or support teaching and learning in these specialist areas as necessary. The college has been able to support the school into provision for years 7 and 8 in addition to years 9 to 11 for 2019-20 onwards. This has meant that there is a stronger progression for students from the school into the college at 16, and hence a clearer progression into degree level study at the college as necessary. This strategy now means there is a clear progression route from year 7 to degree level study within the college in land based subjects. This is expected to increase numbers of 18 year old new entrants, including those from POLAR4 areas, which is a key area of development in this access and participation plan. In 2019-20, year 11 students from the school will be progressing to FE provision at the college and will be able to enter Higher Education in 2021-22. From 2021-22, there will be students who progress to HE within the

college, who have progressed from the studio school, that could be 10-15% of the HE student population, allowing the college to increase numbers of 18 year old entrants, and also the proportion of POLAR4 entrants and other target groups.

The college aims to maintain a strong relationship with its regional NCOP partner, Southern Universities Network (SUN). It has already developed collaborative strategies with SUN and also another FE college locally to fund and develop resources and activities to raise the profile of access to higher education within the student body and identify and tackle barriers to entry into higher education.

KMC will continue to provide a limited number of Student Bursaries over the life time of this student plan. The aim of bursaries is to support those students from the lowest income backgrounds. The bursaries are offered in year 1 (Level 4) of their studies to increase their chances of success for progression to Level 5. The college feels that finances should not be a barrier for students with the lowest incomes to enter HE programmes. The bursary can support young entrants to allow their families to support their children to study at degree level whilst they remain in the family home, and reduces the financial burden after graduation through fee waivers. It also allows mature students to study where whilst studying they cannot remain in full time employment. A high proportion of our young entrants are remaining at home to study at degree level as the family cannot afford the costs of studying away from home. With 75% of our students noted as mature bursaries offer those with the lowest incomes to still continue their studies. The bursaries are awarded in year 1/ Level 4 as this is the most likely time for students to withdraw, particularly mature students for financial reasons, as once they have progressed to Level 5 they are more likely to remain on programme to achieve the award as they have fully committed to the programme of study. Once they have completed Level 4 students can opt to continue their studies at Level 5 on a part time route if they do need to increase work hours for example to support their studies.

The college does not plan to increase the number of bursaries as it has limited evaluation of the impact of these bursaries and feels other measures will be more effective for a greater number of students. With possible changes to student fees and grants available in the next 5 years, the college may review this position depending on changes to eligibility for students for grants and other financial support available.

3.2 Student consultation

Students are involved with access and participation work through consultation with course representatives via the Higher Education Academic Board. This board reviews reports on progress towards targets such as recruitment, including minority groups as necessary, and also success and progression (retention, achievement and graduate outcomes data). In addition, it may make recommendations to add to strategies for targeted recruitment and comment on the access and participation plans developed. HE academic board minutes are shared with the governing body as part of its quality and standards committee, and there is a HE student governor within the college who can recognise student contribution to this process to the governing body. Course representatives have a duty to report back to their course cohorts on their contribution to this process.

The college will also publish responses to the development and evaluation of its access and participation planning, including reference to the student contribution, via reports on it VLE, website and also through posters and other media in HE students areas such as study spaces and social areas.

In addition to the role of the HE Academic Board, the college is planning to develop working groups from its student body on Mental Health (February 2020) and Mature students (February 2021) to allow representation from these key groups to inform the process of monitoring and evaluation of support for students, and hence meeting the outcomes of the plan. Entry to these working groups would not be limited to students from these backgrounds, but would be expected to demonstrate suitable representation from them. If through evaluation of the plan in the next 5 years it is identified that there are other groups of underrepresented students, further working groups or extensions of existing groups would be developed to consider monitoring and evaluation as necessary.

The plan was presented to student representatives at the Higher Education Academic Board in May 2019, and were able to comment on the plan, and to input into suggestions for actions to target certain groups. Comments from student representatives were used to provide suggestions for and agree target groups within the plan.

3.3 Evaluation strategy

In each target group identified there is a need for the college to develop a more coherent approach to evaluation of its activities, and also sharing of outcomes of the findings. With the number of HE students at the college the evaluation will be predominantly qualitative rather than quantitative but will still inform actions by the college to adapt and create programmes for meeting access, success and participation targets.

Access activities

The college plans to add questions within its HE student entry survey that asks about the impact of any engagement with the college prior to application at school or college events. The survey can also be used to identify particular demographic of entrants such as by age and gender. The HE entry survey is conducted anonymously each year and results are reviewed by the college HE Academic Board with student representation.

To specifically target impact on POLAR4 quintile 1 and 2 entrants, school/ college events in LPN areas surveys will be developed for use with these school and colleges to analyse barriers to entry to HE in these areas and inform marketing or access activities in these areas.

The college will also continue to work collaboratively with its NCOP partner (SUN) to share information on learners in NCOP postcodes and the results of their evaluation in this area and on their programmes. The SUN mentor position may also be able to support the work of evaluation by conducting the surveys as part its work where there is matchup between LPN and NCOP postcodes.

The college's marketing strategy will consider how to encourage access by certain underrepresented groups such as BAME students. Evaluation of the impact of this will be completed in years 2 and 3 of the plan, as it will need time for the impact of activities for underrepresented groups that have traditionally had very small numbers at the college to take effect. Evaluation of these access activities needs to begin in 2021-22 and will aim to identify further activities to improve access to underrepresented groups. Any evaluation would look separately at activities for BAME and Care leavers. Further evaluation of activities developed as a result of evaluation in years 2 and 3, or as a response to measured progress towards targets for these groups, would be completed in years 4 and 5 to inform further work beyond the scope of this plan.

Success activities

For mature students and those with mental health conditions, an analysis of factors that have led to them being successful and identification of barriers to success, will be developed to identify areas of strength and areas for development to support to these leaners. This can then inform further activities to support these learners more effectively for success and allow the college to meet it targets for these groups. The use of resources with this group will include evaluation of their impact on success for these students. With initial work in this area starting in 2019-20, the college will not expect to have resources or activities in place until 2020-21. The first evaluation of any resources or activities will therefore be completed in May/ June 2021. Further evaluation of support to these students will be conducted in 2021-22 to 2024-25 to measure the sustainable effectiveness of activities and resources and to evaluate new support that evolve from continuous evaluation of this support.

The development work aimed at mature students is planned to begin in 2020-21, so evaluation of the activities in this area will start in 2021-22 onwards. This will aim to analyse the impact of support developed by working group on this to increase success and decrease the impact of factors that may affect success for mature students. Evaluation will continue annually from 2022-23 to 2024-25, but the focus of evaluation may change as a result of the adaptation of support and resources in response to the outcomes of any evaluation.

The results of any evaluation in these two areas linked to success will be used to measure progress against targets. The aim of working groups associated with these areas of development will be to use the outcomes of evaluation to adapt resources and activities aimed at these members of the student population. This will allow the college, involving the student body, to respond to evaluation and maintain progress to targets.

Progression

The college is developing an employment skills programme for HE students aimed at Level 5 and Level 6 students. The aim of the programme is promote continuing development of employability skills that students will have first analysed as part of work based learning at Level 4. This activity will include an evaluation to determine if the programme has improved skills and confidence with moving onto employment or higher level study following graduation. This will include baseline surveys with students at the start of the programme and follow up surveys at the end of the programme, and if possible further surveys with students following graduation. The timeline for this activity is to complete a pilot of the skills programme in 2019-20. This is will be reviewed in June 2020 to further improve it for delivery in 2020-21. At this stage baseline data will be collected followed by further data at the end of 2020-21 to measure impact. In 2021-22, following further revisions as necessary, the activity will continue with surveys to measure progression and impact in 2022-23 to 2024-25.

Financial Support

The college has funded a small number of bursaries over a number of years but has conducted little evaluation of their impact. The number of bursaries awarded each year very small and so any evaluation would qualitative. Any evaluation of this support will be conducted using survey and interview tools as recommended by the financial evaluation toolkit. If applicable the college will use the OfS financial evaluation toolkit. The first implementation for this will be in 2019-20.

This evaluation will develop actions to potentially revise the aims of the financial support available to students. If changes are made such as the target groups the bursaries are aimed at, then further evaluation will be conducted in 2020-21. If no changes are made to the bursary system at the college, it will be evaluated again but not until 2022-23 and again in 2024-25.

Response to evaluation

The aim of the following planned evaluation activities:
- Evaluation of financial support
- Evaluation of activities to support access, success and progression for students from POLAR4 quintiles 1 and 2
- Evaluation of activities to support success and progression in mature students
- Evaluation of activities to support success and progression for students with mental health conditions
- Evaluation of activities for access, success and progression for BAME entrants
- Evaluation of activities for access, success and progression for care leavers

is to determine the impact of these activities. Once the evaluation has been completed it should demonstrate whether activities have had an impact as expected. If the impact cannot be determined or it shows that the college has been unable to meet targets, then the college will review its activities.

This will include action planning within Self-Assessment as a result of the evaluations, development of actions through the Higher Education Academic Board including involvement by student representatives, as well as specific working groups that have been developed as part of this plan. The college may need to adapt this plan and its aims to respond to the findings of evaluation, such as escalating the timeline for some activities, or prioritising some activities for some groups over others if required.

3.4 Monitoring progress against delivery of the plan

Responsibility for the operational monitoring of this plan falls to the Head of Higher Education. This responsibility covers the oversight of the progress towards the identified targets and the evaluation of activities. The role additionally includes the review of access and participation activities within the cycle of annual reporting that forms part of the college's quality improvement plan (QIP).

Central to the college's cycle of reporting is the Self-Assessment Review (SAR) that is conducted at the end of every academic year at ratified via the board of governors. Actions from the SAR for each department informs the overall QIP for the college completed by the Deputy Principal – Learning and Performance. Actions are reviewed internally each term as part of continuous improvement and reports are submitted on progress to the Governors' Quality and Standards committee every 6 weeks to identify progress and actions, including targets for access and participation.

The Head of HE reports to the HE Academic Board with similar progress reports for review by staff and student representatives. Access and participation monitoring will become a standing agenda item for the board. The HE Academic Board has representation from each year of each course from the student body that will be involved in the monitoring of performance from the plan. For some specific underrepresented groups (18 year old entrants, those with mental health conditions) the college plans to develop working groups as necessary to specifically monitor and implement strategies in these areas.

It is also the responsibility of the Head of HE to provide reports and updates to the Office for students as necessary as part of regulatory processes.

4. Provision of information to students

This Access and Participation Plan will be published on the college website once it has been approved in a downloadable format. Current and prospective students will be signposted to it accordingly in joining instructions and internal notification to students via the college VLE. It will also be highlighted in Higher Education Academic Board meetings with student representatives accordingly. All fee and financial support information is published on the college website and in its prospectus and reviewed

annually for accuracy of content. Fee information states the fees student will pay for the duration of their programme of study. If fees changed for students already on programme they would be informed accordingly in writing to confirm any fee changes. Fee and other financial support information pertaining to specific underrepresented groups is available on the college website as necessary.

The bursary available to students is aimed at those from low income households. Each bursary includes £1000 paid in 2 instalments during the academic year, and a £2000 fee waiver for their first year of study. The eligibility for the award is based on household income. The threshold for this a household income of £25000 per annum. This information is available via the college website and direct from the college admissions team.

5. Appendix

Access and participation plan
Fee information 2020-21

Provider name: Kingston Maurward College

Provider UKPRN: 10003676

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

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

Full-time course type:	Additional information:	Course fee:
First degree	BSc (Hons) Animal Behaviour and Welfare Top Up	£9,250
Foundation degree	Animal Behaviour and Welfare	£6,500
Foundation degree	Applied Agriculture Science	£7,500
Foundation degree	Marine Ecology and Conservation	£6,500
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	BSc (hons) Animal Behaviour Welfare top up	£4,625
Foundation degree	Animal Behaviour Welfare	£3,250
Foundation degree	Applied Agriculture Science	£3,250
Foundation degree	Marine Ecology and Conservation	£3,250
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 entrants

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

Targets and investment plan
2020-21 to 2024-25

Provider name: Kingston Maurward College

Provider UKPRN: 10003676

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£7,000.00	£8,000.00	£9,000.00	£9,000.00	£9,000.00
Access (pre-16)	£3,500.00	£4,000.00	£4,000.00	£4,000.00	£4,000.00
Access (post-16)	£2,500.00	£3,000.00	£3,500.00	£3,500.00	£3,500.00
Access (adults and the community)	£1,000.00	£1,000.00	£1,500.00	£1,500.00	£1,500.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£16,050.00	£16,050.00	£19,000.00	£19,000.00	£19,000.00
Research and evaluation (£)	£3,000.00	£3,000.00	£4,000.00	£4,000.00	£4,000.00

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)	£65,420.00	£88,720.00	£90,395.00	£92,070.00	£92,070.00
Access investment	10.7%	9.0%	10.0%	9.8%	9.8%
Financial support	24.5%	18.1%	21.0%	20.6%	20.6%
Research and evaluation	4.6%	3.4%	4.4%	4.3%	4.3%
Total investment (as %HFI)	39.8%	30.5%	35.4%	34.8%	34.8%

Targets and investment plan
2020-21 to 2024-25

Provider name: Kingston Maurward College

Provider UKPRN: 10003676

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	% of student entrants for POLAR4 quintile 1 and 2 students	Yes	UCAS data	2018-19	19%	20%	20%	30%	30%	35%	collaboratve as links with NCOP work with SUN regional network.
To reduce the gap in participation in mature HE for students from underrepresented groups	PTA_2	Socio-economic	% in entry rates for IMD quintile 1 and 2 students	No	UCAS data	2017-18	10%	12.5%	15%	15%	20%	20%	
increase the number/ proportion of students identified as having mental health conditions within student entrants	PTA_3	Disabled	proportion of entrants with mental health conditions	No	Other data source	2017-18	2%	3%	5%	7.5%	10%	12.5%	data source - internal data analysis (students survey/ e-ILP), plus Proachieve ILR data and UCAS entry data
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To increase the continuation rate for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	continuation rate for student within POLAR4 1 and 2 quintiles	No	Other data source	2017-18	82%	85%	90%	90%	95%	95%	Proachieve data
increase the continuation rate for mature students to in-line with other HE students	PTS_2	Mature	continuation rate for mature students	No	Other data source	2017-18	55%	65%	70%	75%	80%	95%	Proachieve retention data using ad hoc reporting
increase the continuation rate for students with statemented mental health conditions to in-line with other HE students	PTS_3	Disabled	continuation rate for students with idenified mental health conditions	No	Other data source	2017-18	63%	70%	75%	80%	90%	95%	data source - internal data analysis (students survey/ e-ILP), plus Proachieve ILR data and UCAS entry data. The college sees mental health as a contributing risk factor to non-contuation or non-success above other disabilities. It is also not as consistently disclosed as other disabilities are and there may be hidden impacts from this that need to be investigated and strategies developed to reduce its impact
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												