

Annex A - 2019-20 access and participation plan

**Kingston Maurward College
2019-20 access and participation plan**

Assessment of current performance

The table below illustrates changes in access, retention and internal progression between 2013/14 and 2017/18 (including part-time students):

<i>Academic Year</i>	<i>Total Number of Students</i>	<i>Percentage from LPN (POLAR 1 only)</i>	<i>Percentage internal progression from FE</i>	<i>Percentage Retention in year at Level 4</i>	<i>Percentage mature students</i>
2013/14	97	6.0	25.0	91.7	34.0
2014/15	88	7.9	22.7	93.2	30.7
2015/16	79	7.1	28.0	88.6	68.4
2016/17	72	9.7	31.8	92.3	55.6
2017/18	75	11.3	54.5	95.4	61.5

Based on HESA's summary of performance indicators, it is evident that the College is performing well with regard to recruitment of mature students. Furthermore, the College has been successful in enhancing internal progression and retention, with rates meeting milestones in our resource plan and in line with national standards.

The college has not looked at further demographics of disadvantage within the mature entrants. Additional monitoring of the characteristics of its mature students may identify further support needs for these students, but the college would need to do this monitoring work to identify any issues.

In the last 3 years there has been a targeted approach to make improvements to retention in year at Level 4 and focus on this in continuous action plans and monitoring has brought positive changes. In the TEF metrics for 17-18 the college's continuation rate was 80%, 4.5% below the sector benchmark, with the same measure in the previous year's TEF metrics at 82.8%. Even with in-year retention improving, there is still a need to also work on improving continuation to year 2 by supporting improved attainment at Level 4.

The college has a cross college target to raise the aspirations of its Further Education students and progression into HE is a key part of this strategy. The proportion of HE students that have progressed internally has been growing in the last 3 years. Key actions other than increased awareness and guidance on entry to HE, have included the introduction of an Access to HE course and a the continued offer of Level 3 study programmes aimed at mature students in key subject areas such as Animal Management. The Access to HE course has not consistently received enough applications to run every year, so the college will need to continue to market the course successfully to see further impact. The full time Level 3 study programmes for mature students, in subjects such as Animal Management and Land and Wildlife, remain popular. However, with expected changes to vocational qualifications with the

introduction of T-level and greater demands for work experience, mature students may struggle to commit to additional hours and more learners may choose an Access course if their goal is entry to HE.

The college has had a steady number of HE students in the last 3 years but much reduced since 2014. The college has maintained these numbers predominantly by recruiting locally and internally more effectively.

One strategy that has been effective for internal progression has been the influence of teaching staff at Level 3 who also teach on HE programmes. This has provided a bridging role and students have been able to gain advice and insight into HE at the college through regular contact with these teaching staff. Students have had access to sit in on HE sessions by these tutors to give a valuable understanding of HE teaching before or during the application process. This has also gone hand in hand with a cross college strategy to monitor the impact of stretch and challenge in both FE and HE teaching.

The college has also increased the numbers of HE students from Low Participation Neighbourhoods (LPN – POLAR3 quintile 1) in the year 2016-17. In 2017-18 this has reached a similar proportion to that reported by HESA for England in the last two years, but slightly under the proportion for the South West region (13.4). The college has not undertaken any specific work targeting postcode areas, but has started to forge strong links with the regional NCOP, Southern University Network (SUN).

The college provides two bursaries for students from a low-income household (less than £25000pa) of a £2000 fee waiver, plus a £1000 cash bursary paid in two amounts during year 1 of their studies. There are two smaller bursaries available (£500) also for low-income households paid in two instalments. It also has a hardship fund available of £1500 that students can apply for to purchase specific course related items such as equipment, personal protective clothing and transport to the college. Although the college has provided these bursaries for a number of year it has not fully evaluated the impact of them in regards to improving retention and attainment.

To support non-traditional learners into HE at the college we operate a Summer Science School. This provides a pre-enrolment course, which can be set as a requirement for entry to a programme, that introduces expectations of study at degree level, gives a refresher on basic core subjects such as science and introduces skills that will be required for study such as presentations and using journal articles. It is usually aimed at mature learners or other learners without traditional subjects for entry to our specialist programmes. Again, the impact of this on improving retention and attainment for attendees has not been fully evaluated.

Finally, the college has performed well in terms progression into employment or further study for graduates. The 17-18 TEF metric for the college is 97.4, 3.7 above

sector benchmark. Progression to Top Up programmes from foundation degrees is strong, and those that graduate from Top Up programmes or leave at foundation degree level are entering employment successfully. However, the proportion entering highly skilled employment or study is below benchmark by 8.9%. The college is aware that the industry that its subject areas lead into does not always lead to positions in this classification soon after graduation but has been working with its partner universities to encourage entry into postgraduate opportunities. Some students have entered postgraduate study but not by the time of the current destination survey (DLHE) is conducted (6-9 months after graduation). Planned changes to the DLHE survey may capture a different picture of destinations for our graduates and the college will be keen to evaluate this in time.

In summary under the headings of Access, Success and Progression the college has identified the following points:

Access

- The college is performing well for mature entrants into higher education at 50-60% of student population
- A deeper analysis of mature student characteristics may be warranted
- Progression from internal Level 3 provision has improved in the last 3 years
- Entrants from POLAR 1 LPN neighbourhoods has increased in the last 3 years
- The college has made strong links with its local NCOP (SUN) in the last 12 months
- The college has been successful in forging links between its L3 provision and HE programmes through key teaching staff
- The college now offers an Access to HE course for mature entrants unable to access Level 3 vocational provision
- The college uses a Summer School for new entrants to support their entry to HE before enrolment
- BME entrants is very low. This is a cross college theme and a reflection of the local demographics in catchment area. The college will work with its NCOP to develop strategies for this but impact may be limited due to the local demographic.
- The college is allied to the NNECL website for advice and guidance to looked after children entering HE at the college
- The number and proportion of students with disabilities or leaving care is zero to perhaps 1-2 students in any particular academic year. The presence of these students within the student body is very much dependant on applications and internal progression. Given the low student numbers in HE across the college it is hard to justify any specific targeted recruitment activity for this type of student, other than the fact that our procedures are planned to allow us to support applications from this type of student, and to support them in their studies. All

students with a disability that have attended the college for HE programmes in the last 3 years have all achieved at a rate in line with all students.

Success

- Retention/ non-completion rate has been improved in the last 3 years and remains a key focus for quality improvement planning
- Support for Level 4 students is supported through structured tutorials and monitoring via e-ILPs.
- Preparation for HE via links between L3 and HE through key staff and stretch and challenge initiatives has led to better prepared students progressing to level 4 and hence reduced dropout rate and less academic failure.
- The college continues to offer bursaries to support low income household students but needs to evaluate the impact of this more closely. These bursaries have been continued beyond the end of the NSP.
- With a high proportion of mature students on programmes at the college their success is usually reflected in the overall success of students on HE programmes at the college. This has seen an improvement over the last 3 years, with 2017-18 showing a retention of 95.5% and pass rates at 93% at level 4 for new entrants.
- Due to the low numbers of BME and leaving care students within the college there is no data on this to comment on. Any students within these demographics identified in future years will be monitored for progress and success.
- All students with a disability that have attended the college for HE programmes in the last 3 years have all achieved at a rate in line with all students.
- Young male entrants have been achieving at a rate below all students on programmes but this has improved.

Progression

- Progression into employment and further study is high for all graduates from the college but due to the small number of any WP groups there is no specific data beyond this at present.
- Progression into higher skilled employment or further study is low. This is due partly to the nature of the subject areas studied on programmes, where jobs are not classed as highly skilled by category and also students only progress into postgraduate study after a break in studies following graduation.
- Changes to the DLHE survey window may mean that this data may improve
- The college is working with its partner universities to access progression events for undergraduates where the college itself does not have the resources to support career progression work
- The college has appointed a careers lead with responsibility to support careers advice across the college

Ambition and strategy

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. Part of this strategy will also include the continuing engagement with non-traditional HE learners, to include internal progression from Level 3. These already form a significant part of the current HE student body and the college expects this trend to continue.

A further ambition would be to increase the college's TEF rating from bronze to silver. 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. 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 in 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.

The college is a small specialist provider of higher education in Dorset and is limited in the impact it can directly have on raising attainment across the county or in specific schools in the region at the current time. It does have the ability to work to raise the attainment of its own Further Education students through its HE provision as well as raise aspirations from its FE student body to access higher education.

One key way that Kingston Maurward will work to raise the attainment within the college is through close links between the teaching staff on both FE and HE programmes. The majority of HE teaching staff also teach on FE programmes and can heavily influence the aspiration and achievements of students they deliver to.

To measure the impact of this connection between FE and HE, attainment in units delivered by HE staff will be monitored over 3 years to see if there is increase in unit grades and grade profiles for students with input from HE teaching staff. The college is developing a cross college stretch and challenge strategy to raise aspiration and attainment across the college. This includes the impact of HE teaching staff in adding depth to teaching that FE students receive.

Additionally, the new technical vocational qualifications offered by the college from 2017 onwards have examined elements. HE teaching staff with experience of supporting students with exam and revision will be crucial to support the college with this change of course structure. The impact of their work with staff through CPD and students through direct delivery will be monitored over 3 years to measure the impact of this strategy.

The college already has HE teaching staff delivering on FE programmes but the influence of this has not been clearly evaluated for its impact yet, but will form part of the annual SAR process for HE in the college in 2017.

The college is a co-sponsor a school of the Dorset Studio School (Years 9 – 11) 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 impact of this input may be difficult to quantify on attainment at this stage as this is not a direct sponsorship arrangement with the college. The studio school had its first cohort achieving GCSEs in 2016-17 and so impact and progression from the school into the college and then into HE will not be measurable in the short term. However, as the relationship between the school and the college develops it may be able to develop specific targets with the school for attainment and progression. This could also be a collaborative target with members of the local NCOP, Southern Universities Network (SUN).

The college is confident of its ability to attract some target groups, such as mature students and has a good track record of supporting non-traditional learners. However, it has only just started to fully evaluate the impact of measures it has in place on attracting and retaining these learners. A further key focus is to support these learners during their programme, particularly in year 1 to keep non-continuation rates low, by avoiding withdrawals and poor attainment. Further work on looking at characteristics within its mature entrant population may be warranted to identify reasons for non-completion.

Compliance with the Access and Participation Plan and progress towards milestones will be measured using internal College MIS and UCAS data and monitored initially by the Head of Higher Education. This will be reported to the Higher Education Academic Board (HEAB) which has student representation and through an annual Self-Assessment Report (SAR) and Quality Improvement Plan which reports annually to the Quality and Standards Committee of the Board of Governors, and informs the cross college Self-Assessment Report and Quality Improvement Plans.

The SAR for higher education in the college incorporates an evaluation of key performance indicators (KPIs – Retention, Pass Rate and Achievement and grade profiles) for a range of demographics to identify and target achievement gaps for improvement. These include age, gender, learning disability, other disability and ethnicity. Actions identified in the SAR to improve KPIs for certain demographics inform the Quality Action Plan for both the department. This will include action linked to recruitment and the monitoring of students in key demographics.

To ensure that compliance is embedded within the College's HE strategy, the Access and Participation Plan has been incorporated into the Terms of Reference for the College's Higher Education Academic Board and will be included as a separate agenda item.

Issues relating to recruitment (including the number of mature and internal students, those in receipt of DSA and those from LPN) and student retention, will be discussed at the HEAB and a Fair Access Action Plan developed in response to the evaluation of data. The Board comprises Deputy Principal Curriculum and Quality, Head of Higher Education, Programme Leaders, HE Student representatives and the Student Services Manager. Consequently, all staff members responsible for recruitment, retention and Widening Participation, are involved in monitoring and evaluation.

The college has not completed any significant evaluation of the impact of financial in recent years but will aim to complete an evaluation over the next 3 years of the impact of any financial awards given. Given the small number of awards available this evaluation will be qualitative rather than quantitative but should inform future decisions on what financial support is offered in the longer term.

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 the Strategic Plan. It values and celebrates the diversity within the College community and strives to give everyone the opportunity to contribute to the culture in all areas of its activity.

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 (Curriculum and Quality). The College Annual Self Assessment Report summarises the key actions that the College has undertaken to achieve equality throughout the academic year.

Access, student success and progression measures

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The College is committed to widening participation and has a history of attracting non-traditional entrants into Higher Education, for example with high proportions of mature students.

Specific activities to be funded through the Access and Participation Plan include:

- Enhancement of schools outreach programmes to increase number of local students from Dorset progressing into Higher Education.
- The College will continue its programme of HE talks and Taster Sessions to schools within the local community. In the past this approach has only targeted a small number of schools but the College has expanded the scope of its programme and to focus more strongly on schools within Low Priority Neighbourhoods.
- The college has also increased its involvement in these events by HE teaching staff and also encouraged students to be involved in representing the college's HE offer to prospective students.
- The college has also undertaken to commit to attending a UCAS fair hosted by Bournemouth University in April each year to continue to reach schools across the county.
- The College has also collaborated with another local FE college in Weymouth to share marketing, schools and UCAS events. A joint year 12 taster day is planned in June 2017 which is intended will be a model that is repeated in 2018 and beyond.
- Use resources from Bournemouth University and the wider SUN to provide more specific support and guidance to internal applicants to HE courses at the college. This may also involve the development of resources with the network as well as using existing ones.
- Enhancement of internal outreach programmes to facilitate progression of KMC FE students to Level 4+ qualifications.
- The College is aware of its low internal progression rates from FE to HE and is committed to enhancing recruitment internally. HE talks will be timetabled to take place in all Level 3 tutorials. The college has developed cross college events for Level 3 students to review post-college options available and gain information, advice and guidance on Higher Education. Higher Education is a key part of regular information events throughout the year, with occasional taster events that would be accessible to internal and external applicants. These are weekend events and open to all prospective learners.
- The college will continue to offer an Access to HE (Science) course for which will create a route for mature students into the college HE provision by taking advantage of 24+ Learning Loans, as well as vocational Level 3 courses that have also been a traditional route for mature learners into the college's HE courses.

- Continued implementation of HE Taster Days to enable prospective students (particularly mature students) to experience HE in an FE setting and to promote local progression;
- Delivery of a Summer Science School specifically aimed at mature students returning to education and designed as a 'mini-access' course to help them make the transition to HE. Many students do not need to attend this as a requirement for entry but many attend by invitation to get a feel for being back in education prior to starting the course;
- Delivery and provision of programmes aimed at widening participation through flexible delivery (including part-time delivery and the development of 'non-prescribed' provision).
- The college will continue to analyse its application data to monitor the location of applicants. And inform any marketing strategies to broaden the spectrum of those accessing higher education at the college.

All of the above activities are aimed at increasing the number of individuals progressing onto Higher Education programmes from within Dorset (with a particular focus on students from LPNs), a recognised 'cold spot' for HE provision. To evaluate the effectiveness of the above measures, data on applications from mature students and those from lower socio-economic groups or from neighbourhoods where HE participation is low will be collated and monitored and used to moderate the College's statistical milestones and targets.

The College will continue to promote and expand relationships with other education providers to widen the opportunities available to their learners. This includes work with Key Stage 1,2,3 and 4 pupils from schools across the county and access for children taught by home educated initiatives.

The college has now formed active relationships with both a neighbouring college and the SUN to increase the level of aspirational events for local students and others interested in entering higher education in Dorset. These partnerships will hopefully increase the number of events promoting HE across the county where the college acting alone would not have had the resources to action effectively.

Another key development with the Southern Universities Network is involvement as a partner in an academic resilience project led by Young Minds, the mental health charity. Young Minds will be providing training and support for the college to develop strategies to improve academic resilience in its FE and HE students in the next 12 to 18 months. This fits with the college's strategy to raise aspiration and attainment in its student body, particularly 16 to 18 year olds. The impact of this is aimed to be seen in increased achievement rates in both vocational and GCSE subjects. Increased aspirations is also

expected to lead to increases in the proportion of students entering higher education as well. The college is also in discussions with SUN and another local college for a NCOP funded post, with an activity budget, across both colleges that would support the delivery and evaluation of advice, guidance and activities with NCOP learners.

Kingston Maurward College is also a co-sponsor for the Dorset Studio School. Students aged 13-16 will be able to work towards vocational qualifications alongside traditional GCSEs and are another potential source of learners to Higher Education at the college. Students at the school will be exposed to opportunities for HE at the college through activities such as guest lecturer sessions and taster activities offered HE staff. Measuring the impact of this type of work will need to be identified in the future as noted in 'ambition and Strategy'.

The FdA in Tourism Park Management programme is specifically a part-time programme aimed at those working within this industry, and developed in conjunction with industry bodies. It has a delivery that is flexible and delivered in a way that fits with mature students studying alongside employment. Considerable effort has been placed on ensuring a continuous dialogue with the BHHPA to successfully recruit applicants from a wide background working in the tourism park industry.

For many students, the transition into Higher Education can be challenging, and the College is committed to improving student retention and success through enhancement of the student experience and provision of information that is clear, reliable and meets the needs of students.

Retention and progression data is monitored through the annual programme monitoring process, but in 2016-17 this has been strengthened and brought more in line with other internal reporting systems to senior management and governance which has resulted in more detailed target setting for measures of success such as retention, attendance and pass rates. Whilst the College already implements a number of measures to promote student success, it has identified the following activities to both enhance the student experience and aid the transition into Higher Education, thereby helping to further improve success rates:

- Increased use of student monitoring system Promonitor. The college now has a universal system that can be used by both staff and students to communicate and track the progress on individual students. This is providing a much more responsive system to communicate students' issues and also target setting and pastoral records.
- Continue a commitment to regular drop in sessions for support in key subject areas (statistics, anatomy and physiology), and also ICT skills by subject specialists to support all students but aimed at mature learners;
- Increase number of formal tutorial sessions to support progression of mature students to Higher Education;

- Using resources and toolkits from the SUN to support students identified from minority groups that may be at risk of withdrawal or non-completion
- Support students with recognised disabilities by covering the cost of the DSA diagnostic test for a limited number of individuals;
- Provide financial incentives to promote retention, particularly in students from LPN;
- Identify and analyse factors which impact adversely on student retention to inform specific strategies.

The college has taken a more proactive approach to student progression for its HE and FE students as part of a cross college marketing strategy in respect of changes to its regular IAG events throughout the year.

- Regular events have not just had a HE presence but have involved talks from graduates as well as teaching staff and taster activities to provide opportunities for FE students to see the progression from HE courses available to them.
- In conjunction with college support staff, a robust set of careers resources is being developed to assist students with careers information and advice. The college has a careers advisor who has had CPD in providing advice to HE students.
- Flexibility within HE programmes exist to allow programme leaders, invited industry contributors and other staff to deliver seminars on employment and career development related topics at all levels.
- Students on relevant courses have opportunity to visit international oceanography conferences in London or Southampton where they can engage with prospective employers.
- The college has aimed to maintain contact with graduates and they are often able to provide careers talks to current students on employment and postgraduate opportunities.
- A key area for development and monitoring is to target and monitor the progression of mature learners into postgraduate study. Ways to support this are in the early stages of development, but may include using previous mature students who have progressed to postgraduate study to provide advice and guidance to undergraduates on pro and cons of further study and other issues such as funding. It is also possible to use resources at partner HEIs to provide postgraduate opportunities and advice and guidance. Additionally the SUN will

also be able to assist in identifying and tracking individual learners that can be supported more specifically to progress to postgraduate study.

In addition to the College's expenditure on additional access and retention measures, KMC will provide a limited number of Student Bursaries. The bursary will be available to full and part-time students who are on household incomes of less than £25,000 per annum. The Bursary will be to the value of £500. To promote retention, students will receive the bursary in two stages: £250 at the beginning of December 2018 and £250 at the beginning of April 2019.

The College previously offered 2 National Scholarship Awards (NSPs) of £2000. Now that NSP had ended as of 2015-16 the college has planned to continue to support these measures from higher fee income. With this in mind, these awards will continue to be available to first year students from household incomes of less than £25,000 per annum. Due to the limited number of awards available, they will be prioritised according to level of household income (less than £15,000, less than £20,000, less than £25,000). Each award will be broken down into two parts: a £2000 fee waiver and a £1000 cash bursary (£500 at the beginning of December 2018 and £500 at the beginning of April 2019 to promote retention). The college needs to survey recipients of bursaries on the impact of their provision for these students. With such small numbers, this analysis is likely to be qualitative rather than quantitative. The college needs to develop a suitable evaluation survey to do this.

The college also has available a total of £1500 in funds available to students in emergency financial hardship that it has retained following the cessation of the Access to Learning Fund. Students must apply for this funding through our Student Services Team following guidelines for the allocation of these funds to determine eligibility based on criteria on income and status. The college has no plans to increase this fund at present but will closely monitor the demand for this funding from students as part of its Access and Participation Plan return to Office for Student and make adjustments as necessary.

The College will work towards the following milestones:

- Promote the benefits and opportunities of Higher Education entry to the target groups through a focussed marketing campaign and using links with neighbouring colleges and members of the Southern Universities Network;
- Continue to improve progression rates for our FE students moving into Higher Education;
- Continue to improve the baseline proportion of Higher Education students from disadvantaged areas;
- Continue to improve Year 1 attendance and retention rates;
- Continue to increase number of students attending Summer Science School;

- Continue to build a sustained programme of widening participation activities in partnership with our HEI outside of the SUN. In the first instance this will be to identify key individual students meeting pertinent widening participation criteria to track through their progression to HE and during their undergraduate studies.
- Measure the impact of HE teaching staff delivering on FE programmes in the Animal Welfare and Science department at the college on higher grade attainment at Level 3.
- Increase the proportion of mature graduates into postgraduate study using individual support and guidance and resources from partner HEIs and the SUN.
- Develop long-term measures for the influence of the College's relationship with the Dorset Studio School, which is hosted on its campus.

Investment

If students are recruited to the predicted numbers planned for in 2019-20 the college will have higher fee income of £69,975. Of this additional income gained from charging above the minimum fee level, the College is committed to utilising 43.2% (£30,250) of this income to support all of its access and participation activities. Of this, around 10% will be used to support access activities through maintaining and expanding outreach work, 8.6% to support measures aimed at student success by improving student retention and achievement, 1.7% on progression focussed activities and 22.9% to provide financial support. This pattern of allocation will be reviewed by the College as more information becomes available as to the effectiveness of the measures put in place. Access and Success will be supported by OfS recurrent grant funding as well.

The college has support with NCOP funding from SUN per NCOP postcode learner enrolled each year in the region of £1500. This funding is used to support the post of Head of HE to coordinate events for progression to HE within the college. In 2019-20 it is expected this will be further supported with funding from SUN for a post of SUN activity mentor shared between Kingston Maurward and Weymouth College. Additional funding will also continue to support an academic resilience project in partnership with Young Minds through SUN.

For 2019-20, although it is hoped that the college will be able to increase its higher fee income and will aim to use more of this income to support activities than we have stated in our resource plan. As can be seen in the table in 'Assessment of Performance' recruitment has been reducing in the last 3 years and the college is taking a precautionary approach to the use of higher fee income until its recruitment picture for 2018-19 is confirmed and possible recruitment for 2019-20 is clearer. At this stage any predicted OfS grant allocation for 2019-20 will be based on recruitment, but based on 2018-19 grants will be in the region of £3000-6000. The college will continue to use this to support targeted students such as those with specific learning difficulties, supporting assessment of learning difficulties identified during a student's lifecycle, assessment of exam access arrangements and short learning support for those where a need is identified. This use of funding is mainly targeted at the Access and Success elements of the student lifecycle.

Much of the college access activities are completed in partnership with access activities of its FE provision as well through a dedicated Schools Officer as part of the Marketing Team. This position has a key role in college recruitment and engagement and is supported as a long term strategy for student recruitment, and so even without the support of SO funding the college will continue to support this role as part of its recruitment strategy.

Provision of information to students

Information on fees and financial support is made available to prospective students via the College's website, the HE Prospectus and through recruitment literature.

Admissions, Programme Leaders and the Head of HE will provide information regarding the fee level and financial support available at Careers Fairs, HE Taster Days, Course Information Days and Open Days.

Information regarding the fees and the financial support available through the College will be sent to students with their offer of a place.

The HE Admissions Officer and Head of HE provide on-going guidance to students on the fees and financial support available. Both are accessible to discuss financial arrangements before starting a course and are available on site for students whilst on their course.

The College is committed to providing timely and accurate information to both UCAS and the Student Loans Company. Adherence to external deadlines and the provision of accurate and reliable information is assured by the HE Admissions Officer.

In order to promote and recognise student input within the College, student contribution is encouraged through the HE Quality Assurance Framework, including committee representation at all levels and internal / external review and audit mechanisms.

Student Representatives sit on a variety of boards with direct access to senior lecturing staff and senior management. These include Higher Education Academic Boards, Student Council and the Board of Governors. A common element of all these meetings is the high value placed on evidence-based student feedback. Students are also routinely surveyed for their individual views on all aspects of student life. The Student Voice is taken very seriously by the College and the enhancements made to academic quality by students and the importance of sharing information is highly appreciated. Actions taken as a result of feedback are shared with students and documented in minutes and 'You said, we did' communications.

This plan will be made available via the college website via its HE webpages once approved. If required the college can supply this in a number of formats on request.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

We would plan to increase our fees for 2019-20 entrants by inflationary measures as set by government and as governed by our TEF status. Any inflationary increase would be in line with increases linked to the RPI-X index and following advice and guidance on inflationary increases supplied by the Office for Students.

Full-time course type:	Additional information:	Course fee:
First degree	Animal Behaviour and Welfare	£9,250
Foundation degree	Animal Behaviour & Welfare	£6,165
Foundation degree	Marine Ecology & Conservation	£6,165
Foundation degree	Coastal Countryside and Conservation	£7,200
Foundation degree	Applied Agriculture Science	£7,500
Foundation year / Year 0		*
HNC / HND	Public Services	£6,165
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise 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		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree	Bournemouth University 10000824 -	£4,200
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

