



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

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

Our overall Ambition and Strategy as set out in our 2019-20 APP highlights our core commitments to our underrepresented students as a whole and our key target groups and their attendant lifecycle stages. These commitments are set out below:

Commitments to our underrepresented students as a cohort:

We will focus on student support, particularly responding to the increasing volume of students who self-declare a disability. We will prioritise further investment in financial hardship support, responding to the increasing number of students from underrepresented neighbourhoods whilst being mindful of the changes in maintenance grants. Our Bursary and Hardship Fund Policy and Procedure (2018-20) will be updated on a regular basis to help support the broad demographic of students we teach, including our underrepresented groups. In addition, we have a College Hardship Fund to support students. The Hardship Fund is carefully administered to ensure transparency and clarity for eligible students who apply. To date this fund has supported many students who may have otherwise left Higher Education and not continued with their studies.

The College is committed to student engagement through a range of widening participation activities under the SGS Connect scheme. These activities are broadly aimed at schools and they give us valuable opportunities to encourage participation in HE from all potential future students in the under-represented groups that we have identified. The scheme also encourages partnership working with other providers.

The collaborative work, undertaken by SGS College and as part of the Strategic Alliance with the University of Gloucestershire, is a significant part of our WP activity. Through our collaborations we are also able to support our students to progress to higher level study, to participate in a range of activities and to access opportunities to support their progression into employment. These opportunities might not be possible without the collaborative approach of the organisations involved. SGS College currently participates in collaboration as part of two regional HEFCE National Networks for Collaborative Outreach Projects (NCOP) focusing on students from targeted wards. Our regional NCOP collaboration ('GAP') between the University of Gloucestershire, the Royal Agricultural University, Hartpury College, Gloucestershire College and Cirencester College, has enabled us to deliver long-term outreach. This has helped us to reach a larger number of students (particularly those in pre-16 education and from under-represented groups) in Gloucestershire. We are part of a College Careers service network of 19 schools.

SGS College is also in partnership with UWE, the University of Bristol, City of Bristol College, St Brendan's Sixth Form College and South Bristol Youth on the Bristol National Collaborative Outreach Programme 'Future Quest'. This involves joint collaboration to provide a range of activities, including team and confidence-building activities, communication building activities, cultural activities, university visits and subject/career tasters, to engage young people (aged 11-18). Our onsite dedicated Future Quest Co-ordinator works with our Level 3 students from POLAR3 Q1 (a key under-represented group identified in this plan) and also with 27 schools throughout Bristol, hosting events such as Speakers Trust and psychometric profiling. The College has also taken the lead on the Future Quest Sports programme. The project has funded the appointment of a Future Quest Sports Co-ordinator based at our WISE Campus. This programme aims to enlighten students into the different career possibilities in sport and the educational routes available to succeed into their career choice.

As a College we have long recognised the importance of facilitating our Higher Education students to connect with and inspire younger students and those from low participation areas and non-traditional entry points. From academic year 2018-19, the College SGS will establish a range of Student Mentor posts drawn from a variety of subject areas, including sport and the creative/performing arts sectors. It is hoped that applications for the Mentor positions will be representative of the wide spectrum of our student body. The Mentors will work alongside students in local Schools and Further Education Colleges, providing study support and a 'line of sight' into studying at higher levels. The mentors will work towards raising the aspirations, confidence levels, core skills and knowledge of younger students. Mentors will also provide signposted information regarding different routes into Higher Education. We have recently developed a Bridging Strategy (for full implementation 2018-19) which although aimed at our wider student demographic (by supporting all students transitioning from Level 3-4; 4-5; 5-6), has been devised (where appropriate) with some of our under-represented groups in mind (e.g. Mature students).

We are committed to ensuring that our WP activities show evidence of continuous improvement. This will continue to be evaluated and monitored via various HE Quality processes. The monitoring and reporting responsibility for Widening Participation is the responsibility of the College's Widening Participation and Retention Group (WPRG). The targets as set out in this APP will be reviewed in these biannual meetings as a formal agenda point and our ambitions and goals assessed as a result. The WPRG reports to the College's Safeguarding, Equality, Diversity and Wellbeing Group and the Assistant Principal for Higher Education and 19+ will oversee all progress and produce reports to feedback to the College's Further Education Corporation both on impact measures and progress made against our milestones.

Collaborative work with the Strategic Alliance and schools will be reported back via the same group structure. Alliance work is also monitored and reported through structured meetings with the University of Gloucestershire and Annual Partnership reporting.

The College's Annual Review (Self Evaluation Document, SED) is a critical document that reports outcomes and analysis of quantitative and qualitative data (from SGS College student surveys and NSS data) against key performance indicators. This is captured through a range of activity including individual Course Enhancement Reviews (CERs). The Annual Review is reviewed by our Higher Education Steering Group and approved by the College's Governing Body. The Widening Participation and Retention Group (WPRG), HE Steering Group and termly Course Boards (renamed Course present. 2017-18) all have student representatives or the Lead Student Representative present.

This Plan was developed through consultation with our current higher education students. Meetings were sought with our Lead Course Representative and Class Representatives were asked to feedback on student-friendly versions of the Plan. In addition we surveyed 100 of our current students asking targeted questions relating to their motives for pursuing higher level studies. Moving forward the APP will be reviewed alongside the SPP and College policies and

procedures according to the strategy and mechanisms set out in our Students as Partners Strategy. The effectiveness of these feedback strategies will be reviewed.

Commitments to our key target groups and their attendant lifecycle stages:

#### Mature Students.

We acknowledge that mature students often face two general barriers in terms of accessing and succeeding at higher education level: finance and confidence. We recognise the complexities of managing family, work and life pressures and offer part-time study routes to those who are unable to engage with full-time study. Changes have been recently made to our Bursary and Hardship Fund Policy and Procedure (2018-20) to encourage participation from this group of students. Specific activities are in development (based on student feedback gathered from specialist subject areas) for 'soft' roll out in 2018-19. We are piloting this type of activity by establishing an annual Part-time Degree Event at our Bristol School of Art which is specifically targeted at mature students who are already studying one of our many FE part-time courses. This event is also published to the wider public via a targeted social media campaign. Our Bridging Strategy and annual Employability Conference will further support this targeted demographic. We have also introduced additional level 3 adult courses that directly align to progression onto HE and aim to see an impact from that change in 2021.

Our ambition is to increase our numbers of mature students from its current baseline (40% over the last two year cycle) to 45% in 2022-23. Incremental gains have been projected of steady 1% increases until this figure is reached.

#### Male Students

We anticipate that our extensive outreach activity in schools in combination with our HE Ambassadors scheme and Inspiring Futures (Student Mentors) scheme will continue to positively support a gradual, but continuous growth in the number of male students (including those from POLAR3 Q1) recruited at HE level (including Level 6, where there is an identified recruitment gap) from an average of 40% (2016-18 figures) to 45% (2022-23). Via these mechanisms and the positive use of marketing materials we predict that we will see a gradual increase in male participation in 'non-traditional' subject areas (and female participation in those areas traditionally associated with male students). Evaluation of our progress towards these targets will be quantitative, through counting increased enrolments particularly in those identified 'cold spots' within our curriculum. Ongoing qualitative evaluation will focus our attention for further activity in marketing to appropriate groups internally (Level 3 to HE and Progression within HE to Level 6) and externally.

#### Black and Minority Ethnic (BAME)

It is also to be hoped that our outreach activities, HE Ambassadors scheme, Inspiring Futures scheme and use of positive marketing materials will encourage the participation of students identifying as BAME. Our ambition is to increase participation rates of BAME students in HE courses to reflect participation rates at FE, from 8% (2017-18) to 14% by 2022-23. Another ambition is to diminish to zero any retention target gap we may identify through monitoring of student retention data (this has been identified in the past). Evaluation of our progress towards these targets will be quantitative, through counting increased enrolments particularly in those identified 'cold spots' within our curriculum. Ongoing qualitative evaluation will focus our attention for further activity in marketing to appropriate groups internally (Level 3 to HE and Progression within HE to Level 6) and externally. Qualitative information will be gathered via student surveys (internal SGS College surveys – First Impressions and End of Year, national surveys – NSS), and through the various opportunities to canvass applicants' and students' views in our collaborative, outreach and marketing activities.

#### Internal Progression from Level 3/ POLAR3 Quintile 1

SGS College has identified that internally progressing students are comparatively under-represented on our HE courses. Currently 33% of our HE students have progressed from

Level 3 courses at SGS College, and it is our intention to increase this figure. Encouraging access to HE through internal progression will address the numbers of students (from POLAR 3 Q1 postcodes). Overall 30% of our HE students (Levels 4, 5 and 6) are from POLAR3 Q1 postcodes, comparing well with the UK overall HE student figure of 11% (HESA 2016-17). Analysis shows that 27% of FE students at Level 3 at SGS College are from POLAR3 Q1 postcodes (2017-18), so our ambition must be to ensure that our HE figure remains at least representative of the College FE figure, and that these students are retained and succeed at their qualification. Our Future Quest Co-ordinator works directly with our Level 3 students from POLAR3 Q1 to encourage participation in higher level study and provide support for those who wish to discuss their educational choices and make UCAS applications. HE courses at SGS College are promoted to these students.

#### Disabled Students

Our ambition is to sustain our current position of no gap between success rates of students declaring a disability or learning need and those not doing so. We intend to improve the initial advice and guidance that students can access ensuring that a clear and evolving support plan can be in place for each individual. Extra support is automatically made available to all our Level 3 students with a preidentified

disability who will attend our Level 3 Progression Day. We are committed to providing all students in receipt of DSA with an initial 1.1 Information, Advice and Guidance (IAG) meeting to ensure an appropriate support plan is in place. Further support is available for internally and externally progressing students with making a DSA application via our Learner Services. The College are also committed to subsidising the overall cost of the assessment, to reduce the financial burden on the student (as set out in our Bursary and Hardship Fund Policy and Procedure). Evaluation of this ambition will be measured through monitoring take-up of these services and the DSA grant and canvassing students' views about their ongoing experience via student surveys (internal SGS College surveys – First Impressions and End of Year, national surveys – NSS), and through the various opportunities to canvass applicants' and students' views in our collaborative, outreach and marketing activities.

#### Care Leavers

We offer a Care Leaver's Bursary (of £1000 per study year) awarded annually to students aged 18-21 (or beyond if being helped with education or training) who, immediately before turning 18, were under the care of a local authority or a health and social care trust and have evidence to support this status. In addition, young adult carers aged up to 25 with caring responsibilities and who can supply evidence of caring or looking after someone at home, may be entitled to an annual payment of £500 over the duration of a 2 or 3 year degree programme. Though our current cohort of care leavers is very small our ambition is to improve the participation of these students. Publicising the above bursary will contribute to this aim and the development of student support for HE students within SGS College will help retain these students.

## 2. Self-assessment of targets

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

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

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

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Maintain or increase recruitment of proportion of mature students, study mode PT or FT.	2016-17	40%	44%	45%	Percentage	2019-20	37	Limited progress
T16a_02 (Access)	Increase recruitment of male students into Higher Education, through additional widening participation activities and enhanced bursary scheme.	2017-18	40%	43%	44%	Percentage	2019-20	45	Expected progress
T16a_03 (Access)	Maintain above 10% BAME participation on Higher Education programmes.	2014-15	10%	10%	10%	Percentage	2019-20	11	Expected progress
T16a_04 (Access)	Facilitate progression from level 3 to undergraduate levelled programmes. Priority target groups could include low participation neighbourhoods and from non-traditional entry routes.	2016-17	23.98%	24.5%	25%	Percentage	2019-20	41	Expected progress
T16a_05 (Student success)	Continue to support students with disabilities to complete their studies and achieve success and qualification aims equal to those students without learning difficulties and disabilities, through additional HE Specialist Support.	Other (please give details in Description column)	NA	NA	NA	Percentage	2019-20	3	Expected progress
T16a_06 (Multiple)	Introduction of a annual careers employability initiative, linking students to progression routes through mentoring schemes and long term personal career development.	Other (please give details in Description column)	NA	NA	NA	N/A (see description / commentary)	2019-20		Expected progress

T16a_07 (Student success)	All students in receipt of DSA will have an initial one to one IAG meeting to ensure appropriate support plan in in place.	2016-17	80%	100%	100%	Percentage	2019-20	100	Expected progress
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Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Continue to provide 4 large employment and progression careers events attracting from a wide range of state schools with attendance from many collaborative partners and supported by existing Higher Education students. Maintain the capacity of reaching 4000+ students years 9, 10, 11 and 12.	2016-17	4000	4000	4000	Headcount	2019-20	1100	Limited progress
T16b_02 (Student success)	Launch the SGS Inspiring Futures Scheme to support existing Higher Education Students participating in peer mentoring. To improve retention and student success through confidence building, developing employability skills and students feeling of belonging to the college. This will also improve the aspirations of young potential entrants into Higher Education.	2016-17	0	6	8	Headcount	2018-19	6	Limited progress
T16b_03 (Access)	Currently engaged with 74 schools across the region, regular talks provided at 6 of the locations on Higher Education and Higher Apprenticeships. Aspirations to increase this service and awareness of progression opportunities.	2016-17	6	8	9	Headcount	2019-20	9	Expected progress
T16b_04 (Progression)	Further development of collaborative links with the strategic Alliance partners.	Other (please give details in Description column)	NA	NA	NA	N/A (see description / commentary)	2018-19		Expected progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£31,000.00	£97,068.00	213%
Financial Support	£64,000.00	£100,483.00	57%

### 4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Measuring the success of different study entry points, continue to develop new level 3 part-time courses to support adults progression into level 4 and above, mature student open events and a mature student working group to review approaches and marketing.
T16b_01	We have plans in place to run the onsite event again, however seeking additional funding.
T16b_02	Ensure roles form part of induction and a newly developed HE student hub to bring all course reps together on one campus.

## 5. Confirmation

South Gloucestershire and Stroud College confirms that:

<b>Student engagement</b>	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
<b>Verification and sign off</b>	
South Gloucestershire and Stroud College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
<b>Accountable officer sign off</b>	
Name	Kevin Hamblin
Position	CEO (Accountable Officer)

## Annex A: Commentary on progress against targets

South Gloucestershire and Stroud College's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
We have not met the target due to the original target incorrectly including top-up students, this therefore set a baseline that was too high.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Since the target was set we have completed a significant review of the curriculum and the development of the HE programmes. Additionally have also developed additional pathways for adults including; new Access to HE courses, new online and blended learning routes, and additional PT routes offering stepping stones to higher level progression. These have been produced to offer various entry points to higher levelled study and offering bite sized learning opportunities. We have also increased the careers service we offer to mature students at FE level, and developed an automatic signposting and progression system to support adult learners developing a study path.

<b>Target reference number: T16b_01</b>
How have you met the commitments in your plan related to this target?
Due to a lack of external local authority and HEi funding the on site 'Ambitions' event has not been able to currently take place.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Limited progress could take place in capturing all students at large campus events. However, 1100 students did engage at Key Stage 4 during the academic year across campuses

<b>Target reference number: T16b_02</b>
How have you met the commitments in your plan related to this target?
Due to the pandemic this was tricky to fully embed, we did however successfully support in 4 course areas.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We would have met the target, however some students did not feel they had the capacity during the pandemic.

## Annex B: Optional commentary on targets

South Gloucestershire and Stroud College’s commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	When we set the original target we made an error as we included top-up students rather than just new entrants.
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16b_01	We are currently reviewing new funding partners and options.
T16b_02	
T16b_03	
T16b_04	