

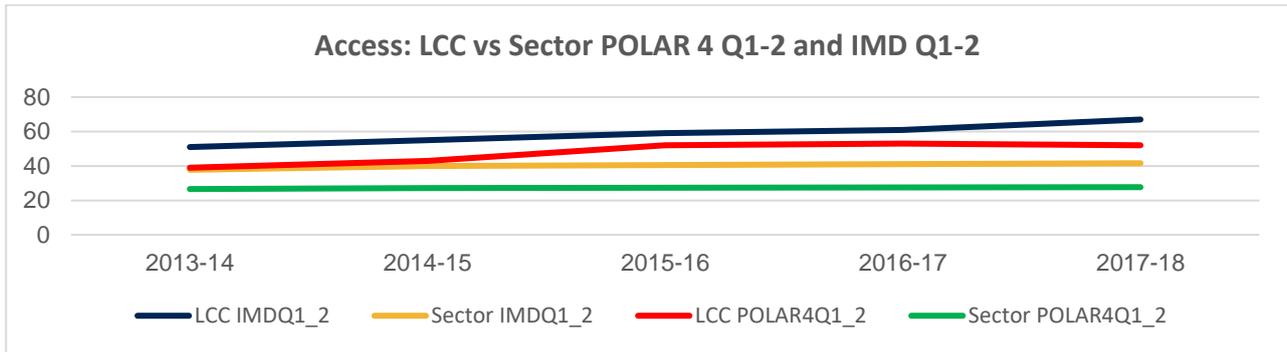
Access and participation plan
2020-21 to 2024-25
1. Assessment of performance

The following sources have been used to undertake an assessment of our performance:

- APP data
- Internal data
- TEF data
- DLHE

1.1 Higher education participation, household income, or socioeconomic status
Access

LCC has a strong record in recruiting students from IMD quintiles 1&2 with an increase from 51% to 67% from 2013-14 to 2017-18. There is a similar picture in regard to recruitment from areas with low participation in higher education.



| Access | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------|---------|---------|---------|---------|---------|
| LCC IMDQ1 | 33% | 39% | 38% | 40% | 46% |
| LCC IMDQ5 | 17% | 14% | 11% | 11% | 7% |
| LCC IMDQ1_2 | 51% | 55% | 59% | 61% | 67% |
| Sector IMDQ1_2 | 37.8% | 39.9% | 40.6% | 41.1% | 41.6% |
| LCC POLAR4Q1 | 19% | 20% | 26% | 28% | 29% |
| LCC POLAR4Q5 | 21% | 19% | 20% | 14% | 14% |
| LCC POLAR4Q1_2 | 39% | 43% | 52% | 53% | 52% |
| Sector POLAR4Q1_2 | 26.6% | 27.2% | 27.4% | 27.5% | 27.7% |

Between 2013 and 2017 LCC’s recruitment of students from POLAR Quintiles 1& 2 has increased from 39% to 52%, 29% of these from Q1, whilst the sector has only increased by 1.1% to 27.7%. Our intake from IMDQ1 has risen by 13% from 2013-14 to 2017-18.

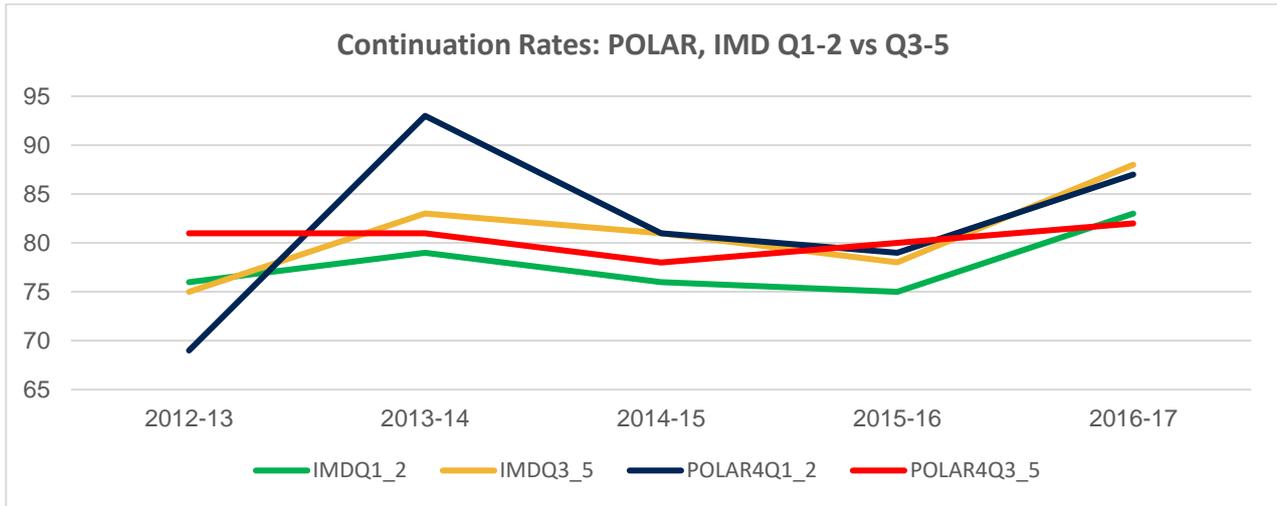
LCC will continue to invest in outreach activities both individually and collaboratively through NCOP and the regional Go Higher West Yorkshire consortium to maintain this level of recruitment. We will continue to

offer methods of delivery which allow students to hold part time employment in order to support them through their studies.

Success

Non-continuation

LCC does still have work to do to continue to improve continuation rates across the whole range of students but has shown considerable improvement for students from IMD quintiles 1&2 with an improvement of 7% from 2013 to 2017.



| Continuation | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------|---------|---------|---------|---------|---------|
| IMDQ1 | 72% | 75% | 77% | 77% | 82% |
| IMDQ5 | 80% | 83% | 82% | 75% | 91% |
| IMDQ1 & 2 | 76% | 79% | 76% | 75% | 83% |
| IMDQ3_5 | 75% | 83% | 81% | 78% | 88% |
| POLAR4Q1 | 65% | 90% | 85% | 75% | 88% |
| POLAR4Q5 | 90% | 70% | 80% | 70% | 90% |
| POLAR4Q1_2 | 69% | 93% | 81% | 79% | 87% |
| POLAR4Q3_5 | 81% | 81% | 78% | 80% | 82% |

The overall sector continuation rate has decreased over the 5 year period to 86.9%. There is a gap of 5% in continuation between those in POLAR & IMD Quintiles 1&2 and those in 3-5. The largest gap in continuation at LCC is for those on a first degree which is 8%. The College does perform better than the sector for students in Quintiles 1&2 on other undergraduate courses, namely foundation degrees which constitute our main provision, where we are 1.9% above the sector.

Polar Q1 has outperformed Q5 for 3 of the past 5 years and the gap was at its narrowest in the year 5 (16-17) figures (2%). Whilst the continuation rate gap between IMD Q1 and Q5 has remained consistent continuation has been trending upwards for both Q1 (from 72% to 82%) and Q5 (from 80% to 91%).

LCC is below the sector continuation rate for all POLAR quintiles but has demonstrated a considerable improvement of 18% over the 5 years bringing it to within 3% of the sector for quintiles 1 & 2. However, the continuation rates for quintiles 3-5 has only shown a slight increase of 1% over the 5 year period.

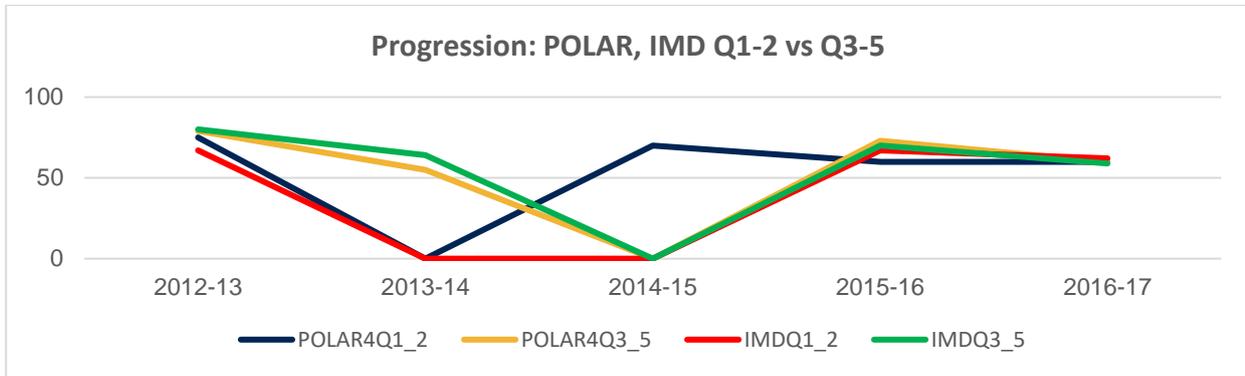
The College does perform better than the sector for students in quintiles 1 & 2 on other undergraduate courses with an improvement of 18% over the 5 years to 87% compared with 79.1% in 2017-18 by the sector.

Attainment

We have very limited data regarding attainment for IMD and POLAR as this is not a statistic that was recorded and monitored for individual groups. The only data available is for 2017-18 for IMD which shows a significant gap of 29% between IMD Q1-2 and Q3-5. Internal data shows a 38% difference between IMDQ1 & Q5 and 15% between POLAR Q1 & Q5. However, these are very small sample sizes where 1 student can make a 5% difference. We have already reviewed our data collection methods and are now recording attainment at both degree and foundation degree classification. This additional data will provide more meaningful data over the next 2 years.

Progression to employment or further study

Other than 2015-16 there is either no gap or a small gap between POLAR 4 quintiles 1-2 & 3-5.



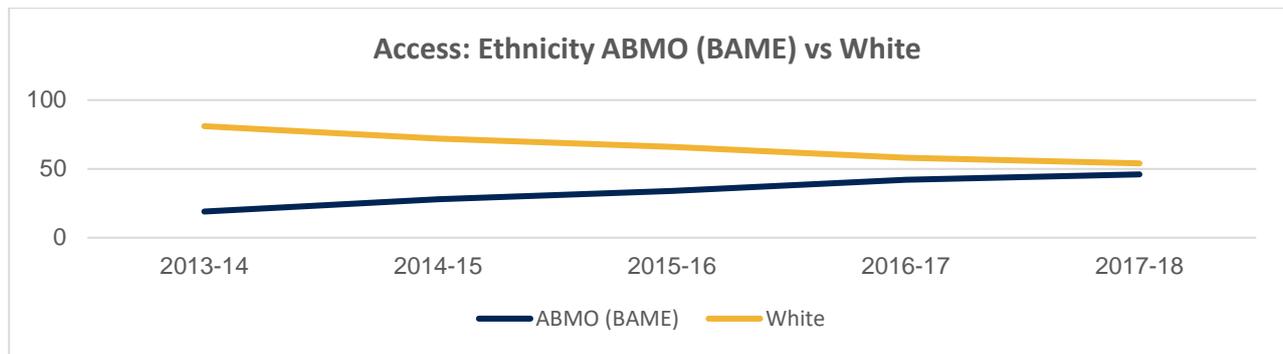
| Progression | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-------------|---------|---------|---------|---------|---------|
| POLAR4Q1_2 | 75% | no data | 70% | 60% | 60% |
| POLAR4Q3_5 | 79% | 55% | no data | 73% | 60% |
| IMDQ1 | 70% | 65% | no data | 66% | 62% |
| IMDQ5 | 90% | 60% | no data | 70% | no data |
| IMDQ1_2 | 67% | no data | no data | 67% | 62% |
| IMDQ3_5 | 80% | 64% | no data | 70% | 59% |

IMD data is similar but with a small gap of 3% between Q1-2 and Q3-5. Due to the small numbers there is limited data that can be reported. The percentages for IMD Q1 have decreased slightly from 2012-13.

1.2 Black, Asian and minority ethnic students

Access

We have been successful in our efforts to recruit BAME students and have seen an increase from 19% to 46% over the 5 years. This is 15% above the sector recruitment of BAME students.

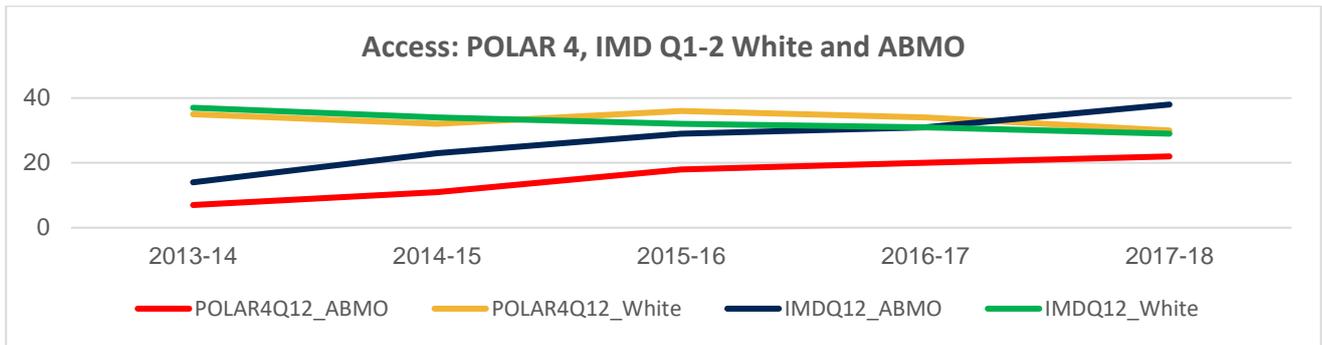


| Access | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------|---------|---------|---------|---------|---------|
| ABMO (BAME) | 19% | 28% | 34% | 42% | 46% |
| Asian | 8% | 11% | 13% | 14% | 22% |
| Black | 6% | 10% | 9% | 11% | 12% |
| White | 81% | 72% | 66% | 58% | 54% |

| Access | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|---------|---------|
| Arab | 0.3% | 0.4% | 0.3% | 0.5% | 0.3% |
| Asian/Asian British - Any other Asian background | 1.2% | 1.0% | 1.1% | 1.2% | 1.2% |
| Asian/Asian British - Bangladeshi | 0.2% | 0.7% | 1.0% | 1.1% | 5.4% |
| Asian/Asian British - Chinese | 0.2% | 0.2% | 0.3% | 0.3% | 0.4% |
| Asian/Asian British - Indian | 1.7% | 1.5% | 1.6% | 1.3% | 1.5% |
| Asian/Asian British - Pakistani | 3.5% | 5.1% | 6.9% | 9.8% | 10.5% |
| Black/Black British - African | 4.4% | 6.3% | 7.0% | 6.6% | 7.1% |
| Black/Black British - Any other Black background | 1.0% | 0.9% | 0.8% | 1.1% | 1.4% |
| Black/Black British - Caribbean | 0.9% | 1.7% | 2.1% | 2.1% | 2.5% |
| Mixed/Multiple ethnic group - Other | 0.7% | 0.5% | 0.2% | 0.4% | 0.5% |
| Mixed/Multiple ethnic group - White and Asian | 0.9% | 0.9% | 0.9% | 1.1% | 0.7% |
| Mixed/Multiple ethnic group - White and Black African | 0.7% | 0.7% | 1.1% | 0.5% | 0.6% |
| Mixed/Multiple ethnic group - White and Black Caribbean | 1.9% | 3.6% | 2.3% | 2.0% | 2.0% |
| Not Known/Provided | 3.4% | 4.7% | 3.8% | 2.3% | 0.6% |
| Other | 0.5% | 0.5% | 2.9% | 7.5% | 7.1% |
| White - any other White background | 3.9% | 4.6% | 5.9% | 4.8% | 4.6% |
| White - British | 74.5% | 66.1% | 61.2% | 57.0% | 53.2% |
| White - Irish | 0.2% | 0.4% | 0.5% | 0.2% | 0.5% |

Intersections of ethnicity with POLAR

The data shows that the college has a stronger record of recruiting mature BAME students from IMD Q1-2 than the younger BAME students in POLAR4 Q1-2. Our promotion within our own FE provision does demonstrate a year on year improvement.

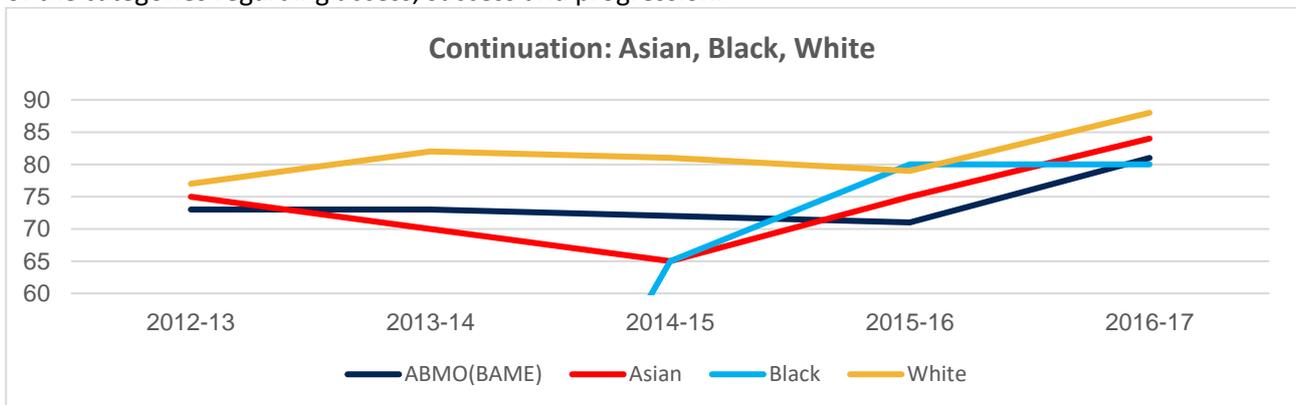


| Access | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------|---------|---------|---------|---------|---------|
| POLAR4Q12_ABMO | 7% | 11% | 18% | 20% | 22% |
| POLAR4Q12_White | 35% | 32% | 36% | 34% | 30% |
| IMDQ12_ABMO | 14% | 23% | 29% | 31% | 38% |
| IMDQ12_White | 37% | 34% | 32% | 31% | 29% |

Success

Non-continuation

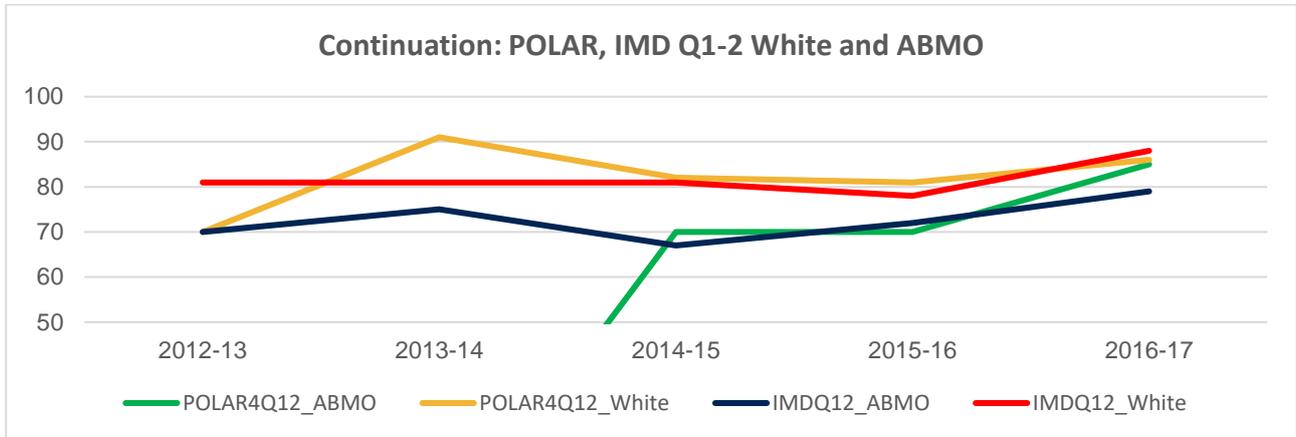
Over the 5 years we have seen an improvement in continuation for BAME students of 8%. The difference between black and white students is 8% and 4% between Asian and White. The numbers in each category are too small to provide any further disaggregation but we will continue to monitor the performance of all of the categories regarding access, success and progression.



| Continuation | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-----------------|---------|---------|---------|---------|---------|
| ABMO(BAME) | 73% | 73% | 72% | 71% | 81% |
| Asian | 75% | 70% | 65% | 75% | 84% |
| Black | no data | no data | 65% | 80% | 80% |
| White | 77% | 82% | 81% | 79% | 88% |
| Bangladeshi | no data | no data | no data | 100% | 100% |
| Pakistani | 65% | 44% | 74% | 67% | 72% |
| Black African | 81% | 46% | 72% | 60% | 83% |
| Black Caribbean | | | | | 89% |

The continuation rates for BAME students from POLAR4 Q1-2 and IMD Q1-2 show a steady improvement for both BAME and White students but do demonstrate a wider gap in 2016-17 for the BAME students Q1-2 and in 7.9% between black and white students. This is because the continuation rate for white students

improved but the rate for black students remained constant. The actual number of black students continuing in 2016-17 were 44 out of 55 and with such small numbers 5 students have a 10% impact on continuation rates.

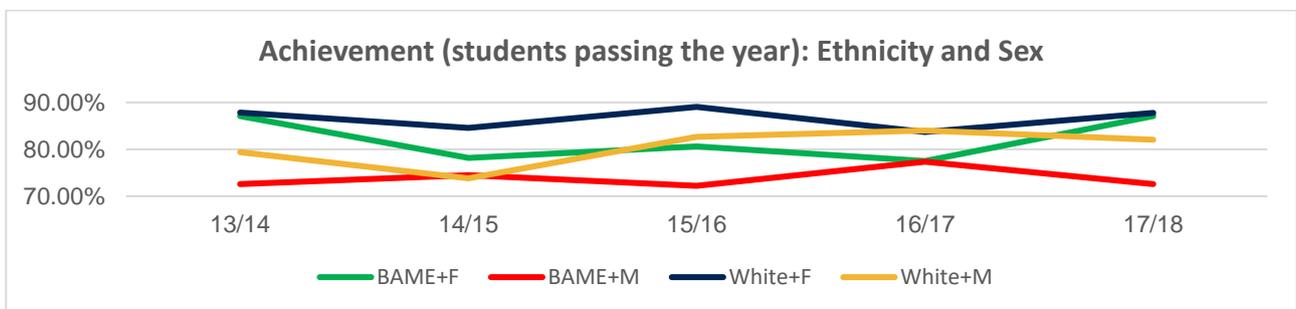


| Continuation | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-----------------|---------|---------|---------|---------|---------|
| POLAR4Q12_ABMO | No data | No data | 70% | 70% | 85% |
| POLAR4Q12_White | 70% | 91% | 82% | 81% | 86% |
| IMDQ12_ABMO | 70% | 75% | 67% | 72% | 79% |
| IMDQ12_White | 81% | 81% | 81% | 78% | 88% |

Attainment

We have very limited data regarding attainment for ethnic groups. The APP data is limited to that for 2017-18 which shows a significant difference of 33% between the attainment of BAME students compared with White. LCC's internal data suggests a narrower gap between BAME and White attainment for 2017-18 of 22.3%. Internal achievement data demonstrates a gap between the achievement of males with a wider gap for BAME males.

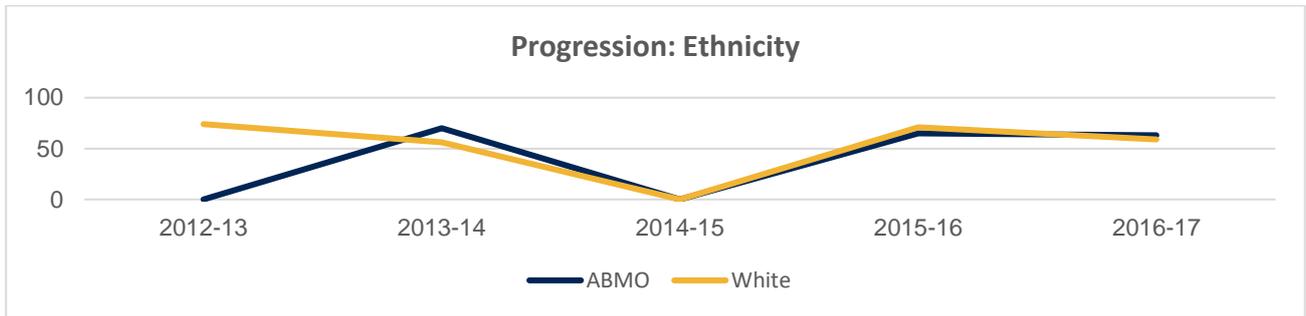
| Attainment | | | |
|----------------------|--------------|-----------------------|--------------|
| BAME attained | 36.0% | White attained | 58.3% |
| 1st | 9.3% | 1st | 25.2% |
| 2:1 | 26.7% | 2:1 | 33.0% |



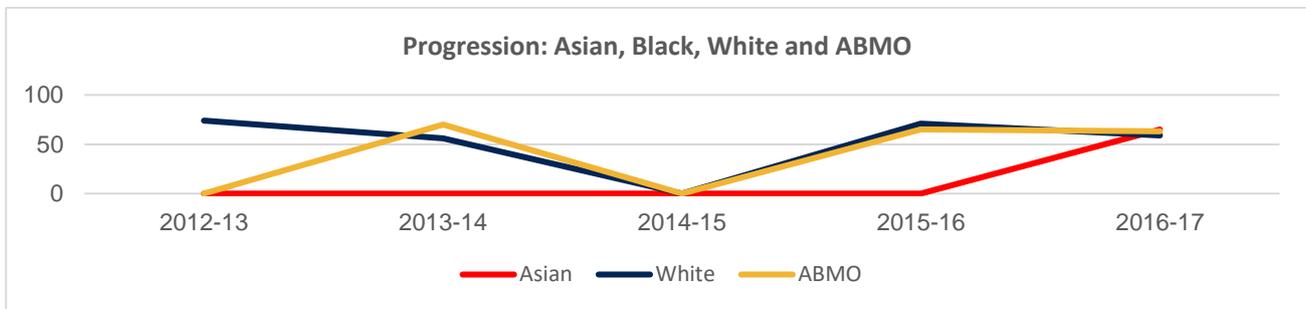
| Achievement Data | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---------------------|---------|---------|---------|---------|---------|
| BAME Female | 87.07% | 78.18% | 80.65% | 77.51% | 87.10% |
| BAME Male | 72.59% | 74.47% | 72.22% | 77.37% | 72.62% |
| White Female | 87.83% | 84.59% | 89.06% | 83.70% | 87.80% |
| White Male | 79.42% | 73.82% | 82.65% | 84.02% | 82.08% |

Progression to employment or further study

There is a 4% difference in progression in favour of BAME students.



| Progression | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------|---------|---------|---------|---------|---------|
| ABMO | no data | 70% | no data | 65% | 63% |
| White | 74% | 56% | no data | 71% | 59% |



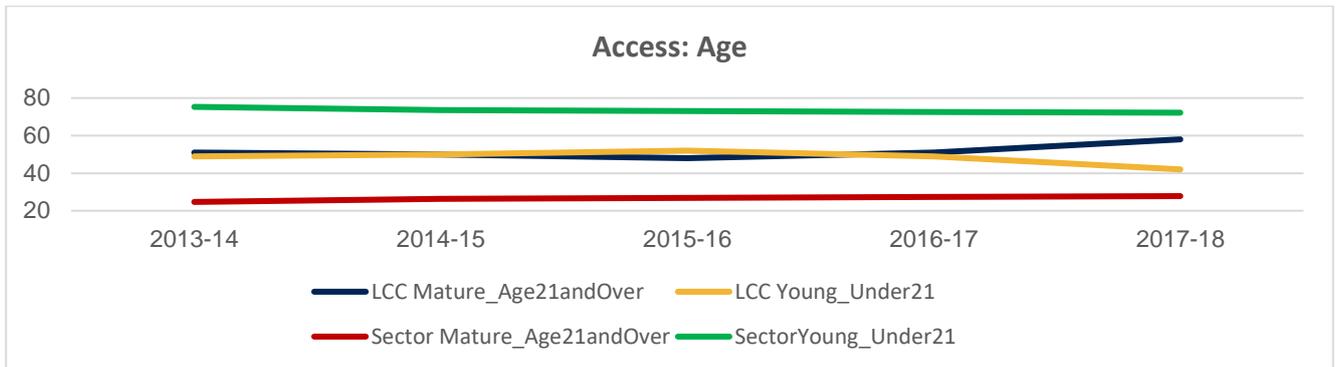
| Progression | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--------------|---------|---------|---------|---------|---------|
| Asian | no data | no data | no data | no data | 65% |
| Black | no data |
| White | 74% | 56% | no data | 71% | 59% |
| ABMO | no data | 70% | no data | 65% | 63% |

The data shows a 6% gap between Asian and White students regarding positive destinations. TEF 4 data shows a 8.6% gap in progression to employment/further study for BAME students compared with White but a positive gap of 1.7% for progression to highly skilled employment. The numbers for further disaggregated groups have been considered but are too small to report.

1.3 Mature students

Access

At LCC the balance of mature and young students is fairly balanced with 58% mature and 42% compared with the sector recruitment of 27.8% mature compared with 72.2% young students.



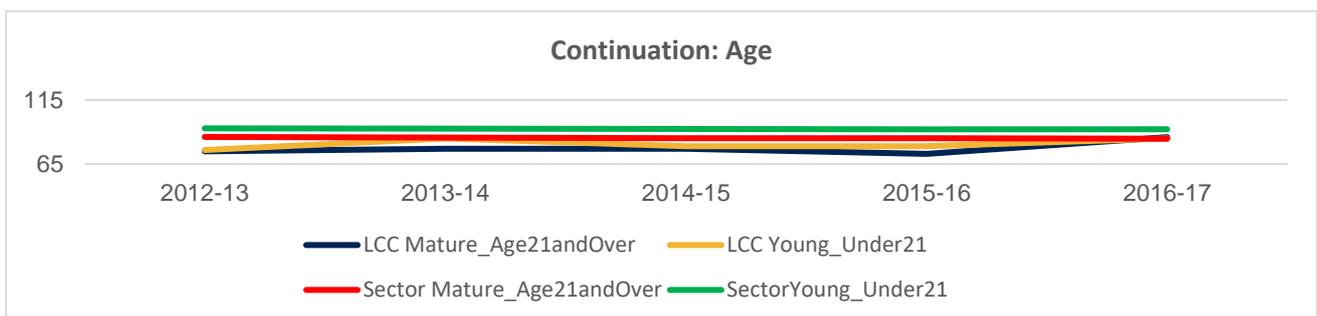
| Access | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------------------|---------|---------|---------|---------|---------|
| LCC Mature_Age21andOver | 51% | 50% | 48% | 51% | 58% |
| LCC Young_Under21 | 49% | 50% | 52% | 49% | 42% |
| Sector Mature_Age21andOver | 24.7% | 26.4% | 26.9% | 27.4% | 27.8% |
| SectorYoung_Under21 | 75.3% | 73.6% | 73.1% | 72.6% | 72.2% |

We believe that our positive recruitment of mature students is a result of the deliberate steps taken to attract these students. These include the timetabling of programmes and the support available to equip students with the skills and confidence to succeed. Over the past 5 years we have seen our recruitment of mature students increase by 7% whereas the sector increase has only been 3.1%.

Success

Non-continuation

Over the past 5 years LCC has seen an 11% improvement in the continuation rates for mature students. This is 1% above that for young students. This is in line with the trend of improvement in continuation across all groups of students which has resulted with LCC continuation rates for mature students being 1.2% above that for the sector.



| Continuation | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|---------|---------|
| LCC Mature Age 21andOver | 75% | 77% | 77% | 73% | 86% |
| LCC Young Under 21 | 76% | 85% | 79% | 79% | 85% |
| Sector Mature Age 21and Over | 86.2% | 85.8% | 85.2% | 85.3% | 84.8% |
| Sector Young Under 21 | 92.9% | 92.7% | 92.3% | 92.1% | 92.2% |

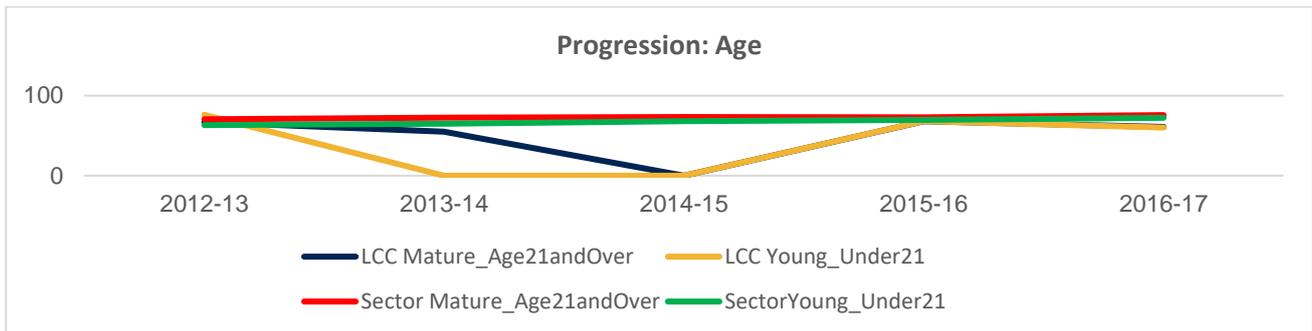
The data set shows that our continuation rates have been lower on the first year of our foundation degrees but we believe that the measures now in place, and the planned enhancements, are better preparing all students for success in higher education.

Attainment

Data shows a better attainment rate for mature students than that for under 21. As an institution we have limited historical data regarding attainment as this has not been recorded on the management information system. We have now started to record this information.

Progression to employment or further study

Mature students progression is 1% higher than that for young students. OfS data shows a decrease in the progression into highly skilled or higher study. This is due to the increased number of vocational courses in low paid sectors and also the increase in creative arts courses where students are most likely to be self-employed.

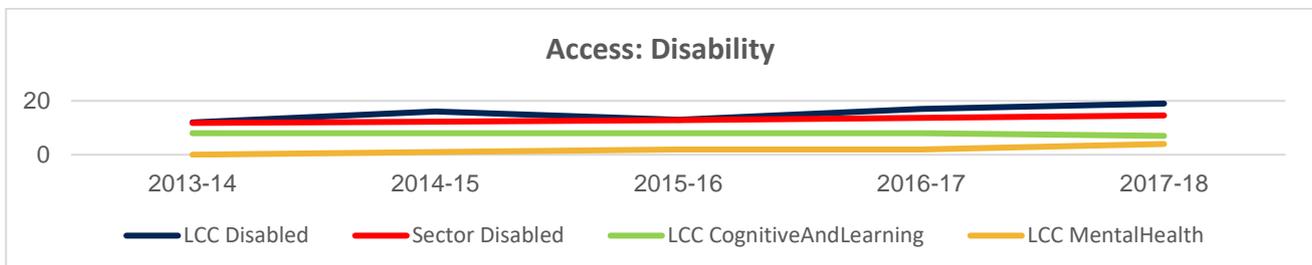


| Progression | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|----------------------------|---------|---------|---------|---------|---------|
| LCC Mature_Age21andOver | 67% | 55% | no data | 68% | 61% |
| LCC Young_Under21 | 76% | no data | no data | 68% | 60% |
| Sector Mature_Age21andOver | 70.5% | 72.5% | 73.4% | 73.1% | 75.7% |
| SectorYoung_Under21 | 63.2% | 65% | 68.1% | 69.7% | 72.3% |

1.4 Disabled students

Access

The percentage of students with a declared disability enrolled at LCC has increased from 12% to 19% over the past 5 years.



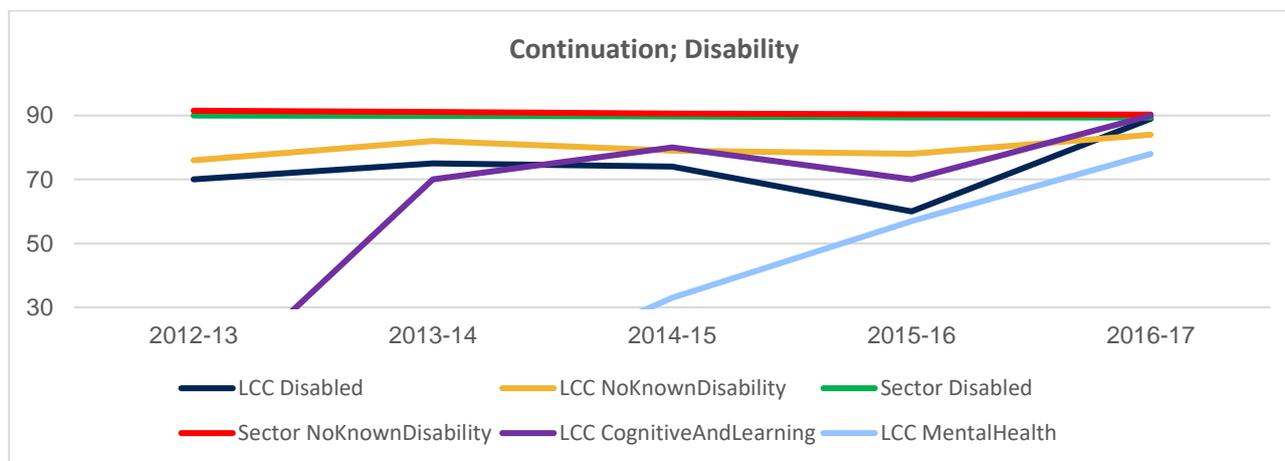
| Access | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------|---------|---------|---------|---------|
| LCC Disabled | 12% | 16% | 13% | 17% | 19% |
| LCC No Known Disability | 88% | 84% | 87% | 83% | 81% |
| Sector Disabled | 11.8% | 12.3% | 12.9% | 13.7% | 14.6% |
| Sector No Known Disability | 88.2% | 87.7% | 87.1% | 86.3% | 85.4% |
| LCC Cognitive And Learning | 8% | 8% | 8% | 8% | 7% |
| LCC Mental Health | n/a | 1% | 2% | 2% | 4% |

We also support a number of students who do not declare a disability but do require additional support. The sector proportion of disabled students has increased from 11.8% to 14.6%. For the remaining 8% of students with a disability the numbers in each category are too small to provide any further disaggregation but we will continue to monitor the performance of all of the categories regarding access, success and progression.

Success

Non-continuation

We have seen a dramatic improvement in continuation for disabled students in 2017-18 with our performance improving to within .4% of the sector. There is an average of 6% continuation gap compared with non- disabled students.



| Continuation | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-----------------------------------|---------|---------|---------|---------|---------|
| LCC Disabled | 70% | 75% | 74% | 60% | 89% |
| LCC No Known Disability | 76% | 82% | 79% | 78% | 84% |
| Sector Disabled | 90% | 89.9% | 89.7% | 89.4% | 89.4% |
| Sector No Known Disability | 91.5% | 91.1% | 90.6% | 90.4% | 90.3% |
| LCC Cognitive And Learning | no data | 70% | 80% | 70% | 90% |
| LCC Mental Health | no data | no data | 33% | 57% | 78% |

Our internal exit interviews with students, who withdraw during their first year, show that their reasons are due to external factors rather than the quality of the course and support. In 2017/18 we appointed a HE Learning Support Officer to specifically support HE students with difficulties and/or disabilities. This appointment was made to ensure that students had timely access to appropriate support. The continuation figures in 2017-18 would suggest this has had a positive impact.

Attainment

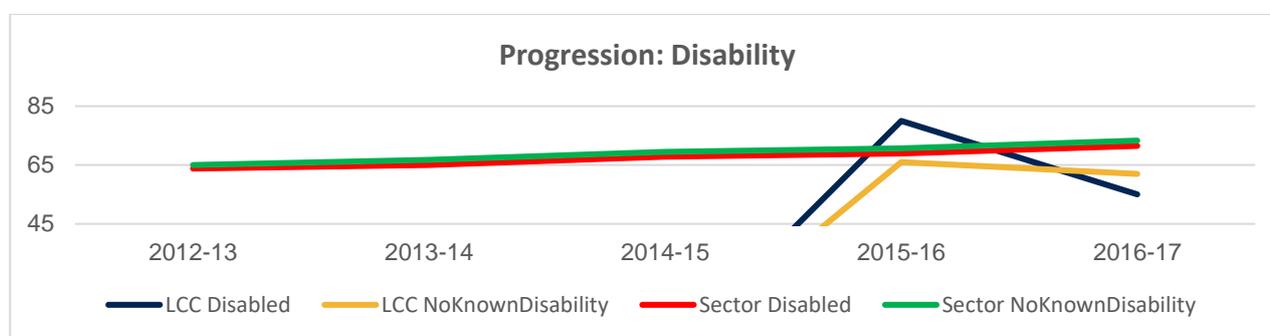
Due to the low numbers and the lack of data in this area that we cannot make any credible conclusions. We are now monitoring attainment across all groups of students.

| Achievement | 15-16 | | 16-17 | | 17-18 | |
|--------------|------------|---------------|------------|---------------|------------|---------------|
| | Disability | No Disability | Disability | No Disability | Disability | No Disability |
| Asian | 83.33% | 76.83% | 88.89% | 76.27% | 64.71% | 75.13% |
| Black | 50.00% | 78.87% | 66.67% | 80.00% | 87.50% | 77.67% |
| Mixed | 66.67% | 75.00% | 50.00% | 73.53% | 100.00% | 77.42% |
| Other | 58.33% | 73.47% | 83.33% | 75.31% | 88.24% | 80.00% |
| White | 73.24% | 87.11% | 87.80% | 83.67% | 81.16% | 85.66% |

At this level of data we are looking at very small numbers e.g. Asian disabled numbers range from 6 in 2015 to 17 in 2017/18, which can lead to misleading percentages. We have started collecting attainment data for different types of disability and are monitoring attainment by disability type. We hope to have reportable data by 2021 but this depends upon the student numbers in each category.

Progression to employment or further study

We have limited data available regarding the progression of disabled students.



| Progression | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-----------------------------------|---------|---------|---------|---------|---------|
| LCC Disabled | No Data | No Data | No Data | 80% | 55% |
| LCC No Known Disability | No Data | No Data | No Data | 66% | 62% |
| Sector Disabled | 63.8% | 65% | 67.8% | 68.9% | 71.5% |
| Sector No Known Disability | 65% | 66.8% | 69.5% | 70.7% | 73.3% |

The data shows a decrease in progression to highly skilled employment or higher study. However, due to the small numbers the percentages can be misleading. The number of students referred to in 2016-17 is 17 out of a possible of 31 students. With such small numbers 1 or 2 students can have a substantial impact upon percentages.

TEF 4 data shows that there is only a .3% difference in the progression to employment or further study between disabled and non-disabled and .5% difference for highly skilled employment.

1.5 Care leavers

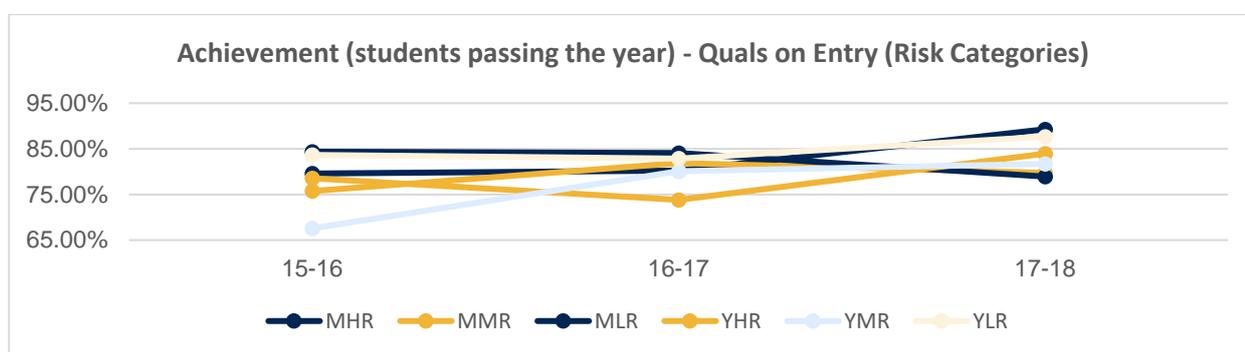
The College has not historically collected data on care leavers due to the small numbers. The College has considered the data but due to the very small numbers is unable to report this data. From 2018-19 the College is now recording if a student is a care leaver and will be able to monitor recruitment and performance more effectively over the next 2 years. The College is actively encouraging care leavers by offering additional support packages as detailed in the Care Leavers Covenant. We also provide premises for meetings of the local care leavers support group.

1.6 Other groups who experience barriers in higher education

Internal data demonstrates that the majority of our students enter with qualifications in the medium and high risk categories.

| Access | Mature High Risk | Mature Medium Risk | Mature Low Risk | Young High Risk | Young High Risk | Young Low Risk |
|----------------|------------------|--------------------|-----------------|-----------------|-----------------|----------------|
| 2015-16 | 11.25% | 26.98% | 29.97% | 1.61% | 17.57% | 12.63% |
| 2016-17 | 16.05% | 31.60% | 24.44% | 4.29% | 16.46% | 7.16% |
| 2017-18 | 15.72% | 21.23% | 20.86% | 7.58% | 20.95% | 13.66% |

Internal achievement data shows a steady improvement in achievement data in all qualifications on entry category except for mature medium and low risk entry qualifications.



| | Mature High Risk | Mature Medium Risk | Mature Low Risk | Young High Risk | Young High Risk | Young Low Risk |
|----------------|------------------|--------------------|-----------------|-----------------|-----------------|----------------|
| 2015-16 | 79.59% | 75.74% | 84.38% | 78.57% | 67.57% | 83.64% |
| 2016-17 | 80.25% | 81.88% | 84.10% | 73.81% | 80.12% | 82.86% |
| 2017-18 | 89.29% | 79.74% | 78.92% | 83.95% | 81.70% | 87.67% |

2. Strategic aims and objectives

2.1 Target groups

Following the assessment of our performance we will focus our activity on the following target groups:

Access

As LCC's recruitment for underrepresented groups is above the sector average we will aim to continue to recruit on current levels.

Success

Non-continuation

We will aim to improve continuation rates:

- IMD Quintile 1
- Disabled students
- Black students

Attainment

We have put in place better measures for recording and monitoring attainment rates across the whole of our provision. This will lead to more reliable data for a better assessment of our performance and to enable us to set ambitious targets.

- BAME students
- IMD Quintile 1

Progression

We will aim to improve progression rates to highly skilled and higher study across the whole of our HE provision. We will specifically target where we have gaps in progression performance:

- BAME students

2.2 Aims and objectives

The overarching higher education strategic aim of the College is to ensure that all students have access to higher education and experience a learning environment that allows them to achieve their full potential. The College seeks to increase and facilitate the participation of students that are currently under represented in the higher education sector including students from disadvantaged backgrounds and students with physical and/or learning disabilities. Widening participation is at the core of our ethos and mission and is embedded in everything that we do.

Access

Leeds City College has a proven track record in widening participation. The College offer modes of delivery which allow students to work around their course commitments therefore allowing students from lower income brackets to combine studies with work.

Aim: To maintain the participation rates of underrepresented groups.

Objectives:

1. To continue to monitor and evaluate our performance in the recruitment of underrepresented groups.
2. To continue to improve internal progression from the FE provision.

Success

Aim: To reduce the Continuation gap for students from underrepresented groups

Objectives:

1. To reduce the attainment gap for BAME students to 0% by 2025
2. To reduce the continuation gap for disabled students to 0% by 2025
3. To reduce the continuation gap for Black students to 0% by 2025
4. To continue to record attainment across all groups in order to set improvement targets by 2020.
5. To reduce the continuation gap for IMD quintile 1 to 0% by 2025
6. To reduce the attainment gap for IMD Q1 to 0% by 2025

Progression

Aim: To improve progression into highly skilled and higher education

Objectives:

1. To improve internal data regarding destinations of our students by 2020
2. To reduce the gap in progression for BAME students to 0% by 2025

3. Strategic measures

Overview

Leeds City College is the largest general further education college in the region with over 1,200 full-time equivalent staff, 19,000 students and an annual turnover of c£79m. Our programmes cover 14 of the 15 subject areas and include full- and part-time academic and vocational qualifications from basic skills to apprenticeships and A-levels to higher education degrees. Adults represent 84 per cent of the College's learners.

The mission of the College is

'Creating learning environments where every student can achieve their full potential.'

We work closely with the Leeds City Region Local Enterprise Partnership, West Yorkshire Combined Authority, Leeds City Council, Bradford Metropolitan District Council, Keighley Town Council, West Yorkshire Chamber and local and regional MPs to identify curriculum and to ensure that we are meeting the skills needs of the region.

Leeds City Region Labour Market Information 2017/18 report states that total employment of higher skilled jobs in Leeds City Region is 4% lower than the national average of 46%. The report also refers to a shortage of employability skills with the majority of the population at L2/3. The City of Leeds is an area of low participation in Higher Education (POLAR quintile 1), and many of its surrounding towns and cities are areas of lower participation (quintiles 1-3). 61% of our HE students come from the Leeds City Region and 92% from Yorkshire, many of whom are the first in their families to undertake study at this level.

Leeds City College is committed to creating and maintaining an inclusive working and learning environment that respects and celebrates difference. We aim to provide a community where everyone feels able to participate fully in college life and achieve their full potential. The commitment to equality and diversity is endorsed and led by the leadership team and governors. Our goal is to ensure that this commitment translates into action across the whole college community and that equality and fairness become embedded into our everyday activities. The commitment to access and participation will be led from the top but owned by all staff.

We are a widening participation institution and strongly believe that higher education should be accessible to all that have the ability to succeed.

ACCESS – Promoting Higher Education to underrepresented groups

As we have a proven track record in recruiting students from underrepresented groups we will continue with our outreach activities both collaboratively with Go Higher West Yorkshire (GHWY) and participation in

the NCOP project and also individually. We will continue to promote HE internally to Level 3 students but also to the wider community in areas where participation is low.

We will continue to review and develop our modes of delivery to accommodate the needs of our students, in particular, mature students to allow them to study around other commitments.

We work strategically via GHWY by pooling resources in support of common goals. GHWY brokers collaboration between providers of higher study and our theory of change is that if people, particularly those from underrepresented groups, can access information about the range of HE options available to them it will support them to enrol and succeed in HE. Our strength is in delivering information and support to under-represented groups where they are and when they want it. We do this through an integrated programme of research, evaluation, long term engagement with providers and schools, individual activities and community engagement. Our short term aim is the continuation of existing projects and understanding their impact. Longer term our aim is the development of those activities that have evidence of impact –both as a collaborative group and individual organisations. We will use a realist evaluation approach to evidence effectiveness.

As a GHWY NCOP partner, we play an active role in NCOP governance and employ an NCOP Outreach Officer to ensure complementarity with outreach work in our institution. Our NCOP is supporting sustainability by delivering CPD to key influencers as a ‘Train the Trainer’ model.

We are a signatory to the National Care Leaver Covenant and are working towards developing a Stand Alone pledge hopefully by 2025, with collaborative versions of each drawn together by GHWY to showcase our local offer and commitment.

SUCCESS – Non-continuation and Attainment

Our HE Strategy and Learning & Assessment Strategies have a significant focus on access and participation. We engage in systematic reviews of practice in order to identify ways of continually developing and improving all aspects of delivery through a range of mechanisms.

The development of students is central to the design of our courses. A developmental structure is designed into the curriculum to build students’ independent learning skills throughout their programme, ensuring an effective transition through the levels. Assessment strategies at each level are designed to build on the previous level and prepare students for the next level, for example through increasing assessment load and length, and increasing ‘real world’ application of knowledge and understanding.

As a college we are committed to investing in the student experience. This is evidenced by the creation of the University Centre (UC) August 2016. In response to student feedback and to promote a HE environment we moved the majority of the HE provision to a single building. Students were consulted in regard to what they would like to see in the centre. This resulted in the creation of a social space and a substantial study space. This was particularly important as a large proportion of our students come from homes with no higher education experience and very limited, if any study space.

The delivery patterns of our programmes have been designed in consultation with students and with the backgrounds of our students taken into consideration. Strategic development of the VLE is informed by student support needs and carried out in consultation with students and accessibility features are developed in partnership between students, learning support, disability support and eLearning staff. Initiatives such as the provision of chromebooks and the Google platforms are key to facilitating a learning

community outside of the College which serve to meet the needs of students studying on a part-time basis and the increasing commuting students.

As we are a relatively smaller HE learning community our class sizes are small, typically 20 in a class, which means that tutors really get to know their students and are able to provide personalised learning support. This combined with the open door culture results in high levels of student satisfaction as evidenced in the NSS. Further to this, the College offers a whole range of support services which are available to HE students, ranging from academic skills support, wellbeing, counselling, and learning support. One of the main features of our provision is the support offered by curriculum teams and the pastoral tutors. This support together with the more specialised support services available ensure that students get the support that is appropriate to them and enables us to provide personalised learning.

Equality and Diversity Champions, recruited from HE teaching staff, maintain an overview of teaching and learning materials, identify and disseminate good practice in embedding equality and diversity within the curriculum, and contribute to staff development sessions. We work in partnership with the Students' Union to deliver events and activities focused on equality and diversity, for example mental health, race, gender and sexuality awareness.

The performance and attendance of students is monitored closely by course teams and personal tutors. This monitoring enables early intervention at the first signs of disengagement or problems. Continuation is impacted upon by the number of students who leave due to their own personal circumstances rather than anything to do with the course. Many of our students have complex and difficult personal situations and whilst we provide an outstanding amount of support for them, sometimes their personal circumstances do not allow them to continue, and therefore our continuation rate is affected by students who leave due to their own personal circumstances rather than anything to do with their course of study.

We have limited data for individual groups of students in regard to attainment as this is something that we have only just started to measure at this level. The data provided for the APP only covers 1 year and only reflects the full degree classifications and therefore does not represent the majority of our students who study on either foundation degrees or higher nationals. We have put in place systems to collect performance data for attainment on these courses and also to provide data for the groups of underrepresented students.

Financial Support

Internal qualitative research has demonstrated that students value the financial support including the bursary and the hardship fund. Students have stated that this financial support has enabled them to continue with their studies.



PROGRESSION

The progression data provided for the APP reflects only progression to highly skilled and/or higher employment. Many of our students who choose to leave with a level 5 qualification work in traditionally low paid occupations such as health and social care or childcare and will therefore not qualify as being in highly skilled employment. Health and social care is a priority sector for the Leeds Area and therefore it is important that we continue to offer this provision. We have also seen an increase in creative arts provision whose graduates are often self-employed and building portfolios. We have used DLHE and TEF data to provide further information. The TEF 4 data set shows that 94.4% of our students progress onto employment or further study and 67.5% progress onto highly skilled or further study.

Employability development is embedded into all HE provision across Leeds City College, with a strategic focus on real-world learning. All Foundation Degrees include work-related learning, which varies greatly as it is personalised to individual needs and aspirations. Curriculum design and review is informed by industry practice and embeds employability skills, often using 'real-life' assignment briefs to provide students with the opportunity to engage in realistic activities in the relevant industry. The success of this approach is consistently commended by External Examiners who note that it enables students to set and reflect on career aspirations, develop relevant vocational skills and create networks that enhance their employability.

We are members of the Learning Gain catalyst project which seeks to measure the distance travelled by students and benchmarks their achievement against similar students. This project will give a better understanding of how students benefit from their studies beyond their qualification. It will also provide improved information to support widening participation and under presented students in making informed choices regarding higher education.

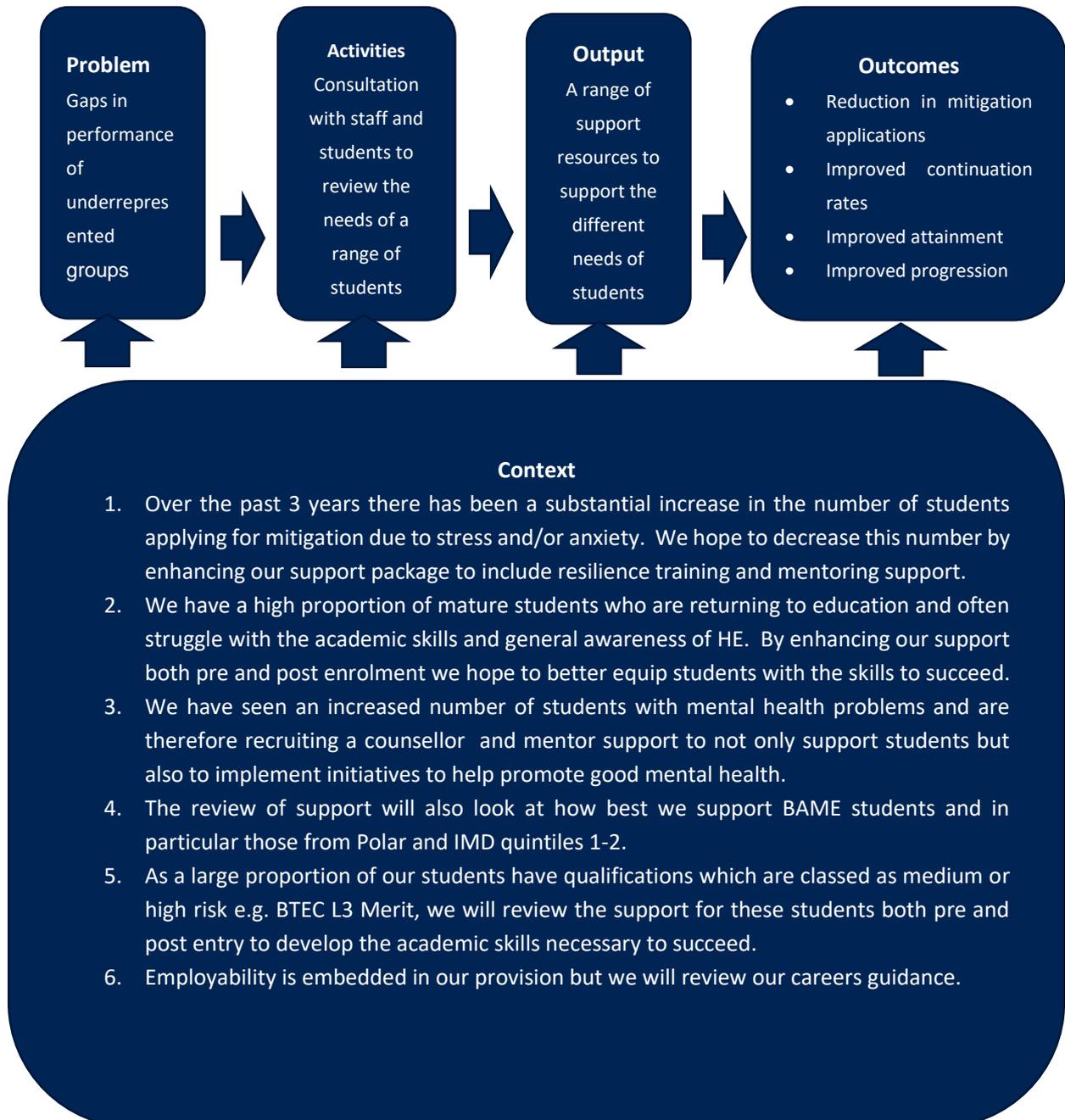
Overarching Strategy

As a self-critical institution we are continuously reviewing and improving the services to students. To ensure that we can achieve our aims we are in the process of reviewing our student support throughout the student lifecycle. This strategic project will commence at the start of the 2019/20 academic year and will be monitored and reviewed throughout the 5 year period. The project will require changes at both micro and meso level. Both qualitative and quantitative data will be collected throughout the lifetime of the project to assess the impact. The aim is to achieve these commitments by 2025.

The project aims to provide a comprehensive package of support materials and services which can be applied and used across the whole of our HE provision. This will entail a comprehensive review of the needs of our students, paying particular attention to the underrepresented groups, and the gaps in performance. The project will share good practice and will lead to the development of shared resources for the development of all students and others specifically designed for the specific needs of students. This resource bank will contain resources for the whole of the student lifecycle.

The project will also look at how we can build the resilience and improve the wellbeing of our students. Over the past 3 years we have seen a significant increase in applications for mitigation, especially for stress and anxiety. We are hoping that by building resilience and improving wellbeing that we can reduce the need for mitigation. This will require micro changes within the organisation by changing the mindset of both students and tutors.

Overarching Theory of Change



Sitting below this overarching strategy are additional student support measures. Internal research conducted through exit interviews with early leavers showed that over the last 3 years students who left the course early in the first year did so because of personal circumstances rather than course related reasons. The introduction of Coaching Tutors will hopefully help to reduce this by supporting students at the earliest possible opportunity and helping them to find ways to continue with the course.

Alignment with other strategies

The access and participation plan is fully aligned to the vision and mission of the institution, institutional policies and strategies together with a self-critical review and assessment of current performance. It is driven by the College's Equality, Diversity and Inclusion Policy. The HE Learning and Teaching strategy and Assessment strategies embed the principles of fair access and participation. Assessments and Learning and Teaching strategies are scrutinised annually to ensure that they are inclusive and allow for the diversity of our student population.

3.2 Student consultation

This plan has been shared with the students union and the wider student population have been consulted. Unfortunately, due to the time of writing, the responses have been limited. The President of the Students Union is a member of the Board of Governors which has given feedback on the plan. Student feedback was positive regarding the introduction of increased mental health support and more tailored support packages. They also commented that they would like to see more involvement of the College Student Union and increased celebration of the diversity of our student population. We will incorporate this as part of our wellbeing programme.

Student representatives will be invited to join the APP Working Group. Student representatives sit on committees at all levels and will therefore also be part of the monitoring and evaluation of the plan.

Students will be consulted periodically on different aspects of the plan.

3.3 Evaluation strategy

We have reviewed our capability and capacity in each area of evaluation using the OfS self- assessment tool.

Strategic Context

The APP will be a standing item on both the Programme Managers Meeting and HE Academic Board agendas. The periodic report to the Board of Governors will contain an evaluation of the implementation of the plan.

There will be an Access and Participation Plan Working Group established to oversee the implementation and monitoring of the overarching plan to review and improve student support. This will report into the Programme Managers meetings. The HE E&D performance data also reports into the College Equality, Diversity and Inclusion Group.

The programme is linked to the learning and teaching strategy as the strategy is focused on widening participation and working to create an inclusive learning community which supports all learners to achieve their full potential

We have improved our data analysis over the past year and will continue to improve this capacity.

We will use learning from the GHWY NCOP by engaging in dissemination and considering how this relates to our work. We will consider if and how we can use the GHWY Progression Framework as part of ensuring our outreach work is evidence informed. As a multi-layer consortium spanning universities and HE providers with FE provision, there is the potential to bring together relevant data sources to evidence impact, as well as test interventions in a variety of HE settings. Evaluation expertise within the consortium can be utilised by all partners, which hosts good practice events to share and disseminate learning.

Programme Design

- The programme design will be overseen by the APP Working Group and will be monitored through the Programme Managers Meetings. Targets are set each year in relation to KPIs and the implementation of our plan will be measured against these targets. This will use both qualitative and quantitative research including review of performance against key performance indicators and student and staff forums regarding the plan and the implementation.

- We have clear outputs for the plan which can be measured and the success measures are focused on the impact in terms of achieving outputs for participants
- The programme will draw upon existing external research in relation to barriers to success for specific groups. We have identified a number of successful projects in the HE sector which we will be reviewing including one on 'Closing the Black Attainment Gap' by our validating partner.
- A framework of outcome and impact measures appropriate for the different activities will be used.
- The impact will be measured against targets set for the KPIs for the specific target groups

Evaluation Design

- We are continuing to develop our evaluation design.
- The programmes are designed using a theory of change model.
- The programmes will be evaluated periodically to ensure that the best outcomes are being achieved and to enable adaptation. This evaluation will use both quantitative research in the form of performance statistics and qualitative using feedback from both tutors and students through forums. These will measure impact and inform future development.
- We will consider and seek opportunities to collaborate with the GHWY NCOP research and evaluation team to assess the effectiveness of collaborative activities and/or activities delivered by (name of institution) as part of a progressive programme of outreach activity.
- The evaluation strategy will be to look specifically at the performance against the aims, objectives and targets outlined in the plan

Evaluation Implementation

- We have identified how we will access the data required to measure outcomes and impacts.
- The project will comply with our research ethics policy.
- We will comply with requirements regarding data collection and sharing
- The level of resource required has been considered.
- The evaluation will measure the impact of the individual elements of the programme.

Learning to Shape Improvements

- Our evaluation will take into consideration the limitations of the design
- The evaluation will be disseminated at our Annual Research Conference
- Periodic updates of performance and good practice will be disseminated through the monthly Programme Managers meetings.

3.4 Monitoring progress against delivery of the plan

Performance against KPIs is monitored at a number of levels throughout the institution

At course level teams monitor recruitment, attendance and retention throughout the year through personal tutorials and course committees. Heads of Department attend quarterly performance review monitoring meetings with the Executive Leadership team to review KPI data including the performance of underrepresented groups.

Attendance and retention is monitored throughout the year at the HE Programme Managers Meetings and the HE Academic Board and areas of concern are highlighted. Performance is also reported periodically throughout the year to the Board of Governors. These reports include updates on performance of HE provision, complaints, EDI issues and progress against the APP.

In addition to student representation on the APP working group, the HE Student Union Representative is a member of the HE Academic Board and will be involved in the monitoring and implementation of the plan.

Students will be consulted through forums and course committees regarding the implementation of the plan.

Success is monitored both mid and end of year. The interim exam boards at the end of Semester 1 monitor the attainment and achievement rates of modules across the HE provision. These boards also give the Higher Education Development Office (HEDO) and course teams the opportunity to identify students who are at risk and require counselling.

At the end of the academic year course teams are required to produce a self-critical annual report taking into consideration performance against KPI targets, student and External Examiner feedback. These are then summarised in an overall annual report which identifies areas for development. This report is presented to the Programme Managers Meeting, HE Academic Board and Board of Governors. The action plan is monitored throughout the year by the Dean of Higher Education, the relevant executive leadership team lead and the Board of Governors.

If the plan is not working and the performance of underrepresented groups is not improving then the continuous monitoring will identify this and enable us to review measures. The Board of Governors would require an explanation in regard to this and an action plan regarding improvements.

Monitoring will be responsibility of the Dean of Higher Education who will report on progress to the Board of Governors.

To monitor progress of our partnership work, Leeds City College is a core member of the GHWY Board which receives updates and progress reports.

4. Provision of information to students

Fee information and financial support is available on our website for applicants and on our VLE for current students. Students will be referred to this during the application process. This will clearly provide students with information regarding:

- Fees for the duration of their course
- Financial support available including eligibility and the level of support available in each year of study.
- Information regarding assessment of eligibility for financial support and the sharing of financial information.
- The Bursary Policy and procedure and associated appeals policy will be published on the website and VLE.
- The website will also inform students how to access support and guidance regarding financial support.

5. Appendix

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

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 | | £7,950 |
| First degree | Acting, Dance, Fashion, Theatrical and Media Hair and Makeup | £9,250 |
| First degree | Sports courses | £8,200 |
| First degree | continuing students | £7,250 |
| Foundation degree | | £7,950 |
| Foundation degree | Acting, Dance, Fashion, Theatrical and Media Hair and Makeup | £9,250 |
| Foundation degree | Sports courses | £8,200 |
| Foundation year/Year 0 | | £7,950 |
| HNC/HND | | £7,950 |
| CertHE/DipHE | | £7,950 |
| Postgraduate ITT | | £7,950 |
| Accelerated degree | | £11,100 |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | ITT pgce/cert HE | £7,950 |

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 | | £3,975 |
| First degree | Acting, Dance , Theatrical, Film Media Hair & Make Up | £4,625 |
| Foundation degree | | £3,975 |
| Foundation degree | Acting, Dance, Theatrical, Film Media Hair & Make Up | £4,625 |
| Foundation year/Year 0 | | £3,975 |
| HNC/HND | | £3,975 |
| HNC/HND | HND 2 year | £5,000 |
| CertHE/DipHE | | £3,975 |
| Postgraduate ITT | | £3,975 |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | teacher ed courses that are not post grad eg cert ed and prof grad | £3,975 |

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 | The University of West London 10006566 | £3,625 |
| 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: Leeds City College

Provider UKPRN: 10024962

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 (£) | £87,600.00 | £87,600.00 | £101,600.00 | £103,600.00 | £107,600.00 |
| Access (pre-16) | £10,000.00 | £10,000.00 | £12,000.00 | £12,000.00 | £13,000.00 |
| Access (post-16) | £50,000.00 | £50,000.00 | £60,000.00 | £62,000.00 | £64,000.00 |
| Access (adults and the community) | £20,000.00 | £20,000.00 | £22,000.00 | £22,000.00 | £23,000.00 |
| Access (other) | £7,600.00 | £7,600.00 | £7,600.00 | £7,600.00 | £7,600.00 |
| Financial support (£) | £419,620.00 | £455,000.00 | £465,000.00 | £415,000.00 | £545,000.00 |
| Research and evaluation (£) | £10,000.00 | £10,000.00 | £10,000.00 | £10,000.00 | £10,000.00 |

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) | £2,320,925.00 | £2,788,651.00 | £2,924,860.00 | £3,033,369.00 | £3,228,058.00 |
| Access investment | 1.7% | 1.5% | 1.6% | 1.6% | 1.5% |
| Financial support | 4.5% | 4.4% | 4.5% | 4.5% | 4.5% |
| Research and evaluation | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |
| Total investment (as %HFI) | 6.3% | 6.1% | 6.1% | 6.2% | 6.1% |

