Access and Participation Plan (APP)
2020-21/ 2024-25

The aim of this Access and Participation Plan is to enhance the College's commitment to improving the student outcomes by identifying the areas where we can build on success and by addressing the identified gaps in access, success, and progression data to ensure equal opportunities for all of our students.

1. Assessment of Performance

To analyse and assess our current performance, we used a range of externally generated data from OFS, UCAS, local statistics, and internally generated data. Most of the externally generated data are limited to 1-4 years. Thus, we also relied on internally generated data to better analyse our current performance. We split the data by different student characteristics such as age, ethnicity, sex, disability, socio-economic factors. Some identified gaps in access, success, and progression required more deep intersectionality analysis (as far as our data permitted) to understand which sub-group requires enhanced attention. The College recognises that in some areas, data is insufficient or not available. Therefore, the College is improving the internal data collection systems at the point of entry and throughout the course.

Students at Mont Rose College who are on University degree courses (first degree), franchised by Buckinghamshire New University, will be included in the University's and the College's Access and Participation Plans, where the College identified that there is a significant difference in the first degree and Higher National Diploma (further referred to as HND) and Diploma in Education and Training (further referred to as DET) students data, we split the data by first degree and HND and DET students to identify and address the gaps more effectively. The College and the University will be working in collaboration to address joint targets for first-degree students.

1.1 Higher education participation, household income, or socio-economic status

Access

MRC has only 0.6% of students under 21, and no POLAR4 data is available. It is necessary to mention that traditional young students mainly go to universities rather than Colleges. For this reason, our mission and strategies are more aligned with mature students.

OFS datasets

SPLIT1	2013-14	2014-15	2015-16	2016-17	2017-18
IMD Q1	N/A	43.6	44.3	42.7	44.5
IMD Q2	N/A	38.7	37.4	36.8	34.3
IMD Q3	N/A	12.5	12.8	12.4	13.1
IMD Q4	N/A	4.2	3.7	6.7	5.8
IMD Q5	N/A	1	1.9	1.4	2.3
The GAP between IMD Q5 and IMD Q1	**N/A**	**- 42.6**	**- 42.5**	**- 41.3**	**- 42.3**

The four years of data show that the proportions recruited from each quintile were fairly static. The College recruited an average of 43.8% of students per year from IMD Q1 areas. Additionally, based on 2017-18 data, the combined 78.8% (50.85% female and 28% male) represent our students from the two most deprived areas – IMD Q1-2, especially considering that the College postcode falls into the IMD Q4 area. The gap between IMD Q5 and IMD Q1 increased by 1% in 2017, with more students recruited from IMD Q1 areas. (Data source-OFS datasets)

Based on SLC data for 2017-18; 2018-19; 2019-20, 95% (three-year average) of applicants reported a household income of under £25,000.

SPLIT1	2013-14	2014-15	2015-16	2016-17	2017-18
IMD Q1-2 White Males	N/A	7.5	7	6.9	5.7

The College identified that the trend of White males from IMD Q1-2 areas accessing the College is gradually reducing, with only 5.7% recruitment in 2017-2018. The College will address the access of this group. (Source OFS Data Set)

> **We will aim to increase the number of white males from IMD Q1-2 areas** [Target ref: PTA_2]

Success

Continuation

SPLIT1	2013-14	2014-15	2015-16	2016-17
IMD Q1	N/A	81.7	89.5	81
IMD Q5	N	N	N	N
IMD Q1-2	**N/A**	**79.7**	**87.7**	**82.6**
IMD Q1-2 Males	N/A	69.2	81.5	77.8
IMD Q1-2 Females	N/A	86.5	91.2	85.4
IMD Q3-5	**N/A**	**91.5**	**86.1**	**83.2**
IMD Q3-5 Males	N/A	90.5	84	81.5
IMD Q3-5 Females	N/A	92	87	84.1
The gap between IMD Q3-5 and IMD Q1-2	N/A	11.9	-1.7	0.7

Based on three years of continuation data of all undergraduate students from IMD Q3-5 and IMD Q1-2, we can see that the continuation gap reduced by 13.6% in 2015-16, then it increased by 2.4% in 2016-17. From the data, we can see that the continuation of males from IMD Q1-2 is lower in all three years compared to the continuation of females from IMD Q1-2 areas. (Source OFS Data Set).

The continuation gaps between IMD Q1-2 Males and IMD Q3-5 Males in 2015-16 were 21.2%, with a lower continuation of males from disadvantaged areas. The gap reduced to 3.7% in 2016-17 (Data source-OFS datasets)

The gap between the continuation of White and BAME students from IMD Q1-2 areas, with higher White students' continuation, was 13.8% in 2015-16, but the gap gradually reduced to 0.3% in 2016-17. The gap between BAME (IMD Q1-2) and BAME (IMD Q3-5) with the higher continuation of BAME

students from the better socio-economic areas was 16.9% in 2015-16, but the gap gradually reduced to 0.9% in 2016-17. (Data source-OFS datasets).

The continuation gap between IMD Q1-2 Males and IMD Q1-2 Females with higher female continuation is slowly decreasing from 17.3% in 2015-16 to 7.6% in 2016-17. The College will be working further to increase the continuation of males from IMD Q1-2 areas.

> **We will aim to increase the continuation of males from IMD Q1-2 areas** [Target ref: PTS_4]

Attainment

SPLIT1	2013-14	2014-15	2015-16	2016-17	2017-18
IMD Q1				3.7	14.8
IMD Q5	N/A	N/A	N/A	N	N
IMD Q1-2	N/A			2	13.6
IMD Q3-5				13.3	16.7
The gap between IMD Q3-5 and IMD Q1-2	N/A	N/A	N	11.4	3.1

Based on the two years of attainment data available (OFS datasets), the attainment rate of first-degree students from IMD Q1 areas increased by 11.1% in 2017-2018.

The first-degree attainment gap between IMD Q1-2 and IMD Q3-5 for all students with better student attainment from IMD Q3-5 areas is 3.1%. The gap reduced by 8.3% from 2016-17. (Data source-OFS datasets).

Progression to employment or further study

At the moment, we have only one-year progression data available for first-degree students (OFS datasets). Based on the most recent data analysis, the progression of students from IMD Q1-2 areas is 7.3%, which is 3.1% lower than the progression of students coming from IMD Q3-5 areas.

Additionally, we identified that 9.5% more of White first-degree students from IMD Q1-2 areas progressed to highly skilled employment or higher level study compared to BAME first degree students from IMD Q1-2 areas. (Source-OFS Datasets).

The table below shows the two years of progression data for HND and DET students. We can see that the progression rate is higher for students from the most deprived areas compared to students coming from IMD Q3-5 areas. Overall, the progression rates increased for both groups; however, the rate of progression is slower for students coming from IMD Q1-2 areas. The College will not be setting a target for HND and DET students from IMD Q1-2 areas; however, we will continuously monitor the progression rates. (Source-OFS Datasets).

HND and DET students	2013-14	2014-15	2015-16	2016-17	2017-18
IMD Q1-2	N/A		N/A	58	60.5
IMD Q3-5	N/A		N/A	52.6	57.1

1.2 Black, Asian and minority ethnic students

Access

	2014-15	**2015-16**	**2016-17**	**2017-18**
White	33.40	39.90	37.90	29.70
BAME	**66.5**	**60**	**62**	**70.3**
Black	61.80	58.20	56	65.40
Asian	4	1.60	4.80	4.20
Mixed	0.20	0.20	0.60	0.80
Other	0.50	0	0.60	0

The four-year data presented in the graph, and the table above indicate that the College recruits a high proportion of BAME students every year. The number of BAME students increased by 8.4% in 2017.

	White	**BAME**	**BAME (disaggregated)**		
	Total	**Total**	Asian	Black	Mixed/Others
Local residents (London Boroughs within 5 miles radius)	48%	51.81%	29.60%	13.10%	9.11%
National (education)	68.9%	31.1%	13.7%	10.4%	7%
Mont Rose College (education)	29.7%	70.3%	4.2%	65.4%	0.7%

To understand the local ethnicities and compare with our student body, we used the Office for National Statistics 2017 ethnicity data of residents of London Boroughs within 5 miles radius from the College (rounded to the nearest thousand). From the findings, we can see that the proportion of BAME students at the College is 70.3% compared to 51.81% local BAME residents.

The College has 4.2% of Asian students, which is three times less than the sector average and seven times less than the local Asian resident's data average. (Data source-OFS datasets, National Statistics 2017 Ethnicity data).

Success

Continuation

	2014-15	**2015-16**	**2016-17**
White	89.60%	86.50%	82.90%
BAME	**70.95**	**89.60**	**80.85**
Black	79.40%	89.60%	82.80%
Asian	62.50%	N	78.90%
Other Minority	N	N	N
The Gap between White and Black	10.2%	- 3.1%	0.1%
The gap between White and Asian	27.1%	N	4%

From the three years data below, we can see that BAME continuation is lower, mainly due to a smaller percentage of Asian students continuing to further studies or employment compared to other ethnic

groups. The College will aim to increase the continuation of Asian students. (Data source-OFS datasets)

Overall, White students' continuation was 2.5% higher than BAME in 2017. The gaps of 10.2% between White and Black and 27.1% between White and Asian in 2015 reduced to 0.1% and 4% respectively in 2017. (Data source-OFS datasets)

We will aim to increase the continuation of Asian students [Target ref: PTS_5]

Attainment

	2014-15	**2015-16**	**2016-17**	**2017-18**
White	N/A	N	10%	22.20%
BAME	**N/A**	**N**	**0%**	**11.80%**
Black	N/A	N	0%	11.80%
Asian	N/A	N	N	N
Other Minority	N/A	N	N	N
The gap between White and Black	N/A	N	10%	10.5%
The gap between White and Asian	N/A	N	N	N

The data split by ethnicity indicates a 10.5% attainment gap between White and Black students (OFS KPM4). The data showed that White students achieve more 2.1 degrees than Black students**.** (Source-OFS datasets)

Further, the College identified the attainment gap of 4.8% between BAME IMD Q1-2 and BAME IMD Q3-5 first degree students, which indicates that those coming from low socio-economic areas achieve lower outcomes than their peers from better socio-economic areas. (Data source-OFS datasets) .

We will aim to reduce the attainment gap between White and Black first-degree students [Target ref: PTS_1]

Progression to employment or further study

	2014-15	**2015-16**	**2016-17**
White	**N/A**	**58.30**	**36.20%**
First degree	N/A	R	21.1%
HND and DET students		58.1%	42
BAME	**N/A**	**55.80%**	**54%**
Black	N/A	55.80%	54%
First degree	N/A	N	3.3%
HND and DET students	N/A	57.3%	70.2%
Asian	N/A	N	R
Other Minority	N/A	N/A	N/A
The gap between White and Black (First degree)	N/A	N	17.8%
The gap between White and Black (HND and DET	N/A	0.8%	-28.2%

The first degree White and BAME students' progression gap is 17.8%, with White students progressing more to highly skilled employment or higher level study. (Source-OFS Datasets). The College will be working in collaboration with Buckinghamshire New University to enhance the progression of Black first-degree students.

In 2015-16, there was a gap of only 0.8% between White and BAME HND and DET students' progression rates with more White students progressing into further study or employment, but the data sharply changed in 2016-17 where 28.2% more BAME students progressed comparing to White. We further identified that the progression of White HND and DET students from IMD Q1-2 areas was lower at 40% in the year 2016-17. (Source-OFS Datasets)

We could not assess the progression data of Asian and Other Minority groups due to insufficient data available. We looked at the national data of Asian and Other Minority groups of students and noted that their progression is 3.4%, on average lower than for White students. (Data source-OFS datasets).

> **We will aim to reduce the progression gap between Black and White first degree students registered at Buckinghamshire New University and studying at MRC** [Target ref: PTP_2].

> **We will aim to increase the progression of White HND and DET students from IMD Q1-2 areas** [Target ref: PTP_3].
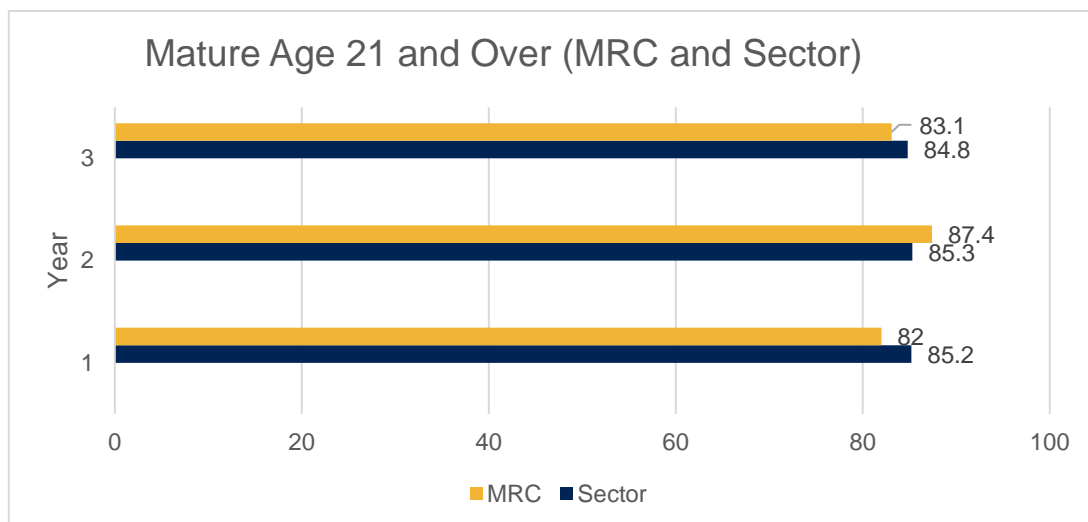
1.3 Mature students

Access

99% of our students are mature. UCAS data shows a significant decline in applications from mature students' groups, but our data shows that we continue to provide access to this under-represented group. 28.8% of our students are 40 or older, and 32.9% 51 or older. Based on the four-year data analysis of mature students, we can see the consistency in the recruitment of mature students. Therefore, we expect this trend to continue in the future.

Success

Continuation

MRC has only 0.6% of students under 21; therefore, there is no sufficient data to compare the young students and mature students' continuation rates. We also looked into the national data where we could see that the continuation of all mature undergraduate students is very close to the sector average.

Also, based on sector data, there is a 7.4% gap in young students and mature students' continuation rates, where young students continue more to further studies and employment than mature students. (Data source-OFS datasets).

By breaking the data down, we learned that 21-25 and 51 years and older students continuation was lowest. Their continuation dropped from 88.9% to 75.8% and 90.6% to 80.2%, respectively (OFS datasets). The College will address the continuation of mature students in its Plan with a particular focus on these age groups.

We will aim to increase continuation of mature students [Target ref: PTS_2]

Attainment

	2015-16	**2016-17**	**2017-18**
*First degree (2.1 and above)	12.5%	4.5%	14%
**HND and DET students	N/A	91%	94%

*Source- OFS datasets
**Source: HESA AP

14% of Buckinghamshire New University (Bucks) first-degree students studying at Mont Rose College have achieved 2.1 or above degrees in 2017-18, which represents an improvement of 9.5% from 2016-17. The first-degree mature students' attainment data analysis shows that there is a positive trend in all student groups' attainment outcomes split by age, sex, ethnicity, and sub-economic factors. The College will be working in collaboration with Bucks to enhance first-degree students' attainment.

91% of mature HND and DET students achieved qualifications in 2016-17. The total achievement increased by 3% in 2017-18. However, by breaking down the data, we can see that 17% of mature students who initially registered for HNDs, achieved only HNCs. The same percentage of HNCs was recorded in 2016-2017 (HESA AP). The College wants to achieve the highest anticipated outcomes for all mature students and will be working to ensure that all students achieve HNDs.

We were unable to compare mature students' attainment with young students' attainment due to the very low proportion of young students at our institution.

We will aim to increase the attainment of mature HND and DET students [Target ref: PTS_3]

Progression to employment or further study

All mature student progression is 47.7%, which reduced from 56.3% in 2016-17. By breaking down the data, we can see that 60.3% of HNDs and DET mature students' progress to further studies or employment. First-degree students' progression was 10.2% in 2016-17 (Source-OFS Datasets). The College will be working in collaboration with Bucks to enhance first-degree students' progression.

All age groups' progression of HNDs and DET improved in the last two years, except for 26-30-year-old students, whose progression unexpectedly decreased from 75% to 46.7%. The College's APG will be continuously in contact with this identified other undergraduate age group to address the issues and improve progression. (Source-OFS Datasets)

There is an 11.4% gap between the College's male and female first-degree students' progression with male students progressing more to further studies or employment. The sector data of the first-degree progression shows an insignificant gap. (Source-OFS Datasets)

There was a significant gap of 24.1% between males and females HNDs and DET progression last year with females progressing more to study further or employment, but the gap reduced to 7.6% in 2016-17. The data trend indicates that the gap is closing. (Source-OFS Datasets)

We will aim to increase the progression of HNDs and DET mature 26-30 years old students
[Target ref: PTP_1]

1.4 Students with disabilities

Access

Based on OFS datasets, 3% of our students at the College have a declared disability. The number of disabled students reduced by 0.5% in 2017-18. However, from our most recent internal data, we see an increase in the recruitment of disabled students in 2018-19 (Data source-OFS datasets)

Disability data collected from HESA AP datasets	2016-17	2017-18
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	36.60%	33.30%
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	19.50%	25.90%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	9.70%	11.10%
A disability, impairment or medical condition that is not listed above	14.60%	11.10%
Deaf or serious hearing impairment	9.70%	7.40%
A mental health condition, such as depression, schizophrenia or anxiety disorder	N/a	5.50%
Two or more impairments and/or disabling medical conditions	4.87%	3.70%
Blind or a serious visual impairment uncorrected by glasses	2.40%	1.90%

Data broken down by disability indicates that the most significant number of recorded disabilities at the College relates to physical impairment and mobility issues, long-standing illnesses and specific learning difficulties

We will aim to increase the number of disabled students accessing HE [Target ref: PTA_1]

Success

Continuation

The disabled students' continuation in 2016-17 is 92.9%, which is 10.6% higher than for non-disabled students. (Data source-OFS datasets). Due to a very low number of disabled students, we cannot reliably examine the rate of progress over a sustained period. Therefore, we looked at national data of disabled students' continuation where we can see that the continuation of disabled students' data is relatively constant at 89.7% over the last five years. (Source-OFS Datasets)

Attainment

Due to a very low number of disabled students, we cannot reliably examine the rate of attainment over a sustained period. Therefore, we looked at national data of disabled students' attainment where we can see that the attainment of disabled students' data has averaged 74% over the last five years (Source-OFS Datasets)

Progression to employment or further study

The College has no first-degree disabled students and a very small number of HND and DET disabled students. Therefore, there is no sufficient data to assess their performance in comparison with other student groups. We will be addressing the disabled student access only in this Plan to increase the number of disabled students. (Data source-OFS datasets)

The College analysed the sector progression data of disabled students and noted that the disabled students' progression is lower in all five years compared to non-disabled students with an average progression gap of 1.7%. (Data source-OFS datasets)

1.5 Care leavers

Access

The College has no data available on care leavers at the moment. However, based on Gov.UK, 2020 data, only 6% of care leavers aged 19-21 access higher education, and those that do are nearly twice as likely to drop out than their peers (Source-Gov.UK). The College is working to improve the internal systems that will help to identify care leavers at the entry stage from September 2020. The College will be able to report on care leavers access from 2020-21 AY onwards. More flexible entry requirements, £2000 per year, and pastoral/ mentoring support will be provided to any identified care leavers to support them throughout the course and enhance their success and progression. The Access and Participation Group (APG) will monitor the impact of changed enrolment processes and support provided.

Success

Continuation and attainment

We do not have the care leavers at the moment. For this reason, we cannot target their continuation and attainment. However, we are aware that care leavers are more likely to drop out of studies than other students. For this reason, the College Principal pledged to personally ensure that the care leavers who will enter education at our College will be provided mentoring, financial, pastoral, and accommodation support (eligibility criteria will apply) to enhance these students' success and progression. The Pledge will be published on the website for 2020-21 AY after APP approval.

Progression

The College will fully implement the new data collection software by September 2020. The new software will allow us to use the enhanced data collection tools throughout the student lifecycle. The identified care leavers at the entry stage will be directed through designed internal processes such as financial support and mentoring to enhance these students' success and progression. We believe that we will have the fist progression data for care leavers in 2022-23AY.

1.6 Other groups who experience barriers in higher education

People estranged from their families - based on research carried out by Unite Students with HEPI and YouthSight, 65% of the respondents who are estranged from their families reported having some disabilities, and 29% reported having mental health conditions. Estranged students are more likely to experience disadvantage in education compared with the student population as a whole.

Also, based on a Standalone and Student Loan Company (SLC) survey of estranged students, 14% of those who responded had suspended and/or deferred studies, and 27% considered doing so. The main declared reason for lower continuation was lack of finances.

The College is implementing the systems identifying the estranged students at the course entry-stage and assessing their progress through enhanced data reporting tools. We will start collecting such data from September 2020 onwards.

2. Strategic aims and objectives

2.1 Target groups

Access	Success	Progression
● Students with declared disabilities ● White males from IMD Q1-2	● Attainment of Black first degree students (in collaboration with Buckinghamshire New University) ● Continuation of all mature students ● Attainment of HND and DET mature students ● Continuation for males from IMD Q1-2 areas ● Continuation of Asian students	● HND and DET mature 26-30 years old students ● First degree Black students (in collaboration with Buckinghamshire New University) ● White HND and DET students from IMD Q1-2 areas

2.2 Aims

The College's overarching strategic aim is to transform the students' lives through an inclusive education, where all students, whatever their background, can achieve their full potential. This overarching strategic aim is incorporated in MRC Teaching and Learning Strategy and this Access and Participation Plan. We have analysed our data to identify the most significant areas of disadvantage. Our interventions are designed to monitor and evaluate the performance of all target groups throughout the entire lifecycle. This is key to achieving a completely inclusive approach.

Mont Rose College students come from very diverse backgrounds. We have made good progress in enhancing our widening participation and improving equality of opportunity for underrepresented groups in access, success and progression in the past. There is so much more to do. The College will aim to achieve a transformational change, which will contribute further to equality of opportunity for underrepresented groups nationally by focusing on the most challenging areas to achieve the outcomes based on strategic aims. The College's human and financial resources will be directed towards the areas that we can make the most impact upon. We are committed to ensuring that our ambition is clear and is reflected through our strategies which are student-centred, evidence-led and targeted.

In summary, we concluded that our aims to enhance students' access, success, and progression are:

- To ensure equal opportunities for all students to access higher education without any barriers irrespective of gender, ethnicity, religion, age or disability.

- To transform our students' lives through inclusive teaching and learning and acquisition of skills and knowledge needed to succeed in their chosen careers.

2.3 Objectives and ambitions

Access

Our objectives for access are
- to increase the representation of students with a declared disability
- to increase the representation of white males from IMD Q1-2 areas

We will increase the representation of students with declared disability from 3% (2017-18 baseline data) to 9% in 2022-23 and 15% in 2024-25 (PTA_1)

At the moment, the College has a small number of disabled students. To contribute to equality of opportunities for underrepresented groups nationally, specifically by helping to eliminate the gap in degree outcomes (1sts or 2:1s) between disabled students and non-disabled students by 2024-25, the College deemed it necessary to first set a target for increasing disabled students access to HE and meet the national average by 2024-25

We will increase the representation of white males from IMD Q1-2 areas from 5.7% (2017-18 baseline data) to 11.7% in 2022-23 and 15.7% in 2024-25 (PTA_2).

By selecting the target above, the College will contribute to equality of opportunities for underrepresented groups nationally, specifically by helping to eliminate the gap in participation between the most and least represented groups by 2038-39

The College will continue working on the above objectives beyond the period of this Plan to ensure that the access of identified underrepresented groups will continue to be addressed.

Success

Our objectives for success are
- to reduce the attainment gap between Black and White first-degree students
- to ensure that all mature other undergraduate students achieve higher outcomes
- to increase the continuation of all mature students
- to increase the continuation of males from IMD Q1-2 areas
- to increase the continuation of Asian students

We will reduce the attainment gap between Black and White first-degree students from 10.5% (2017-18 baseline data) to 4.5% in 2022-23 and 0.5% in 2024-25 (PTS_1)

By selecting the target above, the College will contribute to equality of opportunities for underrepresented groups nationally, specifically by helping to reduce the gap in degree outcomes (1sts or 2:1s) between White students and Black students by 2024-25 and help to eliminate the absolute gap by 2030-31.

We will increase the continuation of mature students from 83.1% (2016-17 baseline data) to 89% in 2022-23 and 95% in 2024-25 (PTS_2)

By selecting the target above, the College will contribute to equality of opportunities for underrepresented groups nationally, specifically by helping to eliminate the non-continuation gap between the most and least represented groups.

We will increase the attainment of HND and DET mature students from 77% (2017-18 baseline data) to 87% in 2022-23 and 94% in 2024-25 (PTS_3)

By selecting the target above, the College will contribute to equality of opportunities for underrepresented groups nationally. The College will continue to monitor the continuation of this target group beyond this Plan to ensure that the gap between the most and least represented groups will not increase again.

We will increase the continuation of males from IMD Q1-2 areas from 77.8% (2016-17 baseline data) to 84% in 2022-23 and 90% in 2024-25 (PTS_4)

By selecting the target above, the College will contribute to eliminating the non-continuation gap between most and least represented groups by 2024-25.up. The College will continue to monitor the continuation of this target group beyond this Plan to ensure that the gap will not increase again.

We will increase the continuation of Asian students from 78.9% (2016-17 baseline data) to 86% in 2022-23 and 92% in 2024-25 (PTS_5).

As part of our assessment of performance for BAME, we identified that Asian students' continuation was the lowest as compared to White students. By addressing this target, the College will contribute to eliminating the non-continuation gap between most and least represented groups by 2024-25 and help to eliminate the absolute gap by 2030-31.

The College will continue working on the above objectives beyond the period of this Plan to ensure that the success of identified underrepresented groups will continue to be addressed.

Progression

Our objectives for progression are
- to increase the progression to highly skilled employment or higher level study of HND and DET mature 26-30 years old students

- to reduce the progression gap between Black and White first-degree students (in collaboration with Buckinghamshire New University)

- to increase the progression to highly skilled employment or higher level study of White HND and DET students from IMD Q1-2 areas

We will increase the progression of HND and DET mature 26-30 years old students from 46.7% (2016-17 baseline data) to 66% in 2022-23 and 80% in 2024-25 (PTP_1)

Based on our assessment of performance, we identified an unexpected decrease in the progression to highly skilled employment or higher level study of mature 26-30 years old age group. We decided to target the progression of this particular group to bring it in line with all students. The College will continue to monitor the progression of this target group beyond this Plan to ensure that the gap will not increase again.

We will reduce the progression gap between Black and White first-degree students from 17.8% (2016-17 baseline data) to 7.1% in 2022-23 and eliminating the gap by 2024-25 (PTP_2)

By selecting the target above, the College will contribute to closing the progression gap between the most and least represented groups. The College will continue to monitor the progression of this target group beyond this Plan to ensure that the gap will not increase again.

We will increase the progression of white HND and DET students from IMD Q1-2 areas from 40% (2016-17 baseline data) to 54% in 2022-23 and 70% in 2024-25 (PTP_3).

By selecting the target above, the College will contribute to closing the progression gap between the most and least represented groups. We will eliminate the absolute gap by 2030

The College will continue working on the above objectives beyond the period of this Plan to ensure that the progression of identified underrepresented groups will continue to be addressed.

3. Strategic measures

3.1 Whole provider strategic approach

The College's overarching theory of change for widening participation is based on Action Research, which stresses that for change to be effective, it must take place at the group level and must be a participative and collaborative process that involves all of those concerned. To ensure continuous improvement, the College has put procedures in place, which include:

- Setting up an Access and Participation Group (APG), which will start their work from August 2020. The group will be formed of staff from all departments and the student representatives. The staff in all departments and the APG will be fully engaged to achieve our strategic aims and objectives by applying strategic measures, evaluating and monitoring the progress

- Assuring that the College's whole lifecycle approach to access, success and progression is effective, where our students can benefit irrespective of gender, ethnicity, religion, age or disability

- Implementing an operational theory of change for widening participation interventions throughout the student lifecycle which will feed into the College Strategic Plan

- The APG will be creating quarterly reports of progress against targets which will be presented to the Academic and Quality Assurance Board (AQAB), who can take urgent actions if necessary

- The Board of Governors and the Academic and Quality Assurance Board (AQAB), which includes Students' Union representation will oversee that the MRC commitment to access, success and progression is fully implemented.

A practical approach to change is achieved by developing a culture and structure that supports inclusivity and consistency. Mont Rose College's Theory of Change can be summarised by the chart below:

The research involved self-assessment and identification of gaps across all stages of the student lifecycle and all underrepresented groups. **The action** requires the creation of interventions that directly address gaps in access, success, and progression to meet national KPMs. The last stage will be **an evaluation** of interventions and measures to feed into the next cycle of self-assessment and APP creation.

The College continually engages in the development of high standards and innovative teaching across all subject areas. The College's academic staff is producing a 'best practices document' every quarter where all teachers have their input. The document is shared among other staff members every quarter. It helps our teaching staff to resolve any issues they may have and improve their teaching techniques and students' interaction and motivation.

Also, to support students, the College has designed a non-credit module for all students joining the different levels of education. This module covers PowerPoint Presentation, report and essay writing and academic writing, Harvard referencing, and presentation skills. This module will be offered in the first semester of each course and will be mandatory to pass. This initiative was created to ensure that the most underrepresented students' academic performance will improve and their chance to succeed will increase.

3.2 Alignment with other strategies

Our outreach and recruitment programmes addressing the APP initiatives at the access stage are part of the **2019-24 MRC Strategic Plan** and the **Equality and Diversity Policy and Procedures.** Equality and diversity are enhanced by directing resources to the areas concerned. The proposed Mont Rose College APP activities and support measures will help to advance equality of opportunity and foster good relations between people who share a protected characteristic under the **Equality Act 2010** and those who do not.

The Disability Policy incorporates a wider support strategy provided by staff to enhance access, success, and progression of disabled students. Our Disability Policy ensures that barriers affecting students with disabilities are gradually removed.

Continuation and attainment targets addressed in this Plan are aligned with the College's Students **Engagement Policy, Students' Welfare Policy**, **Learning Support Policy and Learning and Teaching Policy.**

Our **Learning and Teaching Policy** addresses students' inclusion through **flexible pedagogies and by engaging them as partners.**

The progression targets addressed in this APP are linked to the College's **Employability Strategy and Teaching and Learning Policy.**

The College will research the impact of strategies implemented on student access, retention, attainment, and progression. The results will be fed into improving equality and diversity, and it will be reflected in the future Access and Participation Plans.

The College takes an institution-wide approach to widening participation. Access and participation work links with the **Learning and Teaching Policy and** other services, such as **Student Welfare** and **Careers.**

3.3 Strategic measures

Strategy and Implementation Measures for Access

We will increase the representation of students with declared disability from 3% (2017-18 baseline data) to 9% in 2022-23 and 15% in 2024-25 (PTA_1)

Achieving our targets for 2022-23 (an increase from 3% to 9%)

Currently, we have a small number of disabled students. To improve access to HE for disabled students, the College will increase the number of outreach locations and make collaborative agreements with charities helping the disabled student to progress to HE or entering education after long gaps in their studies. As the College is a member of the NCOP, the Welfare and Students Services

departments of the College will be participating in the activities concerning students with disabilities to increase their access to HE. The emphasis on outreach activities has already yielded some positive results; for example, the percentage of disabled students has risen from 3% to 5.1% in 2018-19.

The College is investing in marketing campaigns to increase the number of disabled students as part of a £48,796.5 fund for 2020-21 to achieve Access initiatives **[Also applicable for PTA_2]**

Achieving our targets for 2024-25 (an increase from 9% to 15%)

We will also develop links with SEN/ Inclusion advisors of sixth forms to arrange mentoring programmes with disabled students, taster days, and progression agreements aimed at disabled students progressing from further education.

During the outreach events detailed above, we will emphasise the facilities College is offering for students with special needs and that the institution is committed towards equality and diversity.

We will increase the representation of White males from IMD Q1-2 areas from 5.7% (2017-18 baseline data) to 11.7% in 2022-23 and 15.7% in 2024-25 (PTA_2)

Achieving our targets for 2022-23 (an increase from 5.7% to 11.7%)

The actions will include developing collaborative agreements with sixth forms from IMD Q1-2 areas. The College will be arranging the mentoring programmes in collaboration with sixth-form schools and colleges. It will be offering workshops, covering areas such as Business, Finance, Marketing, etc.… to provide pupils with a deeper understanding of benefits accessing higher education. The College is already in agreement with a few six form schools and has started offering mentoring programmes to increase access of White males for IMD Q1-2. Also, the College will offer taster days, where pupils will be invited to attend **[Also applicable for PTA_1]**

Achieving our targets for 2024-25 (an increase from 11.7% to 15.7%)

Building on its collaborative agreements with sixth-form schools, the College will offer summer classes, masterclasses, STEM courses to provide pupils with a deeper understanding of the benefits of accessing higher education to increase the number of white male students from IMD Q1-2 areas **[Also applicable for PTA_1]**

Strategy and Implementation Measures for Retention and Attainment

We will reduce the attainment gap between Black and White first degree students from 10.5% (2017-18 baseline data) to 4.5% in 2022-23 and 0.5% in 2024-25 (PTS_1)

Achieving our targets for 2022-23 (reduce from 10.5% to 4.5%)

As part of the College Learning and Teaching Policy, we will increase pastoral support and provide enhanced academic guidance. A mentor is assigned to develop individual learning plans for each Black first-degree student to monitor their academic performance **[Also applicable for PTS_3]**

Also, as part of enhancing students' engagement and analytical skills, Mont Rose College's Research Centre continuously involves students in different research projects and article writing. With the teachers' guidance, the Black first-degree students will be encouraged to write articles for the College's Journal of Academic Reviews, which has received ISSN number from the British Library for the printed

and online versions. The author of a winning article will get a financial award **[Also applicable for PTS_3]**

The College will be investing in staff development, enhancement of student services, and extra academic support as part of a £110,316 fund for 2020-21 to enhance the students' success **[Also applicable for PTS_2, PTS_3, PTS_4 and PTS_5]**

Achieving our targets for 2024-25 (reduce from 4.5% to 0.5%)

In addition to the previous strategies, the College will continue to encourage its teaching staff to adapt their teaching pedagogy and correlate the academic concepts taught with current practice in the industry. This will help in the attainment of students who have previous industry experience **[Also applicable for PTS_3]**

We will increase the continuation of mature students from 83.1% (2016-17 baseline data) to 89% in 2022-23 and 95% in 2024-25 (PTS_2)

Achieving our targets for 2022-23 (an increase from 83.1% to 89%)

The College understands that because the majority of our students have family responsibilities, they are at an increased risk of discontinuing their studies due to family or other personal reasons. Therefore, the College puts lots of emphasis on students' welfare and pastoral support. Recently, an experienced full-time Welfare Officer and a teaching assistant were appointed to provide these students with welfare, pastoral, and academic support to enhance their continuation of studies. Our internal feedback data on the implementation of these measures show that many students are benefiting from these services **[Also applicable for PTS_2, PTS_4 and PTS_5]**

To improve mature students' continuation, the College's Mature Students Fund is allocated. The amounts will be released in three instalments at the start of each term. The Fund will be available to students whose household income is £25,000 or less and meet eligibility criteria. It will help the mature students, who face financial struggles to continue their studies. The availability of the Fund will help the College in achieving success targets **[Also applicable for PTS_4 and PTS_5]**

Based on the student feedback and our observations, it was noticed that very often, students face financial challenges due to unforeseen circumstances, and this is one of the main reasons why students drop out of studies. The Emergency fund will be allocated to mature students from low household income families who face unexpected financial difficulties. From students' feedback and our experience, it mainly happens when SLC requests some additional proof in order to release the maintenance payments. During that time, when loans are reassessed or reconfirmed, students need funds to arrive at the College, and some students may need more enhanced financial support. For this reason, the College allocated some funds to the Travelling Fund and the Emergency Hardship Fund. This is to ensure that these students can continue with the course without a negative impact on their education **[Also applicable for PTS_1, PTS_3, PTS_4 and PTS_5]**

Achieving our targets for 2024-25 (an increase from 89% to 95%)

In addition to the previous strategies, we will increase pastoral support and mentors will be assigned on an individual basis throughout the student journey **[Also applicable for PTS_1, PTS_3, PTS_4 and PTS_5]**

We will increase the attainment of HND and DET mature students from 77% (2017-18 baseline data) to 87% in 2022-23 and 94% in 2024-25 (PTS_3)

Achieving our targets for 2022-23 (an increase from 77% to 87%)

The College will increase pastoral support and provide academic guidance to enhance attainment for mature HND and DET students **[Also applicable for PTS_1]**

DET students are required to secure and complete work placements before obtaining their qualification. Therefore, the College is developing a network of sixth-form schools and colleges to help these students to secure placements and complete the qualification.

The College teaching staff is a member of ResearchGate. The benefits of the membership are that they can help our students to access the research articles and publish their research works in their respective areas. This will help to enhance HND and DET mature students' attainment **[Also applicable for PTS_1]**

Also, the College is a member of the Council for Hospitality Management Education (CHME). The membership provides access to the UK and international academics and practitioners' network and the possibility to be involved in research and knowledge transfer (http://www.acss.org.uk/), access to the academic journals (International Journal of Contemporary Hospitality Management), links with hospitality conferences, workshops, and training and year-round students/ universities/ colleges competitions. The teachers are currently preparing an action plan to utilise this area and will involve all mature students to participate. This will significantly enhance students' attainment in the Hospitality department **[Also applicable for PTS_1]**

The College will be investing in the enhanced student services, mentoring, and strategies for this target group to achieve enhanced attainment as part of a £110,316 fund for 2020-21. The mature students who have financial difficulties will be able to apply for the hardship fund, which will help students affected to concentrate on their education **[Also applicable for PTS_1]**

Achieving our targets for 2024-25 (an increase from 87% to 94%)

Additionally, HND and DET mature students will also benefit from the pastoral support and academic guidance mechanisms put in place. Additionally, a mentor is assigned exclusively to monitor the academic performance for those students who are struggling to complete the action points of individual learning plans **[Also applicable for PTS_1, PTS_2, PTS_4 and PTS_5]**

We will increase the continuation of males from IMD Q1-2 areas from 77.8% (2016-17 baseline data) to 84% in 2022-23 and 90% in 2024-25 (PTS_4)

Achieving our targets for 2022-23 (an increase from 77.8% to 84%)

As part of the College's Students Engagement Strategy, specific measures aimed at increasing continuation for male students from IMD Q1-2 areas will be implemented. Such measures include providing workshops, sharing success stories of graduates, explaining the importance of higher education and employment possibilities available after completing their qualification **[Also applicable for PTS_2 and PTS_5]**

Achieving our targets for 2024-25 (an increase from 84% to 90%)

Additionally, the College will keep on inviting motivational speakers to deliver talks to students and encourage them to complete their qualifications. The College will also bring role models from the industry to share their life experiences and achievements **[Also applicable for PTS_2 and PTS_5]**

We will increase the continuation of Asian students from 78.9% (2016-17 baseline data) to 86% in 2022-23 and 92% in 2024-25 (PTS_5)

Achieving our targets for 2022-23 (an increase from 78.9% to 86%)

To increase the continuation of Asian students, the College is providing maximum pastoral support through the student welfare department and student-to-student mentoring programmes. The College is planning to arrange academic skills classes as part of their studies for those students who are academically weak and are struggling in continuing their studies. **[Also applicable for PTS_2 and PTS_4]**

Achieving our targets for 2024-25 (an increase from 86% to 92%)

Additionally, the College will assign mentors for each Asian student, who falls behind studies or requires additional support, run different skill-enhancing programmes to ensure that the students are given maximum resources to complete their studies.

Strategy and Implementation Measures for Progression

For this, the College has established and continuously enhanced its network of employers from all four disciplines. Quarterly meetings are arranged with employers to discuss employment options for our students **[PTP_1, PTP_2 and PTP_3]**

We have also established an employability department, with the main objective of finding work placements for students in all specialisations. Staff in our employability Department contact local employers and organise career events and workshops, in collaboration with recruitment agencies **[PTP_1, PTP_2 and PTP_3]**

The College will invest an additional amount of £52,734 (5% of HFI) to achieve the progression initiatives in 2020-21. The Fund will be utilised on The MRC Angels enhanced programme (only AAP element), enhancement of student services in the employability department, workshops, and some apportioned costs **[PTP_1, PTP_2 and PTP_3]**

Additionally, after the approval of this APP, further strategies aimed at targeted groups will be developed by the APG. A Business Advisory Service will also open in September 2020. The students **s** will be receiving business establishment or enhancement advice **[PTP_1, PTP_2 and PTP_3]**

We will increase the progression of HND and DET mature 26-30 years old students from 46.7% (2016-17 baseline data) to 66% in 2022-23 and 80% in 2024-25 (PTP_1)

We will increase the progression of white HND and DET students from IMD Q1-2 areas from 40% (2016-17 baseline data) to 54% in 2022-23 and 70% in 2024-25 (PTP_3)

Achieving our targets for 2022-23 (increase in progression of HND and DET mature 26-30 years old students from 46.7% to 66%, and increase in progression of white HND and DET students from IMD Q1-2 areas from 40%to 54%)

Based on progression analysis, DET and Healthcare Practice students in the targeted groups (PTP_1 and PTP_3) are at particular risk of not finding suitable placement opportunities during and after obtaining their qualification. Our dedicated staff in employability regularly contact six-form schools and colleges to help students to find placements and permanent employment. For example, students were

placed through Uniform Education and Vision Teaching and subsequently secured permanent roles. For Health Care Practice students, we have recently developed a Care Home Network to provide students with placement opportunities. Our staff attended a Job Fair of 'Independence Homes' representatives in London on the 20th June 2019. Many representatives agreed to come and meet our Health Practice students and offer placements to selected students. We also have good links with other organisations such as "Jewish Care' - which started providing work placements to our students, 'Livability' - which agreed to begin providing placements from January 2020 and 'Effra Recruitment' company -which is eager to start a collaboration with us and help find placements for our students **[PTP_1 and PTP_3]**

Our Business and Hospitality students in the targeted groups (PTP_1 and PTP_3) will be encouraged to utilise the benefits offered by the membership of the London Chamber of Commerce. Also, we are working in collaboration with Newton Grads, The Landmark and Harrison Catering and have seen that our hospitality students secure many placements. We will continue promoting the collaborating programmes with these institutions to enhance the progression further **[PTP_1 and PTP_3]**

Achieving our targets for 2024-25 (increase in progression of HND and DET mature 26-30 years old students from 66% to 80%, and increase in progression of white HND and DET students from IMD Q1-2 areas from 54%to 70%)

We have also launched a magazine called *Zephyr,* which is written by the students for students. The magazine is printed once every semester. We believe it can enhance employability by offering a free medium to advertise businesses run by our students. More importantly, *Zephyr* has an entrepreneurial column, where students who already run their businesses discuss their journey to starting a business, thereby encouraging and inspiring others. We plan to increase the visibility of *Zephyr* using our institutional membership with the London Chamber of Commerce and Redbridge Chamber of Commerce. The College will encourage students from all progression target groups to participate **[PTP_1, PTP_2 and PTP_3]**

> **We will reduce the progression gap between Black and White first-degree students from 17.8% (2016-17 baseline data) to 7.1% in 2022-23 and 0% in 2024-25 (PTP_2)**

Achieving our targets for 2022-23 (reduction from 17.8% to 7.1%)

The College regularly organises an MRC Angels Competition, which requires a full year of preparation and continuous students' personal and professional development. The College encouraged the Black students to participate in the previous competitions, and we have seen an increase in participation. The intention is to ensure that the participants will continue to increase in the future years and result in the enhancement of Black students' progression. The College provides all resources and guidance, mentoring, and help to prepare the students for the competition. Also, in the second stage of the competition, College offers free training workshops to all participants to cover all business aspects. These workshops are offered by industry specialists. The outcome of this event is enhanced students' employability and development of entrepreneurial skills as there are external local business people engaged in the event, who provide mentoring throughout the programme. They also create networking opportunities for students **[Also applicable to PTP_1 and PTP_3]**

Achieving our targets for 2024-25 (increase from 7.1% to 0%)

In addition to the previous strategies, to address the progression of Black first-degree students, the College will offer skill development classes, business development advice, involve students in participating in different employability enhancing programmes, will offer access to the College's

developed network of employers, will engage students in research/ writing and analytical skills development exercises **[Also applicable to PTP_1 and PTP_3]**

4. Student consultation

The College encourages MRC Student Union to participate in a wide range of College activities, like developing students' support systems, participating in various committee meetings and presenting their plans, suggestions for improvement to ensure that students' voice is heard. As part of the APP, the College is in the process of developing an MRC Access and Participation Group (APG), which will be formed of staff and students, especially from identified target groups. The College is Plan to fully form the APG with documented TOR, duties and responsibilities by August 2020. The main aim of the group will be to focus on the needs of students from different backgrounds and develop strategic activities.

This AAP has been prepared in consultation with our students. 'MRC Students Access and Participation Consultation' event took part after summer holidays, in early 19th September, where students discussed lower recruitment of underrepresented groups, lower retention, attainment and progression for identified groups and provided their views based on their experiences. One of the student suggestions was to tailor the teaching strategies to specific disabilities. As a result, the College arranged the design for recognising Dyslexia, Dyspraxia, Depression & Bereavement' course for 16 staff, which will take place on 19th December (included in the investment plan) and will allocate funds for the subsequent years. Also, the students suggested to address the recruitment of army cadets, the College fully supported this idea and included it in the APP. Following this, the College is applying for 'Enhanced Learning Credits Administration Service (ELCAS)' and 'Career Transition Partnership (CTP)' memberships. The College also applied and received a Bronze award from 'The Defence Employer Recognition Scheme (ERS)'. As part of enhancing attainment and progression, students concluded that that the apprenticeships, internships and work-based experiences should be offered along with HNDs and Degrees. The MRC Employability department is already arranging the placements for students to gain practical experience. The College is applying for degree-awarding status and is currently developing two-degree programmes. Both programmes will incorporate six-month placement modules.

5. Evaluation strategy

Mont Rose College's academic and professional services staff who will be delivering the APP initiatives used the OfS evaluation self-assessment tool to analyse our strengths and weaknesses and assess our evaluation plans to provide high-quality evidence about the impact of APP activities. AQAB led this exercise.

Completing the self-assessment was extremely helpful in shaping our views of the next steps to improve our evaluation strategy. Overall, because this is our first APP, we are satisfied with the outcome of the scoring overview and confident that most areas identified as emerging and developing will be complete by August 2020. Some emerging areas regarding learning will gradually improve with time and experience. We aim to fully draw out and apply the knowledge from our initiatives by August 2021. In summary:

Strategic Context – score: emerging (19 points out of 24)

Evaluation and monitoring methods are discussed in APG, relevant team meetings, staff inductions, and training. Therefore, all staff concerned are aware of their duties and responsibilities relating to APP initiatives and evaluation. The College Board of Governors and AQAB will be monitoring the effectiveness of the APP Evaluation Framework and addressing any issues continuously. The College seeks to deliver continuous improvement in our access, success, and progression work. We have

developed evaluation processes that enable decisions about programme design and delivery to be based on robust evidence and a theory of change for all projects. All projects are monitored and evaluated as part of quarterly impact reporting cycles; the findings are used to demonstrate the impact on outcomes and to make improvements in practice. The College will continually work to improve the evaluation systems and, in the long run, plans to achieve the highest quality evaluation strategies based on learning from good practices.

Where possible, our choice of interventions is based on an understanding and evidence of what works in our context. We have agreed on deliverables and targets for our programmes. We pilot new measures before implementation and by learning from experience. The results of pilot exercises, internal and external datasets, shared good practices, and action research is used further to develop new measures. Annual planning and reporting cycles support ongoing evaluation, reflection, and improvements to our activities.

The College took measures to ensure that robust data collection systems are in place by purchasing and implementing the new data collection systems, which will help us with data evaluation and monitoring at regular intervals. The systems will be fully implemented by August 2020

Mains areas for improvement:

We have undertaken a skills audit of relevant staff involved in widening and participation initiatives. We have taken steps to redevelop their job descriptions to include professional development requirements related to the monitoring and implementation of APP activities. Mentoring is also provided to all staff involved. The College feels that we need to invest more in resources to ensure that evaluation activity is planned consistently across the programmes of widening participation work, which we aim to achieve by August 2020.

Also, the College will be providing more training and mentoring to the staff to apply the framework and toolkit.

We plan to start documenting the best evaluation approaches in the MRC framework and toolkit for continuous improvement from September 2020.

Programme Design – score: emerging (14 out of 18)

We seek to deliver continuous improvement in our access, success, and progression work. We have developed evaluation processes that enable decisions about programme design and delivery to be based on robust evidence and a theory of change for all projects. All projects are monitored and evaluated as part of quarterly impact reporting cycles; the findings are used to demonstrate the impact on outcomes and to improve the widening participation programmes based on evaluation results.

All programme design is informed by internal and external evidence. For internal evidence, we encouraged academic staff to research on various topics, including access to HE for students of low socio-economic categories and minority ethnic groups. These researches are published in our Journal of Academic Review and incorporated in our programmes, delivering widening participation initiatives. The results of such studies highlight the impact of various programmes in delivering widening participation initiatives. Our programmes are also informed by data analysis. For external evidence, we use benchmarks from HESA, TEF, OfS datasets where applicable.

Mains areas for improvement:

Our programmes are underpinned by clear objectives for what we want to achieve. Many programmes are still in the development stage, which we plan to complete by August 2020.

We plan to improve the evaluation from the start of activities (e.g., evaluation agreed in the project specification, and data collection mechanisms built in to capture the outcomes) by providing staff training and mentoring, especially after implementing the new data collection mechanisms in our CMS and Salesforce programme, which we aim to achieve by August 2020.

Evaluation Design - score: emerging (7 out of 9)

The College adopts a whole institutional approach to evaluation. The activities are well-coordinated within the organisation. At the start of our evaluation development, we decide which actions can be evaluated credibly and reliably. We will also choose to use the evaluation self-assessment toolkit in the future, which will help us in determining strengths and areas for improvement.

The evaluation of continuous improvement is embedded in the design. We seek to deliver continuous improvement throughout the student's lifecycle. The College staff will be documenting the best evaluation practices that work and those that do not. Based on the best practices identified, we will be improving our evaluation systems continuously. Our developed evaluation processes will enable the decisions about programme design and delivery to be based on robust evidence and a theory of change for all projects. All projects are monitored and evaluated as part of quarterly impact reporting cycles; the findings are used to demonstrate the impact on outcomes and to improve in practice. The College Board of Governors and AQAB will be monitoring that the APP Evaluation Framework and continuous improvement is useful. The project leads will report monthly to the APG, and reporting will be provided to the AQAB. We plan to have a fully documented framework in place, setting up the standards of programme management informed implementation and evaluation across the College by August 2020. The framework will be subject to a regular review to enhance improvement.

We have in place robust data collection processes and shared tools to allow staff to collect data reliably and systematically. Staff is required to embed evaluation elements into new activities at the start of the project. Evaluation and monitoring methods are discussed in BOG, AQAB, APG, relevant team meetings, staff inductions, and training. The budget for evaluation is incorporated into project budgets.

Our access staff will be trained to evaluate the access data by referring to our aims and objectives. Where appropriate, our success measures are focused on outcomes for participants: changes in knowledge, skills, intentions, behaviour, attainment, and progression.

The College will be collecting both quantitative and qualitative evidence to understand the impact of our activities regularly and will share the findings of our evaluation, both internally and externally.

Mains areas for improvement:

Formal evaluation plans with specific staff roles and responsibilities will be complete by August 2020. The College is currently in the process of mapping the required skills and establishing APG.

More staff training will be provided to the access, success, and progression staff to ensure high-quality evaluation and implementation of continuous improvements into our systems. The core staff training sessions will be done by August 2020.

Evaluation Implementation – score: emerging (15 out of 20)

From the very beginning of access and participation works, the designated teams will be selecting the best data collection tools to arrive at the most relevant and reliable data. For this reason, the College implementing the new data collection system and for some programmes, which require extensive qualitative input, will be creating APP programmes on salesforce.

The College designated APP staff from the IT department will be responsible for data auditing, compliance with GDPR. The research data used will be approved by the Research and Ethics Committee.

Each department of the College will play a role in achieving short- and long-term APP targets. The College will use KPI (key performance indicators) to analyse the outcomes. OFS toolkit will be used to measure and evaluate the impact of financial support to student outcomes.

Annual planning and reporting cycles support ongoing evaluation, reflection, and improvements to our activities. The overall impact on measures taken will be assessed annually for each course separately by the APG, Senior Staff Committee, and Academic/ Quality Assurance Board. It will be discussed in the Board of Governors meetings, following which the decisions of the next steps will be taken.

The College has robust internal control systems for admissions, academic quality, students' services, and finance. The College's internal control processes are audited by the Audit Committee and reviewed by the Board of Governors on an annual basis. Internal control helps to highlight areas of concern in a timely basis and to prepare action plans to mitigate such concern.

Mains areas for improvement:

MRC will be implementing the data collection systems to measure the individual students' change as well as a cohort, subgroup analyses. Our systems will enable us to do that from August 2020.

We also need to improve on risk analyses for our evaluations. We believe it will gradually improve with experience.

Learning – score: emerging (13 out of 22)

The College will seek to achieve the intended outcomes, will be continuously learning from practices and work to eliminate inequality across the student lifecycle.

The College will be analysing the findings and evaluating the impact on the APP aims and objectives.

Mains areas for improvement:

This is our first APP. We will be continuously learning from our access and participation interventions and seeing if they have the effect we intend. We put robust processes in place to ensure evaluation and continuous improvement. We will be sharing good practices through APG, staff training days, research work and publications, committee meetings, and conferences. We will also learn to prioritise based on the understanding of actual impact achieved.

The College will be creating and sustain mechanisms for learning and reflection as part of our evaluation strategy. Further developing theory of change will help us understand better the access and participation activities, and the evaluation practice underpinning them.

Financial evaluation

The impact of the student financial support package will be evaluated annually by the APG. A survey will be administered to students, including the ones in receipt or not in receipt of the College's funding.

Our research design will be to survey those pre-identified as with and without financial support across all years of study, and the underlying premise will be that the positive impact of receiving financial support arises where such students are at least as positive in their survey responses as those receiving no financial support.

The financial support impact evaluation will incorporate the OfS toolkit, using both quantitative and qualitative methods. The survey tool will be used for students who received financial support in the previous completed academic years. We will be using the OFS recommended survey questions and the BOS tool. We plan to administer the survey and receive the first results in 2021-22 AY. We will also use the statistical tool and plan to purchase the software IBM SPSS Statistics (SPSS) in the first part of 2020-21. After the publication of HESA data, if we see that we have sufficient data to proceed, we will run the statistics tool in 2021-22 and then annually, in time to feed the result into your strategic planning cycle for widening participation. The comprehensive learning of the software and the use of statistical analysis will be achieved at the beginning of 2020-21.

We will analyse the trajectories of the different cohorts in terms of retention throughout our courses, completion of qualifications, degree class obtained, and numbers are progressing to further studies or high skill employment based on Graduate Outcomes data.

We will also analyse the outcomes of students from some cohort years to ascertain any differences between those who received financial support and those who did not, accounting for differences in the level of support received, and of other demographic factors. We will expect to find evidence of an association between receipt of funding and a reduced likelihood of withdrawing from the College amongst students of underrepresented socio-demographic characteristics.

6. Monitoring

Progress in delivering our widening participation measures is monitored by the College Board of Governors, the APG, and the Academic and Quality Assurance Board (AQAB), which includes Students' Union representation.

The monitoring of APP is incorporated in TOR of BOG and it is a standing agenda. It means that the Board of Governors will continuously engage with the monitoring of performance and provisions of the Plan. The AQAB is an accountable body to ensure that robust and effective monitoring processes are in place and any deficiencies addressed effectively.

Student representatives are part of BOG, APG and the AQAB. All these bodies have APP performance monitoring duties throughout the student lifecycle. Students are part of these bodies and will be fully engaged in the monitoring processes. In particular, the APG group will be formed with students from all backgrounds and APP staff. The students will form 50% of members in this group and take the strategies implementation, monitoring duties throughout the year. In addition, the Senior Staff Committee regularly monitors progress on key measures and activities.

Evaluation of student access, success and progression activity is reported to the Admission and Student Services Teams and then the APG and the AQAB, with student representatives on the AQAB playing an active role in the assessment of such interventions.

Operational responsibility for delivery and monitoring rests with the Admission Department and the Student Services Team, which is overseen by AQAB. These teams will conduct a detailed annual review of progress against access and participation plan commitments, reporting key conclusions, achievements, or concerns to the APG and the AQAB. The progress against our targets is discussed in the APG and AQAB's quarterly meetings. The APG and the AQAB are accountable to the Board of Governors for overseeing compliance and monitoring progress against our identified targets. Internal control systems are developed for each department to ensure effective monitoring.

If monitoring highlights the risk in access, success, and progression that the College will not deliver on the commitments made within the APP immediate action will be taken by the Admission Department, the Student Services Team and Academic Departments accordingly, and regular progress updates

provided to the APG and the AQAB. An action plan will be drawn up, identifying the reason behind the risk, actions to be taken to remedy, the person responsible for implementation, the deadline for action and this action plan will be reviewed regularly by the senior member of staff with responsibility for the area.

7. Provision of information to students

As part of the College's strategic measures to widen participation, we have made a clear commitment to ensuring that as fees increase, students with genuine financial need are able to access excellent advice and appropriate financial assistance.

The College commits to communicate the information about the changes to tuition fees and available hardship funds to the current and prospective students well before the start of the course via emails, website, and induction materials.

All prospective students will be informed about the aggregate amount of fees that the institution will charge for the completion of that course well in advance of the course starting dates through the College website, promotional materials, social media and advertisements.

Starting from September 2020, the students will be able to apply for MRC financial support. The approved Access and Participation Plan and the available financial support, including eligibility criteria, will be published on our website. The application forms will be made available to download and submit through our website.

The Student Services and Welfare departments will be providing advice to the students from disadvantaged backgrounds regarding financial support. The Finance Department will be making formal assessments according to the eligibility criteria (Ref: MRC Financial Support Policy 2020-21)

Financial support as % of Higher Fee Income (HFI) -10.4% or approx. £110,000

Financial Fund Allocation	Allocation	% of HFI
Mature Student Hardship Fund	£80,000	7.5% of HFI
Travelling Support Fund	£5,000	0.5% of HFI
Emergency Financial Support Fund	£25,000	2.4% of HFI
Total	**£110,000**	**10.4% of HFI**

A Mature Students Hardship Fund of £80,000 for 2020-21

This will provide students with a household income of less than £25,000 the financial awards of £500 - £2000 per academic year. The students will have to be eligible for SLC funding as Home students, have received the first instalments of maintenance loans, and in receipt of maximum statutory funding (Child Tax Credits, Housing Benefit, Parents Learning Allowance, Childcare Grant, Council tax reduction). The financial awards will be assessed within 30 days and split into six instalments, three at the start of each term, and three at the successful completion of each term. The number of applications will be limited; The priority will be given to students having special circumstances: coming from local authority care, estranged from their families; Carers with responsibility for caring for others; mature students with children and single parents, students with disabilities in receipt of Income support or

Employment and Support Allowance (ESA) or Disability Living Allowance or Personal Independence Payment (PIP) or Universal Credit in place of Income Support or ESA and meeting the eligibility criteria.

A Travelling Support Fund of £5000 for 2020-21

This will provide an emergency fund of £100-£250 for the applicable term for students who can demonstrate that they experience financial difficulties and do not have means to arrive at the College. The applications will be assessed within 5 working days. The financial support application will be available on a term basis and will be payable at the beginning of the relevant term. The number of applications will be limited. The priority will be given to students with special circumstances (as per above)

An Emergency Financial Support Fund of £25000 for 2020-21

This will provide emergency financial help from £100-£1000 for the applicable term to students who encounter unexpected financial difficulties during their studies. The students from a household income of £25000 or less, who have received their first maintenance loan instalment as a Home student and are in receipt of the maximum statutory funding (Child Tax Credits, Housing Benefit, Parents Learning Allowance, Childcare Grant, Council tax reduction) will be able to apply. The assessment of the application will be completed within 5 working days. The financial award will be assessed on a term basis, and award split into two instalments per term, one paid at the start of the relevant term and another payment on the successful completion of the term. The number of applications will be limited. The priority will be given to students with special circumstances (as per above)

Annex A: Variations to the current Access and Participation Plan effective from 2023-24

Annex A is drafted by Mont Rose College of Management and Sciences in addition to its Access and Participation Plan 2020-21/ 2024-25 to address the Office for Students (OFS) new access and participation priorities.

• *' Priority A: Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand.' (OFS, 2022)*

To achieve Priority A, the College drafted a Summary of its Plan, which will be published once it has been approved by the Director of Fair Access and Participation.

 • **'Priority B: Develop, enhance and expand their partnerships with schools and other local and national organisations to help raise the pre-16 attainment of young people from underrepresented groups across England.'** *(OFS, 2022)*

In addition to the College's commitment to its Access and Participation Plan 2020-21/ 2024-25 strategic measures addressing post-16 attainment, the College has allocated additional investment for the academic year 2023-24 and 2024-25 to address pre-16 attainment of young people from underrepresented backgrounds.

To raise pre-16 attainment, the College will collaborate with schools and Aimhigher London, who deliver the Uni Connect OfS-funded programmes nationally to increase access to higher education for underrepresented students.

At present, the College has submitted five project proposals to Aimhigher. The Aimhigher has replied that they would be happy to promote some of them through their platform or recommend them to schools after the summer vacation. The organisation has expressed the aim to set up a meeting with the MRC to discuss how to promote the programmes and execute the plans digitally. The College anticipates achieving good results while working with Aimhigher London.

The following programmes are currently being designed and shared with schools to be offered to pre-16 pupils from 2023-24:

Critics Programme

The College will offer a 4-week online programme for interested pupils during holidays or after school hours. This programme will help the students in developing critical thinking and writing skills. Priority will be given to applicants from under-represented groups. The syllabus will include weekly critical thinking workshops led by the MRC academic staff on analysing and reviewing different art and media, visual arts, literature and film, followed by small group discussions facilitated by student ambassadors.

The programme aims to:

- Support students in developing their critical thinking and writing skills;
- Prepare students for university/ college assignments by enhancing their communication, research, and presentation skills;
- Develop their confidence and foster a sense of belonging in creative spaces;
- Equip them to engage critically with art/ science through facilitated activities;
- Inspire independent engagement with arts and culture after the programme.

Effective Decisions Programme

The College academic staff will develop online recorded videos to support students in making effective decisions about their future careers and controlling their professional development through improving their critical thinking and employability skills. These videos will suit anyone undertaking some study, regardless of academic discipline, interests or employment background.

Six key universal themes for the programme were identified: self-awareness (what do you want?), skills awareness (what can you offer?), career readiness (are you ready to find success?), articulating your experiences (how do you express yourself?), making a good impression in person (what impact do you make?), networking online and in-person (how do you build fruitful relationships?).

The videos posted will be accessed by students via VLE. The platform and related videos will allow students to reflect on each theme and complete other relevant activities online via the peer assessment tool or forums. Students will also be given self-evaluation questionnaires to help them monitor their progress and will be allocated three hours per week to participate. The moderators will monitor and moderate active forums attracting posts (10 -200 minimum) by creating new discussion threads, summarising existing ones, and implementing new questions for discussion. All technical support will be provided to the students by the IT department at MRC, and they will receive login details to access the course material on VLE.

The programme will help the pupils to understand what they want to achieve in the future, assess their skills and identify strengths and areas for improvement, prepare for career opportunities, present themselves and network to build relationships.

STEM courses

The College will establish contacts with schools and offer their students face-to-face and virtual STEM course teaching. The College DET students will be providing teaching. Qualified teachers will supervise them.

The pupils will be offered mentoring and teaching, which will help them to make informed decisions about their future career choices.

Workshops

Mont Rose College will offer free workshops on interview skills, negotiation skills, IT training, CV development to the schools.

Throughout this initiative, the pupils will be better prepared for their work placements or any work opportunities and will enhance their attainment and progression.

'Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.' *(OFS, 2022)*

The College evaluates the data quarterly to assess if the gaps between the most and least represented groups are closing. The College disaggregates the evaluation data by programmes for better decision making. The evaluation analysis and reflection on performance are discussed in the quarterly Access and Participation Group meetings. Any results below expected thresholds are discussed in Academic/Quality Assurance Board meetings.

The College recognises that the biggest challenge is to achieve high-quality graduate outcomes. For this reason, more emphasis is placed on employability and introducing new " thinking out of the box" programmes to help students achieve good outcomes. The College's research on good practices and 'what works' in the sector is widely encouraged in all departments to achieve organisational change. The College follows TASO research on evaluating what works and discusses the findings in the Access and Participation Group meetings. Furthermore, an assigned staff member is applying to join the TASO Sector Network to help improve the widening participation and student success.

The College will offer career counselling services to give students a detailed comprehension of the opportunities and the skills needed to achieve them.

• **'Priority D: Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.'** *(OFS, 2022)*
The College will be considering how to enhance the provision of technical routes at Levels 4 and 5, and flexible studying. This will be addressed in the next Access and Participation Plan.

<u>Annex A References:</u>

OFS, 2022 "Advice on requests to vary access and participation plans to cover academic year 2023-24" available at: https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/access-and-participation-plans/variation-requests/

Provider fee information 2022-23

Provider name: Mont Rose College of Management and Sciences Limited
Provider UKPRN: 10023777

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£7,724
CertHE/DipHE	DET (ITT) Level 5	Fee applies to entrants/all students	£7,724
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Provider fee information 2021-22

Provider name: Mont Rose College of Management and Sciences Limited
Provider UKPRN: 10023777

Summary of 2021-22 course fees

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	Fee applies to entrants/all students	£7,499
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	DET (ITT) Level 5	Fee applies to entrants/all students	£7,499

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Access and participation plan
Fee information 2020-21

Provider name: Mont Rose College of Management and Sciences Limited

Provider UKPRN: 10023777

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

We want to fix the annual inflationary increase to 5 per cent for 2023-24 and 2024-25 academic years up to the maximum of the capped amount. The change will provide more clarity about the changes to the fees for the current and prospective students.

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

Full-time course type:	Additional information:	Course fee:
First degree	*	£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	£6,999
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	DET (ITT) Level 5	£6,999

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

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	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

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

Targets and investment plan 2020-21 to 2024-25

Provider name: Mont Rose College of Management and Sciences Limited

Provider UKPRN: 10023777

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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 (£)	£48,796.50	£55,011.00	£45,761.00	£54,894.00	£57,238.00
Access (pre-16)	£0.00	£0.00	£0.00	£6,894.00	£7,238.00
Access (post-16)	£7,005.00	£7,894.00	£6,565.00	£6,894.00	£7,238.00
Access (adults and the community)	£41,791.50	£47,117.00	£39,196.00	£41,106.00	£42,762.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£110,000.00	£124,373.00	£103,000.00	£109,000.00	£114,000.00
Research and evaluation (£)	£11,660.00	£13,155.00	£13,320.00	£14,842.00	£16,374.00

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)	£1,059,982.00	£1,195,892.00	£994,794.00	£1,044,534.00	£1,096,760.00
Access investment	0.0%	4.6%	4.6%	5.3%	5.2%
Financial support	10.4%	10.4%	10.4%	10.4%	10.4%
Research and evaluation	1.1%	1.1%	1.3%	1.4%	1.5%
Total investment (as %HFI)	11.5%	16.1%	16.3%	17.1%	17.1%

Targets and investment plan
2020-21 to 2024-25

Provider name: Mont Rose College of Management and Sciences Limited

Provider UKPRN: 10023777

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To increase the number of disabled students accessing HE	PTA_1	Disabled	The number of disabled students will gradually increase as a proportion of the percentage of the student population.	Yes	The access and participation dataset	2017-18	3%	5%	7%	9%	12%	15%	We will increase the number of outreach locations and make collaborative agreements with charities. We will use our membership of the NCOP to participate in activities related to disabled students access to HE and continue our focus on outreach activities, with increased investment in marketing campaigns.
To increase the number of White males from IMD Q1-2 areas	PTA_2	Multiple	The number of White males from IMD Q1-2 areas will gradually increase as a proportion of the percentage of the student population.	No	The access and participation dataset	2017-18	5.7%	7.7%	9.7%	11.7%	13.7%	15.7%	We will develop collaborative agreements with sixth forms from IMD Q1-2 areas. We will arrange mentoring programmes and workshops, and during summer terms, we will organise summer classes, masterclasses, STEM courses. These measures will aim at providing pupils with an understanding of the benefits of accessing higher education.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap between first degree Black and White students	PTS_1	Ethnicity	The attainment gap between White and Black students will gradually reduce during the next five years' time. The College will be working to enhance the attainment of Black students. This way will achieve a reduction in the attainment gap.	Yes	The access and participation dataset	2017-18	10.5%	8.5%	6.5%	4.5%	2.5%	0.5%	We will increase pastoral support and provide enhanced academic guidance. Our Research Centre continuously involves students in different research projects and article writing that are published in our Journal of Academic Reviews, which has received ISSN number from the British Library for the printed and online versions. We are also investing in staff development, enhancement of student services and the provision of extra academic support as part of a 110,316 fund for 2020-21.
To increase the continuation of all mature students	PTS_2	Mature	The continuation of mature students will gradually increase as a proportion of the percentage of the mature student population.	No	The access and participation dataset	2016-17	83.1%	84.5%	86.5%	89%	92%	95%	Most mature students are at risk of discontinuing their studies. We recently appointed an experienced Welfare Officer to coordinate students welfare and pastoral support. To date, the implementation of these measures show that many students are benefiting from these services. We will also establish a Mature Students Fund to assist students who face financial difficulties that impede continuation. Other funds such as the Travelling Fund and the Emergency Hardship Fund will also be created.
Increase attainment of HND and DET mature students	PTS_3	Mature	The attainment of HND and DET mature students will gradually increase as a proportion of the percentage of the HND and DET mature student population.	No	Other data source	2017-18	77%	80%	83%	87%	90%	94%	The College will increase pastoral support and provide academic guidance to enhance attainment for mature HND and DET students using individualised learning plans. For courses with an embedded placement, we will leverage on our network of schools and employers to assist students in securing placements. Our membership of ResearchGate and the Council for Hospitality Management Education (CHME), for example will be used to encourage students to get involved in research and knowledge transfer. We are also investing a 110,316 fund for enhanced students services for 2020-21
Increase the continuation of males from IMD Q1-2 areas	PTS_4	Socio-economic	The continuation of males from IMD Q1-2 areas will gradually increase as a proportion of the percentage of male students from IMDQ1-2 areas population.	No	The access and participation dataset	2016-17	77.8%	79%	81%	84%	87%	90%	As part of the Colleges Students Engagement Strategy, specific measures will be implemented. Such measures include the provision of workshops, sharing success stories of graduates, explaining the importance of higher education and employment possibilities available after completing their qualification. Additionally, the College will continue inviting motivational speakers to deliver talks to students and encourage them to complete their qualifications. We will also invite role models from the industry to share their life experiences and achievements
Increase the continuation of Asian students	PTS_5	Ethnicity	The continuation of Asian students will gradually increase as a proportion of the percentage of the Asian student population.	No	The access and participation dataset	2016-17	78.9%	80%	83%	86%	89%	92%	To increase the continuation of Asian students, we are providing maximum pastoral support through the student welfare department and student-to-student mentoring programmes. We also run different skill-enhancing programmes to ensure that the students are given maximum resources to complete their studies

Table 4c - Progression

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

Aim	Reference number	Target group	Target description	Is this target split by another characteristic?	Data source	Baseline year	Baseline data	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Commentary on milestones/targets
Increase the progression to highly skilled employment or higher level study of HND and DET mature 26-30-year-old students	PTP_1	Mature	The progression to highly skilled employment or higher level study of HND and DET mature 26-30-year-old students will gradually increase as a proportion of the percentage of the HND and DET mature 26-30-year-old student population.	No	The access and participation dataset	2016-17	46.7%	55%	60%	66%	73%	80%	Most DET and Healthcare Practice students are required to secure placements during and after obtaining their qualification. For these courses, we will leverage on our network of schools and employers to assist students. Our dedicated staff in employability regularly contact schools to help students find placements and permanent employment. For our Business and Hospitality students we will increase our collaborative programmes with institutions such as Newton Grads, The Landmark and Harrison Catering.
Reduce the gap between Black and White first degree students progression to highly skilled employment or higher level study	PTP_2	Ethnicity	The gap between Black and White first degree students' progression to highly skilled employment or higher level study will gradually reduce. The College will be working to enhance the Black students' progression to highly skilled employment or higher level study.	Yes	The access and participation dataset	2016-17	17.8%	14.2%	10.7%	7.1%	3.6%	0%	Black students are encouraged to participate in MRC Angels Competition which we run once a year. Throughout this programme, students develop entrepreneurial and have the opportunity to be mentored by guests, who are typically local entrepreneurs, thereby creating networking opportunities. Additionally, we will offer skill development classes, business development advice, and encourage students to participate in different employability enhancing programmes
Increase the progression to highly skilled employment or higher level study of White HND and DET students from IMD Q1-2 areas	PTP_3	Multiple	The progression to highly skilled employment or higher level study of White HND and DET students from IMD Q1-2 areas will gradually increase as a proportion of the percentage of White HND and DET students from IMD Q1-2 areas population.	No	The access and participation dataset	2016-17	40%	42%	46%	54%	62%	70%	Most DET and Healthcare Practice students are required to secure placements during and after obtaining their qualification. For these courses, we will leverage on our network of schools and employers to assist students. Our dedicated staff in employability regularly contact schools to help students find placements and permanent employment. For our Business and Hospitality students we will increase our collaborative programmes with institutions such as Newton Grads, The Landmark and Harrison Catering