



2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

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

Burnley College aspire to support the College's and the Office for Students' core aim to enable everyone 'to build a good life for themselves and to reach their potential, regardless of their background and identity' (OfS 2018).

A key strand of our strategy moving forward for improving access, success and progression is to define clear responsibilities and measures for all our higher education teams, so that we are able to ensure performance is closely monitored against the nominated targets, that there is appropriate challenge at all levels and that actions to meet (or exceed) targets are implemented in a timely fashion. Alongside this, we continue to make significant investment in all aspects of student support.

Target Groups - our Assessment of Current Performance highlights that the College continues to make a significant contribution to addressing issues of inequality of access to higher education opportunities for all the first 4 groups identified by the OfS, namely:

- * Those living in areas of low higher education participation, household income or socioeconomic status
- * Students of particular ethnicities (and in particular those from Asian/Pakistani minority ethnic backgrounds)
- * Mature Students and
- * Students with Disabilities

Overall, we aspire to continue our successful strategies to work with all these groups, and further improve the contribution we make in relation to these cohorts. As up until this point all our Higher Education provision has been delivered through a single HEI (UCLan) we have been able to rely quite heavily on their reporting mechanisms and data capture and analysis. Going forward, as we begin to also work with other HEIs, we are further developing the College's own systems and processes for data capture and analysis along with greater utilisation of nationally produced data and analysis. We have utilised HESA data and opted in to this year's TEF evaluation.

The group where we are not able at this moment in time to assess our performance at any stage of the student lifecycle is in relation to Care Leavers which is a key ambition for us to address in this next academic year. The higher education participation rate in the North West for care leavers is around 2% we would be aiming to move to 5% within a two year period and 10% within a four year period. The rationale for a longer term goal is that we aim to increase access through work within our FE provision and with local schools. We have offered a specific cash bursary plus support to students in this category, to date we have been unsuccessful in any care leavers coming forward who met the OFFA/DfES criteria for this category. However, we are aware of the national picture regarding significant underrepresentation of care leavers studying in higher education and aspire to improve our outreach and recruitment work in this area to attract care leavers to access places with us in what we believe would be an environment very conducive to successful study. Alongside this we have allocated a member of our student services team to liaise with our Safeguarding team who will be tracking the progress of all students identifying as Looked After or Previously Looked After across the organisation working in close liaison with Virtual Schools. The Safeguarding team will liaise with the divisional teaching teams who work successfully across our FE and HE provision to ensure this underrepresented group are tracked, supported and successful in accessing a university course as a next step. The aim initially will be to improve access to HE as we can work with our FE cohort of care leavers to ensure they are provided with relevant touchpoints (to be determined by the students in conjunction with student services) so they feel equipped to consider a progression into higher education viewing it as part of their post 16 portfolio of options. Establishing a robust system that will involve a range of support, safeguarding and teaching specialists will enable us to build a picture of the experiences and challenges faced by this group thereby leading to greater clarity when assessing our own performance and the additional strategies needed to them deal with success and progression.

This more sophisticated analysis of data, considering the 'intersection of characteristics' such as age and gender within the data for different factors in line with OfS guidance, has enabled us to identify a gap in success outcomes for mature males. Further analysis indicated that

when correlated with ethnicity this holds true for both White British and Pakistani mature males. We currently have a range of mechanisms by which the student voice informs our teaching and support with students completing evaluation questionnaires for each module alongside representing their views at minuted staff student liaison meetings. A key strategy going forward will be to ensure that the voices of these student groups are captured and being aware if they are not adequately represented in these forums, this also needs to be the case for other students from the 5 key underrepresented groups. Successful assessment of our performance in relation to the success stage of the lifecycle will be the articulation of these voices and the actions taken as a direct result to improve success rates.

Regarding the other student groupings identified by the OfS for whom there are equality gaps nationally, the size of our student cohort each year makes valid statistical analysis difficult. However, we are seeking to refine our data capture processes so we are more able to explore potential issues with our College or local population. Those students with mental health problems, specific learning difficulties and/or who are on the autistic spectrum' is one which may be of particular relevance and for which we may be able to collate statistically significant data. Whilst we have a level of support available for students within each of these groupings, consideration of the 'reasons for withdrawal' data suggests there is some evidence that there may be slightly lower success rates (continuation) for students with mental health difficulties. It is our intent to investigate this further this coming year, and if found to be the case to implement further strategies to mitigate against this factor.

Collaborative Working - in line with OfS guidance, the College intends to continue with collaborative activities with employers . A focus will be placed on ensuring this does contribute to improved success for those mature students where we are working towards meeting sector benchmarks. Equally these key relationships we have with employers due to our successful and extensive FE apprenticeship provision can also be utilised to target the progression gaps for our students from LPN as is indicated by the TEF data. The student support team will again be fundamental to leading on this ambition ensuring that positive links are made and that those students previously discussed where success and progress is seen to be an issue are actively engaged in meaningful and substantial contacts with employers as part of their university experience.

Collaboration with Primary and Secondary Schools and other Colleges - the College have a history of working with local primary and secondary schools to raise aspirations to progress through further education and into higher education, and through this to promote improved attainment. The College will continue to increase investment in both time and resources to enable the development of strategically targeted long-term outreach activities that will continue to broaden the pool of applicants. It will seek to raise the aspirations of children and young people and more mature applicants from underrepresented groups and encourage them to apply for university education, either at the College or elsewhere. HEFCE data shows that the participation rate of young people into HE for the ward in which the College is situated is below 20% compared to the national average (provisional) HEIPR of 48% and that it is in the bottom quintile. Almost all the wards in which local feeder primary and secondary schools and 6th forms are situated within the East Lancashire corridor are in the bottom 2 quintiles. (HEFCE 2016). The application of further access measures through the increased funds available seeks to address this imbalance. The College invests in a Schools Liaison Team who deliver a range of internal and external activities to local schools. The aim is to develop the model that has worked effectively for FE (and implicitly for future progression to HE) to give a parallel focus on HE, and work has already begun establishing stronger connections with schools with 6th forms and other post 16 providers where an expanded programme of liaison activities can be promoted. Each curriculum area within the College's teaching Divisions has developed a programme of Master Classes and Guest Lectures that support the achievement of their current qualifications; these will be offered to pupils in local schools and 6th forms. We currently work with over 45 local secondary schools and over 20 primary schools on a regular basis delivering sessions in school and hosting sessions on campus. For example the campus

sessions are harmonised with the Primary curriculum such as a day studying the Great Fire of London which involved the university teaching team from Art, History and Science. This year we have further developed our primary links and run more on-site sessions than ever before with 4 Primary schools accessing our Science Hub spaces to take part in practical science sessions that they are unable to run in school such as dissection sessions led by the A Level STEM team. There are 5 targets set for the schools activity for 18/19 all designed to promote engagement with education within LPN areas:

- Outreach activities with at least 40 secondary schools covering 90% of our travel to study areas including schools in Lancashire Blackburn with Darwen and West Yorkshire
- Taster sessions/outreach activities with at least 12 primary schools
- School Science festival involving 20 primary schools
- Outreach activities with at least 7 FE/Sixth Form providers
- 10 Open events across the year with over a 1000 people attending.

Alongside this activity other events which have proved popular and successful in recent years include:

- Enjoyneering – an annual event for secondary schools to compete in an Engineering competition providing meaningful contacts with universities and academic staff as part of the event. In 17/18 Year 11 students from the secondary schools who attended the competition took part in a 6 month Engineering Academy programme in College many of whom then proceeded to enrol on a Level 3 course upon completion of their GCSE's which provides a direct pathway to Level 4 study.
- Employability Conference – Annual event for Year 10 students to take part in a range of 'business and employability' related activities over a week. Target set for this year are for all 5 Local secondary schools to be involved in this activity to provide meaningful contact with at least 15 different employers who all offer graduate opportunities.
- Lancashire Science Festival – this started in 2016 for years 4-8 and was extended in 2017 to include year's 9-13. It also features a 'Community Day' on the Saturday where local families can come along free of charge engaging with our College academic and support teams. The contact this provides to families from East Lancashire is access focused in that many of the families are from areas with low participation in Level 4 education, they engage in STEM activities within a College environment that provides progression pathways into university education.

A post to co-ordinate this work was funded for the first time in 2015-16. This will represent a key plank in the strategy to improve outreach to and access of disadvantaged and under-represented groups.

Collaboration with HEIs/other Formal Collaborations - The four universities covering Cumbria and Lancashire (University of Cumbria, University of Central Lancashire, Edge Hill University and Lancaster University) continue to liaise post-Aim higher to share ideas and best practice for outreach activity, to minimise the risk of duplication, and to make the most effective use of the resource available across the four institutions. Although there are practical limitations in the ability to share resources and facilities where institutions are not closely co-located, collaborative working has continued, mainly in relation to 11 re-directing requests for activity from 11-16 schools to Universities more closely located to their geographical locations about primary activity. As we begin to offer courses run by other HEIs, regionally and nationally, this will provide further synergy and opportunities for a collaborative approach to widening access and participation in university education.

Burnley College is working collaboratively with UCLan as part of the locally established network under the National Collaborative Outreach Programme (NCOP) initiative for Lancashire – Future U. Edge Hill University and Lancaster University are also supporting the programme alongside a broad range of other FE Colleges and organisations such as STEM

1st from within the county. NCOP staff have been appointed, including two outreach officers based here at the Burnley Campus. The College have students who live in 10 of the NCOP wards. We are active members and attend the monthly operational management group. We have had two successful bids to Future U so far – to produce a Parents' Guide to Higher Education for distribution in schools in target wards, and to run a Future U Careers Week both on campus and in the community.

These collaborations across a range of organisations should enhance our own work in improving access in the first instance, certainly the school-based collaborations will be looking to provide sessions for children in schools located in LPN areas. The student support team as part of their strategy aim to liaise with the HEI's to collaborate on improving access for care leavers alongside the continuation of our Growth Mindset catalyst project which will focus on success for our mature students this year with a emphasis on our mature males. The tracking of the impact of these collaborations with a specific view on our targeted groups within these collaborations (care leavers, LPN and mature males) will enable us to identify areas of success and areas where the targeted activity requires change in order that it is effective in closing access and success gaps as identified.

2. Self-assessment of targets

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

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

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

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To increase the number of students studying who are in receipt of DSA, or who would have been eligible prior to the changes to entitlement being introduced, and to at least maintain this increase once the reduction in entitlement is introduced	2014-15	approx 20 students	30 students	30 students	Headcount	2019-20	38	Expected progress
T16a_02 (Student success)	To increase FT in year retention and completion through the retention and success activities contained within the Access Agreement	2014-15	92%	94%	94%	Percentage	2019-20	96	Expected progress
T16a_03 (Access)	To increase the number of internal level 3 students identified as Care Leavers accessing our higher education provision.	2017-18	predict 2 students	3 students	3 students	Headcount	2019-20	1	Limited progress
T16a_04 (Access)	To increase the proportion of FullTime HE Learners from LEP area Deprivation Bands 1, 2 and 3 (of 10) and to maintain this at at least 55 above the average for all HEIs	2014-15	43% in total; ave. 14% per band	ave 16%	ave 16%	Percentage	2019-20	69	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	To work in collaboration with other providers and other arms of the organisation to promote the progression of vocational learners, especially apprentices, into HE. Precise figures for apprentice progression into HE have not traditionally been collected and we are currently working to establish this to provide a baseline on which to build precise targets, but is known to be low.	2014-15	Precise figures are currently being established	PROV. Increase apprentice progression by a further 2% on previous year (ongoing targets to be finalised once baseline data is finalised)	PROV. Increase apprentice progression by a further 2% on previous year (ongoing targets to be finalised once baseline data is finalised)	Percentage	2019-20	73	Expected progress
T16b_02 (Student success)	To increase the proportion of students on vocational Foundation Degree programmes achieving high grades of final awards (ie merit/distinction) through the retention and success initiatives within the access agreement, narrowing the gap with the students on BA/BSc honours programmes	2013-14	46%	57%	60%	Percentage	2019-20	56	Limited progress
T16b_03 (Access)	To increase significantly HE focussed outreach activity with schools, especially high schools in areas with low participation rates in Higher Education. The activity is designed to increase engagement with and aspiration to higher education and to support the raising of those pupils' attainment. Impact measure is a 15% increase in applications to university courses from those targeted schools. Assume audience in schools is Year 10 this outcome will be measurable by 2020-2021.	2014-15	20 pupils	125	150	Headcount	2019-20	170	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£88,000.00	£88,000.00	0%
Financial Support	£311,000.00	£311,000.00	0%

4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	We will continue our focus on working both with our FE progression students and the wider population to increase the access, success and progression of Care Leavers within the Higher Education sector. This will be done through WP activity and our work in partnership with the Care Leaver Covenant.
T16b_02	Please see commentary column Y.

5. Confirmation

Burnley College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Burnley College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Karen Buchanan
Position	Principal

Annex A: Commentary on progress against targets

Burnley College's commentary where progress against targets was less than expected.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Although as identified in Column P, the college did anticipate that 2 of our internal FE Care Leaver students would progress to Higher Education with us in 2019/20, those student plans did change as a result of the Global Pandemic. The 1 student identified in Column T was a non-progression Care Leaver who joined our HE community in 19/20.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
You will notice from the 2020-21 - 2024-25 APP that Care Leavers are a key focus group for the College over the duration of the plan. The College has started to take specific steps to address the ambitions of this plan and is currently in the preliminary process of joining the Care Leaver Covenant. This underrepresented group of students remains a key priority for the College moving forward in its APP activity.

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?
The commitments of the plan have been met in relation to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Please see commentray column Y.

Annex B: Optional commentary on targets

Burnley College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Please note that when this plan was developed the total number of Directly Funded and Indirectly Funded eligible students was totalled to produce the baseline data. In order to measure this target in a comparable way, this data has been totalled again for the purpose of this update.
T16a_02	Please note that the data used to create baseline data for the purpose of the 2019/20 APP was internal data. Internal data has been used again to measure the progress made in a comparable way. The 2020-21 - 2024-25 APP (and all future APP data reporting) has utilised the data available via the OfS dashboard - the College will continue to utilise these data sets rather than internal data.
T16a_03	
T16a_04	The average % has increased in each year and the College has seen a 26% total increase in 2019/20.
T16b_01	The Baseline data for 2014/15 was 48%.
T16b_02	After reflecting on this target, it is not one that we would wish to take forward within future APPs. Rather than assessing attainment levels, it would be more productive and worthwhile for our students to look at the distance that our students have travelled whilst being on programme.
T16b_03	The College has exceeded target for this area. This is mainly due to the outreach work that our Schools Liaison team complete,