



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Bradford 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

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

Bradford College's 2019-2020 strategy for access and participation is aligned with the College Strategy 2015- 2020, the College HE Strategy, its strategies for Recruitment, Retention and Teaching and Learning; it also aligns with strategies for developing the College estate and supporting students with disabilities. Each strategy places students firmly at the centre of everything the College does. Through the clear alignment of operational strategies with Access and Participation priorities the College can ensure that it takes an integrated approach to supporting all students to achieve equitable outcomes. The key priorities aligned with each of these strategies and articulated in the 2019-20 Access and Participation Plan are as follows:

Recruitment

The College has many higher education students, but it has suffered from the challenges experienced nationally over the last 3 years. The College is situated next door to Bradford University and is on the Leeds / Manchester corridor with 10 universities and colleges offering Higher Education. Bradford College has generally done well on widening participation measures, but this has been because we have been particularly successful in recruiting students from the second POLAR quintile. We also recruit strongly from the middle quintile and have few students from the top two quintiles. The majority of undergraduates we recruit (58%) come from the most deprived quintile in the Index of Multiple Deprivations and 81% come from IMD Q1 & Q2. Our recruitment profile is typical of the local population as our average catchment area is approximately 8 miles.

The College has 2 key recruitment priorities for access and participation:

1. To continue to work with the local and regional initiatives in raising aspiration. The College has a strong outreach programme within the area's primary and secondary schools, working to increase recruitment, in particular from POLAR Q1 and IMD Q1. As noted earlier, the College's strong widening participation performance is from POLAR Q2 and is now focused on increased engagement with younger age groups across Bradford and the region, from Year 5 and Year 6 Primary outreach, to Key Stage 3 in the local and regional secondary schools and academies.

2. The second recruitment priority for the College is to improve the progression of our own FE students to higher education and hopefully to this College. We have been guided by the work of leading researchers recommending interventions which have an academic purpose that is explicitly relevant to students when delivered in the mainstream to all students, facilitating

collaboration between students and with staff. The planned interventions will be ongoing as part of a programme of interventions. Individual student engagement will be monitored and followed up as necessary. These interventions have been shown to improve outcomes for institutions that have a comprehensive pastoral and academic support system in place.

Learning and Teaching

The College's Learning and Teaching Strategy aligns with the Access and Participation Plan - it articulates a student-centred approach to learning and teaching to ensure equitable outcomes and raise individual aspirations; this purpose can be summarised in four clear priorities:

- 1: Further develop a culture of compassionate student centred learning and development supported by a community of practice to help all students develop their subject knowledge, their employability skills and applications to their chosen practice and their identity as a lifelong learner.
- 2: To ensure we have rigorous quality systems designed to support the student on their access to and journey through a wide range of programmes, modules and work based placements, which are open to external and internal review and scrutiny as required of higher education provision.
- 3: Develop the quality of learning and teaching through appropriate research, scholarship, and professional development activity to identify, exemplify and embed practice we know to benefit the student on their educational, employment engagement, and personal development journeys.
- 4: Further develop stakeholder engagement with employers, communities, and individuals within the local and regional community for the mutual benefit of our students, staff, and the communities in which they live and work.

Retention

Drawing on current research, the College's retention strategy articulates targets which are designed to support all students through their College experience resulting in equitable outcomes. The strategy responds to the College's Access and Participation agenda. It proposes actions associated with the following stages of the student lifecycle:

1. Assessment design and planning
2. Department-level retention targets and action plans
3. Immersion induction
4. Attending for study: The HE Attendance policy
5. Incentives and encouragement
6. Employability development
7. Student academic skills support
8. Feedback
9. Student Union engagement
10. Personal tutorials
11. CPD through the Higher Education Academy

Students with Disabilities

The College has made the following commitments in the Access and Participation Plan:

The College has committed to provide students who have disabilities with the support needed to remove barriers for accessing higher education at the College and are committed to ensuring students have access to full and detailed information regarding the support they can expect to receive. The College has committed to two strands of support available to students with additional needs:

1. Support for the wider college disabled student population by increased investment in the IT used in the supported study area/quiet study zone
2. Increase the College assistive technology loan service to extend to all students with evidence of a disability regardless of eligibility for DSA under the new guidelines.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Bradford 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 Bradford 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)	Increase progression from Bradford College FE students	2015-16	283	376	414	Headcount	2019-20	117	No progress
T16a_02 (Access)	Improve recruitment to the College. The College already recruits and high level of Widening Participation students and will aim, in particular, to recruit higher numbers of WP students from it's own FE provision	2015-16	2100	2200	2350	Headcount	2019-20	836	Expected progress
T16a_03 (Student success)	Provide students who have disabilities with the support needed to remove barriers to accessing higher education	2015-16	48	89	73	Headcount	2019-20	113	Expected progress
T16a_04 (Progression)	Improve retention and progression for undergraduate and sub degree students by 5% in year 1 and maintain for future years	2013-14	70.1%	85%	85%	Percentage	2019-20	82	Limited progress
T16a_05 (Progression)	Improve retention and progression for undergraduate and sub degree students by 2% in year 2 and maintain for future years	2013-14	86.5%	91%	92%	Percentage	2019-20	87	Limited progress

T16a_06 (Access)	Over 2009-2011 our recruitment of minority ethnic trainees has remained consistently high and for 2010-11 at 23% for Primary and 46% Secondary exceeded that of local providers on average by 14% and 28% respectively (confirmed SED data). Our recruitment of minority ethnic trainees is above the demographic makeup of Bradford (20%) and matches that of the country as a whole (24%).	2012-13	Primary: 26% Secondary: 37% Combined: 29%	Primary: 38% Secondary: 38%	Primary: 35% Secondary: 38%	Percentage	2019-20	84 77	Expected progress
T16a_07 (Access)	We are aware that whilst our recruitment of men into Primary is good (17%, 2010-11), and on a par with previous years, we are keen to improve this figure. In terms of financial estimations within this document (£500 bursaries) we could aim for our recruitment of men into primary increase as follows: 2013-14 (36,18%); 2014-15 (39,19%); 2015-16 (43, 20%).	2012-13	21%	25%	27%	Percentage	2019-20	28	Expected progress
T16a_08 (Access)	Maintain existing levels of recruitment from widening access students	2014-15	14%	22%	25%	Percentage	2019-20	42	Expected progress
T16a_09 (Access)	Maintain existing levels of recruitment from widening access students	2014-15	20%	30%	30%	Percentage	2019-20	44	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)	As part of the National Collaborative Outreach Programme (NCOP) 2016-2020 continue collaborative outreach work with National Networks for Collaborative Outreach (HEART) partners to increase participation in HE from disadvantaged backgrounds	2015-16	53%	53%	53%	Percentage	2019-20	56	Expected progress
T16b_02 (Access)	Delivery of activity in support of raising attainment in schools and colleges	Other (please give details in Description column)	N/A	Pilot activity- input figure	Implementation of activity - outcomes figure	N/A (see description / commentary)	2019-20		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	£371,394.35	£418,091.00	13%
Financial Support	£130,000.00	£55,000.00	-58%

4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Investment in staff with a clear focus on internal progression will be maintained. We have enhanced our methodology for monitoring progress against target as detailed in the 2021 APP. Following a return to College (post lockdown) internal progression events will recommence. Work to identify aspiration of L3 students and support their journey into higher education aligns with the College's new strategic plan. The College has revised guidance associated with student progress reviews to focus on student aspiration in line with this revised strategy.
T16a_04	The college is currently installing a new electronic Individual Learning Plan platform that will increase staff and students ability to share targets, access individual support and facilitate agency over personal progress and outcomes. This system will support the end to end student journey. In addition, we will embed evidence based monitoring of student progress and engagement into the College's data reporting strategies following encouraging evaluation of pilot activities in 1920.
T16a_05	The college is currently installing a new electronic Individual Learning Plan platform that will increase staff and students ability to share targets, access individual support and facilitate agency over personal progress and outcomes. This system will support the end to end student journey. In addition, we will embed evidence based monitoring of student progress and engagement into

the College's data reporting strategies following encouraging evaluation of pilot activities in 1920.

5. Confirmation

Bradford 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	
Bradford 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	Chris Webb
Position	CEO and Accountable Officer

Annex A: Commentary on progress against targets

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

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
We have not achieved the headcount target. Against a background of falling recruitment activity, we have sustained the level percentage of applications from L3 Bradford College progressors. Given the falling recruitment picture, we now measure this target in percentage terms rather than headcount figures. This has fed through to enrolments; the percentage of Bradford College progressors who are young and have entered an UG programme has been maintained at the 30% level.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The College has invested in roles to support internal progression (firstly a fixed term progression officer and latterly APP Officers working in the student engagement department on permanent contracts). Departmental targets for internal progression are closely monitored through a formal performance review process. A programme of progression events takes place annually - adapted and refined based on student feedback, although COVID19 has had an impact on this programme in Semester 2 1920.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
We remain below the College target of 85% although above the baseline recorded.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As part of our commitments to meeting this target we have delivered against activities articulated in our Retention Strategy (listed in our APP). We have revised reporting methodologies to focus support to students at risk of disengagement and failure (including risk registers and attendance policies). We have piloted unique approaches to identifying and responding to student risk. Our revised Personal Tutorial Policy facilitates conversations with at-risk students to enable greater access to additional support. Indicators from Semester 1 Module Assessment Boards show that we are on target to exceed the milestone in 20/21).

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
We remain below the target of 91%, showing a small increase of 0.5% against baseline.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As part of our commitments to meeting this target we have delivered against activities articulated in our Retention Strategy (listed in our APP). We have revised reporting

methodologies to focus support to students at risk of disengagement and failure (including risk registers and attendance policies). We have piloted unique approaches to identifying and responding to student risk. Our revised Personal Tutorial Policy facilitates conversations with at-risk students to enable greater access to additional support. Indicators from Semester 1 Module Assessment Boards show that we are on target to exceed the milestone in 20/21).

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	Original target was based on the assumption of a growth in student numbers and measured in terms of headcount. However, since the numbers cap was removed we have seen diminishing recruitment year on year. As a result we now measure this target in percentage terms.
T16a_02	Given the falling recruitment picture, the College now measure this commitment in percentage terms. Percentage increases can be seen over the last 5 years (since baseline year) for both POLAR 4 and IMD Index as follows: POLAR4 in 1920 = 44% (3% increase) and IMB in 1920 = 86% (5% increase)
T16a_03	
T16a_04	
T16a_05	
T16a_06	For clarity - actual results stand at: Primary: 84% Secondary: 77%
T16a_07	
T16a_08	The HESA T1a-NS-SEC classes 4-7 do not exist as a measure anymore. As a proxy for this return we now utilise POLAR 4 Q1 and Q2. In 1920 we recruited 42% of Undergraduates from this category - a 4% increase over OfS baseline. We also measure IMD deprivation for Q1 and Q2. In 19/20 we recruited 86% from these categories - an increase of 8% over OfS baseline.
T16a_09	The HESA T2a SEC classes 4-7 do not exist as a measure anymore. As a proxy for this return we now utilised POLAR 4 Q1 and Q2. In 1920 we recruited 44% of Undergraduates from this category - a 3% increase over OfS baseline. We also measure IMD deprivation for Q1 and Q2. In 19/20 we recruited 86% from these categories - an increase of 5% over OfS baseline.
T16b_01	56% = Q1 income deprivation index (all applications) 75% = Q1 & Q2 income deprivation index (all applications). Bradford College continues to participate and support WP activity through the UniConnect project and its membership of the Go Higher West Yorkshire partnership.

T16b_02	<p>The pilot and subsequent evaluation were completed in line with targets. However, impact on recruitment for White and non-BAME students was not evidenced.</p> <p>The format and projection of this activity has changed to the development of an initial online module aimed at pupils in Year 7 & 8 - 'Let's Make More MESS' - an attainment raising activity focussing on the importance of Maths, English and Science in a variety of careers. Work has already commenced to extend this to be a sustained programme of activities available to Primary, Secondary (lower & upper) and Further Education learners, branded as 'Project MESS'. Checkpoints have been built in to the project to ensure each stage of the programme is evaluated.</p>
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